

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Briggs Elementary

CDS Code: 56724470000000

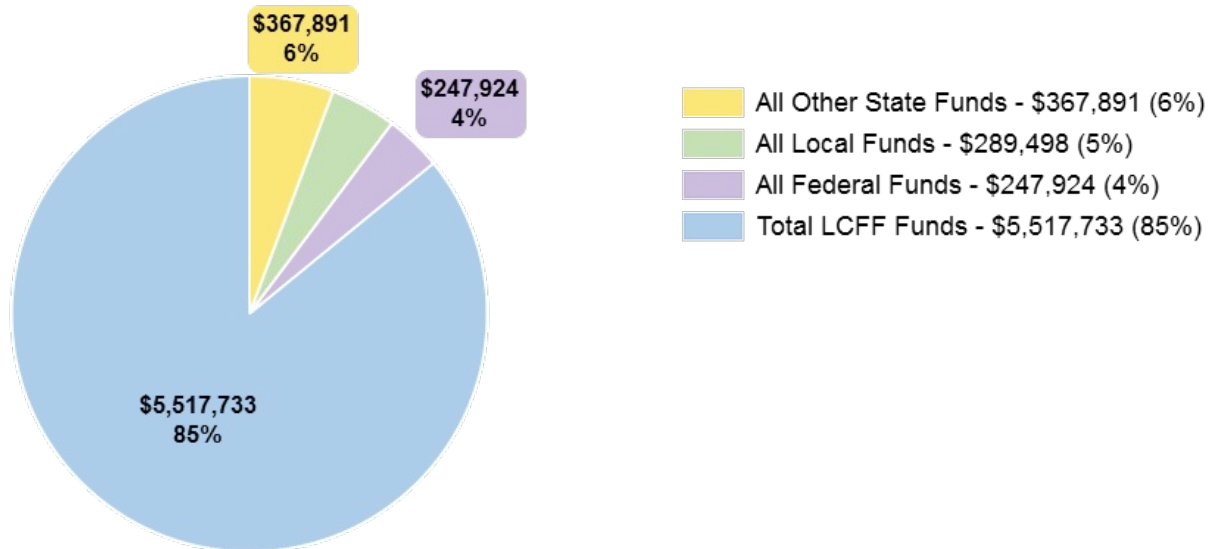
Local Control and Accountability Plan (LCAP) Year: 2019-20

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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).

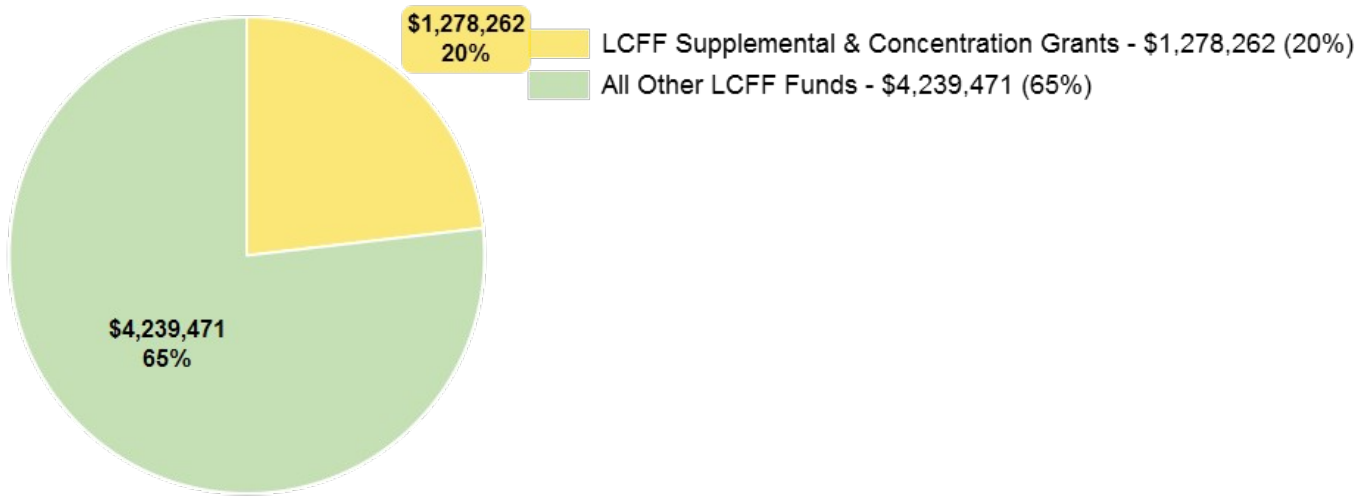
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$367,891	6%
All Local Funds	\$289,498	5%
All Federal Funds	\$247,924	4%
Total LCFF Funds	\$5,517,733	85%

Breakdown of Total LCFF Funds



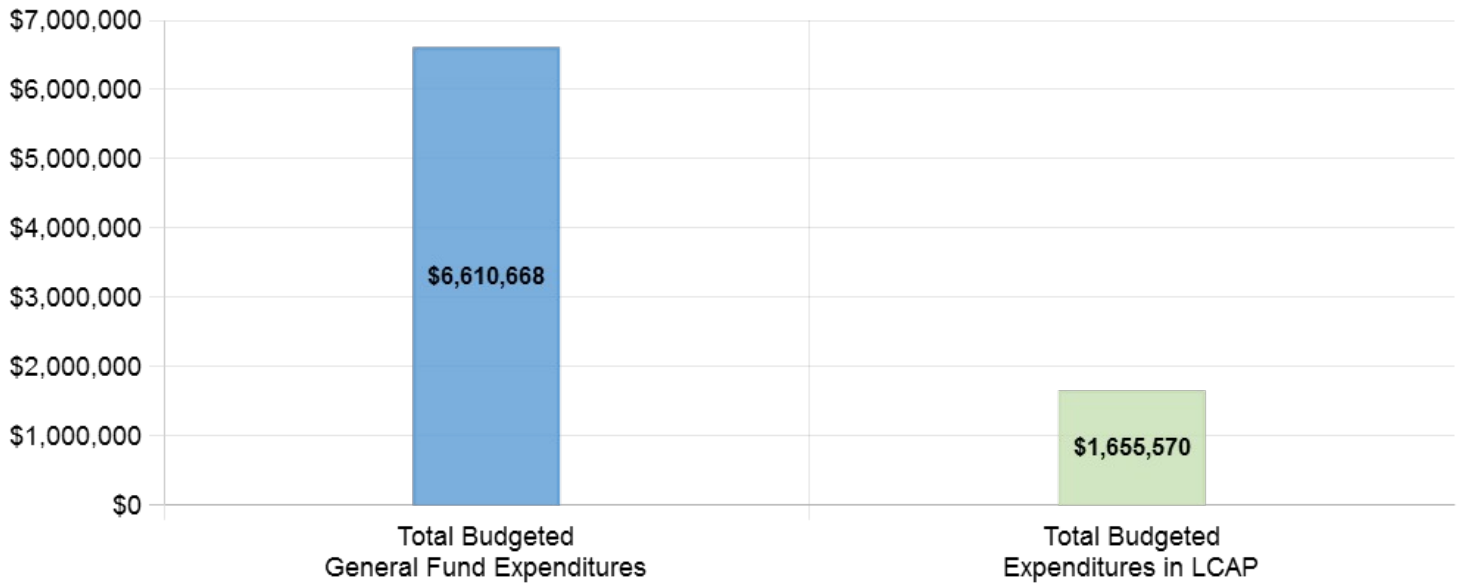
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$1,278,262	20%
All Other LCFF Funds	\$4,239,471	65%

These charts show the total general purpose revenue Briggs Elementary expects to receive in the coming year from all sources.

