School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Briggs (Lyle S.) Fundamental School	36676786102974	April 26, 2023	July 20,2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Additional Targeted Support and Improvement

Our school serves as a Title 1 Schoolwide Program. Chino Valley Unified School District in partnership with all educational partners has developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes. Our school has been identified for Additional Targeted Support and Improvement (ATSI) based on the California 2022-2023 Dashboard results. Our school plan will specifically address the metrics that led to eligibility for ATSI, which includes monitoring Chronic Absenteeism and Suspension for our Homeless student group.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan effectively meets the Every Students Succeed Act (ESSA) and aligns with the district's three LCAP goals:
LCAP Goal 1: All students are provided a high-quality teaching and learning environment (Priority 1, 2 and 7)
LCAP Goal 2: Students, parents, families and staff are connected and engaged at their school to ensure student success (Priority 3, 5 and 6)
LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: $160,882, Director of Health Services: $21,000, 4 Bilingual Clerks: $75,953, District Community Liaison: $12,918.00. Direct Services Supports - 4 Technology Training Specialists: $113,648, TOA Elementary ELD Coaches: $123,208, TOA Secondary ELD Coaches: $167,298.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our school begins the needs assessment process in the month of January when we hold our site LCAP engagement meetings. During this meeting we share data points and metrics that are available for the district and the school site. We also send a K12 Insight Survey to all of our staff, students, and parents. The District K12 Insight Survey is taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. Likewise, data is documented in this plan in the following pages with a data analysis is at the end of each data point. Our needs are then listed on our Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs. The SSC reviews all of this data and then approves the new plan to address the identified needs.

The 2022-23 School Quality Survey for parents, students and staff was administered during in winter of 2023. At our school, we had the following numbers of participants for each participating groups

ELEMENTARY
Parents -- 77
Students- 12
Staff – 74

This school values input and builds trusting relationships with families.
72% of parents agree
74% of staff agree
77% of students agree

Here are three data points that we can celebrate:
1. 91% of the parents, feel that they are encouraged to attend school-sponsored activities, such as back-to-school night, parent-teacher conferences, or college nights
2. 91% of parents and 92% of staff feel they are provided opportunities for two-way communication using a language that is understandable.
3. 94% of parents and 89% of staff feel this school is safe.
4. 96% of parents feel the principals and assistant principal(s) were responsive

Here are three data points that show our opportunities:
1. 74% of parents said they are aware of Peachjar to view digital flyers that share information about school events and opportunities.
2. 72 % of parents and 74% of staff said this school values input and build trusting relationships with families.
3. 70% of students said that students are academically challenged by their school work.
4. 67% of students feel that positive feedback is given on a regular basis.

JH HIGH
Parents -- 20
Students- 158
Staff – 4

In the K12 parent survey, we learned the following about our engagement groups:
This school values input and builds trusting relationships with families.
80% of parents agree
100% of staff agree
59% of students agree

Here are three data points that we can celebrate:
1. 100% of parents said that the principals and assistant principal(s) were courteous when I had a concern
2. 95% of parents said that the principal and/or assistant principal(s) are visible at school events
3. 95% of students said that this school keeps families informed of their student's academic progress, such as using the CVUSD Aeries Parent Portal.

Here are three data points that show our opportunities:
1. 40% of parent Strongly Disagree or Disagree that this schools offers students a variety of activities and courses.
2. 35% of parent Strongly Disagree or Disagree that this schools offers a variety of extracurricular activities
3. 30% of parent Strongly Disagree or Disagree that discipline is enforced fairly

In the 2022-23 Family Engagement Survey, parents told us that they would like us to offer the following workshops:
1. Supporting your Student Learning Modality
2. Transitioning to a New Grade Level
3. Family Literacy, College Awareness

An LCAP site engagement meeting was held and the following themes emerged from the feedback received through the survey that was provided to parents.
Goal 1: Conditions of Learning: (teachers assigned to correct courses, clean facilities, enough textbooks, implementation of state standards, and access to broad course of study) What conditions of learning at our school affect your performance?
I would love to see robotics or more engineering with younger students.
New desks for our math classrooms.
Soccer field with goals.
New (replacement) textbooks for History.
Exterior paint and repairs.
Timely feedback on academics.

Goal 2: Engagement: What motivates (i.e. classes, activities) students to be actively involved at school [to lower dropout rates, improve daily attendance, feel safe, and reduce discipline issues]?
Some schools have an achievement assembly for students who did exceptionally well on the state testing. That would motivate students to do their best.
Morning activities for students.
Discipline with consequences.
More after school activities.
More electives.
Fewer disruptions from poorly behaved students
Improve condition of field.
To feel safe: discipline those who actions or words are the cause of issues.
Recognition for students that have 95% or better attendance.

Parent involvement opportunities
Volunteers in classrooms

Goal 3: Student Achievement: What do our students need to be better prepared for college and career?
Career Day
College Night
They need to establish healthy habits and routines.
Ways to take care of their needs.
Reading as an elective for low performing students.
Healthy, consistent habits of setting goals, strategies, to complete goals, recognition of goal completion.

Goal 4: Targeted Assistance: (Applies to Buena Vista High School, What targeted assistance do our students need to be better prepared for college and career?
Assistance on creating routines, priorities, etc.
Executive functioning skills.
Continue AVID classes

In the 2021-22 Healthy Kids Survey, 83% of 5th graders shared that they feel safe at school most/all of the time. 74% of the 5th grade students reported that they feel connected to school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:
A District Collaborative Learning Round (CLR) made up of a team of District Administrators were scheduled to walk through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis on increased engagement and rigor. This was cancelled for this year due to the unique challenges of the pandemic.

In addition, the school site instructional leadership team, consisting of one teacher from each grade level, planned to walk through classrooms to conduct site level CLRs with the principal. This was also postponed until next year.

Administrators did conduct walk-throughs on a regular basis and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence based on the District's Yellow Sheet. Administration will closely observe the engagement of the EL students in the class in future visits. Specifically, our feeder group collected evidence of teacher clarity and visible learning.

Our feeder group walked classrooms at the following sites this year on the following dates:
11/2022- Ramona JH School

Additionally, before our monthly PLC Feeder meetings, each principal completes his/her Visible Learning Data (which is our walk-through observations).
We record our information on a Google Form (success criteria was identified by Feeder)
We turn that information in to an EXCEL Form

We then extract our individual school's data and create an additional sheet
With our own data we each complete our school site TACA and add it to the Google Classroom. At our monthly PLC Feeder meeting we complete our DAL Feeder TACA and answer the questions together to identify strengths, areas to improve, and to form next steps. We repeat this cycle 1-2 times a month.

Summary of Classroom Visits
Feedback Statements: 80% of teachers used the 5:1 specific positive to negative ratio
*Note: This is a tremendous increase from earlier in the year. Thank you for focusing on your specific feedback.
Expectations – 100% in all visited classroom
Evidence of positive behavior exist and are posted in teachers' classroom.
Classroom Routines- 100% in all visited classrooms
Evidence of predictable patterns and activities was observed.
Acknowledgement – 100 % in all visited classrooms
Evidence of an acknowledgement system was observed.
Responding to Behavior – 100% in all visited classrooms
Maximize Structure/Physical Design - 100% in all visited classrooms.
Active Supervision- 100% in all visited classrooms
Opportunities to Respond - 100% in all visited classrooms.

External Reviewer Feedback

Strengths:
Expectations posted in teachers' classroom.
Established classroom routines were in place.
The rewards posted in the classroom for Panther Perks (no other school has it)
Students understand classroom routines and expectations
Students were on task in all of the classrooms
Small group instruction was taking place while other students worked to complete work (and were on task).
Daily schedules and agendas were posted in a visible location.
Active supervision in all of the classes
All teachers were scanning the room.
Teachers utilized consistent positive contact.
Students had the opportunity to respond in a variety of ways:
Non-verbal and physical response
No-opt-out strategies

Recommendations:
Continue to connect and strengthen school-wide acknowledgement system:
Provide more Panther Perks to students so that the number of students who have received a Perk in the last month is 100%.
Develop and post a JH specific classroom matrix.

Our TFI Binder Review yielded a score of 100%.

Our PBIS Team and Administration will work on improving Tier I implementation, which will include:
Implementing the new TIPS (note taking form) at our Tier 1 meetings
Other areas of need to strengthen our PBIS Tier I implementation:

Continue to organize the Tier 1 Google classroom to ensure all documentation is present
These results continue to be a snapshot of the wonderful things happening on our campus. Thank you for your dedication to our students and implementation of PBIS to ensure a positive school climate.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Briggs K8 utilizes the Professional Learning Communities (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration in Summer 2021 to review 20-21 SBAC data, Distance Learning data due to COVID-19, Spring 2021 ESA#3 data and review progress on our sites 2020-2021 SMART goals. Through this collaborative process schoolwide SMART goals were developed in the areas of ELA, Math and creating a Positive School Climate. Site administration met with Instructional Leadership Team and staff to determine action steps it he areas of curriculum and instruction, assessment, and professional development that will support achieving the SMART goals. Based on this process, the following SMART Goals were developed

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration during Leadership Charge in July 2021 to review CVUSD Essential Standards Assessment (ESA) Data and to review progress on our site 20-21 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 21-22 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.

