

District Name: Briggs Elementary

CD Code: 56-72447

LOCAL EDUCATIONAL
AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>. Contact the District Innovation and Improvement Office at 916-319-0836 if you have any questions regarding the State Assessment Tools or completing the LEA Plan Addendum.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year I monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at jamorrison@cde.ca.gov if you need technical assistance in uploading the document.

The LEA Plan Addendum must be submitted to the CDE no later than Friday, April 4, 2014. The LEA Plan Addendum should:

1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.
 1. With the most recent data available (13/14) there has been a significant increase in % making AMAO 1, from 36% in 12/13 to 61% in 13/14.
 2. Significant increase in % making AMAO 2 < 5 yrs, from 15% in 12/13 to 29% in 13/14.
 3. ELA - There was a decrease in proficient students from 51.6 in 11/12 to 45.6% in 12/13.

4. Math – There was a decrease in proficient math students from 46.7% in 11/12 to 43.1% in 12/13.
5. Particular significant gaps:
 - Hispanic students: 40.5% proficient (down from 46.7% in 11/12)
 - Socioeconomically Disadv: 39.7% proficient (down from 43.1% in 11/12)
 - EL: 37.6% proficient
 - Special Ed: 19.4% (down from 25.6% in 11/12)
6. Student Reading at Grade Levels as determined by STAR Reading assessments for the 2014-2015 school year are as follows:
 - 1st grade – 39%
 - 2nd grade – 40%
 - 3rd grade – 38%
 - 4th grade – 35%
 - 5th grade – 34%
 - 6th grade – 16%
 - 7th grade – 27%
 - 8th grade 13%

After reviewing all data presented it was determined that the focus of intervention will be on K-3 fluency and comprehension. We will establish a baseline percentage for proficiency on state and local benchmark assessments in the 2015/2016 school year. We will maintain a baseline percentage on the STAR reading assessment of:

- K-5 - 50% of students will read at grade level
- 6-8 – 35% will read at grade level

Although priority exists for decreasing the achievement gap for Hispanic/Latino, Socioeconomically Disadvantaged and English learners and time was allotted for additional instruction in ELA/MATH/ELD, we did not see improvements in all areas. The push in summer academy produced overall positive results based on pre/post assessments but we did not see the carryover in the classroom. The emotional well-being of at-risk students were not addressed consistently and could be a factor in the overall lack of academic improvements.

2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/tacl/ay/ayreports.asp>.)

1. We will maintain a baseline percentage on the STAR reading assessment of:
 - K-5 - 50% of students will read at grade level
 - 6-8 -- 35% will read at grade level
2. 15% of English learner students will be reclassified as English proficient as determined by CELDT, teacher reports, and local assessments.
3. We will decrease the number of discipline referrals by 5%.
4. We will increase emotional support services for at-risk subgroups by providing more counseling hours.
5. We will increase family/household participation at district/school parent meetings by 5%.
6. We will increase parental involvement in committees that reflect student subgroup populations by 5%.

3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

- Summer Academy – intense intervention in literacy for grades 1-3, 7-8.
- Progress for our strategic students will be monitored quarterly using standards based grades, CELDT, quarterly benchmarks and other data as available. High priority students will be monitored monthly using individualized goals, standards based grades, CELDT, quarterly benchmarks and other data as available.
- For high priority strategic students, Response to Intervention will be integrated into the school day using ancillary materials to support SBE adopted RLA/Math curriculum
- Teacher on Special Assignment (.60 FTE) will support identified at-risk students in grades K-3 that require extra support to increase fluency and comprehension skills

4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p>To ensure fidelity and use of materials and time appropriately for our strategic and high priority strategic students, ongoing instructional assistance will be provided in the following manner:</p> <ul style="list-style-type: none"> • Push-In Summer Academy for the highest need student sub groups. Summer academy will extend the school year and offer small group instruction and targeted assistance for those identified students in grades 7 and 8 and 1-2 student populations with a focus on fluency and comprehension. • Provide on-going staff development for our highly qualified teachers. Support the Beginning Teacher Support and Assessment (BTSA) and Support Providers within the district. • Update library book selections at Briggs School to provide enhanced reading and learning opportunities that will engage students to become life-long learners. Purchase web-based library computerized system. 	<p>Administration, outside consultants, and teachers.</p> <p>Administration, consultants, teachers</p> <p>Administration, library committee</p>	<p>July-August</p> <p>August – June</p> <p>May – June 2016</p>	<p>Title 1, Supplemental/ Concentration \$10,800.</p> <p>Title II, 7,300.</p> <p>Title 1, 60,000</p>

