

AMENDED AGENDA
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
BOARD ROOM – 300 B Street
September 14, 2022
6:30 p.m. Closed Session
7:00 p.m. Estimated Open Session

District LCAP Goals

- ❖ Goal 1 – Biggs Unified will provide conditions of learning that will develop College and Career Ready students. Priority 1, 2 and 7.
- ❖ Goal 2 – Biggs Unified will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. Priority 4 and 8.
- ❖ Goal 3 – Biggs Unified will promote students engagement and a school culture conducive to learning. Priority 3, 5 and 6.

OPEN SESSION

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. PLEDGE OF ALLEGIANCE**
- 4. APPROVAL OF AGENDA**
- 5. APPROVAL OF MINUTES**

Pgs. 4-7 A. August 10, 2022 Regular Board Minutes

CLOSED SESSION

- 1. Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957**
- 2. Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957**
- 3. Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957**
- 4. Litigation; Pursuant to Government Code Section 54956.9**
- 5. Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)**

If Closed Session is not completed before 7:00 p.m., it will resume immediately following the open session/regular meeting.

RECONVENE TO OPEN SESSION

- 1. ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION**
- 2. PARENT ASSOCIATIONS REPORTS**
- 3. STUDENT AWARDS**
 - A. Elementary Students
 - B. High School Students

4. STUDENT REPORTS

- A. ASB REPORT
- B. FFA REPORT

5. CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS

6. PUBLIC HEARING

Pgs. 8-10 A. To allow public input on the Resolution regarding Sufficiency of Instructional Materials for 2022/2023

7. PUBLIC COMMENT

Anyone wishing to address the Board on items on or off the agenda may do so at this time. No action may be taken on items that are not listed as Action Items. Comments are limited to 3-5 minutes and 20 minutes each subject matter.

8. REPORTS (Pursuant to the Brown Act: Gov. Code 854950 et.seq. - Reports are limited to announcements or brief descriptions of individual activities)

- A. ELEMENTARY SCHOOL PRINCIPAL’S REPORT:
- B. HIGH SCHOOL PRINCIPAL’S REPORT:
- C. M/O/T, FOOD SERVICE AND SUPERINTENDENT REPORT:
- D. BOARD MEMBER REPORTS:

9. CONSENT AGENDA

All matters listed under the Consent Agenda are routine and will be acted upon by one motion and vote. If an item needs further clarification and/or discussion, it may be removed from the Consent portion of the agenda and then be acted upon as a separate item.

- Pg. 11 A. Inter-district Agreement Request(s) for the 2022 – 2023 school year
- Pgs. 12-33 B. Approve PO Vendor Report from June 21 through September 7, 2022
- C. Approve final year of the multi-year E-rate Management Services Agreement with E-rate Advisors for 2022-2023

10. ACTION ITEMS

- A. Adopt Resolution 2022/2023 #1 – Resolution Regarding Sufficiency of Instructional Materials as they relate to the Instructional Materials Funding Realignment Program (IMFRP)
- Pgs. 34-35 B. Adopt Resolution 2022/2023 #2 – Resolution Adopting the “Gann” Limit for 2022/2023
- Pgs. 36-112 C. Approve Amendments to Adopted 2022 LCAP

BCOE reviewed the District’s LCAP and found a few sections that needed to be amended or clarified. The changes have been made and the document is now being presented for approval. The Superintendent recommends approval.
- D. Approve Agreement between Biggs Unified and Medical Billing Systems Inc. for one year starting 7/1/2022
- Pg. 113 E. Approve MOU between Biggs Unified and Butte County Office of Education for ASES (After School Education and Safety) Program.

- Pgs. 114-126 F. Approve Revised 2021/24 CCAP Partnership Agreement and 2022/23 CCAP Appendix between Biggs High School and Butte College
- Pg. 127 G. Approve MOU between Biggs Unified and Butte County Office of Education for Credentialed Librarian Services for 2022/23 school year.
- Pgs. 128-133 H. Approve MOU between Biggs Unified and Butte County Office of Education for UDL Professional Learning and School Leadership support
- Pgs. 134-139 I. Adopt district plan for use of \$161,303 Educator Effectiveness Block Grant 2021
- Pgs. 140 J. *Approve Unaudited Actuals for 2021/2022*