ELEMENTARY
21-22 K-6 SMART Goals:
ELA ESA 3: 62% GOAL EXCEEDED (68%)
MATH ESA 3: 60% GOAL EXCEEDED (61%)

JR. HIGH
21-22 K-6 SMART Goals:
ELA ESA 3: 58% NOT MET (49%)
MATH ESA 3: 42% GOAL EXCEEDED (44%)

PBIS
SMART Goal by the end of the21-22 school year:
Second Step curriculum will be delivered in all classrooms in its entirety (100%). GOAL MET

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:

ELEMENTARY
21-22 K-6 SMART Goals:
ELA ESA 3: 62% GOAL EXCEEDED (68%)
MATH ESA 3: 60% GOAL EXCEEDED (61%)

JR. HIGH
21-22 K-6 SMART Goals:
ELA ESA 3: 58% NOT MET (49%)
MATH ESA 3: 42% GOAL EXCEEDED (44%)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teaching staff meet the state certification and licensure requirements to in the field that they are assigned. We have successfully hired and filled every class with highly qualified teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The Board of Education believes that in order to maximize student learning certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:
1. Mastery of discipline-based knowledge including the state-adopted standards, and effective subject-specific pedagogical skills.
2. Training in the use of technologies that enhance instruction.
3. Sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English Language Learners, and economically disadvantaged students; ability to meet those needs.
4. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.
5. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
6. Effective classroom management skills; ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
7. Training related to student health, safety and welfare.
The district’s staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law.
The Board believes that staff development should support school improvement objectives. The Superintendent or designee shall develop a district staff development plan that is coordinated with school plans and objectives established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students. The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers. Because the Board believes that intensive professional development is especially critical during the beginning years of a teacher’s career, the Superintendent or designee shall develop a voluntary program of individualized support and assistance for first-year and second year teachers. The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the district’s 2023-2024 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process, Student Engagement, and Instructional Technology. Support will also be given in ELA/ELD, Math, and Positive School Culture. Our site will hold PD annually to support the instruction of our English Learners.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An onsite instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The instructional coach models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The coach collaborates with teachers to meet their individualized professional development support needs. An on-site Intervention Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by grade level, departments, and/or school-wide articulation in order to plan, analyze and respond to student data. Following the District's Yellow Sheet, teachers are expected to follow and implement "PLC Right". Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

An analysis of the recent ESA data results took place in August, January, and March with district and site personnel. The ESA data is aligned to the Common Core Standards, which supports the curriculum and instruction of the teaching materials. SMART Goals were drafted in August, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student groups were identified in needing support to become proficient: Students with disabilities, English Language Learners, and socio-economically disadvantaged students.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our site adheres to the current state required daily instructional minutes. Students who are English Learners engage in a minimum of 30 minutes of ELD per day. PE minutes are provided based on the mandates listed in Education Code. A school year consists of a minimum of 180 school days. The following number of minutes are required by the California Department of Education within a school year:

K	36,000
1–3	50,400
4–8	54,000
9–12	64,800

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

An analysis of curriculum lesson pacing in ELA and Mathematics and master schedule flexibility has allowed for the development of the following intervention courses or blocks of time:
Elementary:
Universal Access time during the first part of the school day from 8:15-11:30

Jr. High:
Each department has two teachers. The master schedule is designed so that the teachers within the department have a common prep period for planning and designing First Best Instruction (FBI) and Interventions.

No changes will occur should we implement an alternative instructional program due to COVID-19.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of our students have available to them standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

100% of our students have access to standards-aligned core courses and instructional materials.
100% of our students have access to Distance Learning and technology materials and support.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The following services are provided by our regular program that enable under-performing students to meet standards:
STEP (Student Teacher Excellence Program) Meetings as derived by FastBridge (academics) and SEABRS (behavior) trimester screening. Briggs uses an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction:
MTSS-A - The Fountas & Pinnell Leveled Literacy Intervention is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching delivered during the school day.
MTSS-B - All students receive Second Step Tier I in their classroom. Students needing additional SEL support participate in Tier II group counseling intervention/CICO or Tier III individual counseling intervention are identified by STEP team.
Student Skills Courses are built into the Master Schedule for Jr High Ssudents

The following services are provided by our regular program that enable underperforming students to meet standard the above supplemental material are used within our intervention courses. AOE Instructional Technology strategies are provided by our regular program as well. Our counselor will engage with weekly progress monitoring and check in with students on any assistance/support needed during Distance Learning for our EL and Homeless population. Case carriers will implement Individualized Learning Plan (ILP) with IEP team, including parent/guardian for all students with IEPs.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place:
Professional Learning Communities (PLC)
Instructional Strategies:
No-opt-out, Restate the question, Answer the question, Cite the evidence, Explain the evidence, Summarize the information (RACES)
Claim, Evidence, Reasoning (CER)
Thinking Maps
Focus on the SMPs
Additional AVID courses offered in Jr. High

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week English Learner Parent Academy and monthly Special Education support group meetings. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. We also have multiple resources available to support under-achieving students including multiple intervention programs both in school and outside of school, parent classes and programs, and access to intervention software programs. Students who are in-transition of housing needs or financial hardship are referred to the HOPE Center for supports. The district uses Parent Square and Peach Jar to regularly communicate the resources available to the families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Action Team for Partnership committee collaborates on the development of the engagement policy and the Home School Compact. This committee ensures each site receives SSC approval and distributes a copy to each parent and family member of each student. The Action Team for Partnership meets three times per as a group of admin, parents, and teachers to discuss the planning, implementation, and evaluation of parent programs. DELAC meets 4 times per year and discuss the planning, implementation, and evaluation of the consolidated application programs. The Parent Engagement Policy is found our on school website and in the lobby of our school office. The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home, and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities. The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parent son PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable. The FEC hosts workshops for parents and family caregivers to support mental health awareness. Our school site has a ELAC and School Site Council.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Lyle S. Briggs Fundamental is committed to meaningful stakeholder involvement in developing and gaining input on the development of the SPSA Plan. Students, parents,/guardians, staff and community were involved in the process. All stakeholders reviewed the progress of the actions/services implemented in the past year and reviewed data related to each school goal. Feedback from stakeholder surveys were included as part of the data review. An analysis of progress toward goals, current data and impact on learning took place and the SPSA was revised and updated based in identified current learning needs. The SPSA was reviewed and shared at the following meetings in the Spring of 2021

A) School Site Council
September 6, 2022
November 9, 2022
January 25, 2023
April 26, 2023

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

Step 1: Analyze ESA and local assessment data.
Step 2: Gather input from GATE, ELAC, and various district advisory committees.
Step 3: SPSA strategies Process: Staff/ILT members and grade levels/departments meet regularly on a monthly/weekly basis to review ESA data and local benchmark results. Findings from step 1 will be used to complete step 3. Final findings will be presented for review and approval to the SSC during scheduled meetings.
Step 4: Budget development Process: The council at-large will discuss budget allocations for the adopted strategies from step 3
Step 5: Finalize and submit SPSA for School Board Approval Date: The principal will turn in the final draft of the SPSA to the Department of Access and Equity State for submission to the CVUSD School Board in December.
Step 6: SPSA monitoring Process: The council at-large or a committee will complete the Round 1 monitoring forms for all strategies by early winter. The council or committee will involve the following groups in completing the forms – ILT, ELAC, GATE. The council-at-large will complete round 2 monitoring forms for all strategies by late spring.

B) ELAC
August 30 2022
November 9, 2022
January 25, 2023

April 26, 2023

C) ILT (Instructional Leadership Team) Meeting
The last Thursday of every month for the 22-23 school year

D) Site LCAP Meeting
January 25, 2023

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During our comprehensive needs assessment, the School Site Council as well as the Site Instructional Leadership Team analyzed student achievement data to evaluate the needs of our students, school, and programs. Through a close study of our data we recognized that students with disabilities and socio economically disadvantages are underperforming in the areas of ELA and Math when compared to the rest of the student. This year, greater resources will be allocated to our students with disabilities. We recognize additional resources are necessary to increase the achievement of our students with disabilities and the socio economically disadvantaged. We will work on providing special education teachers additional trainings and resources. Teachers (Gen Ed and SAI) will be intentional during PLC's with monitoring and re-engagement for our SPED population.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	54	44	58
Grade 1	61	55	44
Grade 2	81	64	55
Grade3	82	79	63
Grade 4	83	82	80
Grade 5	78	78	82
Grade 6	77	79	82
Grade 7	110	85	95
Grade 8	107	104	85
Total Enrollment	733	670	644

Conclusions based on this data:

1. Declining enrollment is noted over the past three years from the 2018-2019 to the 2020-2021 school years. however an increase in grade 4 is noted and our 3rd grade classes have stayed the same. This makes sense as student enrollment from 3rd-4th grade in creases from 28 to 31.

   K:72-54 = -18
   1st:72-61 = -11
   2nd: 84-81 = -3
   3rd: 82-82 = stayed the same
   4th: 79-83 = +4
   5th: 84-78 = -6
   6th: 93-77 = -16
   7th:123-110 = -13
   8th: 119-107 = -12

2. Over the past three years from the 2018-2019 to the 2020-2021 school years:
   Elementary has decreased by 54 students.
   JH has decreased by 25 students.