The total revenue projected for Briggs Elementary is \$6,423,046, of which \$5,517,733 is Local Control Funding Formula (LCFF), \$367,891 is other state funds, \$289,498 is local funds, and \$247,924 is federal funds. Of the \$5,517,733 in LCFF Funds, \$1,278,262 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$6,610,668
Total Budgeted Expenditures in LCAP	\$1,655,570

This chart provides a quick summary of how much Briggs Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Briggs Elementary plans to spend \$6,610,668 for the 2019-20 school year. Of that amount, \$1,655,570 is tied to actions/services in the LCAP and \$4,955,098 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

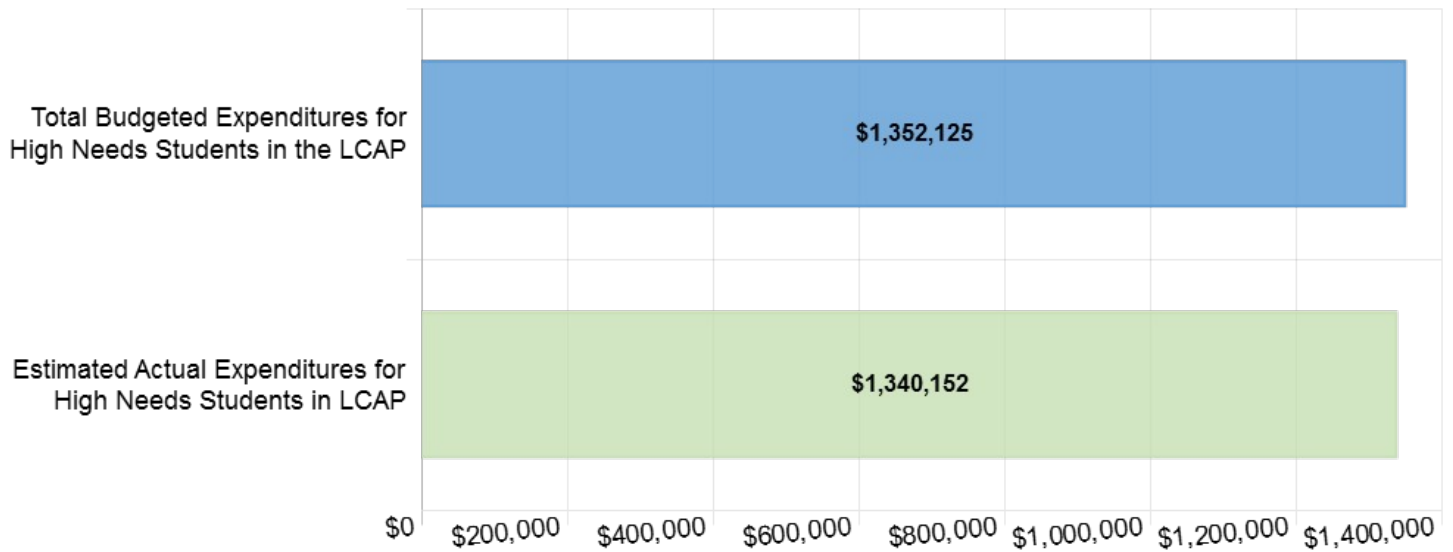
The LCAP does not include expenditures for administrative and support staff salaries, maintenance and operations, special education, or most classroom teachers.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Briggs Elementary is projecting it will receive \$1,278,262 based on the enrollment of foster youth, English learner, and low-income students. Briggs Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Briggs Elementary plans to spend \$1,382,803 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,352,125
Estimated Actual Expenditures for High Needs Students in LCAP	\$1,340,152

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

In 2018-19, Briggs Elementary's LCAP budgeted \$1,352,125 for planned actions to increase or improve services for high needs students. Briggs Elementary estimates that it will actually spend \$1,340,152 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$11,973 had the following impact on Briggs Elementary's ability to increase or improve services for high needs students:

While we may have under spent from total budgeted expenditures we actually far surpassed allocations from the supplemental/concentration grant that specifically targeted our subgroup populations. The required amount to spend was \$1,246,461 at adopted budget. We exceeded that amount and the actual amount spent on high needs students was 1,340,152.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Briggs Elementary

Contact Name and Title

Deborah Cuevas

Superintendent

Email and Phone

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2017-20 Plan Summary

The Story

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

The Briggs School District, comprised of two schools, is located in the rural, agricultural community of Santa Paula, California. It is approximately 65 miles west of Los Angeles in Ventura County at a midway point between the cities of Ventura and Santa Paula. Within the school boundaries there are no sidewalks which require all students at both sites to enter via bus transportation or parent drop off. Olivelihoods School, a California Distinguished School, services TK-4 grade students and Briggs School serves 5-8 grades.

Briggs School District demographics are 97.15% Hispanic/Latino and 2.28% White. Briggs' English Learner population represent 41%, Special Education represent 6%, Low Socioeconomic represent 76%, and Foster Care/Homeless represent 7% of our district population.

The District recently made improvements for course access at the middle school that involved hiring new staffing. Six teachers took part in the induction program as new teachers. A total of 26% of teaching personnel was hired in the last two years.

LCAP Highlights

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

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

- Increase student achievement

Several highlights occurred from the actions under this goal in this year's LCAP. One highlight was the implementation of a new math fact supplemental program called Reflex Math. This was utilized in grades 1-5 to strengthen math fact fluency in addition, subtraction, multiplication or division, depending on the grade level standards. A school-wide incentive program was used to support student use of the program in grades 1-4. The district believes that strengthening these foundational skills will help students as they build upon more complex math concepts. In technology, the purchase of more student laptops allowed for 2nd grade to become 1-1 at Olivelihoods School, in addition to 3rd and 4th. Classroom technology was also upgraded with the purchase of 75" interactive flat panels for each classroom and common area at both campuses. This will allow teachers and students to access the interactive software in all core curriculum subjects. The 1.0 Teacher on Special Assignment was able to provide dedicated English Language Development at Briggs School. This dedicated learning time was essential to the progress of the long-term English Learners in grades 5-8.

