

Briggs Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Briggs Elementary School
Street	14438 West Telegraph Rd.
City, State, Zip	Santa Paula, CA 93060
Phone Number	(805) 525-7151
Principal	Dr. Lindsay Winegar
Email Address	lwinegar@briggsesd.org
School Website	www.briggspanthers.org
Grade Span	5-8
County-District-School (CDS) Code	56724476054969

2025-26 District Contact Information

District Name	Briggs Elementary School District
Phone Number	(805) 525-7540
Superintendent	Dr. Carlos Dominguez
Email Address	cdominguez@briggsesd.org
District Website	www.briggsesd.org

2025-26 School Description and Mission Statement

The SARC Report is intended to give the school community information about how Briggs Elementary School is managed and how resources are utilized. Briggs Elementary and the Briggs Elementary School District are proud of their many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you find the information useful as all of us continue to enhance the curriculum program for all students.

Briggs Elementary has 5th through 8th grade on its campus. 5th grade classes are self-contained while 6th through 8th grade follows a traditional middle school schedule switching classes for six periods. Briggs Elementary distributes a Chromebook to each student and several online resources are available to use such as Google Classroom, myON library through

2025-26 School Description and Mission Statement

Renaissance, STAR assessments, Lexia Core 5, Reflex Math and Typing Pal.

Our talented staff provides each student with a quality education aligned to rigorous Common Core State Standards, high academic and behavioral expectations, equity and a solid foundation and preparation to become successful college and career ready citizens. Briggs Elementary adopted the school motto, WE CAN. WE WILL. WE MUST. Guidelines for Success display the student expectations. They are: I will respect myself and others, I will be responsible for my choices and actions, I will come to school prepared to learn and I will always do my personal best. Positive behavior strategies and incentives are utilized, including CHAMPS. Students at Briggs Elementary have an abundance of enrichment and school connectedness opportunities including a variety of clubs including Robotics, Yearbook and ASB, an excellent music program, and sports opportunities through a partnership with the local community center. Social emotional well-being is also a top concern for our school. Restorative practices and social skills are applied with the help our counselor.

Briggs Elementary School is truly an extraordinary place of learning with a rich history.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	46
Grade 6	51
Grade 7	63
Grade 8	61
Total Enrollment	221

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.4
Male	46.2
Non-Binary	0.5
American Indian or Alaska Native	0.9
Asian	0.5
Filipino	0.5
Hispanic or Latino	94.6
White	3.6
English Learners	20.4
Homeless	3.6
Migrant	0.9
Socioeconomically Disadvantaged	67.9
Students with Disabilities	11.3

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.3	100	29.9	100	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	16.3	100	29.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.6	93.04	27.9	95.98	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	6.9	1.1	3.99	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	16.8	100	29.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.8	95.1	25.1	97.44	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0.6	4.9	0.6	2.56	13705.8	4.91
Total Teaching Positions	13.4	100	25.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	1.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.1	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	7.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Briggs School sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school's instructional programs. Briggs School follows the State Instructional Materials Adoption Cycle, which reviews and adopts instructional materials on a seven-year cycle that coincides with the State curriculum adoption cycle. Teachers, administrators, and parents review proposed texts and materials, and then make their recommendations to the School Board for official adoption. Recent adoptions include: Houghton Mifflin/Harcourt Language Arts adopted by the district during the 2017-18 school year and Pearson Mathematics adopted in the 2014-15 school year for grades 6-8 and grade 5 in 2016. STEMscopes Science Curriculum was adopted in 2018 and TCI History Curriculum was adopted in 2020. Currently, students either have their own set of textbooks or access to online curriculum, if applicable. Student technology includes a Chromebook issued to every student. Classroom technology includes a teacher laptop, a printer, a Newline TruTouch Interactive Flat Panel, and document camera.

Year and month in which the data were collected

August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Write Source Adopted 2001-02 Language! (4-8) Adopted 2009-2010 McDougal Littell: Grammar for Writing 2012 K-6/Houghton Mifflin Harcourt K-6 Journeys, Houghton Mifflin Harcourt Collections 7-8 Adopted 2017	0
Mathematics	Pearson enVision Math Common Core Adopted 2016 Pearson Connected Math 3 (6-8) Adopted 2014-2015	0
Science	STEM Scopes Accelerate Learning 2016 (5-8)	0
History-Social Science	Social Studies Alive! Americas Past (5th Grade) History Alive! Me and My World (6th Grade) History Alive! The Medieval World and Beyond (7th Grade)	0

	History Alive! The United States Through Industrialism (8th Grade) Adopted 2019-2020	
Foreign Language	N/A	
Health	The Great Body Shop 2016 Positive Prevention Sexual Health Education for America's Youth	0
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

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

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

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

Briggs School, utilizing bond funding, extensively replaced or modernized all existing windows in the main building of the school. In building Wing B, the North facing windows were all replaced to new conditions. This modernization was completed in 2018.

All classrooms retrofitted with energy efficient lighting and thermostats in 2018.

Briggs School Measure K playground project involved a series of projects that involved restoring, adding and modernizing equipment and spaces to meet federal and state regulations. Basketball courts were updated to include one regulation size court new fencing and backboards. A landscaped reading courtyard with reading benches was added to enhance a prior underutilized section of the school. Handwashing stations were added into the project during the COVID pandemic. Enhanced ADA compliant features included new handicapped accessible water fountain, new sidewalk leading to the front entrance of the school and added parking space that provided more handicapped accessible parking spaces. The project was completed in June of 2020.