3. Over the past three years from the 2018-2019 to the 2020-2021 school years:
   K-8 enrollment has decreased by 79 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	39	40	35	5.30%	6.0%	5.4%
Fluent English Proficient (FEP)	97	90	78	13.20%	13.4%	12.1%
Reclassified Fluent English Proficient (RFEP)	14			35.9%		

Conclusions based on this data:

1. As with a overall decrease in student enrollment, our EL population has also decreased in the past three years.
2. In the past three years, the number of students reclassified as RFEP has increased.
3. The fundamentals of English in will be incorporated through students' school day; teachers will scaffold students' developing language skills into rich academic content in all subjects. Teachers will also provide ELL students with relevant background knowledge about a topic to be discussed in class, or activate their existing knowledge of a topic. Teachers will bridge new knowledge to old knowledge, increasing understanding, and it helps ELLs fill in contextual information. Additionally, ELL's receive designated ELL instructional time during their school day. Teachers will participate in ELL professional development to hone in on strategies and making curriculum accessible for students. This will support the reclassification of more students. Reclassified students will also be progress monitored for two years to ensure regression does not occur.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	82	80		0	80		0	80		0.0	100.0	
Grade 4	83	80		0	79		0	79		0.0	98.8	
Grade 5	77	81		0	78		0	78		0.0	96.3	
Grade 6	76	79		0	77		0	77		0.0	97.5	
Grade 7	109	84		0	84		0	84		0.0	100.0	
Grade 8	105	103		0	103		0	103		0.0	100.0	
All Grades	532	507		0	501		0	501		0.0	98.8	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2441.			25.00			28.75			26.25			20.00	
Grade 4		2455.			12.66			35.44			24.05			27.85	
Grade 5		2535.			37.18			28.21			16.67			17.95	
Grade 6		2567.			29.87			37.66			24.68			7.79	
Grade 7		2557.			10.71			42.86			33.33			13.10	
Grade 8		2550.			12.62			29.13			33.01			25.24	
All Grades	N/A	N/A	N/A		20.76			33.53			26.75			18.96	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			63.75			11.25	
Grade 4		15.19			65.82			18.99	
Grade 5		23.08			69.23			7.69	
Grade 6		19.48			68.83			11.69	
Grade 7		16.67			72.62			10.71	
Grade 8		19.42			60.19			20.39	
All Grades		19.76			66.47			13.77	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			55.00			20.00	
Grade 4		10.13			70.89			18.99	
Grade 5		29.49			56.41			14.10	
Grade 6		23.38			66.23			10.39	
Grade 7		22.62			58.33			19.05	
Grade 8		5.83			64.08			30.10	
All Grades		18.76			61.88			19.36	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.00			71.25			13.75	
Grade 4		8.86			78.48			12.66	
Grade 5		15.38			76.92			7.69	
Grade 6		23.38			71.43			5.19	
Grade 7		8.33			86.90			4.76	
Grade 8		15.53			71.84			12.62	
All Grades		14.37			76.05			9.58	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.50			72.50			10.00	
Grade 4		11.39			67.09			21.52	
Grade 5		25.64			61.54			12.82	
Grade 6		32.47			62.34			5.19	
Grade 7		15.48			67.86			16.67	
Grade 8		16.50			68.93			14.56	
All Grades		19.56			66.87			13.57	

Conclusions based on this data:

1. From the 18-19 CAASPP to the 21-22 CAASPP, Briggs ELA scores increased for student who met or exceeded from 48% to 55%

2. All grade levels maintained or increased percentage n ELA from the 18-19 CAASPP to the 21-22 CAASPP.

   At or above standards overall:
   Reading - 86%
   Writing 80%
   Listening - 90%
   Research and Inquiry- 87%

3.	Instructional Strategies for Writing and Reading Information Text will be a focus for Briggs Vertical Articulation this school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	82	80		0	80		0	80		0.0	100.0	
Grade 4	83	80		0	79		0	79		0.0	98.8	
Grade 5	77	81		0	78		0	78		0.0	96.3	
Grade 6	76	79		0	77		0	77		0.0	97.5	
Grade 7	109	84		0	84		0	84		0.0	100.0	
Grade 8	105	103		0	103		0	103		0.0	100.0	
All Grades	532	507		0	501		0	501		0.0	98.8	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2428.			17.50			38.75			11.25			32.50	
Grade 4		2465.			11.39			29.11			37.97			21.52	
Grade 5		2518.			23.08			24.36			28.21			24.36	
Grade 6		2548.			19.48			32.47			36.36			11.69	
Grade 7		2535.			11.90			26.19			35.71			26.19	
Grade 8		2509.			5.83			14.56			33.01			46.60	
All Grades	N/A	N/A	N/A		14.37			26.95			30.54			28.14	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.25			38.75			30.00	
Grade 4		15.19			56.96			27.85	
Grade 5		25.64			55.13			19.23	
Grade 6		19.48			62.34			18.18	
Grade 7		16.67			59.52			23.81	
Grade 8		8.74			51.46			39.81	
All Grades		18.96			53.89			27.15	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.00			61.25			23.75	
Grade 4		13.92			62.03			24.05	
Grade 5		25.64			52.56			21.79	
Grade 6		11.69			74.03			14.29	
Grade 7		9.52			65.48			25.00	
Grade 8		4.85			61.17			33.98	
All Grades		12.97			62.67			24.35	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.50			70.00			12.50	
Grade 4		12.66			64.56			22.78	
Grade 5		16.67			66.67			16.67	
Grade 6		19.48			64.94			15.58	
Grade 7		13.10			67.86			19.05	
Grade 8		5.83			67.96			26.21	
All Grades		13.77			67.07			19.16	

Conclusions based on this data:

1. From the 18-19 CAASPP to the 21-22 CAASPP, Briggs ELA scores increased for student who met or exceeded from 26% to 50%

2. We recognize this school year that less students performed below standard per grade on specific claims.

   Concepts and Procedures:

   Problem Solving and Modeling/Data Analysis:

   Communication and Reasoning

3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		5	*	
1	*	*		*	*		*	*		*	5	
2	*	*		*	*		*	*		5	4	
3	*	*		*	*		*	*		*	5	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		4	4	
6	*	*		*	*		*	*		8	5	
7	*	*		*	*		*	*		7	8	
8	*	*		*	*		*	*		5	4	
All Grades										40	40	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	17.50	37.50		60.00	45.00		20.00	15.00		2.50	2.50		40	40	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	37.50	57.50		47.50	30.00		15.00	10.00		0.00	2.50		40	40	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	5.00	12.50		37.50	42.50		50.00	35.00		7.50	10.00		40	40	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	20.00	30.00		75.00	67.50		5.00	2.50		40	40	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	60.00	67.50		32.50	25.00		7.50	7.50		40	40	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	15.00	25.00		55.00	52.50		30.00	22.50		40	40	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	15.00	15.00		75.00	82.50		10.00	2.50		40	40	

Conclusions based on this data:

1. As with an overall decrease in student enrollment, our EL population has also decreased in the past three years.
2. In the past three years, the number of students reclassified as RFEP has increased.
3. The fundamentals of English in will be incorporated through students' school day; teachers will scaffold students' developing language skills into rich academic content in all subjects. Teachers will also provide ELL students with relevant background knowledge about a topic to be discussed in class, or activate their existing knowledge of a topic. Teachers will bridge new knowledge to old knowledge, increasing understanding, and it helps ELLs fill in contextual information. Additionally, ELL's receive designated ELL instructional time during their school day. Teachers will participate in ELL professional development to home in on strategies and making curriculum accessible for students. This will support the reclassification of more students. Reclassified students will also be progress monitored for two years to ensure regression does not occur.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
670	**39.3**	**6.0**	**0.4**
Total Number of Students enrolled in Briggs (Lyle S.) Fundamental School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	40	6.0
Foster Youth	3	0.4
Homeless	23	3.4
Socioeconomically Disadvantaged	263	39.3
Students with Disabilities	62	9.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.7
American Indian	0	0
Asian	18	2.7
Filipino	5	0.7
Hispanic	508	75.8
Two or More Races	12	1.8
Pacific Islander	1	0.1
White	114	17.0

Conclusions based on this data:

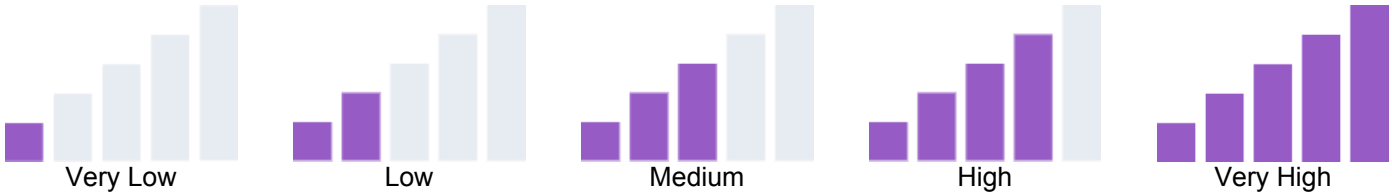
1. 39% of our students fall in the Socioeconomically Disadvantaged category.
2. 9% of students fall with in the Socioeconomically Disadvantaged category.
3. Briggs has declining enrollment

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Very High		

Conclusions based on this data:

1. ELA - 7.2 points above standard
   Math - 27.7 points below standard

2. 65.7% making progress towards English language proficiency

3. Chronic Absenteeism is High. This could be in correlation to COVID-19 guidelines

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	2	2	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
7.2 points above standard	17.8 points below standard	2 Students
493 Students	61 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
41.6 points below standard	2.8 points below standard	59.7 points below standard
27 Students	207 Students	63 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students		No Performance Level 27.9 points above standard 14 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 0.7 points above standard 383 Students	No Performance Level 6 Students	No Performance Level 1 Student	High 34.8 points above standard 81 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
58.0 points below standard 25 Students	10.1 points above standard 36 Students	4.9 points above standard 390 Students

Conclusions based on this data:

1. Briggs students scored scored 7.2 points above standard on CAASPP

2. Performance Indicators show Performance Levels:

   Low -
   English Language Learners
   Students with Disabilities

   Medium -
   Hispanic
   Socioeconomically Disadvantaged

   High -
   White

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

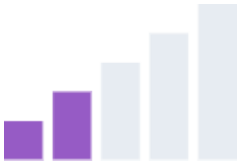
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
27.7 points below standard	50.1 points below standard	2 Students
493 Students	61 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
66.0 points below standard	41.6 points below standard	88.1 points below standard
27 Students	207 Students	63 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students		No Performance Level 10.2 points above standard 14 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 34.8 points below standard 383 Students	No Performance Level 6 Students	No Performance Level 1 Student	Medium 4.8 points below standard 81 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
86.7 points below standard 25 Students	24.7 points below standard 36 Students	28.0 points below standard 390 Students