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

Highlights from this goal come from the support staff hired under these actions for counseling services, campus supervisor at Briggs School and school nurse. Among the many ways the counselor supported the district included crisis counseling, family counseling support, social skills groups. The school nurse was able to provide outside referral support for the district families in need, free. She was also able to provide Positive Prevention Plus curriculum to all 8th grade students. The counselor was able to help students TK-8 navigate through a variety of social emotional needs.

- Improve parent engagement.

The Latino Family Literacy project continues to be a highlight under this goal providing parents and students at the 7th and 8th grade important information about college and career readiness. The LCAP survey was heavily promoted at both sites' Spring Open House which resulted in the highest return rate yet from district families at 41%. Evening ESL classes continue to be well received by the community on a consistent basis in our small community. Childcare services provided to all families during evening events helped to increase parent participation at these events. Busing was provided to families for the fall and spring open house events at Olivelihoods.

All local indicators from the DASHBOARD have been met.

Review of Performance

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

Greatest Progress

Briggs School District is most proud of the progress made by our Homeless, English Learner and Reclassified English Learner subgroup populations.

According to the CA School Dashboard, our Homeless subgroup increased from Yellow to Blue in 2018 in English Language Arts. This subgroup also increased in points in Mathematics, although still scoring in the Yellow category. They also scored in the Blue categories for Suspension and Chronic Absenteeism on the CA Dashboard, having Very Low and Significantly Decreased percentages in both areas.

Our English Learner subgroup has also made great gains. 75% of our English Learners scored at least Level 3 or above in English Learner Progress on the CA School Dashboard. 42.1% of our English Learners scored Level 4 Well Developed, which is significantly above the 30.6% state average. 32.9% of our English Learners scored Level 3 Moderately Developed.

Our Reclassified English Learners continue to show great success. In English Language Arts, they increased 13.6 points and are 15.2 points above standard. In Mathematics, even though they are 27.5 points below standard, they increased 9.7 points.

The district plans to maintain this success by continuing to focus on social emotional support for these subgroups, through additional staff support of a school nurse and counselor and professional development for all staff in the area of social emotional and character development. For our English Learners, the district is continuing to focus on the dedicated English Language Development time and finding effective strategies to bridge the success shown on the ELPAC to the CAASPP in order to reclassify more of our long-term English Learners.

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

Greatest Needs

For Briggs School District, no state indicators scored in the Red or Orange category for overall performance, however, further analysis found that one subgroup, Students with Disabilities, scored in Orange in Suspension Rate. The district is working on improving this area by addressing social emotional and behavioral needs through on-going work with our Multi-Tiered Systems of Support (MTSS). The district is reviewing and updating effective strategies to implement Tier 1, Tier 2 and Tier 3 support. The expected outcome is that disciplinary behaviors decrease while our social emotional education and support services increase for not only students with disabilities, but all students.

The district is currently looking at piloting and/or purchasing social emotional curriculum that will be offered at the Tier 1 level. The district will be implementing more PBIS strategies by incorporating evidence-based strategies, such as defining and teaching positive social expectations, arranging consistent consequences for a problem behavior and ongoing collection and use of data for decision-

making.

Another need identified by the district is the progress of our current English Learners, more specifically, our long-term English Learners. Further explanation is given in the Performance Gap section. The scores show that the when students become long-term English Learners, they are not performing near standard. The district recognizes the need to give further support to this particular group of students and will be looking at the strategies, methods and materials used in both the integrated and dedicated English Language Development time.

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

Performance Gaps

One area that Briggs School District had a performance gap in was Suspension Rate. Our Student with Disabilities subgroup scored Orange on the Dashboard, whereas all students scored Green. The district recognizes the need to improve in this area and has identified this as one of the greatest needs in the district. The plan for next steps can be found in the above section. Briggs School District is proud of the fact that no student groups are performing below where "all students" performed on the English Language Arts and Mathematics assessments. All students scored Yellow in English Language Arts and Mathematics on the CA School Dashboard and the subgroups either scored at least Yellow or better. Further analysis was done in the English Learner subgroup. It is understood that when looking at the performance outcome in both English Language Arts and Math, the English Learner subgroup contains both English Learners and Reclassified English Learners for two years. When looking at the Data Comparison section for English Learners, here is where a performance gap is found. In English Language Arts, our current English Learners declined and scored 67 points below standard, whereas our Reclassified English Learners increased and scored 15.2 points above standard. In Mathematics, our current English Learners declined and scored 91.6 points below standard, whereas our Reclassified English Learners increased and scored only 27.5 below standard. The district’s current English Learners consist mostly of long-term English Learners, especially at the middle school level. Further analysis shows that our long-term English Learners our scoring well on the ELPAC, but their success is not translating on the CAASPP. The district continues to focus on dedicated English Language Development at the middle school level and plans to provide on-going staff development for our new and continuing teachers who work with our long-term English Learners.

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.

N/A

Support for Identified Schools

Describe how the LEA supported 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.

N/A

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.

N/A

Annual Update

LCAP Year Reviewed:

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

Goal 1

Goal # 1 District will increase student achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

60% of all 1st-4th students reading at grade level

40% of all 5th-8th students reading at grade level

Actual

46% of all 1st-4th students were reading at grade level

24% of all 5th -8th grade students are reading at grade level

Expected

Districtwide: 45% Standards Met or Exceeded
no lower than 5 points below Level 3

Districtwide: 30% Standards Met or Exceeded
no more than 45 points below Level 3

Due to 2016-2017 California DASHBOARD results of 58.9 below level 3
our new outcome is no more than 50 points below Level 3

18% of students reclassified

Maintain 97% attendance rate

California Dashboard now measures Chronic Absenteeism as a
percentage. We will maintain or decrease the percentage from previous
year.

Maintain in good repair as measured by FIT.

Maintain teachers with appropriate credentials

Actual

Districtwide: 45.2% of students Met or Exceeded the standard
All students were 9.2 standards below standard (Level 3)

Districtwide: 32.2% of students Met or Exceeded the standard
All students were 47.3 points below standard (Level 3)

Current English Learners scored 67 points below standard (Level 3)

18% of students were reclassified

Attendance rate was 97%.

Chronic Absenteeism decreased from 3.4% to 3.2%.

All facilities in good repair as measure by FIT.

All teachers have appropriate credentials for the courses they are
teaching.

Expected

N/A

Establish Baseline

Actual

N/A

Reflex Math: 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.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

1.1 Teachers were offered and participated in numerous professional development opportunities in English language arts, mathematics, social-emotional learning and best practices courses to specifically address at-risk student populations in the areas of project-based learning strategies, and SIRAS special education training.