11. PERSONNEL ACTION

- A. Approve hiring of Scott Perkins as walk-on varsity boys basketball coach for the 22/23 season
- B. Accept resignation of Derek Tanner as Head Grounds/Bus Driver effective 8/31/2022
- C. Accept resignation of Carl Boyd as BHS Light Maintenance/Custodian/Grounds effective Sept. 8, 2022
- D. Approve hiring Alex Wroten as Head Grounds Bus Driver effective 9/1/2022
- E. Accept resignation of Alex Wroten as Bus Driver/Grounds/Custodian effective August 31, 2022
- F. Approve hiring Travis Smith as Bus Driver/Grounds/Custodian effective Sept. 1, 2022
- G. Accept resignation of Travis Smith as RES Bus Driver/Light Maintenance/Custodian effective August 31, 2022
- H. Approve Stipend List for 2022/2023 School Year:

- | | |
|------------------------------|---------------|
| 1. BHS Lead Teacher | Vince Sormano |
| 2. JV Head Boys Basketball | Kameron Smith |
| 3. Academic Decathlon Coord. | Anne Lair |
| 4. CSF Advisor | Cullen Meyer |
| 5. STEM Night Coordinator | Char Locey |
| 6. Student Study Team Coord. | Melissa Green |
| 7. Science Camp Coord. | Gina Stephens |
| 8. Science Camp Teachers | Wendy Hall |
| 9. Red Ribbon Coordinator | Javier Solis |
| 10. Spelling Bee Coordinator | Javier Solis |

12. INFORMATION ITEMS

13. FUTURE ITEMS FOR DISCUSSION

14. ADJOURNMENT

Notice to the Public: Please contact the Superintendent’s Office at 868-1281 ext. 8100 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request.

Minutes
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
August 10, 2022

OPEN SESSION

CALL TO ORDER – President Phillips called the meeting to order at 6:35 p.m.

ROLL CALL - Board members present: Jonna Phillips, Linda Brown, America Navarro, Dennis Slusser and Kathryn Sheppard were present.

PLEDGE OF ALLEGIANCE – President Phillips lead the Pledge of Allegiance.

APPROVAL OF AGENDA

The Board approved the agenda with additions. Add Action Item 7F - Approve MOU with Davis Joint Unified School District for CATIP (California Agricultural Teachers’ Induction Program) for \$2,250 for 2022/23. Personnel Action Items 8T - Announce name of Derek Tanner and 8U – Announce name of Misty Vargas... MSCU (Sheppard/Slusser) 5/0

Navarro – Aye Brown – Aye Sheppard – Aye Phillips – Aye Slusser – Aye

APPROVAL OF MINUTES

The Board approved the minutes from the June 15, 2022 Regular Board meeting and the June 29, 2022 Special Board meeting as written. MSCU (Navarro/Slusser) 5/0

Navarro – Aye Brown – Aye Sheppard – Aye Phillips – Aye Slusser – Aye

The Board adjourned into Closed Session at 6:40 pm

CLOSED SESSION

1. **Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957**
2. **Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957**
3. **Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957**
4. **Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)**
5. **Litigation; Pursuant to Government Code Sections 54956.9**

Closed Session was adjourned at 7:08 pm and reconvened to Open Session.

Staff Present: Doug Kaelin, Superintendent; LaQuita Ulrich, Elementary School Principal; Lorelle Mudd, CBO and Donna Cyr, Admin. Assist. & HR Director

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION – President Phillips announced no action was taken in Closed Session.

PARENT ASSOCIATIONS REPORTS – Nothing reported.

CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS -
No report for CSEA or BUTA.

PUBLIC COMMENT: No public comments

REPORTS:

ELEMENTARY SCHOOL PRINCIPAL'S REPORT:

Principal Ulrich gave the report:

- The five new teachers are working hard. Aliana Barron, Jeni Agan, Justine Speegle and Rebecca Christy. They are fitting in well and have great new ideas.
- LETRS (Language Essentials for Teachers of Reading and Spelling) is a new tool for teaching. Lower grade teachers will be training.
- UDL training went well. There was a large turnout. Teachers are engaged with the methods and strategies. There will be continuous training.
- Welcome Back meetings went well. Professional and Behavior training from Christy Carr.
- Paraprofessionals will receive PBIS Behavioral training from Jennifer Garcia.