Conclusions based on this data:

1. Briggs students scored scored 27.7 points below standard

2. Performance Indicators show Performance Levels:

   Low -
   English Language Learners
   Hispanic
   Socioeconomically Disadvantaged
   Students with Disabilities

   Medium -
   White

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

65.7 making progress towards English language proficiency

Number of EL Students: 35 Students

Performance Level: 5

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.7%	28.6%	2.9%	62.9%

Conclusions based on this data:

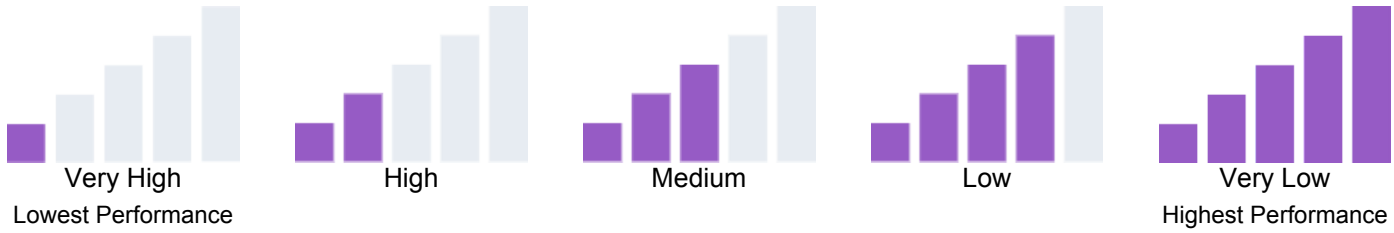
1. 63% of our EL population is increasing at least one level/year.
2. Overall 66% of EL population is making progress toward ELA proficiency

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

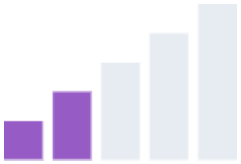
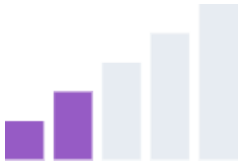
Very High	High	Medium	Low	Very Low
3	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
18.2% Chronically Absent	17.4% Chronically Absent	Less than 11 Students
682 Students	46 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
22.6% Chronically Absent	25.5% Chronically Absent	21.7% Chronically Absent
31 Students	294 Students	83 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		5.6% Chronically Absent	Less than 11 Students
6 Students		18 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	No Performance Level	No Performance Level	High
20% Chronically Absent	10.5% Chronically Absent	Less than 11 Students	12.7% Chronically Absent
515 Students	19 Students	1 Student	118 Students

Conclusions based on this data:

1. 18.2% chronically absent

2. High-
English Learners
Hispanic
White

Very High-
Homeless
Socioeconomically Disadvantaged
Students with Disabilities

3. Absenteeism in 2021-2022 was impacted by mandatory quarantines related to COVID as well as an overabundance of caution by many parents.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	1	3	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
1.9% suspended at least one day	4.3% suspended at least one day	Less than 11 Students
689 Students	46 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Medium	Medium
6.5% suspended at least one day	2.7% suspended at least one day	1.2% suspended at least one day
31 Students	297 Students	85 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		0% suspended at least one day	Less than 11 Students
6 Students		18 Students	5 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	Very Low
2.3% suspended at least one day	5% suspended at least one day	Less than 11 Students	0% suspended at least one day
520 Students	20 Students	1 Student	119 Students

Conclusions based on this data:

1. High-
English Learners

Medium-
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities

Very Low-
White

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]
Priority 1: Credentials, Instructional materials, Facilities
Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards
Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

Goal 1

All teachers will provide quality first best rigorous instruction and targeted intervention utilizing instructional strategies and evidenced-based programs and adoptions to ensure that all under-performing and disadvantaged students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

All teachers will be provided professional development that supports effective instructional strategies In ELA/ELD, Math, Science and Technology to ensure all students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

Goal 1: When administration visits classrooms, minimum 5 classroom visits per week, teachers will have:
1. Our collective school site agreements are:
2. Learning Intention Visible/posted
3. Success Criteria "I Can"
4. Referenced
5. Essential
6. Activity Match success criteria/learning intention
7. Students know what are you Learning?
8. Students know why are you Learning it?
9. Students are able to share how they know they have Learned it?

Identified Need

Based on the collective agreements, administration gathered baseline data during the month of March 2023:

Elementary Classrooms(19)
90% Learning Intention Visible/posted
84% Success Criteria "I Can"
10% Referenced
90% Essential
53% Activity Match success criteria/learning intention

Student Survey (1)

84% What are you Learning?
47% Why are you Learning it?
53% How do you know you have Learned it?

Jr. High Classrooms.(10)
100% Learning Intention Visible/posted
100% Success Criteria “I Can”
30% Referenced
80% Essential
50% Activity Match success criteria/learning intention

Student Survey (1)
70% What are you Learning?
40% Why are you Learning it?
0% How do you know you have Learned it?

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Visible Learning Walk Through: Learning Intention Visible/posted	Learning Intention Visible/posted Elementary: 90% Jr. High: 100%	Learning Intention Visible/posted Elementary: 100% Jr. High: 100%
Monthly Visible Learning Walk Through: Success Criteria “I Can”	Success Criteria “I Can” Elementary: 84% Jr. High: 100%	Success Criteria “I Can” Elementary: 89% Jr. High: 100%
Monthly Visible Learning Walk Through: Referenced	Referenced Elementary: 10% Jr. High: 30%	Referenced Elementary: 50% Jr. High: 50%
Monthly Visible Learning Walk Through: Essential	Essential Elementary: 90% Jr. High:80%	Essential Elementary: 90% Jr. High: 90%
Monthly Visible Learning Walk Through: Activity Match success criteria/learning intention	Activity Match success criteria/learning intention Elementary: 53% Jr. High: 50%	Activity Match success criteria/learning intention Elementary: 60% Jr. High: 60%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Visible Learning Walk Through: What are you Learning?	What are you Learning? Elementary: 84% Jr. High:70%	What are you Learning? Elementary: 90% Jr. High: 90%
Monthly Visible Learning Walk Through: Why are you Learning it?	Why are you Learning it? Elementary: 47% Jr. High: 40%	Why are you Learning it? Elementary: 90% Jr. High: 90%
Monthly Visible Learning Walk Through: How do you know you have Learned it?	How do you know you have Learned it? Elementary: 53% Jr. High: 0%	How do you know you have Learned it? Elementary: 90% Jr. High: 90%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All learners

Strategy/Activity

Teachers and classified instructional support staff will participate in professional development to learn, access and implement the most current CCSS materials including instructional strategies to support technology in the classroom, STEAM, PLTW, PBL. Supplementary materials are to be used to support skill development in the following areas Identifying Similarities and Differences, Summarizing and Note Taking, Non linguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypotheses and Cues, Questions, and Advance Organizers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24,189	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1.a Teachers and instructional support staff are provided with professional development and training for certificated and classified staff to support evidence based teaching strategies that

	increase student academic performance as measured by district assessments. Funds will include cost associated with training, lodging, mileage as applicable.
14,600	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1.b Teachers and instructional coaches will be provided with substitutes for release time to participate in Collaborative Learning Rounds (CLR), GL Planning or peer observations to identify and obtain reinforcement of best instructional practices for all students including Common Core Standards aligned assessments through Professional Learning Communities. The impact/implementation of these practices will be measured by district assessments. This is to include teacher collaboration by grade level, department and vertical teams for collaboration for reviewing student data. Teachers will be provided professional development opportunities to support the student needs as determined through data chats.
33,811	Title I Part A: Allocation 4000-4999: Books And Supplies 1.c Teachers will be provided Site licenses, applications, and classroom materials to support 21st century learning and the academic success of students as measured by district assessments.
290506	District Funded 1000-1999: Certificated Personnel Salaries 1.d Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards.
113,648	District Funded 1000-1999: Certificated Personnel Salaries 1.e Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Engagement; Provide parents with workshop and training to build capacity and knowledge of Assessments and Student Advisory Committees:

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
230	Title I Part A: Parent Involvement 4000-4999: Books And Supplies 1.f Increase parent participation and engagement in site advisory committees (SSC, ELAC, GATE), PFLN, PFA, clubs on campus, etc. to strengthen the Home-school partnership in the context of community and culture.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategy 1 Certificated and Classified employees attend PD given by the District and outside organizations upon request. Professional Development for PLCs (Release time an workshops/conference). Teachers were able to meet in PLCs on a regular basis and have 2 grade level and departments. This strategy will continue next year. ESAs scores have demonstrated significant growth through out our school site.

Strategy 2: Administration and Counselors hold small sessions for parents/families to receiving technology and Aeries Portal clinics.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy 1: Professional Development for PLCs (After school). Because the teachers were able to meet in PLCs on a regular basis, we noticed an increase in our ELA ESA scores from ESA 1 to ESA across all grade levels. Similarly, learning objectives were aligned to essential standards 80% of the time during administrative walk-throughs. Next year, this strategy will continue since it was effective.

Strategy 2: Fully Implemented and overlapped with Goal 2, Parent Involvement. Parent Tech Clinics were help by counselors and administration 3/year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy 1: We will continue this for the 2023-2024 School Year

Strategy 2: We will continue this for the 2023-2024 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connections to and Engagement at School Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]
Priority 3: Parent Involvement
Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism
Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

School Level SMART Goal: By May 2023 PBIS/MTSS Tier 3 team will continue to work and build site capacity for intervening with Tier 3 students.

By May 2023 we will reduce Chronic Absenteeism by 20% for our Homeless student group,

Identified Need

School Level SMART Goal: By May 2022 Briggs will develop a Tier 3 Team that is an extension of Tier 2.
By May 1, 2023, Check in Check out will be fully implemented with all required documentation; the Tier 2 team will continue to work and build site capacity for developing and intervening with Tier 3 students.