\$15,000

\$10,522 - Unrestricted, Travel and Conferences

Action 2

Planned Actions/Services

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

Actual Actions/Services

1.2 Fifteen (15) laptops for teacher use, thirty seven (37) 75" flat panel TV's to replace old and outdated TV's and projectors in every classroom, library, and multipurpose building. Technology supplies, TV wall mount for science lab, professional services, projector lamp replacements and computer display panels.

Budgeted Expenditures

\$200,000

Estimated Actual Expenditures

\$ 12,000 - Unrestricted, professional services
 \$ 2,672 - Unrestricted, supplemental concentration, materials and supplies
 \$162,913 - Unrestricted, supplemental concentration, non-capitalized equipment
 \$ 525 - Unrestricted, supplemental concentration, professional services

Action 3

Planned Actions/Services

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

Actual Actions/Services

1.3 Six teachers at Briggs and three teachers at Oliveland's provided extra support to at-risk students after school to increase student achievement and course access. Briggs results indicate that 94% of students met their goal during their 6 week session after school with a credentialed teacher to support them. Oliveland's results indicate that 100% of students met their goal during their 6 week session after school with a credentialed teacher to support them.

Budgeted Expenditures

\$30,229

Estimated Actual Expenditures

\$82.- Unrestricted, supplemental/concentration, materials and supplies
 \$32,663 - Unrestricted, supplemental/concentration, salaries and benefits (teachers)

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

1.4 Response to Intervention
 At Oliveland, the intervention teacher was able to provide five, six-week intervention sessions. In these sessions, they were able to provide push-in assistance to first grade for three of these sessions, Tier III intervention for English Learners new to the US from Mexico in all five sessions, and Tier II and Tier III academic intervention in all five sessions for 47 students. 100% of students showed progress from their pre-test to their post-test.

\$83,305

\$86,588 - Unrestricted, supplemental concentration, certificated and classified salaries and benefits (teacher/instructional assistant)
 \$ 3,890 - Restricted, REAP, classified salaries and benefits (instructional assistants)
 \$1,213 - Unrestricted, supplemental concentration, materials and supplies

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

1.5 Two .60 FTE Teachers on special assignment and one 1.0 FTE Teacher on Special Assignment to support academic intervention K-8. In addition, four (4) single subject teachers were hired to decrease class size and increase course offerings at the middle school. On site principals support staff and students towards closing the achievement gap.

\$750,640

\$757,544 - Unrestricted, supplemental concentration, certificated salaries and benefits (teachers and administrators)

Action 6

Planned Actions/Services

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

Actual Actions/Services

1.6 Piloted History Social Studies curriculum this year. No decision made at this writing. ELA/ELD digital support for teachers in Yr. 2 was not utilized because their wasn't a need for all and the cost was prohibitive for the few who wanted it.

Budgeted Expenditures

\$10,000

Estimated Actual Expenditures

\$0

Action 7**Planned Actions/Services**

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

Actual Actions/Services

1.7 BTSA induction program costs and Support Provider stipends were provided to support classroom quality instruction.

Budgeted Expenditures

\$23,722

Estimated Actual Expenditures

\$ 7,552 - Restricted, Title II, certificated salaries and benefits (teachers)
\$23,000 - Restricted Title II, professional services

Action 8**Planned Actions/Services**

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

Actual Actions/Services

1.8 Instructional supplies, classroom supplies, and NGSS supplementary materials, online subscriptions, online membership subscription renewals, reading math and science connection newsletters, and science supplies.

Budgeted Expenditures

\$40,000.

Estimated Actual Expenditures

\$26,420 - Unrestricted, professional services
\$16,650 - Unrestricted, materials and supplies
\$12,393 - Unrestricted, textbooks
\$ 3,290 - Restricted, lottery, textbooks

Action 9**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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

N/A

N/A

N/A

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

Analysis

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

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

All actions and services in Goal 1 were fully implemented. Actions that contributed to the success of the goal was:

- On going professional development for new and continuing teachers
- Technology improvements to provide access to core curriculum and supplemental programs
- Teachers on Special Assignment provided dedicated ELD and intervention for at-risk students on a consistent basis

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

The actions and services have been effective in meeting some outcomes and the district is making progress towards meeting other outcomes. The district met the goal of percentage of students either meeting or exceeding the standard in English Language Arts or Math. The metric for reaching a specific number of points below standard was not met for either ELA or Math; however, the actual outcome was very close to being met. The goal for ELA was to be no lower than 5 points below standard and the actual outcome was 9.2 points below standard. The goal for Math was to be no lower than 45 points below standard and the actual outcome was 47.3 points below standard. The district did meet its goal for reclassification rate at 18%. It did not meet its goal for English Learner progress towards standard on the ELA assessment. The goal was to be no lower than 58.9 points from standard and the actual outcome was 67 points below standard. The district met its attendance rate goal of 97%, as well as decreasing the chronic absenteeism percentage from 3.4% to 3.2%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs for staff development were below estimated expenditures. Several online subscriptions provided free staff development training. Many staff members utilized the Ventura County Office of Education workshops that were less expensive than anticipated. Technology expenditures were lower

than anticipated but all purchases were expended. Costs for certificated staff to perform extra duty pay services for students were higher than anticipated but it also shows that more teachers participated in the extra duty pay opportunities the district offered to help support student academic success. Response to intervention and increased staffing for course access at the middle school costs were higher than anticipated. Second year digital training was not necessary for most of the teachers using the recent ELA/ELD curriculum adoption and therefore no expenditures were used. New teacher induction costs and supplementary materials were higher than anticipated.

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

Most of the changes in this goal from 2018-19 to 2019-20 were done in the Measurable Outcomes section. Any reference to Level 3 was changed to the term "standard" to match the term used in the CA School Dashboard. The STAR Reading Assessment expected outcomes for both 1st-4th and 5th-8th were adjusted for 2019-20 based on the actual outcomes from 2018-19. Kindergarten was also removed from the description as only grades 1st-4th take the STAR Reading Assessment at Oliveland. The CAASPP metric for both English Language Arts and Math were updated to include language just related to the CA School Dashboard. The Chronic Absenteeism metric was updated to reflect maintaining a Low level on the CA School Dashboard. The expected outcome for current English Learners on the ELA assessment in 2019-20 changed based on this year's actual outcome to no lower than 60 points below standard based on the 2018-19 results of being 67 points below standard. In addition, due to the English Learner Indicator not on the Fall 2018 CA School Dashboard, an EAMO for ELPAC was added with Fall 2018 CA Dashboard baseline data.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

1.5% or less suspension rate

Actual

1.4% actual suspension rate

Expected

40% of total referrals

Maintain (0%)

Actual

Olivelands did not meet this outcome with 48% of the total referrals being written to students who had multiple infractions. However, individual and group counseling services were utilized by 50% of the students who received multiple infractions.

