



Briggs Elementary School

14438 West Telegraph Rd. • Santa Paula, CA 93060 • (805) 525-7151 • Grades 5-8
Samuel Pacheco, Principal
spacheco@briggsesd.org

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Briggs Elementary School District

12465 Foothill Rd.
Santa Paula, CA 93036
(805) 525-7540
www.briggsesd.org

District Governing Board

Charles Alvarez
Karen Schilbrack
Colleen Garmon-Smith
Victoria Jump
Mindee Stekkinger

District Administration

Deborah E. Cuevas
Superintendent
Samuel Pacheco
Principal

School Description

Briggs School realizes the challenges our students presently face, as well as understanding the expectations of our students will only continue to grow in the future. With this in mind, Briggs School has a strong sense of purpose in preparing our students to meet the challenges of our increasingly complex society. We employ a highly competent and deeply caring staff that is committed to ensuring your child's safety and ensuring that all students have opportunities to reach their maximum potential academically, personally, and socially. We believe that the best opportunity for success is made available through a nurturing environment with active participation of students, staff, parents, and community. Our curriculum is Standards-based and designed to support, challenge, and create lifelong learners. This year though a partnership with VC Innovates, Briggs School has established two pathways that align with our feeder high school. Briggs School has established Engineering and Design as well as Patient Care that will give students an opportunity to learn about those career fields.

Briggs School is truly an extraordinary place of learning. Our talented staff provides each student with quality education aligned to rigorous Common Core State Standards, high academic and behavior expectations, equity and solid foundation and preparation to become successful college and career ready citizens.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 5	69
Grade 6	74
Grade 7	79
Grade 8	63
Total Enrollment	285

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	92.3
Native Hawaiian or Pacific Islander	0
White	7.4
Two or More Races	0.4
Socioeconomically Disadvantaged	74
English Learners	31.6
Students with Disabilities	7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Briggs Elementary School	15-16	16-17	17-18
With Full Credential	11	15	15
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Briggs Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	28
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Briggs Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Briggs School sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school’s instructional programs. Briggs follows the State Instructional Materials Adoption Cycle, which reviews and adopts instructional materials on a seven-year cycle that coincides with the State curriculum adoption cycle. Teachers, administrators, and parents review proposed texts and materials, and then make their recommendations to the School Board for official adoption. New materials were purchased for language arts intervention during the 2009-2010 school year. Houghton Mifflin/Harcourt Language Arts was adopted by the school district during the 2017 - 2018. Mathematics textbooks were adopted in the 2014-15 school year for grades 6-8. History and Science Curriculum was adopted from 2006-2008. Currently, students have their own set of textbooks. The district has affirmed that each student has their own textbook to use in class and to take home.

We are well aware that computer literacy is extremely important in our modern society, and have taken steps to ensure that students have access to computers. Every classroom has access to laptop carts on a daily basis, a printer, an overhead projector, and DVD player.

Classes offered in the visual and performing arts include theater.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Glencoe-McGraw Hill A Readers Choice (6-8) Adopted 2003-04 Write Source Adopted 2001-02 Language! (4-8) Adopted 2009-2010 McDougal Littell: Grammar for Writing 2012 Houghton Mifflin Expeditions (5) 2006 K-6/Houghton Mifflin Harcourt K-6 Journeys, Houghton Mifflin Harcourt Collections 7-8 Adopted 2017 Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson enVision Math Common Core Adopted 2016 Pearson Connected Math 3 (6-8) Adopted 2014-2015 Percent of students lacking their own assigned textbook: 0
Science	McGraw Hill California Science (5) Houghton Mifflin California Science (5) 2007 Holt Rinehart Winston Life Science (7) 2007 Holt Rinehart Winston Physical Science (8) 2007 Holt (6-8) Adopted 2007 STEM Scopes Accelerate Learning 2016 5 -8 Percent of students lacking their own assigned textbook: 0
History-Social Science	Foresman (4-5) Adopted 2008 Harcourt Reflections (6) Adopted 2006 McDougal Little (7-8) Adopted 2006 Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	The Great Body Shop 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs		X		Roof repair on building C was completed in 2015.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Window replacement, was completed in the main building. Bond Measure K was the funding source. Playground needs resurfacing.
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	40	42	40	42	48	48
Math	23	21	26	27	36	37