HIGH SCHOOL PRINCIPAL'S REPORT:

Principal/Superintendent Kaelin gave the report:

- High School is off to a good start.
- Training for teachers was well attended. Training included UDL, Google classroom and others.
- During articulation, teachers were asked, "Why are you here?" They were asked to work on a daily learning objective for each period and each subject. The objective is to be on their board every morning.
- Teachers worked on their class syllabus and grading. They went over the Wolverine Way and are working on making that the campus norm.
- The HS bell schedule added five minutes a day to create enough time for early release on Wednesdays.
- Senior Sunrise Breakfast is Thursday, Aug. 11th in the stadium at 5:30am
- Fall sports are off and running
- FFA attended officer retreat in Ft. Bragg.

M/O/T/, FOOD SERVICE and SUPERINTENDENT'S REPORT:

Superintendent Kaelin gave the report:

- The Light Maintenance / Custodians did an incredible job this summer working on the district.
- We ordered new cafeteria equipment with a grant
- MOT is now fully staffed
- Making a couple requested minor changes to the LCAP for the County

CBO REPORT:

Ms. Mudd reviewed the PowerPoint Presentation with the Board on the 45-Day Revised 2022/23 Budget. (Attached) She said most of the changes were minor adjustments. Ms. Mudd went over the Adopted State Budget Summary for the Board. All questions from the Board were answered.

BOARD MEMBER REPORTS: Nothing from the Board

CONSENT AGENDA

The Board approved the Consent Agenda Items A. MSCU (Sheppard/Brown) 5/0

Navarro – Aye Brown – Aye Sheppard – Aye Phillips – Aye Slusser – Aye

A. Inter-district Agreement Request(s) for the 2022 – 2023 school year

ACTION ITEMS

The Board approved Action Items A - F. MSCU (Slusser/Brown) 5/0

Navarro – Aye Brown – Aye Sheppard – Aye Phillips – Aye Slusser – Aye

- A. Adopt 45 day Revised 2022/2023 Budget
- B. Approve disposal and/or public sale of surplus damaged, non-repairable Chromebook, computers and monitors as per BP 3270. List attached includes asset tag#, Make Model and Serial numbers of items.
- C. Approve 2021/24 CCAP Partnership Agreement and 2022/23 CCAP Appendix between Biggs High School and Butte College
- D. Adopt the Following New or Updated Board Policies (BP), Admin. Regulations (AR) and Exhibits (E):
 - BP/E 0420.41 – Philosophy, Goals, Objectives and Comprehensive Plans – Charter School Oversight - Updated
 - E(1) 1113 - Community Relations – District and School Web Sites - Updated
 - AR/E(2) 1312.4 - Community Relations – Williams Uniform Complaint Procedures – Updated
 - BP 3110 – Business and Noninstructional Operations – Transfer of Funds – Updated
 - AR 3517 – Business and Noninstructional Operations – Facilities Inspection – Updated
 - E(1) 3517 – Business and Noninstructional Operations – Facilities Inspection – Added
 - BP/AR 3523 – Business and Noninstructional Operations – Electronic Signatures – Added
 - BP/AR 3550 – Business and Noninstructional Operations – Food Service/Child Nutrition Program – Updated
 - BP/AR 3551 – Business and Noninstructional Operations – Food Service Operations/Cafeteria Fund – Updated
 - BP/AR 3553 – Business and Noninstructional Operations – Free and Reduced Price Meals – Updated
 - AR 4112.2- Personnel – Certification - update
 - AR 4161.8/4261.8/4361.8 - Personnel – Family Care and Medical Leave - update
 - AR 6173.1 – Instruction – Education for Foster Youth – update
- E. Approve revised Funded Stipend List & Job Duties
- F. **Approve MOU with Davis Joint Unified School District for CATIP (California Agricultural Teachers' Induction Program) for \$2,250 for 2022/23. - ADDED**