At Briggs School 73% of the total referrals being written were for students with multiple infractions. The total referral count for Briggs school was one hundred and forty-one. Thirty eight students received only one infraction for the school year, however twenty-five students who received multiple infractions account for a total referral count of one hundred and three. 24% of students who received multiple infractions were provided group counseling through our school counselor.

Briggs School District had zero expulsions this academic year.

Expected

3 events a year per site

Actual

Olivelands maintained at least 3 character building events with the Mr. Peace assembly, Be a Buddy, Not a Bully Week and Read Across America Spirit Week.

At Briggs we provided a rules assembly to kick off the school year and followed up with and ECO Friendly assembly, a Tobacco Bus presentation, and we had a motivation speaker Roy Juarez with IMPACTruth, and a Magic Show.

The total number of assemblies provided to each school site was 3 for the year.

Expected

Maintain9

Actual

Maintained. There are many opportunities for middle school connectedness and opportunities. At Briggs School, students are presented with opportunities to participate in one of our many clubs such as the Robotics program, STEAM Club, Yearbook Committee, Science Club, Chess club and Drama Club. There is also a student led group called the United Panthers Dream that provides students the opportunity to engage in public service for the community and the school. Kindness Week energized students by providing learning opportunities on how to promote kindness within our student community and beyond. This year ASB also presented students with the opportunity to engage in leadership opportunities. ASB puts on a variety of events such as fundraising opportunities, school dances, carnivals, and many celebrations. ASB encourages students to run for various student body offices and provides leadership opportunities that reaches all students at the school.

Maintain or increase

Briggs School District has three distinct stakeholders that provide school ratings on positive school climate.
Healthy Kids survey for students issued every two years. Data remains the same as last year for students.
Staff reported an approval rating of 70%. Parents reported approval rating of 94%.

Expected

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

Actual

Physical Fitness test was administered to all 5th and 7th grade students to measure student physical fitness. An analysis of the data reveals that 18% of 5th grade students and 56% of 7th grade students are able to meet 5 out of 6 standards on the PFT assessment. The data reveals that 5th grade students will need to increase Physical fitness activity in 6th grade. 7th grade remains consistent in their scores.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

N/A

N/A

N/A

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

2.2 Robotic supplies, field trip expenditures, supplies for tutoring, student enrichment supplies, character building assembly fee, classroom incentives, robotics competition entry fees, and artist in the classroom professional services.

\$34,037

\$12,217 - Unrestricted, supplemental and concentration, professional services
 \$11,000 - Unrestricted, supplemental and concentration, materials and supplies
 \$ 2,232 - Unrestricted, supplemental and concentration, non-capitalized equipment
 \$ 7,914 - Unrestricted, supplemental and concentration, transfers of direct costs

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.3 Monitor digital citizenship and provide guidance as needed.

2.3 Oliveland's principal provided guidance to 3rd and 4th students on digital citizenship. Topics included taking care of hardware and reminding students of the respectable use policy.

Briggs School utilizes digital citizenship modules which teach students how to use digital media responsibly in order to be safe. Students are able to use technology at the school site only after agreeing to uphold acceptable use policy.

\$2,550

\$0

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

N/A

N/A

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

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

Actual Actions/Services

2.5 Counseling services was provided three days a week between Briggs and Oliveland Schools. There are about twenty-six students at Oliveland and thirty-four at Briggs, who receive weekly group and individual counseling services. 1:1 sessions are provided as needed.

Groups and individuals are offered the following:
 Building positive relationship with peers and teachers; practicing listening and communication skills; role modeling and practicing coping skills and learning how to utilize coping skills to increase self-control, minimizing disruptive behaviors and increase positive social skills. Providing education about social and emotional needs, building healthy relationships, grief, and anger management.

In addition, groups at Briggs are

Budgeted Expenditures

\$52,525

Estimated Actual Expenditures

\$52,525 - Unrestricted, supplemental and concentration, classified salaries (classified counselor)

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

offered self-esteem building skills and lessons on how to cope with daily stressors, manage symptoms of anxiousness and building study skills.

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.6 Purchase Health Ed curriculum updates.

2.6 Health Education curriculum updates were purchased.

\$2,000

\$1,098 - Unrestricted, supplemental and concentration, materials and supplies

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

2.7 Maintained P.E. teacher as 1.0 FTE; PE aide was hired for .50 FTE to support the physical education program.

\$101,426

\$76,228 - Unrestricted, supplemental and concentration, certificated salaries and benefits (teacher)
\$17,014 - Unrestricted, supplemental and concentration, classified salaries and benefits (instructional assistant)

Action 8**Planned Actions/Services**

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

Actual Actions/Services

2.8 School nurse was hired and worked 2 days a week for 35 weeks and provided the following training;
 35 Triennial or initial IEP assessments and written reports
 2 504 assessments and written reports
 2 504 update, accommodations and team participation
 21 vision and hearing assessments for annual IEPs
 7 Health and Emergency Care Plans, writing and training of staff
 15 Medication orders, documentation, storage, administration and training
 Vision screenings grades K, 2, 5, 8, students receiving special education services and teacher request
 Color vision screening for grades K and 1st boys
 Hearing screenings grades K, 2,

Budgeted Expenditures

65,000

Estimated Actual Expenditures

\$25,000 - Unrestricted, supplemental and concentration, professional services
 \$37,211 - Unrestricted, supplemental and concentration, sub agreement for services

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

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

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

Referrals and follow up for all failed screenings

CHDP School Entry Examination compliance grades K and 1st

Immunization compliance grades K, 7 and new enrollees

Siras update for all students with IEPS

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

Maintain health file documentation and documents

Positive Prevention Plus curriculum presented to all 8th grades in compliance with the California Health Kids Act

District representative to VCOE's Health Services

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

Standards and Practices Committee

District representative to VCOE's School Nurse team

Type 2 diabetes letter to incoming 7th grade students per ed. code guidelines

Collaborate with community health providers including Clinicas, Lion's club vision screening

Provide health and insurance referrals to parents as needed

Provide individual health counseling to students as needed

Assist with disaster planning

Assist with Minor's right to access medical services

Provide annual CPR, First Aid, Blood Borne Pathogen, Medication, and EpiPen training

Provide student specific training for health care plans, medications, procedures, accommodations

Assist in addressing health related attendance issues

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Support for CPS referrals and concerns
 Pediculosis (lice) management
 Provide direct service and consult for student first aid and assessment of illness
 Assist in supporting students in the LGBTQ plus community

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

2.9 A student safety officer was hired and provided on-site supervision on school grounds at Briggs School and supported the principal as needed.

\$34,108

\$31,687 - Unrestricted, supplemental and concentration, classified salaries and benefits (campus support)
 \$ 135 - Unrestricted, materials and supplies

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.10 Project Wisdom updates

2.10 Project Wisdom updates were purchased and utilized as a mindfulness tool by the principals of each site every Monday morning.