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	147	146	99.3	39.0
Male	69	69	100.0	43.5
Female	78	77	98.7	35.1
Hispanic or Latino	135	134	99.3	33.6
White	12	12	100.0	100.0
Socioeconomically Disadvantaged	113	113	100.0	31.0
English Learners	49	48	98.0	12.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	38	39	38	39	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.9	18.3	11.3
7	12.8	29.5	21.8

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

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	286	285	99.65	41.75
Male	141	141	100	40.43
Female	145	144	99.31	43.06
Hispanic or Latino	264	263	99.62	39.54
White	21	21	100	71.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	216	215	99.54	35.81
English Learners	157	156	99.36	34.62
Students with Disabilities	19	19	100	5.26
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	286	286	100	20.63
Male	141	141	100	24.82
Female	145	145	100	16.55
Hispanic or Latino	264	264	100	19.7
White	21	21	100	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	216	216	100	18.98
English Learners	157	157	100	16.56
Students with Disabilities	19	19	100	5.26
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The involvement of parents and guardians is extremely important to the success of our schools. Parents are involved in a variety of ways: Parent Faculty Organization (PFO), Briggs Educational Foundation, School Site Council, District English Learner Advisory Committee (DELAC), Latino Family Literacy nights, Parent English classes, classroom volunteers, chaperones on trips and special activities, library volunteers, and attending school functions.

For more information on how to become involved at the school, please call us at (805) 525-7151.

State Priority: School Climate

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

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

School Safety Plan

The District superintendent and site principal update the School Site Safety Plan annually. All staff members are provided with regular in-service training regarding the plan and methods to provide a safe learning environment. Courses of action have been prepared for instances of fire, earthquake, intruder, and disaster. School uniforms are required and a no-tolerance policy for weapons, drugs, and violence has been adopted. The staff has received first aid training, and an Injury and Illness Prevention Program is in place. Additional parking was added to lessen the congestion during student drop off and pick up. A new electronic gate was installed in the staff parking lot in late spring of 2010, keeping the campus more secure and allowing access to the campus through that gate to only those individuals with the code. To ensure better control of access to the campus, a new front door security system with a camera and coded access was installed in 2013 at Briggs School. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in May of 2016.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	6.0	0.7	5.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.1	1.0	3.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2012-2013
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	----

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English			33						2			2
Mathematics			33						2			2
Science			33						2			2
Social Science			33						2			2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The District devotes three days during the school year to teachers' professional development. Teachers are encouraged to participate in workshops, conferences, and other training which is tailored to their classroom assignments and which will enhance their instructional practices. Professional Development for 2016 - 2017 focused on two components: staff training on recently approved CORE curriculum in the areas of English Language Arts, mathematics, and Science supplemental curriculum.

Professional development needs are determined based on student outcomes as measured by CAASPP assessment as well as district benchmarks and LEA priorities. Additional workshops have been provided by the Ventura County SELPA on meeting the needs of At-Risk students in a general education setting. Progress of teachers' uses of professional development strategies is monitored by school administration and follow-up discussions are held with teaching staff during Wednesday meeting days as well as at follow-up professional development meetings.

Teachers new to the profession participate in the Beginning Teacher Support and Assessment (BTSA) program, designed to support new teachers through training and individual coaching.

For the previous three school years, we had three days each year dedicated to staff and professional development.

Professional development was delivered by qualified representatives from the newly adopted core curriculum publishers.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,153	\$42,598
Mid-Range Teacher Salary	\$67,833	\$62,232
Highest Teacher Salary	\$89,335	\$80,964
Average Principal Salary (ES)	\$111,965	\$102,366
Average Principal Salary (MS)		\$104,982
Average Principal Salary (HS)		
Superintendent Salary	\$154,721	\$117,868
Percent of District Budget		
Teacher Salaries	33%	32%
Administrative Salaries	7%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,782	\$1,709	\$7,073	\$58,031
District	♦	♦	\$14,950	\$62,689
State	♦	♦	\$6,574	\$61,939
Percent Difference: School Site/District			-52.7	-7.4
Percent Difference: School Site/ State			7.6	-6.3

* Cells with ♦ do not require data.

Types of Services Funded

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

DataQuest

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

Internet Access

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