PERSONNEL ACTION

The Board approved Personnel Action Items A – U. MSCU (Sheppard/Navarro) 5/0

Slusser – Aye Navarro – Aye Brown – Aye Sheppard – Absent Phillips – Aye

- A. Approve Agriculture Teacher Extended Year Agreement with Stephen Boyes
- B. Approve Agriculture Teacher Extended Year Agreement with Elizabeth Enke
- C. Accept resignation of Devin Archie as Multi Subject Teacher at Biggs Elementary effective June 29, 2022
- D. Accept resignation of Ashley Odekirk as Multi Subject 1st grade Teacher at Biggs Elementary effective July 12, 2022
- E. Approve hiring Cameron Knipe as walk-on football coach for the 2022/2023 season
- F. Approve hiring Delaine Little and Callie Hane as Lifeguards for the 2022 summer season.
- G. Approve hiring Jennifer Walter (Agan) as Intern teacher on a PIP at Biggs Elementary for the 2022/2023 school year
- H. Approve hiring Aliana Barron as a RSP Special Ed teacher at Biggs Elementary for the 2022/2023 school year
- I. Approve hiring Rebecca Christy as a teacher at Biggs Elementary for the 2022/2023 school year
- J. Approve hiring Jose Ramirez and Irene Peters as Substitute Teachers starting the 2022/2023 school year
- K. Accept retirement of Dave Browning, Maintenance Worker/Bus effective October 2, 2022
- L. Accept retirement of Brigitt Browning, Bus/Cust./Cook effective October 2, 2022

- M. Accept retirement of Donna Cyr as Administrative Assistant/HR Director effective December 30, 2022
- N. Accept resignation of Adam Sharrock as ASB Advisor for the 2022/2023 school year.
- O. Approve hiring Casey Morch as ASB Advisor for the 2022/2023 school year.
- P. Approve hiring Michele Felkins as High School Assistant Athletic Director for the 2022/2023 school year
- Q. Approve hiring Cody Walsh as Varsity Wrestling Coach for the 2022/2023 school year
- R. Approve hiring Scott Perkins as walk-on Varsity Boys Basketball Coach for the 2022/2023 school year.
- S. Approve hiring Cindi VanQuick as JV Girls Basketball Coach for the 2022/2023 school year.
- T. Approve hiring Mechanic/Maint./Bus Driver effective 9/1/2022 – **Name announced - Derek Tanner.**
- U. Approve hiring Bus/Cust./Lt. Maint./Cook effective 9/1/2022 – **Name announced - Misty Vargas.**

INFORMATION ITEMS

- A. LCAP Update – Updated under Superintendents report.
- B. Quarterly Williams Uniform Complaint Report – No complaints were filed with any school in the district during the last quarter.

FUTURE ITEMS FOR DISCUSSION - Fundraising – The Board requests that the Fundraiser Calendar be updated by all sites and that all fundraisers go through the Superintendent for approval.

ADJOURNMENT – 8:10 p.m.

MINUTES APPROVED AND ADOPTED:

Presiding President

Date

Distribution: Board of Trustees, Superintendent, Elementary School Principal, Financial Officer/Administrative Advisor, BUTA and CSEA Presidents, Student Representative, Student Government Class, Gridley Herald, District Office and Schools for Posting, and Official Record.

BIGGS UNIFIED SCHOOL DISTRICT

September 1, 2022

Item Number: 6A

Item Title: Approve Resolution Regarding Sufficiency of Instructional Materials as they relate to the Instructional Materials Funding Realignment Program (IMFRP)

Presenter: Lorelle Mudd, CBO

Attachments: Resolution Regarding Sufficiency of Instructional Materials

Item Type: Consent Agenda Action Report Work Session Public Hearing

Background/Comments:

District, charter school and county office of education local governing boards are required to hold an annual public hearing and adopt a resolution stating whether each pupil in the district or charter school has, or will have prior to the end of that year, sufficient textbooks or instructional materials in each subject consistent with the content and cycles of the curriculum framework adopted by the State Board of Education. The resolution attached complies with *Education Code* Section 60119 and *California Code of Regulations, Title 5, Section 9531(c)*.

Fiscal Impact:

There is no fiscal impact. The resolution notes that the requirements of Education Code relating to sufficient instructional materials for all students has been met.

Recommendation:

The Administration recommends the board approve the resolution regarding the sufficiency of instructional materials.

RESOLUTION 2022/23 #01
BY THE BOARD OF TRUSTEES
OF THE BIGGS UNIFIED SCHOOL DISTRICT

**Resolution Regarding Sufficiency of
Instructional Materials for 2022-2023**

WHEREAS, the governing board of Biggs Unified School District, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on September 14, 2022 at 7:00 o'clock, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;
WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing; and

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, and;

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

WHEREAS, sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2022-2023 school year, Biggs Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED this 14th day of September, 2022 in a regular meeting of the Board of Trustees of Biggs Unified School District by the following vote:

AYES:

NOES:

ABSENT:

Signed:

Jonna Phillips - President

Date

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: September 14, 2022

Item Number: 9A
Item Title: Inter-district Agreement Request(s)
Presenter: Doug Kaelin, Superintendent & Donna Cyr, Admin. Assistant/HR Officer
Attachment: None
Item Type: Consent Agenda Action Report Work Session Other:

Background/Comments:

We have received the following interdistrict transfer requests. After reviewing each one with Board Policy and Administration Regulations 5117, we make the following recommendations.