5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
<ul style="list-style-type: none"> Contracting with South Coast Writing Project (SCWRIP) a Santa Barbara based... to develop interim benchmark writing assessments to support deeper understanding of student writing achievement for English learners. Contracting with the Ventura County Office of Education to provide on-going high quality professional development workshops throughout the school year in the areas of fluency and comprehension development, CCSS, SMART goals, and data analysis and progress monitoring. 	<p>Administration, consultants, teachers</p> <p>Administration, teachers</p>	<p>August – June</p> <p>August - June</p>	<p>Supplemental/ Concentration; \$5,000</p> <p>Unrestricted; General \$20,000.</p>

6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> LEA will provide an intensive, summer academy extended learning opportunity to focus on frontloading the school year and targeting deficiencies in fluency and comprehension skills for targeted 1-3 and 7-8 students that include Hispanic/Latino, Socioeconomically Disadvantaged, and English learners. On-going after school tutoring by highly qualified teachers will be provided to those student subgroups that require extra support. Transportation from school to home will be provided as necessary using van transport system. 	<p>Administration, outside consultants, and teachers.</p> <p>Administration, teachers, maintenance</p>	<p>July – August</p> <p>August - June</p>	<p>\$10,000.</p> <p>\$26,500.</p>	<p>Title 1, General Fund</p> <p>Supplemental/Concentration</p>

7. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> All parents are notified and given access to their students' records via an on-line information system which is available in English and Spanish. Technical assistance is provided in English and Spanish at both school sites. Monthly calendars and notices are on our district website and sent home with students informing parents of school activities, events, meeting and other ways to become involved in their child's academic progress. Title 1 Schoolwide, Briggs-Oliveland's Parent Faculty Organization, School Site Council, SES Parent meetings, DELAC, and CAASPP testing informational meeting are held throughout the year to inform parents of student progress and to assist the LEA. 	<p>Administration</p> <p>Administration, classified office staff</p> <p>Administration</p> <p>Administration; classified staff</p>	<p>August-June</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>850.00</p> <p></p> <p>\$250.</p> <p>\$5,500.</p>	<p>Unrestricted; General Fund</p> <p>0.</p> <p>Unrestricted; General Fun</p> <p>Supplemental/Concentration; Title 1</p>

<p>Childcare and translation services are always available for these meetings and often transportation is provided on an as needed basis. Fall and Spring conferences with translators as necessary.</p> <ul style="list-style-type: none"> English classes 2 times a week for 3 hours per session using Burlington ESL program. Open to all parents. Childcare provided. 	<p>Certificated, classified, administration</p>	<p>h August - June</p>	<p>1,600.</p>	<p>Supplemental/ Concentration</p>
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LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Briggs Elementary School District

County District Code: 56-72447

Date of Local Governing Board Approval: May 13, 2015

District Superintendent: Deborah Cuevas

Address: 12465 Foothill Road

City: Santa Paula

Zip Code: 93060

Phone: 805 525-7540


FAX: 805 933-1111

E-mail:
dcuevas@briggsesd.org

Signatures:

On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:

	Deborah E. Cuevas	5/13/15
Signature of Superintendent	Printed Name of Superintendent	Date

	Karen Schilbrack	5/13/15
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.

California Department of Education

Elementary and Secondary Education Act

Local Educational Agency Plan Goal 2

Budget Update – Briggs School District

Name of LEA: Briggs School District Fiscal Year: 2015-2016

Total Title III Allocation: LEP \$24,451 Immigrant: \$ _____

LEP Administrative & Indirect Costs (2%): \$479.00 Immigrant Administrative & Indirect Costs: \$ _____

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	Lexia Core 5 Reading software to increase reading proficiency and fluency in English.	\$8,500.00	\$8,500.00
Goal 2B: AMAO 2 - English Proficiency			
Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts	Purchase of ELD/ELA supplemental materials.	\$12,500.00	\$12,500.00
Goal 2C: AMAO 3 – AYP in Mathematics			

Goal 2D: High Quality Professional Development	Ongoing professional development for administrators and classroom teachers on effective ELD/ELA instructional strategies.	2972.00	2972.00
Goal 2E: Parent and Community Participation			
Goal 2F: Parental Notification			
Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)			
Goal 5A: Increase Graduation Rates			
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs			LEP \$ 24,451.00 IMM \$ _____

Program Notes:

- I. Activities must be of supplemental nature. Align activities with associated estimated costs.
- II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.
- III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.