\$1,000

\$ 598. - unrestricted, materials and supplies

Action 11

Planned Actions/Services

2.11 Make and implement changes to district discipline policy

Actual Actions/Services

2.11 The district participated in the SUMS grant this year which provided guidance on creating Multi-tiered Systems of Support. No changes to district discipline policies were made this year due to the SUMS grant guiding the leadership team on best practices to create a tiered approach to discipline. Professional development is planned for the 2019-20 school year.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

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

Analysis

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

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

All actions and services in Goal 2 were implemented. Actions that were implemented were:

- Enrichment activities such as field trips, incentives, character building assemblies, Artist in the Classroom and Robotics competition.
- Counselor, nurse and campus supervisor assisted with on-going student safety, health and social emotional support.

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

The actions and services under this goal have been effective in lowering the district's suspension rate by use of restorative justice practices. The addition of a campus supervisor at the middle school site was able to observe at-risk behaviors on a more routine basis due to her high visibility on the campus throughout the day. This resulted in more discipline referrals being written and the number of students receiving multiple infractions increased, thus not meeting the expected outcome. The district recognizes the need to streamline discipline policies and consequences and provide further PBIS strategies for all staff. Work has been done through the SUMS grant on MTSS and professional development in this area is planned for the 2019-20 school year for all personnel.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Ancillary services such as nursing and counseling are contracted through county services. Nursing costs were slightly lower than anticipated. Counseling costs were exact. Digital citizenship had no costs associated with it. Principals used free online support documents to provide the necessary training for students. All other actions were provided but the costs were lower than expected.

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

Due to not meeting the outcome of decreasing the number of students receiving more than one discipline referral, the district changed the outcome for the 2019-20 school year based on the data from this year. The district leadership team participated in the SUMS grant on creating Multi-Tiered Systems of Support. From this on-going work, the only change under actions and services was made in Action 2.11. The team, under guidance of best practices from the SUMS training, determined it could not make changes to the district's discipline policies yet without further professional development in PBIS strategies. This will take place in 2019-20 under Action 2.11

Goal 3

Goal # 3 District will improve parent engagement strategies

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Maintain

Maintain

from 36% to 40%

Actual

Maintained. 7 events and involvement opportunities were provided this year for all grade levels. They included but were not limited to parent nights by grade levels that participated, fall/spring open houses, fall/spring parent conferences, music performances, parenting skills classes, and ESL classes for parents.

Maintained. Two parents from at least 2 subgroup populations participated on school committees this year.

Met this outcome with a return rate of 41%.

Actions/Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

3.1 Positive Parenting - only one class was offered this year on social media and internet safety. There was no cost associated with this workshop as it was provided to the District by a local Ventura County Sheriff. Although advertised in the monthly bulletins at both sites, sent out as a parent connect message and listed on our marquees, we had 6 parents attend this workshop. It was translated. No other classes were offered.

Budgeted Expenditures

\$2,500.

Estimated Actual Expenditures

\$0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

3.2 Three parent nights were held at Oliveland School; two in kindergarten and one in second grade. The topics included how to meet grade level standards and how to access the technology resources, such as Parent Connect and the supplemental online programs. The second grade night had 52% of the families attend and kindergarten had 37% of families attend.

\$2065

\$2,065 - Unrestricted, supplemental and concentration, certificated salaries (teachers)
 \$ 742 - Unrestricted, supplemental and concentration, materials and supplies

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

\$8,277

\$7,294 - Unrestricted, supplemental and concentration, certificated (teachers) and classified salaries and benefits (instructional assistants)
 \$ 500 - Unrestricted, supplemental and concentration, materials and supplies
 \$4, 063 - Unrestricted, supplemental and concentration, transfer of costs

Action 4

Planned Actions/Services

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

Actual Actions/Services

3.4 LFLP Data: 2019 Program
 16 week program (similar to a college semester)
 Instruction entirely in Spanish
 Weekly laptop access to navigate various college resources
 Two college campus visits: UCLA & UCSB
 Guest Speakers: Ventura Community College & Former LFLP

Budgeted Expenditures

\$5,011

Estimated Actual Expenditures

\$3,011 - Unrestricted, supplemental and concentration, certificated salaries and benefits (teacher)
 \$1,500 - Unrestricted, supplemental and concentration, materials and supplies
 \$ 150 - Unrestricted, supplemental and concentration, professional services

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

students
 Enrollment
 44% 7th grade
 56% 8th grade
 Attendance
 Overall: 82%
 90% of student participants
 brought younger/older siblings
 (ranging
 from toddler - college students)
 to class
 First Generation
 100% student participants will be
 first generation college students
 English Language Learners
 33% EL
 67% reclassified
 Program Goals Pre-Post
 Family participation in a college
 readiness program 0% 100%
 Family trip to a college campus
 0% 90%
 Family discussions focused on
 planning for college 0% 100%

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

3.5 ESL classes was offered twice a week for 35 weeks to parents in the Briggs School District again this year. The class average was 16 parent participants. Childcare was provided. This is the second year that the class curriculum was in book form vs on-line and therefore costs were higher than expected.

\$6,750

\$7,780 - Unrestricted, supplemental and concentration, professional services
 \$ 10. - Unrestricted, supplemental and concentration, materials and supplies

Action 6

Planned Actions/Services

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

Actual Actions/Services

3.6 District calendars were once again given to each family member in the form of a magnet that could be displayed at home. Monthly school newsletters, marquee announcements, parent connect phone calls, and text messages are routinely sent out to parents to inform them of upcoming events, important educational announcements and safety and security issues.

Budgeted Expenditures

\$17,750

Estimated Actual Expenditures

\$ 518 -Unrestricted, materials and supplies
 \$9,890- Unrestricted, professional services

Action 7

Planned Actions/Services

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

Actual Actions/Services

No longer an action and service.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

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

Analysis

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

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

All actions and services were implemented for Goal 3. The district held one positive parenting class on internet safety. Three parent nights were held at Oliveland. Latino Family Literacy was held at Briggs School this year for college and career readiness. Two weekend field trips were provided for the families of Latino Family Literacy that took them to UCSB and UCLA. English classes for parents continued with good attendance. Bus transportation was offered to families to attend both Open Houses at Oliveland and childcare and translation was offered at all events and meetings.

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

The actions and services were effective in meeting this goal of improving parent engagement. The most effective service was the transportation provided by the district, that included the use of school buses and vans, for school events, meetings and transportation assistance for families. The childcare and translating for events was also extremely valuable in maintaining good attendance by families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Evening parent nights consisted of one event that had no cost associated with it. The majority of our parent information was delivered via blackboard connect, texts, marquee and newsletters that were sent home with the students. We had minimal mailing costs this year and were under budgeted expenditures. Parent nights by grade level, transportation, and parent ESL classes exceeded expectations and costs were higher than anticipated.