2022-2023 School Year	From:	To:	Action	New/Ongoing:
1. (9 th grade)	Biggs	Gridley	Denied	New
2. (11 th grade)	Biggs	Gridley	Released	Ongoing
3. (12 th grade)	Oroville	Biggs	Accept	Ongoing
4. (10 th grade)	Biggs	Oroville	Released	Ongoing
5. (8 th grade)	Biggs	Thermalito	Released	Ongoing
6. (3 rd grade)	Biggs	Thermalito	Released	Ongoing
7. (6 th grade)	Biggs	Durham	Released	Ongoing
8. (11 th grade)	Biggs	Gridley	Denied	Ongoing
9. (9 th grade)	Biggs	Gridley	Denied	Ongoing
10. (7 th grade)	Thermalito	Biggs	Accept	Ongoing
11. (6 th grade)	Thermalito	Biggs	Accept	New
12. (8 th grade)	Thermalito	Biggs	Accept	Ongoing
13. (2 nd grade)	Thermalito	Biggs	Accept	Ongoing
14. (12 th grade)	Biggs	Gridley	Released	Ongoing
15. (4 th grade)	Biggs	Thermalito	Released	Ongoing
16. (1 st grade)	Biggs	Gridley	Released	New
17. (10 th grade)	Gridley	Biggs	Accept	Ongoing
18. (6 th grade)	Gridley	Biggs	Accept	Ongoing
19. (10 th grade)	Biggs	Gridley	Released	Ongoing
20. (11 th grade)	Biggs	Gridley	Released	Ongoing
21. (3 rd grade)	Biggs	Gridley	Released	Ongoing
22. (1 st grade)	Biggs	Gridley	Released	Ongoing
23. (10 th grade)	Biggs	Gridley	Released	New
24. (3 rd grade)	Biggs	Live Oak	Released	Ongoing
25. (10 th grade)	Biggs	Gridley	Released	Ongoing
26. (1 st grade)	Biggs	Princeton	Released	Ongoing
27. (6 th grade)	Biggs	Manzanita	Released	Ongoing
28. (4 th grade)	Biggs	Manzanita	Released	Ongoing
29. (1 st grade)	Live Oak	Biggs	Accept	Ongoing
30. (7 th grade)	Biggs	Durham	Released	New
31. (12 th grade)	Biggs	Gridley	Released	Ongoing
32. (9 th grade)	Biggs	Gridley	Released	Ongoing

Fiscal Impact: We will have a loss of ADA for those outgoing transfer requests and an increase of ADA for those incoming transfer requests.

Recommendation: The Superintendent recommends action as indicated.

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: September 14, 2022

Item Number: 9B
Item Title: Approve AP Vendor Check Register and Purchase Order Listing
Presenter: Moneek Graves, Fiscal Assistant
Attachment: AP Vendor Check Register & Purchase Order Listing for
June 26, 2022 through September 7, 2022
Item Type: Consent Agenda Action Report Work Session Other

Background/Comments:

The AP Vendor Check Register and Purchase Order totals are as attached.

Fiscal Impact:

As indicated.

Recommendation:

Approve.

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-232075	44.79	Printed	01		BUTTE AUTO PARTS (100115/1)
3005-232076	335.54	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-232077	12,037.50	Printed	01		Christy White Accountancy Corp (100815/1)
3005-232078	193.02	Printed	01		GOLD COUNTRY BANK CARD SERVICE CENTER (100235/1)
3005-232079	82.99	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-232080	300.00	Printed	01		ROCHELLE LAIRD (100302/1)
3005-232081	80.25	Printed	01		Jane Little (100731/1)
3005-232082	1,577.50	Printed	01		MINASIAN MEITH ET AL (100335/1)
3005-232083	95.00	Printed	01		RIGHT WAY PEST CONTROL (100393/1)

14,746.59

Number of Items

9 Totals for Register 000380

2022 FUND-OBJ Expense Summary / Register 000380		
01-4300	1,036.59	
01-5802	1,577.50	
01-5804	12,037.50	
01-5808	95.00	
01-9110*		14,746.59-
Totals for Register 000380	14,746.59	14,746.59-