CHECKPOINTS

- Checkpoint #1- Internal Tier 2 TFI
- Checkpoint #2- External Tier 2 TFI

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Internal Tier 2 TFI	Data will be available in February 2023	
External Tier 2 TFI	Data will be available in April 2023	
Decrease Office Discipline Referrals	For the 2021-2022 Office Discipline Referrals (ODR) were as follows: XX Trimester 1 Elementary: 0 Jr. High: 0	By the 22-23 3rd Trimester, Briggs ODRs will decrease by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Trimester 2 Elementary: 0 Jr. High: 0 Trimester 3 Elementary: 21 Jr. High: 3 For the 2022-2023 Office Discipline Referrals (ODR) were as follows:	
Chronic Absentee is 20% or less to get out of ATSI Suspension is 10% or less to get out of ATSI		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase participation of family input into the learning process:
Provide parents training and programs to support student success including physical site needs to facilitate meetings and conferences and training parents to familiarize themselves with the Aeries Parent Portal and Aeries Grade Book, School Wires, and Loop .
Increase parent participation in site advisory committees (SSC, ELAC, GATE), PFLN, PFA, clubs on campus, etc. to strengthen the Home-school partnership in the context of community and culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries 2.a Teachers/certificated and classified staff will facilitate parent/community workshops, for the school community, on various school programs

	(Aeries Parent Portal and Aeries Grade Book, Parent Square, NGSS, CCGI, GATE, ELD, SSC, etc.) to promote a positive school climate for all stakeholders as measured by student and parent surveys.
847	Title I Part A: Parent Involvement 4000-4999: Books And Supplies 2.b Provide light snacks and refreshments for Parent Outreach meetings.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Hold STEP, MTSS-B Team meetings in the areas of behavior: Provide certificated release time to facilitate and coordinate STEP Intervention meetings with parents to support student behavior progress and collaborate with parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2.c Teachers will participate in STEP-MTSS-B process to support student progress in the area of SEL as measured by SAEBR data and teacher observation. A substitute teacher and translators will be provided, as needed, to support student progress in the area of SEL. During these meetings parents will be provided the opportunity to give input on planning and developing student goal(s).
20,256.18	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 2.d Community Liaison will provide support to the school community for 15hrs./week to promotes parent involvement and create materials to promote a positive school climate for all stakeholders as measured by student and parent surveys.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Decrease Office Discipline Referrals (ODR) rate using Restorative practice strategies through school-wide programs and assemblies that promote students feeling connected and safe during their school day.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I Part A: Allocation 4000-4999: Books And Supplies 2.e Provide students with programs and assemblies that include prevention of cyber-bullying, digital literacy, STEAM physical education, and substance abuse education to support all students feeling safe and connected when in school as measured by student surveys and attendance reports.
15,510	Title I Part A: Allocation 4000-4999: Books And Supplies 2.f Provide school wide incentives, including school tools (awards, stickers, pencils, erasers, etc), for students who are recognized for being responsible, respectful, and safe in support for SEL/PBIS as measured by teacher and counselor observations and trimester SABER and Aeries (discipline dashboard) data.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategy 1: Selected parents participated in SSC training. Administration holds small sessions for parents/families to receiving technology and Aeries Portal clinics. We utilized the funds allocated for this strategy in Goal 1 and 2.

Strategy 2: We have had 2 days STEP MTSS B meetings scheduled since the start of the school year. We used the funds allocated in this area to hold 3 rounds of STEP MTSS-B Meetings 3 times this year and as needed per teacher or parent request.

Strategy 3: Assistant Principal and selected staff members participated in Restorative Practice training as part of one of the District's pilot schools.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy 1: There has been more parent involvement on campus in the classroom, through volunteerism, and with our PFA with the lifting of COVID- Restrictions.

Strategy 2: Eligible students were able to participate in MTSS-B Tier II and III services with counselors and referred services.

Strategy 3: With the pilot of PBIS Rewards App and Restorative Practices we have noticed a positive shift in our school climate. There are less ODRs reported.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy 1: We will combine the language in this goal with Goal 1 to cover a wider scope of parent involvement activities.

Strategy 2: We will combine the language in this goal with Goal 1 to cover a wider scope of staff release time on campus.

Strategy 3: We will grow this for the 2023-2024 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Preparation for College and Career Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]
Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC
Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

Goal 3

2022-23 BRIGGS ELEMENTARY ACADEMIC (ELA and MATH) SMART GOALS
School Level SMART Goal: On the 2023 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 59 % to 64% and in Math will increase from 49% to 54%.
SMART Goal Checkpoint 1: Essential Standards Assessment #1- All Grades 8/15/22 - 8/26/22
ELA =60% Math =50%

SMART Goal Checkpoint 2: Essential Standards Assessment #2- Grades 3-6: 11/4/22 -11/18/22
ELA =61% Math 51%

Grades K-2: 1/4/23-1/18/23 ELA =61% Math =51%

SMART Goal Checkpoint 3: Essential Standards Assessment #3- Grades 3-6: 2/17/23 - 3/3/23
ELA =64% Math =54%

Grades K-2: 4/10/23 - 4/21/23 ELA =64% Math = 64%

2022-2023 BRIGGS JH (ELA and MATH) SMART GOALS
School Level SMART Goal: On the 2023 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 48% to 53% and in Math will increase from 29% to 44%.

SMART Goal Checkpoint 1: Essential Standards Assessment 1: 8/8/22 - 8/26/22 ELA = 49%
Math = 34%

SMART Goal Checkpoint 2: Essential Standards Assessment 2: 11/7/22 - 12/2/22 ELA = 51%
Math = 39%

SMART Goal Checkpoint 3: Essential Standards Assessment 3: 2/14/23 - 3/7/23 ELA = 53%
Math = 44%

Identified Need

ES-ELA
59% of Students in grades 3-6 scored standards met or exceeded on the ELA portion of the 21-22 SBAC.

68% of Students in K-6 scored met or exceeds on the 21-22 ELA Trimester 3 ESA.

ES-MATH
49% of Students in grades 3-6 scored standards met or exceeded on Math portion of the 21-22 SBAC.
61% of Students in K-6 scored met or exceeds on the 21-22 Math Trimester 3 ESA.

JH-ELA
48% of Students in JH scored standards met or exceeded on the ELA portion of the 21-22 SBAC.
50% of Students JH scored met or exceeds on the 21-22 ELA Trimester 3 ESA.

ES-MATH
29% of Students in JH scored standards met or exceeded on Math portion of the 21-22 SBAC.
44% of Students in JH scored met or exceeds on the 21-22 Math Trimester 3 ESA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Essential Standards Assessments for English Language Art	ES 59% of Students in grades 3-6 scored standards met or exceeded on the ELA portion of the 21-22 SBAC. 68% of Students in K-6 scored met or exceeds on the 21-22 ELA Trimester 3 ESA. JH 48% of Students in JH scored standards met or exceeded on the ELA portion of the 21-22 SBAC. 50% of Students JH scored met or exceeds on the 21-22 ELA Trimester 3 ESA.	Elementary ELA Checkpoint 1 K-6 8/15/22 - 8/26/22 ELA =60% Checkpoint 2 Grades 3-6: 11/4/22 -11/18/22 ELA =61% Grades K-2: 1/4/23-1/18/23 ELA =61% Checkpoint 3 Grades 3-6: 2/17/23 - 3/3/23 ELA =64% Grades K-2: 4/10/23 - 4/21/23 ELA =64% JH Math Checkpoint 1: 8/8/22 - 8/26/22 ELA = 49% Checkpoint 2: 11/7/22 - 12/2/22 ELA = 51% Checkpoint 3: : 2/14/23 - 3/7/23 ELA = 53%
Essential Standards Assessments for English Math	ES	Elementary ELA Checkpoint 1

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	49% of Students in grades 3-6 scored standards met or exceeded on Math portion of the 21-22 SBAC. 61% of Students in K-6 scored met or exceeds on the 21-22 Math Trimester 3 ESA. JH 29% of Students in JH scored standards met or exceeded on Math portion of the 21-22 SBAC. 44% of Students in JH scored met or exceeds on the 21-22 Math Trimester 3 ESA.	K-6 8/15/22 - 8/26/22 Math =50% Checkpoint 2 Grades 3-6: 11/4/22 -11/18/22 Math 51% Grades K-2: 1/4/23-1/18/23 Math =51% Checkpoint 3 Grades 3-6: 2/17/23 - 3/3/23 Math =54% Grades K-2: 4/10/23 - 4/21/23 Math = 64% JH Math Checkpoint 1: 8/8/22 - 8/26/22 Math = 34% Checkpoint 2: 11/7/22 - 12/2/22 Math = 39% Checkpoint 3: : 2/14/23 - 3/7/23 Math = 44%
Re-designated ELL students	Jr High 5 out of 14 = 36% Elementary 3 out of 27 = 11%	3% in crease in ELL reclassification

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Elementary: By end of year, all students identified as at risk in ELA will be enrolled in at least 2 full cycles of intervention that address specific reading skills needed to successfully complete all grade level reading assessments.
Elementary: By end of year, all students identified as at-risk in mathematics will be enrolled in at least 2 full cycles of intervention that address specific math skills needed to successfully complete all grade level math assessments.

Secondary: By the end of year, all students identified as at risk in ELA will be enrolled in an ELA Intervention Course that addresses specific ELA skills needed to be successfully complete all grade level ELA assessments.