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

No changes will be made to this goal, expected outcomes or the actions and services. According to the parent survey this year, parents would like

more workshops that focus on college and career readiness, student organization and study skills and bullying prevention. The district will use this information next year in planning the positive parenting classes and parent nights.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

The Briggs School District continues to involve all stakeholders in the process of developing an effective strategic LCAP Plan. At Briggs School district we used a variety of meetings throughout the school year. These meetings involve teachers, classified personnel, students, and parents. Several meetings were held to update stakeholders throughout the process. The SSC and DELAC meetings involved community and school groups in seeking input on various LCAP updates. These groups are advised on current LCAP goals and progress or lack thereof. Stakeholders are involved in the LCAP process including the discussion and review of goals, district data is presented as well as proposed actions and services. All meetings are presented in English and Spanish to ensure that the population in attendance understands and participates fully in the meeting.

Community Member Engagement - The following groups were actively involved in the LCAP development process described below:

District Staff:

Faculty Staff meetings were held at each school site to inform, update and provide discussion on LCAP development. Teachers received LCAP progress on goals and actions. District received input from local bargaining unit as well on progress towards goals. The district also holds admin staff meeting where there is reflection on LCAP progress.

Briggs Staff Meeting are held as follows:

09/26, 10/08, 11/07, 12/19, 01/23, 02/13, 03/04, 03/13, 04/17

SSC

Regular meetings were established throughout the school year. The third Monday of each month is set as a regular meeting date for SSC meetings.

LCAP progress and discussions are held regularly with this group. There are opportunities for questions and discussions at each meeting. These meetings are attended by teachers, classified personnel, and parents representing subgroup populations.

SSC meetings are held as follows: 08/27, 09/24, 11/26, 12/17, 01/28, 02/25, 05/20

DELAC

Meeting were held this year in an effort to keep this subgroup population informed on progress in LCAP. Meetings were held on 11/27, 01/22, 02/28. There are opportunities for questions and discussion at each meeting that is held and translation services are provided to ensure complete participation.

PFO

Meeting are held right after SSC meetings. 1/28/19, 2/19/19

The School Board

As an integral part of the district governance team providing local accountability, the school board has been involved in the LCAP development and approval throughout the process.

Board meeting presentations were held on: 11/14, 01/16, 03/13, 04/10

A Public Hearing on the LCAP was held on : 5/29/19

The School Board adopted the LCAP on : 6/10/19

Impact on LCAP and Annual Update

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

Briggs stakeholders (parents, staff, community members) contributed significantly to the LCAP'S action services and expenditures. Presentations at board meetings, SSC, and PFO meetings provided the public as well as the board opportunities to gain insight and understanding of the LCAP.

Stakeholders were provided information about the annual update process and progress towards goals. Briggs parent survey results indicate that almost 90% of parents surveyed felt that they were important partners in their student's education. The survey indicated that parents' highest priority was to increase student achievement on state tests, improve English learner programs and maintain a positive school climate safety and school connectedness. The DELAC advisory group was informed about the district priorities especially improving academic achievement in ELA and math and English learner progress. Parents wanted designated ELD time to continue and were concerned about the slow progress of LTEL's. The School Site Council committee met monthly to review student data to measure progress on district goals, actions, services. All input received from the various stakeholders on the draft was considered. No written responses were provided to the superintendent. No comments or suggestions were received. All of these priority areas remain in the LCAP as actions and services.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

Goal # 1 District will increase student achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:**Identified Need:**

After data analysis, the district has identified three areas of need. The district will continue to work towards improving the number of students reading at grade level as measured by the STAR Reading Assessment. This measure is a progress monitoring tool used throughout the school year. Another area of need is improving the overall performance of all students on the CAASPP Math assessment. Finally, the biggest area of need is with the district's current English Learners. There is evidence of a performance gap between all students and the English Learner subgroup on both the English Language Arts and Math assessment.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
STAR Reading Assessment 1st-4th	47% of all 1st-4th students reading at grade level	55% of all K-4th students reading at grade level	60% of all K-4th students reading at grade level	60% of all 1st-4th students reading at grade level
STAR Reading Assessment 5th-8th	23% of all 5th-8th students reading at grade level	35% of all 5th-8th students reading at grade level	40% of all 5th-8th students reading at grade level	40% of all 5th-8th students reading at grade level
CAASPP ELA Overall	Districtwide: 40% Standards Met or Exceeded 21.3 points below Level 3	Districtwide: 45% Standards Met or Exceeded 11 points below Level 3	Districtwide: 45% Standards Met or Exceeded no lower than 5 points below Level 3	Districtwide all students will not be lower than 5 points below standard.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Math Overall	Districtwide: 25% Standards Met or Exceeded 55.7 points below Level 3	Districtwide: 30% Standards Met or Exceeded 45 points below Level 3	Districtwide: 30% Standards Met or Exceeded no more than 45 points below Level 3	Districtwide all students will not be lower than 35 points below standard.
CAASPP ELA English Learner - EL Only	66.4 points below Level 3	46 points below Level 3	due to 2016-2017 California DASHBOARD results of 58.9 below level 3 our new outcome is no more than 50 points below Level 3	Current English Learner students will not be lower than 60 points below standard on ELA assessment.
District Reclassification Rate	14% of students reclassified	16% of students reclassified	18% of students reclassified	Maintain 18% of students reclassified
Attendance Rate	Maintain 97% attendance rate	Maintain 97% attendance rate	Maintain 97% attendance rate	Maintain 97% attendance rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain Low Chronic Absenteeism Level on Dashboard (less than 5.0%) as a district.	19 students district-wide	14 students district-wide (3.4%)	California Dashboard now measures Chronic Absenteeism as a percentage. We will maintain or decrease the percentage from previous year.	Maintain a chronic absenteeism percentage below 5%.
Facilities	Maintain in good repair as measured by FIT.	Maintain in good repair as measured by FIT.	Maintain in good repair as measured by FIT.	Maintain in good repair as measured by FIT.
Fully credentialed teachers	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials
High School Drop-out, Graduation Rate, A-G, AP, EAP and API	N/A	N/A	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math Facts Fluency	Establishing baseline with purchase of program for 2018-2019 school year.	N/A	Establish Baseline	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.
ELPAC Proficiency	Per Fall 2018 CA Dashboard 42.1% of students scored Well Developed 32.9% of students scored Moderately Developed	N/A	N/A	Increase

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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..

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..