* denotes System Generated entry

Net Change to Cash 9110

14,746.59- Credit

Number	Amount Status	Fund	Cancel Register Id	Payee
3005-232719	95.00 Printed	01		Ulrich, LaQuita (001238 - Emp)
3005-232720	99.60 Printed	01		Perkins, Holly M (001386 - Emp)
3005-232721	1,911.05 Printed	01		ANDES POOL SUPPLY (100077/1)
3005-232722	446.46 Printed	01		AT&T (100086/1)
3005-232723	617.12 Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-232724	346.88 Printed	01		Direct Sports, Inc (100770/1)
3005-232725	2,000.00 Printed	01		Intrinsic Admin Corp (100795/1)
3005-232726	216.50 Printed	01		HUGHES PLYWOOD (100263/1)
3005-232727	3,177.10 Printed	01		LAKEVIEW PETROLEUM CO. (100304/2)
3005-232728	98.07 Printed	01		PETERSON TRACTOR (100368/1)

9,007.78

Number of Items

10 Totals for Register 000381

2022 FUND-OBJ Expense Summary / Register 000381

01-4300	1,473.17	
01-4303	3,177.10	
01-5800	1,911.05	
01-5805	2,000.00	
01-5900	446.46	
01-9110*		9,007.78-
Totals for Register 000381	9,007.78	9,007.78-

* denotes System Generated entry

Net Change to Cash 9110

9,007.78- Credit

Number	Amount Status	Fund	Cancel Register Id	Payee
3005-232729	87.00 Printed	01		Wroten, Alexander G (001426 - Emp)

87.00 Number of Items 1 Totals for Register 000382

2022 FUND-OBJ Expense Summary / Register 000382

01-4300	87.00	
01-9110*		87.00-
Totals for Register 000382	87.00	87.00-

* denotes System Generated entry

Net Change to Cash 9110 87.00- Credit

Number	Amount Status	Fund	Cancel Register Id	Payee
3005-233411	825.91 Printed	01		BUTTE AUTO PARTS (100115/1)
3005-233412	1,452.00 Printed	13		BUTTE COUNTY PUBLIC HEALTH DIV OF ENVIRONMENTAL HEALTH (100123/1)
3005-233413	160.00 Printed	01		CA STATE DEPT OF JUSTICE ACCOUNTING OFFICE (100132/1)
3005-233414	284.34 Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-233415	9,148.00 Printed	01		CSBA - WESTAMERICA BANK (100177/2)
3005-233416	3,723.02 Printed	01		FRONTLINE TECHNOLOGIES GROUP (100231/1)
3005-233417	8,354.23 Printed	01		GAYNOR TELESYSTEMS (100233/1)
3005-233418	207.84 Printed	01		JIMMYS CUSTOM TROPHIES (100282/1)
3005-233419	159.79 Printed	01		Lifeguard Store Inc (100311/2)
3005-233420	462.71 Printed	01		Jane Little (100731/1)
3005-233421	24.00 Printed	01		MJB SALES & SERVICE (100336/1)
3005-233422	1,381.75 Printed	01		NORMAC (100353/2)
3005-233423	521.51 Printed	01		ROBERT D SEBRING JR PREMIER GRAD PRODUCTS (100416/1)
3005-233424	1,309.07 Printed	01		RECOLOGY BUTTE COLUSA (100384/1)
3005-233425	2,149.06 Printed	01		SFS OF SACRAMENTO, INC (100443/2)

30,163.23

Number of Items

15 Totals for Register 000383

2023 FUND-OBJ Expense Summary / Register 000383		
01-4300	1,110.25	
01-5300	12,871.02	
01-9110*		28,173.52-
01-9510*	14,192.25	
Totals for Fund 01	28,173.52	28,173.52-
13-5800	1,452.00	
13-9110*		1,989.71-
13-9510*	537.71	
Totals for Fund 13	1,989.71	1,989.71-
Totals for Register 000383	30,163.23	30,163.23-