Secondary: By the end of year, all students identified at risk in Mathematics will be enrolled in a Math Intervention course that addresses the specific mathematics skills needed to be successfully complete all grade level mathematics assessments

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3.a District Intervention, outside of the school day, will provide Tier II and III instruction and collaborate with classroom teacher to implement reading strategies to foster student success as measured by FastBridge Data, District assessments -ELPAC, ESAs (student groups including SPED and ELs) and teacher observations.
3,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3.b STEP-MTSS-A team will schedule parent engagement meetings with guardians to address students' academic strengths, concerns, discuss goal setting and accommodations. Student success will be measured by progress on goals, district assessments and teacher observations. A substitute to support teacher attendance and an extra hours will be provided, as needed, to support teacher attendance at STEP-MTSS-A intervention meeting.
22,230	District Funded 5800: Professional/Consulting Services And Operating Expenditures 3.c Provide 24/7 online tutoring to all 3-8 grade students with language support for English learners at the rate of $45 per student using Title I carry over

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

English Learners -By end of year, as a result of high quality, daily Designated ELD and Integrated ELD instruction, each English learner student will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of the CAASPP.

Teachers will provide students with the appropriate designated ELD instruction during class: Designated ELD will take place daily for 30-45 minutes. ELD Instructional Coaches will provide Professional Development for teachers in the areas of designated and integrated ELD.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified 3. d ELD class(es) will be offered in the master schedule to meet students' needs in the area of ELA.
2,600	Other 1000-1999: Certificated Personnel Salaries 3.eFunding will be provided to support professional development and training to certificated staff members to obtain necessary skills/strategies in the area of ELA/ELD to foster student success as measured by District assessments and teacher observations. Funds will include cost associated with training, lodging, mileage as applicable.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Gate identified students

Strategy/Activity

Teachers will provide students with re-engagement and enrichment opportunities that extend their learning and support Common Core State Standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,960	GATE 4000-4999: Books And Supplies

	3.f Teachers will utilize enrichment materials and or attend field trips to support GATE in the general educational curriculum, which will increase student academic progress as measured by District assessments and teacher observations.
3,600	Band – General Fund 4000-4999: Books And Supplies 3.g Monies will allocated to the school's Band Program for instrument repairs, and band materials and supplies.
35,095.82	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3.h 20hrs./wk. Reading Intervention teacher to support students' academic progress as monitored by: exit of intervention, increased comprehension and fluency on CBM metrics including STAR, FastBridge and District Essential Standards Assessments.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education

Strategy/Activity

Special Education teachers will be be provided with instructional materials to support all students in accessing the Common Core State Standards via technology based or traditional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,440	Title I Part A: Allocation 4000-4999: Books And Supplies 3.i Supplemental materials will be provided to special education teachers to support instructional strategies and accommodations, to the general educational curriculum, to increase student academic progress as measured by District assessments and teacher observations.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

AVID

Strategy/Activity

Briggs JH students will have access to opportunities for AVID students to interact with curriculum, build a better understanding of College and Career Readiness, hold workshops for parents, and teachers can attend AVID training.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	AVID 1000-1999: Certificated Personnel Salaries 3.j Teachers will be given the opportunities to attend different AVID seminar
4,000	AVID 0000: Unrestricted 3.k Money will be used to supply items for parent and student engagement activities and workshops put on by AVID teachers and students.
12,000	AVID 5800: Professional/Consulting Services And Operating Expenditures 3.m Staff will be given the opportunity to participate in the Summer Institute and provide with supports to teach AVID courses.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategy 1:

Elementary: By end of year, all students identified as at risk in ELA will be enrolled in at least 2 full cycles of intervention that address specific reading skills needed to successfully complete all grade level reading assessments.
Elementary: By end of year, all students identified as at-risk in mathematics will be enrolled in at least 2 full cycles of intervention that address specific math skills needed to successfully complete all grade level math assessments.

Secondary: By the end of year, all students identified as at risk in ELA will be enrolled in an ELA Intervention Course that addresses specific ELA skills needed to be successfully complete all grade level ELA assessments.
Secondary: By the end of year, all students identified at risk in Mathematics will be enrolled in a Math Intervention course that addresses the specific mathematics skills needed to be successfully complete all grade level mathematics assessments

STEP-MTSS-A team will schedule parent engagement meetings with guardians to address students' academic strengths, concerns, discuss goal setting and accommodations. Student success will be measured by progress on goals, district assessments and teacher observations. A substitute to support teacher attendance and an extra hours will be provided, as needed, to support teacher attendance at STEP-MTSS-A intervention meeting. Student improvement is noted on the 22-23 District ESA Assessments

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

When looking at our expected outcome for this goal, ESA 2 data results indicate:

K-6: 69% of students met/exceeded on ELA and 59% of students met/exceeded on Math on ESA 2; we are waiting on scores for ESA 3
JHS: 62% of students met/exceeded on ELA and 44% of students met/exceeded on Math on ESA 3

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this analysis, the new goal will incorporate our Feeder Group focus for the 2023-24 school year. We will add walkthrough data as part of the metrics. We will keep all strategies the same for next year, except I will add an action to bring back and a school-wide SMART Goal will be written after ESA 3 data is available.

Teacher Clarity and the PLC Process will continue to be areas of focus.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$157,129.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$627,273.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$155,302.00
Title I Part A: Parent Involvement	$1,827.00
Title II Part A: Improving Teacher Quality	$14,600.00

Subtotal of additional federal funds included for this school: $171,729.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
AVID	$17,000.00
Band – General Fund	$3,600.00
District Funded	$426,384.00
GATE	$2,960.00
LCFF - Supplemental	$3,000.00
None Specified	$0.00
Other	$2,600.00

Subtotal of state or local funds included for this school: $455,544.00

Total of federal, state, and/or local funds for this school: $627,273.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	155,302.00	0.00
Title II Part A: Improving Teacher Quality	14,600.00	0.00
GATE	2,960.00	0.00
Title I Part A: Parent Involvement	1,827.00	0.00
Lottery: Instructional Materials	1,908.00	1,908.00
Activities – General Fund	900.00	900.00
Band – General Fund	3,600.00	0.00
General Fund	57,960.00	57,960.00
AVID	17,000.00	0.00
LCFF - Supplemental	3,000	0.00
ESSER III	100,312.51	100,312.51

Expenditures by Funding Source

Funding Source	Amount
AVID	17,000.00
Band – General Fund	3,600.00
District Funded	426,384.00
GATE	2,960.00
LCFF - Supplemental	3,000.00
None Specified	0.00
Other	2,600.00
Title I Part A: Allocation	155,302.00
Title I Part A: Parent Involvement	1,827.00
Title II Part A: Improving Teacher Quality	14,600.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	4,000.00
1000-1999: Certificated Personnel Salaries	490,638.82
2000-2999: Classified Personnel Salaries	21,006.18
4000-4999: Books And Supplies	77,398.00
5800: Professional/Consulting Services And Operating Expenditures	34,230.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	AVID	4,000.00
1000-1999: Certificated Personnel Salaries	AVID	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	AVID	12,000.00
4000-4999: Books And Supplies	Band – General Fund	3,600.00
1000-1999: Certificated Personnel Salaries	District Funded	404,154.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	22,230.00
4000-4999: Books And Supplies	GATE	2,960.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	2,600.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	65,284.82
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	20,256.18
4000-4999: Books And Supplies	Title I Part A: Allocation	69,761.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	750.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,077.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	14,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	476,984.00
Goal 2	50,363.18
Goal 3	99,925.82

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Jennifer Fordyce (1)	Classroom Teacher
Corine Scrugham (1)	Classroom Teacher
Virginia Linenberger (1)	Other School Staff
David George (1)	Classroom Teacher
Debra Letcher-Boeve	Principal
Breanna Atcheson (2)	Parent or Community Member
Nina Gruezo (1)	Parent or Community Member
Jose Perez (1)	Parent or Community Member
Efren De Santiago (1)	Parent or Community Member
Melissa Valtes (2)	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

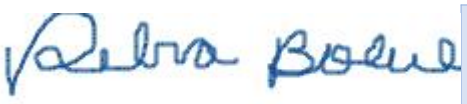
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Parent Faculty Association (PFA)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 26, 2023.

Attested:

	Principal, Debra Letcher-Boeve, Ed.D. on April 26, 2023
	SSC Chairperson, Brianna Atcheson on April 26,2023

Learning Compact

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.
Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

- ***EL PARENT ACADEMY***
- ***12 POWERS OF FAMILY BUSINESS***
- ***PARENTS AS PARTNERS***
- ***TRANSITIONS TO….***
- ***COMPUTER LITERACY***
- ***FAMILY LITERACY PROJECT-COLLEGE AWARENESS***

Family Engagement Center Link:

http://www.chino.k12.ca.us/Page/8882

909 628-1201 ext. 5601/5604 (Spanish)

(Chinese) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- **Grade Level Activities**
- **Committee involvement including School Site Council, English Learner Advisory Committee, Parent Advisory Committee, and PBIS Tier I Team**
- **Family/Guardian Academic Night**
- **Partnership for Learning Network**
- **Picture Person Program**
- **Back to School Night/Open House**
- **Awards Ceremonies**

Social-Emotional Development and Growth

- **PFA Involvement**
- **Volunteering in Class**
- **Fall Family Festival**
- **100 Mile Club**
- **Second Step Lessons**
- **MTSS-B counseling Lessons**
- **Family/Guardian Events including Entrepreneur Night, Themed Parent Events, Someone Special Dance, Movie Night**
- **Meet the Teacher/Orientation**
- **Wellness Room**

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's' learning. Some of the ways families and staff communicate all year are:

- **School to Home**
  - Phone calls
  - School / Teacher website
  - School marquee
  - Parent Square
  - School agendas
  - Teacher- Home Communication App
  - Pawblo's Press Newsletter
  - PFA social media
- **Home to School**
  - Phone calls
  - email
  - parent-teacher meetings
  - Behavioral (MTSS-B) request for assistance form
  - Teacher - Home Communication App

www.chino.k12.ca.us/briggs

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2023-2024

First Grade

Always walk through life as if you have something new to learn and you will.
Vernon Howard

Lyle S. Briggs K-8 School

11880 Roswell Avenue

Chino, CA 91710

(909) 628-6497

Learning Compact

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Academic: Goal 1: High-Quality Teaching and Learning Environment. This goal supports teachers and classified staff in the classroom including Professional Development training, materials for students, and release time. Allocation includes, Professional Development of Choice, Release days for PLC Planning, and Classroom Supplies.