Year and month of the most recent FIT report

2024 January

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements				
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof repair on building C was completed in 2015.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Window replacement, was completed in the main building. Bond Measure K was the funding source. Playground needs resurfacing.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement
	The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4): Statewide Assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities). The CAASPP System encompasses the following assessments and student participation requirements: 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). College and Career Ready The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	31	25	34	47	48
Mathematics (grades 3-8 and 11)	16	22	20	27	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	222	99.55	0.45	31.08
Female	119	118	99.16	0.84	36.44
Male	103	103	100.00	0.00	25.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	210	210	100.00	0.00	31.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	37	36	97.30	2.70	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	154	99.35	0.65	29.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	26	100.00	0.00	3.85

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	223	100.00	0.00	22.42
Female	119	119	100.00	0.00	20.17
Male	103	103	100.00	0.00	25.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	210	210	100.00	0.00	22.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	37	37	100.00	0.00	5.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	155	155	100.00	0.00	21.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	26	100.00	0.00	7.69

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.16	29.91	13.16	29.91	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	107	100.00	0.00	29.91
Female	50	50	100.00	0.00	32.00
Male	56	56	100.00	0.00	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	104	104	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	78	100.00	0.00	32.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	28.57

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
Parents and families are encouraged and able to participate in School Site Council, DELAC (if applicable), and board meetings, as well as volunteer in classrooms, events and field trips. Parent conferences are offered in the fall and spring and by request all year long. Our online parent communication system, Parent Square is an effective tool that we use throughout the academic year to reach the majority of our families on a timely basis and is able to be translated from English to Spanish. This includes class and school informational posts and messaging between staff and parents. Surveys are also given to parents to help build the district's LCAP plan.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	227	225	27	12.0
Female	123	121	18	14.9
Male	103	103	9	8.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	215	213	27	12.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	56	54	9	16.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	159	158	24	15.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	28	28	3	10.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
14.77	9.05	5.29	7.17	4.46	2.54	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.29	0.00
Female	3.25	0.00
Male	7.77	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.57	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.14	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Briggs School maintains a comprehensive and up-to-date Comprehensive School Safety Plan to ensure a safe, orderly, and supportive learning environment for all students and staff. The Safety Plan is designed to promote preparedness, prevention, and response to emergencies while supporting the overall well-being of the school community.

The plan addresses a range of topics including emergency preparedness and response procedures, school-wide rules and expectations, discipline policies, procedures for safe entry and exit, child abuse reporting, and coordination with local law enforcement and emergency responders. It also includes protocols for addressing natural disasters, medical emergencies, and other potential safety concerns.

The Comprehensive School Safety Plan is reviewed and updated annually in accordance with state and district requirements. The plan is developed with input from school staff and is reviewed by the School Site Council (or appropriate school safety committee) prior to adoption by the Governing Board.

Briggs School conducts regular safety drills, such as fire, earthquake, and lockdown drills, to ensure students and staff are familiar with emergency procedures. Staff receive ongoing training related to school safety, supervision, and emergency response.

The Comprehensive School Safety Plan is available for review at the school office upon request. To protect the safety and security of the school community, specific emergency response details are not included in this public report.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	12	0	0
Mathematics	13	9	0	0
Science	15	8	0	0
Social Science	15	7	1	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	3	3	
Mathematics	22	2	4	
Science	22	2	4	
Social Science	22	3	3	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	2	4	
Mathematics	21	4	2	
Science	21	4	2	
Social Science	21	4	2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.5
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,651	\$4,875	\$11,777	\$82,839
District	N/A	N/A	\$12,112	\$88,414
Percent Difference - School Site and District	N/A	N/A	-2.8	2.4
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	8.9	4.2

Fiscal Year 2024-25 Types of Services Funded

- Title I, Part A - Educating Disadvantaged Students
- Title II, Part A - Teacher Quality
- Tobacco Prevention Education
- TUPE
- Peer Assistance & Review
- Special Education
- Speech and Language
- Occupational Therapy
- Technology
- Library
- Transportation for all students who live in the district
- Breakfast and Lunch Program
- After School Program
- Student Study Team
- Student Council
- Parent Faculty Organization
- Spelling Bee
- Awards Presentations
- Eighth Grade Promotion
- Science Fair/Book Fair
- Tutoring
- LCAP in Action Services
- Robotics

*After School Sports Program

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,555	\$55,248
Mid-Range Teacher Salary	\$89,468	\$80,746
Highest Teacher Salary	\$117,827	\$109,655
Average Principal Salary (Elementary)	\$154,219	\$133,828
Average Principal Salary (Middle)	\$154,219	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$240,350	\$155,954
Percent of Budget for Teacher Salaries	28.68%	25.26%
Percent of Budget for Administrative Salaries	6.14%	6.12%

Professional Development

Briggs School uses designated professional development days to support continuous improvement in teaching and learning. A portion of these days is dedicated to Professional Learning Communities (PLCs), where teachers and staff collaborate to analyze student data, align instructional practices, develop curriculum, and share effective strategies to improve student outcomes.

Through PLCs, staff engage in ongoing discussions focused on student achievement, instructional planning, and addressing the diverse needs of learners. This collaborative approach promotes consistency across grade levels and subject areas and supports the implementation of school and district goals.

In addition to PLC work, staff participated in a variety of professional development opportunities throughout the school year. These learning opportunities addressed multiple topics, which may include curriculum implementation, instructional strategies, assessment practices, student support services, classroom management, school safety, and professional responsibilities. Professional development was provided through workshops, trainings, conferences, and job-embedded learning experiences.

All professional development activities are aligned with school and district priorities and are designed to support high-quality instruction, staff growth, and improved student learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3		