2022 FUND-OBJ Summary / Register 000383	
01-4100	207.84
01-4300	12,360.84
01-5200	154.50

2022 FUND-OBJ Summary / Register 000383 (continued)

01-5504	1,309.07	
01-5807	160.00	
01-9529*		14,192.25-
Totals for Fund 01	14,192.25	14,192.25-
13-4300	1.26	
13-4700	536.45	
13-9529*		537.71-
Totals for Fund 13	537.71	537.71-
Total for Fiscal Year 2022	14,729.96	14,729.96-
01-4300	1,110.25	
01-5300	12,871.02	
01-9110*		28,173.52-
01-9510*	14,192.25	
Totals for Fund 01	28,173.52	28,173.52-
13-5800	1,452.00	
13-9110*		1,989.71-
13-9510*	537.71	
Totals for Fund 13	1,989.71	1,989.71-
Total for Fiscal Year 2023	30,163.23	30,163.23-
Totals for Register 000383	44,893.19	44,893.19-

* denotes System Generated entry

Net Change to Cash 9110 30,163.23- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-234071	494.10	Printed	01		North, David W (000264 - Emp)
3005-234072	135.48	Printed	01		Strattard, John (001201 - Emp)
3005-234073	1,004.66	Printed	01		ALPHA ENTERPRISE CORP (100073/1)
3005-234074	133.80	Printed	01		BAUDVILLE (100095/1)
3005-234075	1,220.31	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-234076	4,276.80	Printed	01		CatapultK12 (100728/1)
3005-234077	1.85	Printed	01		CENTURYLINK COMMUNICATIONS (100153/1)
3005-234078	144.00	Printed	01		CHICO RENT-A-FENCE (100158/1)
3005-234079	15,000.00	Printed	01		Intl Academy of Science (100784/1)
3005-234080	52.32	Printed	01		Dan's Electrical Supply (100183/2)
3005-234081	3,790.50	Printed	01		FOLLETT SCHOOL SOLUTIONS INC (100227/1)
3005-234082	631.86	Printed	01		GAYNOR TELESYSTEMS (100233/1)
3005-234083	3,600.00	Printed	01		HEIDI KOSKI CONSULTING (100696/1)
3005-234084	2,304.00	Printed	01		ROCHELLE LAIRD (100302/1)
3005-234085	200.48	Printed	01		LAKEVIEW PETROLEUM CO. (100304/2)
3005-234086	35.00	Printed	01		Jane Little (100731/1)
3005-234087	178.88	Printed	01		MACS MARKET (100318/1)
3005-234088	107.86	Printed	01		OFFICE DEPOT (100358/1)
3005-234089	1,887.93	Printed	01		PG&E (100369/1)
3005-234090	95.00	Printed	01		RIGHT WAY PEST CONTROL (100393/1)
3005-234091	50.40	Printed	01		SKYWAY TOOL CENTER (100428/1)
3005-234092	1,875.00	Printed	01		STEPHEN ROATCH ACCOUNTANCY (100438/1)
3005-234093	492.32	Printed	01		TPX COMMUNICATIONS (100764/1)
3005-234094	1,310.51	Printed	01		U S BANK OFFICE EQUIP FINANCE SERVICES (100458/1)
3005-234095	3,000.00	Printed	01		UNITED STATES POSTAL SERVICE RESERVE ACCOUNT (100461/1)
3005-234096	237.72	Printed	01		VERIZON WIRELESS (100467/1)

42,260.78

Number of Items

26 Totals for Register 000384

2023 FUND-OBJ Expense Summary / Register 000384

01-4300	10,061.01
01-4303	200.48
01-4400	15,000.00
01-5200	4.12

2023 FUND-OBJ Expense Summary / Register 000384 (continued)

01-5503	1,887.93	
01-5606	1,310.51	
01-5800	4,422.36	
01-5808	95.00	
01-5900	494.17	
01-5901	3,000.00	
01-9110*		42,260.78-
01-9510*	5,784.72	
01-9580*	.48	
Totals for Register 000384	42,260.78	42,260.78-

2022 FUND-OBJ Summary / Register 000384

01-4300	72.00	
01-5800	3,600.00	
01-5804	1,875.00	
01-5900	237.72	
01-9529*		5,784.72-
Total for Fiscal Year 2022 and Fund 01	5,784.72	5,784.72-
01-4300	10,061.01	
01-4303	200.48	
01-4400	15,000.00	
01-5200	4.12	
01-5503	1,887.93	
01-5606	1,310.51	
01-5800	4,422.36	
01-5808	95.00	
01-5900	494.17	
01-5901	3,000.00	
01-9110*		42,260.78-
01-9510*	5,784.72	
01-9580*	.48	
Total for Fiscal Year 2023 and Fund 01	42,260.78	42,260.78-
Totals for Register 000384	48,045.50	48,045.50-