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$10,000	\$15,000	\$15,000
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Certificated Salaries, Travel & Conferences	Travel and Conferences	Travel and Conferences

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$155,000	\$200,000	\$162,120
Source	Restricted Federal, Unrestricted	Unrestricted, Supplemental Concentration Restricted, Title I	Unrestricted, Supplemental Concentration Restricted, Low Performing Student Block Grant
Budget Reference	Materials and Supplies, Professional Services	Materials and Supplies, Non-capitalized Equipment	Materials and Supplies Non-capitalized Equipment Capitalized Equipment

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,229	\$32,132
Source	Unrestricted	Unrestricted, Supplementary/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Certificated Salaries, Materials and Supplies	Certificated Salaries, Materials and Supplies	Certificated (teachers) Salaries and Benefits Materials and Supplies

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,000	\$83,305	\$115,845
Source	Unrestricted	Unrestricted, Supplementary/Concentration Restricted, Federal, REAP	Unrestricted Supplemental/Concentration Restricted, Federal, REAP

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Salaries, Classified Salaries, Materials and Supplies	Certificated Salaries and Benefits Classified Salaries and Benefits Materials and Supplies	Certificated (teachers) Salaries and Benefits Classified (instructional assistant and other) Salaries and Benefits Materials and Supplies

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

1.5 Continue Teacher(s) on Special Assignment
 Two .60 FTE Teacher(s) on Special assignment and one 1.0 FTE Teacher on Special assignment to support academic intervention K-8. 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.

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$498,037	\$750,640	\$861,717
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted Supplemental/Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Salaries	Certificated Salaries and Benefits	Certificated Salaries and Benefits (teacher and administrator)

Action #6

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1.6 Purchase Common Core curriculum in ELA/ELD

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

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

Budgeted Expenditures

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

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$20,900

\$23,722

\$24,552

Source

Resticted, Federal and Sate

Restricted; Federal, Title II

Restricted; Federal, Title II

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Salaries	Certificated Salaries Professional Services	Certificated Salaries Professional Services

Action #8

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$40,000.	\$50,000
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Materials and supplies, Professional Services	Materials and Supplies Textbooks Professional Services	Materials and Supplies Textbooks Professional service

Action #9

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

\$812

N/A

N/A

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: N/A

Identified Need:

After looking at discipline data from the current year, the district identified a need to update current discipline policies and procedures utilizing professional development with staff to create a leveled system of discipline. This is part of the ongoing work the District received from the MTSS SUMS grant. The district also identified the need to strengthen social emotional support for all.

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain Low Suspension Level on Dashboard (less than 1.5%) as a district	3.4% suspension rate	2.0% or less suspension rate	1.5% or less suspension rate	Maintain a 1.5% or less suspension rate
Decrease percentage of referrals given to students who have multiple infractions.	65% of total referrals	50% of total referrals	40% of total referrals	55% of total referrals
Monitor middle school expulsion, drop-out rates	Maintain a rate lower than Ventura County average	Maintain (0%)	Maintain (0%)	Maintain (0%)
Provide school events focusing on character building	2 events a year per site	3 events a year per site	3 events a year per site	Maintain 3 events a year per site

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide middle school connectedness and opportunities for meaningful participation	4 opportunities	5 opportunities	Maintain	Maintain
California Healthy Kids Survey	78.5% of students feel safe at school	Maintain at least a 90% approval rating	Maintain or increase	Maintain or increase
Physical Fitness Testing Tool in grades 5 and 7.	Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.	Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.	Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.	Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

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

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,200	\$34,037	\$36,430
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Certificated Salaries and Benefits, Materials and Supplies, Professional Services	Certificated Salaries and Benefits Materials and Supplies Direct Transfer of Costs Professional Services	Materials and Supplies Direct Transfer of Costs Professional Services

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.3 Monitor digital citizenship and provide guidance as needed.

2.3 Monitor digital citizenship and provide guidance as needed.

2.3 Monitor digital citizenship and provide guidance as needed.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

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

Action #4

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

Students to be Served

All Students

Location(s)

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

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$52,600

\$52,525

\$86,000

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

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.6 Purchase Health Ed curriculum updates.

2.6 Purchase Health Ed curriculum updates.

2.6 Purchase Health Ed curriculum updates.

Budgeted Expenditures

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

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$107,366	\$101,426	\$100,164
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration

Budget Reference	Certificated Salaries	Certificated Salaries and Benefits Classified Salaries and Benefits	Certificated Salaries and Benefits (teacher) Classified Salaries and Benefits (instructional assistant)
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Action #8

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000	65,000	\$68,435
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Professional Services	Professional Services	Professional Services

Action #9

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

\$39,200

\$34,108

\$35,189

Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration Unrestricted
Budget Reference	Classified Salaries, Materials and Supplies, Professional Services	Classified Salaries and Benefits	Classified Salaries and Benefits (other) Materials and Supplies

Action #10

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.10 Project Wisdom updates

2.10 Project Wisdom updates

2.10 Project Wisdom updates

Budgeted Expenditures

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

Action #11

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.11 Review current district discipline policy

2.11 Make and implement changes to district discipline policy

2.11 Provide district-wide staff development services to guide the District on updating discipline procedures and social emotional support for all.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$0

\$0

\$5,000

Source	N/A	N/A	Restricted, State, SUMS grant
Budget Reference	N/A	N/A	Professional Services

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

Unchanged

Goal 3

Goal # 3 District will improve parent engagement strategies

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Identified Need:

Through the LCAP Parent Survey, the district identified three areas that parents would like more training on. This included college and career readiness, student organization and study skills and bullying prevention.

Expected Annual Measureable Outcomes

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

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

Planned Actions/Services

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

Action #1

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Amount	\$1,200	\$2,500.	\$1,000
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Professional Services	Professional Services	Professional Services

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

3.2 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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,646.	\$2,931
Source	Unrestricted	Unrestricted, Supplemental/Concentration Restricted, Title I	Unrestricted, Supplemental/Concentration
Budget Reference	Certificated Salaries, Materials and Supplies	Certificated Salaries, Materials and Supplies	Certificated Salaries and Benefits (other) Materials and Supplies

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,277	\$11,794
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Classified Salaries, Professional Services, Materials and Supplies	Classified Salaries Professional Services Materials and Supplies	Certificated Salaries and Benefits (other) Classified Salaries and Benefits (other) Transfer of Direct Costs

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,011	\$5,061
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration

Budget Reference

Certificated Salaries, Materials and Supplies, Professional Services

Certificated Salaries
Materials and Supplies
Professional Services

Certificated Salaries and Benefits (other)
Materials and Supplies
Professional Services

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,360	\$6,750	\$8,050
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Professional Services, Materials and Supplies	Materials and Supplies Professional Services	Materials and Supplies Professional Services

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$15,000

\$17,750

\$18,600

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

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,201,343.

30.7%

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

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

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

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

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,246,461

Percentage to Increase or Improve Services

29.56%

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

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

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

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

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

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$1,278,262

Percentage to Increase or Improve Services

30.49%

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

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

With over 81% of unduplicated student subgroups enrolled in the 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 2019-20 school year to increase services to these students:

Goal 1 - Actions 1.2, 1.3, 1.4, 1.5

Goal 2 - Actions 2.2, 2.3, 2.5, 2.7, 2.8, 2.9

Goal 3 - Actions 3.1, 3.2, 3.3, 3.4, 3.5