Non-Academic: Goal 2: Connections to and Engagement at School ensure student success. This supports parent involvement, school climate, and students feeling safe in school. This is accomplished by workshops for parents, assemblies, MTSS-B/PBIS implementation, bilingual clerk (community liaison), and second step lesson completion.

English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an Intervention teacher, STEP meetings, specific materials, and Professional Development.

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

As a first-grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Goal

- Engage students in group projects with an emphasis on STEAM
- Teach basic coding and use a variety of apps
- Reading groups to improve reading strategies
- Utilize thinking maps across the curriculum
- Focus on Essential Standards

Non-Academic Goal

- Use the Second Step Curriculum to show students how to cooperate with others
- Recognize students for positive character traits through awards such as Panther Perks and Student of the Month, and weekly behavior awards

English Learner Goal

- Use extensive guided reading and writing program and the Wonders Curriculum
- Assign group projects to create culminating experiences

At Home

Here are some ideas of how families can support students' success:

Academic Goal

- Log on to Wonders ConnectEd at home
- Practice on Reflex Math, Reading Eggs, Headsprout, and Razz Kids
- Encourage your child to work on IXL at home
- Read stories with your child on a nightly basis and encourage participation in Accelerated Reader (AR)
- Use flashcards to practice sight words
- Check that your child completes homework on a nightly basis

Non-Academic Goal

- Reinforce positive behavior at home
- Keep a line of communication between school and home

English Learner Goal

- Read all weekly stories and review vocabulary words sent home
- Encourage conversation about the work done each day

Learning Compact

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Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

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909 628-1201 ext. 5601/5604 (Spanish)

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- **Second Step Lessons**
- **MTSS-B counseling Lessons**
- **Family/Guardian Events including Entrepreneur Night, Themed Parent Events, Someone Special Dance, Movie Night**
- **Meet the Teacher/Orientation**
- **Wellness Room**

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's' learning. Some of the ways families and staff communicate all year are:

- **School to Home**
  - Phone calls
  - School / Teacher website
  - School marquee
  - Parent Square
  - School agendas
  - Teacher- Home Communication App
  - Pawblo's Press Newsletter
  - PFA social media
- **Home to School**
  - Phone calls
  - email
  - parent-teacher meetings
  - Behavioral (MTSS-B) request for assistance form
  - Teacher - Home Communication App

www.chino.k12.ca.us/briggs

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2023-2024

Second Grade

Always walk through life as if you have something new to learn and you will.
Vernon Howard

Lyle S. Briggs K-8 School

11880 Roswell Avenue

Chino, CA 91710

(909) 628-6497

Learning Compact

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Academic: Goal 1: High-Quality Teaching and Learning Environment. This goal supports teachers and classified staff in the classroom including Professional Development training, materials for students, and release time. Allocation includes, Professional Development of Choice, Release days for PLC Planning, and Classroom Supplies.

Non-Academic: Goal 2: Connections to and Engagement at School ensure student success. This supports parent involvement, school climate, and students feeling safe in school. This is accomplished by workshops for parents, assemblies, MTSS-B/PBIS implementation, bilingual clerk (community liaison), and second step lesson completion.

English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an Intervention teacher, STEP meetings, specific materials, and Professional Development.

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

As a second-grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Goal

Math:

- Daily math instruction, teaching how to make sense of problems, using the *Standards for Mathematical Practices* to achieve Common Core State goals.

Reading:

- Instruction with an emphasis on reading closely and analytically to comprehend literary and informational text, using text evidence.

Writing:

- Daily writing across all curricular areas using Thinking Maps.
- Direct interactive instruction in sentence and paragraph writing.

Physical Education:

- Direct instructional minutes as per state code.

Non-Academic Goal

- Positive behavior systems, including PBIS and Second Step instruction. Emphasis on Be Respectful, Be Responsible, and Be Safe

English Learner Goal

- 30 minutes of daily Designated English Language Development instruction (DELD)
- Strategies used for oral language development such as pair share, visuals, and read-alouds
- Utilize sentence frames to support speaking in complete sentences

Second graders will participate in many activities using the 4 C's (Communication, Collaboration, Critical Thinking, and Creativity).

At Home

Here are some ideas of how families can support students' success:

Academic Goal

- Support your child in meeting their goals in Accelerated Reading and fluency of addition/subtraction math facts.
- Ensure that your child reads every night for 20 minutes and completes the Weekly Reading Log.
- Practice speaking/writing in complete sentences.
- Ensure that homework is done completely, neatly, and accurately.
- Use IXL at home to strengthen math and ELA skills.

Non-Academic Goal

- Make illness the only excuse for an absence.
- Reinforce the positive behavior model used in class.
- Communicate with teacher as needed and volunteer as available.

English Learner Goal

- Ensure that your child is speaking in complete sentences.
- Encourage your child to use programs on classlink to help them with their studies.

At home, I will reinforce classroom learning by checking my child's work for accuracy, neatness, and completeness.

Learning Compact

PARTNERSHIPS

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Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

- ***EL PARENT ACADEMY***
- ***12 POWERS OF FAMILY BUSINESS***
- ***PARENTS AS PARTNERS***
- ***TRANSITIONS TO….***
- ***COMPUTER LITERACY***
- ***FAMILY LITERACY PROJECT-COLLEGE AWARENESS***

Family Engagement Center Link:

http://www.chino.k12.ca.us/Page/8882

909 628-1201 ext. 5601/5604 (Spanish)

(Chinese) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- **Grade Level Activities**
- **Committee involvement including School Site Council, English Learner Advisory Committee, Parent Advisory Committee, and PBIS Tier I Team**
- **Family/Guardian Academic Night**
- **Partnership for Learning Network**
- **Picture Person Program**
- **Back to School Night/Open House**
- **Awards Ceremonies**

Social-Emotional Development and Growth

- **PFA Involvement**
- **Volunteering in Class**
- **Fall Family Festival**
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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2023-2024

Third Grade

Always walk through life as if you have something new to learn and you will.
Vernon Howard

Lyle S. Briggs K-8 School
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Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

As a third-grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Goal

- Log on to class Links and the technology apps
- Use Reflex math to strengthen
- ELA/Wonders Units will include technology-based components and projects
- Provide a variety of PBL/STEAM activities
- Store and share work in Office 365 and Google Drive accounts

Non-Academic Goal

- Deliver Second Step Lessons
- Use a variety of forms of technology as a communication tool
- Post classroom and school-wide expectations
- Use of classroom agenda and binder system for accountability
- Assign students jobs in the classroom

English Learner Goal

- Implement 30 minutes of designated ELD time (writing, listening, and speaking)
- Encourage students to answer in complete sentences
- Use anchor charts, Thinking Maps, and binder notes to introduce concepts and skills

At Home

Here are some ideas of how families can support students' success:

Academic Goal

- Encourage your child to practice all assigned 3rd grade computer programs at home
- Practice with your child speaking and writing in complete sentences when completing homework
- Encourage daily reading at the appropriate level at home
- Review new vocabulary at home and use as part of your daily conversations (math too!)
- Sign up for all forms of communications (Aeries, class and school websites, Class Dojo, Accelerated Reader)
- Check your child's homework on a daily basis, check and sign agendas
- Have your child on a binder system that has folders by subject. Make sure they are organized and cleaned out weekly at home
- Join PFA and participate in school events
- Assign your child jobs at home

Learning Compact

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.
Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

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(Chinese) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- **Grade Level Activities**
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- **Family/Guardian Academic Night**
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- **Awards Ceremonies**

Social-Emotional Development and Growth

- **PFA Involvement**
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www.chino.k12.ca.us/briggs

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2023-2024

Fourth Grade

Always walk through life as if you have something new to learn and you will.
Vernon Howard

Lyle S. Briggs K-8 School
11880 Roswell Avenue
Chino, CA 91710
(909) 628-6497

Learning Compact

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

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English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an Intervention teacher, STEP meetings, specific materials, and Professional Development.

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Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

As a fourth-grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Goal

- Implement STEAM activities into curriculum
- Utilize thinking maps across the curriculum
- Support student collaboration in the classroom through group activities and partner work
- Assign in class projects that students will complete using technology such as power point or Office 365

Non-Academic Goal

- Use the Second Step Curriculum to show students how to cooperate with others
- Promote Academic/Attendance Awards
- Post classroom and school-wide expectations

English Learner Goal

- Teach vocabulary in depth using multiple modalities
- Implement 30 minutes of designated ELD time (writing, listening, and speaking)
- Encourage students to answer in complete sentences
- Teach students context clues to help them independently figure out the meanings of words
- Provide writing opportunities to extend student learning and understanding of the content material

At Home

Here are some ideas of how families can support students' success:

- Check the Aeries Portal Weekly
- Ask your child questions about their day and encourage them to answer in complete sentences
- Make sure homework gets done on a nightly basis. You can help your child with homework by setting aside a special place to study, establishing a regular time for homework, and removing distractions such as the television and social phone calls during homework time.
- Use classroom/school resources. Be aware what the school/classroom has to offer: school/classroom websites, AR, IXL, All The Right Type – Keyboarding Program, Pearson Math & Wonders
- Encourage your child to read. Know your child's reading level and encourage them to appropriately challenge themselves to read chapter books at a minimum of half a grade level above
- Attend parent teacher conferences and keep in touch with your child's teacher
- Volunteer at your child's school and/or join your school's parent-teacher group

If you would like to volunteer, participate in, and/or observe a classroom, please contact your child's teacher!

Learning Compact

PARTNERSHIPS

What is Home-School Partnerships?

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Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
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FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- **Grade Level Activities**
- **Committee involvement including School Site Council, English Learner Advisory Committee, Parent Advisory Committee, and PBIS Tier I Team**
- **Family/Guardian Academic Night**
- **Partnership for Learning Network**
- **Picture Person Program**
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- **Awards Ceremonies**

Social-Emotional Development and Growth

- **PFA Involvement**
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Communication about Student Learning

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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2023-2024

Fifth Grade

Always walk through life as if you have something new to learn and you will.
Vernon Howard

Lyle S. Briggs K-8 School
11880 Roswell Avenue
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Learning Compact

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Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

As a fifth-grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Goal

- Implement STEAM activities into curriculum
- Utilize thinking maps across the curriculum
- Integrate computer skills using Chromebooks
- Use All the Right Type, Accelerated Reader, Wonders ConnectEd, Reflex Math and Pearson Easy Bridge Computer programs
- Teach word processing, Power Point, keyboarding skills, and Office 365

Non-Academic Goal

- Use the Second Step Curriculum to show students how to cooperate with others
- Recognize students for positive character traits through awards such as Panther Perks and Student of the Month, and weekly behavior awards

English Learner Goal

- Use extensive guided reading and writing program and the Wonders Curriculum
- Assign group projects to create culminating experiences
- Group students according to level of instruction to meet the desired instructional goals
- Implement 30 minutes of designated ELD time

At Home

Here are some ideas of how families can support students' success:

Academic Goal

- Check the Aeries Portal Weekly
- Make technology available at home or bring your child to school early to utilize computers
- Encourage your child to complete technology assignments at home
- Read with your child daily and ask your child questions to check comprehension
- Allow ELD students to listen to books on tape to model fluency (borrow at the library)
- Review your child's agenda nightly
- Review homework for completion and accuracy
- Read Teacher's comments or graded assignments and follow up questions
- Attend Parent nights and school functions
- Check teacher website on a weekly basis
- Volunteer as often as possible
- Be aware and support the school's discipline program
- Encourage positive interactions with teachers, peer, and family members
- Ask your student how their day was.

If you would like to volunteer, participate in, and/or observe a classroom, please contact your child's teacher.

Learning Compact

PARTNERSHIPS

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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2023-2024

Sixth Grade

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Vernon Howard

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Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

As a sixth-grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Goal

- Require students to type assignments
- Utilize thinking maps across the curriculum
- Utilize technology in the classroom (ClassLink and BigIdeasMath.com)
- Implement collaborative learning with peers
- Require use of programs such as: word processing, Power Point, keyboarding skills, and Office 365

Non-Academic Goal

- Use the Second Step Curriculum to show students how to cooperate with others
- Recognize students for positive character traits through awards such as Panther Perks and Student of the Month, and weekly behavior awards

English Learner Goal

- Use extensive reading and writing program in conjunction with the Wonders Curriculum
- Chunk assignments
- Provide timely feedback on all assignments
- Group students according to level of instruction to meet the desired instructional goals
- Implement 30 minutes of designated ELD time

At Home

Here are some ideas of how families can support students' success:

Academic Goal

- Check the Aeries Portal Weekly
- Ensure that all book reports, essays, and monthly projects are typed
- Promote and help your child utilize the online math textbook for support
- Review completed assignments with your child
- Check your child's reading fluency and comprehension by listening to your child read for 30 minutes every day
- Ask clarifying questions to check for understanding of what your child read
- Review proper behavior with your child and model proper behavior
- Reinforce at home the behavior requirements that are expected at school
- Ensure students have access to technology

Student Goal(s): I will have a growth mindset and remember to try my best in everything I do.

If you would like to volunteer, participate in, and/or observe a classroom, please contact your child's teacher.

Chino Valley Unified School District

Lyle S. Briggs K-8 School

Parent and Family Engagement Policy

2023-2024

School Policy Engagement:

Lyle S. Briggs K-8 School recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. Lyle S. Briggs K-8 School shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting** to **inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

Shared Responsibilities for High Student Academic Achievement:

The staff of Lyle S. Briggs K-8 School in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents.** The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. Lyle S. Briggs K-8 School will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below *(Epstein's Six Types of Parental Involvement)*. The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. Lyle S. Briggs K-8 School's **goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area.** The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Annually the school-parent compact will be updated by staff and parents, based on formal and informal data. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes.

This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Lyle S. Briggs K-8 School will support these home-school partnerships by using the following **six types of engagement:**

1. ***Parenting.*** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. Lyle S. Briggs K-8 School will provide parent informational classes and meetings to support our families' needs. We will also update parents on all relevant district education classes that are offered to support our families.

2. ***Communication*.** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. Lyle S. Briggs K - 8 School will inform parents through a variety of methods including phone calls, email, AERIES communications (Parent Square), Peachjar (digital flyers), and teacher communication tools such as Class Dojo.

3. ***Volunteering.*** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Lyle S. Briggs K - 8 School will support the PFA, which encourages parents to be involved in their student's school career by volunteering in classes and events and participating in meetings for their student.

4. ***Learning at Home.*** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Lyle S. Briggs K - 8 School developed parent and student expectations at home using our PBIS matrix. This allows a continuity of expectations between home and school. The school also encourages students to use the services found as a tile on their ClassLink webpage.

5. ***Decision-making.*** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Lyle S. Briggs K - 8 School will offer many opportunities such as the PFA, CSSP, SSC, ELAC, GATE, and parent teacher conferences to encourage participation in the decision making of their child's education. Through these meetings we will solicit feedback from parents and members of the community.

6. ***Collaborating with Community.*** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Lyle S. Briggs K - 8 School will

provide parents with resources, should the need arise, through programs such as the CARE center, Counseling services (Chino Human Services or MTSS-B), and the Family Engagement Center.

Building Capacity for Parent Engagement

The Lyle S. Briggs K-8 school staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, Lyle S. Briggs K-8 School and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

(revised 2019-2020)

Learning Compact

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.
Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

- ***EL PARENT ACADEMY***
- ***12 POWERS OF FAMILY BUSINESS***
- ***PARENTS AS PARTNERS***
- ***TRANSITIONS TO….***
- ***COMPUTER LITERACY***
- ***FAMILY LITERACY PROJECT-COLLEGE AWARENESS***

Family Engagement Center Link:

http://www.chino.k12.ca.us/Page/8882

909 628-1201 ext. 5601/5604 (Spanish)

(Chinese) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- **Grade Level Activities**
- **Committee involvement including School Site Council, English Learner Advisory Committee, Parent Advisory Committee, and PBIS Tier I Team**
- **Family/Guardian Academic Night**
- **Partnership for Learning Network**
- **Picture Person Program**
- **Back to School Night/Open House**
- **Awards Ceremonies**

Social-Emotional Development and Growth

- **PFA Involvement**
- **Volunteering in Class**
- **Fall Family Festival**
- **100 Mile Club**
- **Second Step Lessons**
- **MTSS-B counseling Lessons**
- **Family/Guardian Events including Entrepreneur Night, Themed Parent Events, Someone Special Dance, Movie Night**
- **Meet the Teacher/Orientation**
- **Wellness Room**

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's' learning. Some of the ways families and staff communicate all year are:

- **School to Home**
  - Phone calls
  - School / Teacher website
  - School marquee
  - Parent Square
  - School agendas
  - Teacher- Home Communication App
  - Pawblo's Press Newsletter
  - PFA social media
- **Home to School**
  - Phone calls
  - email
  - parent-teacher meetings
  - Behavioral (MTSS-B) request for assistance form
  - Teacher - Home Communication App

www.chino.k12.ca.us/briggs

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2023-2024

KINDERGARTEN

Always walk through life as if you have something new to learn and you will.
Vernon Howard

Lyle S. Briggs K-8 School
11880 Roswell Avenue
Chino, CA 91710
(909) 628-6497

Learning Compact

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Academic: Goal 1: High-Quality Teaching and Learning Environment. This goal supports teachers and classified staff in the classroom including Professional Development training, materials for students, and release time. Allocation includes, Professional Development of Choice, Release days for PLC Planning, and Classroom Supplies.

Non-Academic: Goal 2: Connections to and Engagement at School ensure student success. This supports parent involvement, school climate, and students feeling safe in school. This is accomplished by workshops for parents, assemblies, MTSS-B/PBIS implementation, bilingual clerk (community liaison), and second step lesson completion.

English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an Intervention teacher, STEP meetings, specific materials, and Professional Development.

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

As a kindergarten teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Goal

- Use Reading Eggs to strengthen reading skills and comprehension
- Use IXL to strengthen math skills.
- Have students answer questions about key details of text and read aloud
- Implement STEAM activities into curriculum
- Utilize thinking maps across the curriculum

Non-Academic Goal

- Use the Second Step Curriculum to show students how to cooperate with others
- Recognize students for positive character traits through awards such as Panther Perks and Student of the Month, and weekly behavior awards

English Learner Goal

- Use extensive guided reading and writing program and the Wonders Curriculum
- Assign group projects to create culminating experiences

At Home

Here are some ideas of how families can support students' success:

Academic Goal

- Work with your child online on our Keyboarding - All the Right Type Program
- Read to children to support language development
- Follow up on homework to ensure it is completed on a daily basis
- Ask your child to retell the events of the day in sequential order at least two times per week
- Review letter sounds and sight words daily
- Help your child use Phonics skills to read "Learning Dynamics Books" on a daily basis
- Encourage and praise children when they are meeting behavioral and social expectations

If you would like to volunteer, participate in, and/or observe a classroom, please contact your child's teacher.