2023 FUND-OBJ Summary / Register 000384 (continued)

* denotes System Generated entry

Net Change to Cash 9110

42,260.78- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-234581	500.00	Printed	01		Robinson, Dawn E (000901 - Emp)
3005-234582	1,000.00	Printed	01		Andes, Angela E (001197 - Emp)
3005-234583	400.00	Printed	01		Mudd, Lorelle L (001392 - Emp)
3005-234584	453.24	Printed	01		PACIFIC STORAGE COMPANY AMERICAN MOBILE SHREDDING (100075/1)
3005-234585	126.58	Printed	01		BUTTE AUTO PARTS (100115/1)
3005-234586	741.00	Printed	01		BUTTE COUNTY PUBLIC HEALTH DIV OF ENVIRONMENTAL HEALTH (100123/1)
3005-234587	126.00	Printed	01		BUTTE COUNTY SELPA (100124/1)
3005-234588	117.49	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-234589	6,481.38	Printed	01		CDW GOVERNMENT INC (100151/1)
3005-234590	725.82	Printed	01		CLARK & SONS (100165/1)
3005-234591	450.00	Printed	01		FAIRHILL CONSTRUCTION (100214/1)
3005-234592	1,721.00	Printed	01		FRRPD (100707/1)
3005-234593	196.00	Printed	01		GRIDLEY HERALD (100243/1)
3005-234594	1,803.10	Printed	01		LAKEVIEW PETROLEUM CO. (100304/2)
3005-234595	483.66	Printed	01		Lifeguard Store Inc (100311/2)
3005-234596	100.49	Printed	01		Jane Little (100731/1)
3005-234597	39.49	Printed	01		MACS MARKET (100318/1)
3005-234598	76.43	Printed	01		MJB SALES & SERVICE (100336/1)
3005-234599	746.61	Printed	01		NORMAC (100353/2)

16,288.29

Number of Items

19 Totals for Register 000385

2023 FUND-OBJ Expense Summary / Register 000385

01-3901	1,000.00	
01-4300	1,921.09	
01-4303	1,803.10	
01-5200	537.82	
01-5300	196.00	
01-5800	3,865.24	
01-9110*		16,288.29-
01-9510*	6,965.04	

Totals for Register 000385 16,288.29 16,288.29-

2022 FUND-OBJ Summary / Register 000385

2022 FUND-OBJ Summary / Register 000385 (continued)

01-4300	483.66	
01-6500	6,481.38	
01-9529*		6,965.04-
Total for Fiscal Year 2022 and Fund 01	6,965.04	6,965.04-
01-3901	1,000.00	
01-4300	1,921.09	
01-4303	1,803.10	
01-5200	537.82	
01-5300	196.00	
01-5800	3,865.24	
01-9110*		16,288.29-
01-9510*	6,965.04	
Total for Fiscal Year 2023 and Fund 01	16,288.29	16,288.29-
Totals for Register 000385	23,253.33	23,253.33-

* denotes System Generated entry

Net Change to Cash 9110 16,288.29- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-234993	150.00	Printed	73		Cody Roles (Cody Roles - Payee)
3005-234994	150.00	Printed	73		Tiarra Johnson (Tiarra John - Payee)
3005-234995	32.00	Printed	01		Lee, Tyler (001436 - Emp)
3005-234996	67.00	Printed	01		Christy, Rebecca M (001439 - Emp)
3005-234997	156.56	Printed	01		A Z Bus Sales Inc (100057/4)
3005-234998	184.80	Printed	01		PACIFIC STORAGE COMPANY AMERICAN MOBILE SHREDDING (100075/1)
3005-234999	40.00	Printed	01		BUCKMASTER OFFICE SOLUTIONS (100112/1)
3005-235000	81.00	Printed	01		CA Department of Tax & Fee Ad (100762/1)
3005-235001	210.35	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-235002	3,000.00	Printed	01		DEMSEY FILLIGER & ASSOC (100188/1)
3005-235003	176.00	Printed	01		E P E S (100199/1)
3005-235004	1,820.67	Printed	01		HAYDEN FIRE PROTECTION (100253/1)
3005-235005	227.91	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-235006	533.77	Printed	01		JACKSONS GLASS CO (100277/1)
3005-235007	168.78	Printed	01		Jane Little (100731/1)
3005-235008	20.23	Printed	01		MACS MARKET (100318/1)
3005-235009	508.84	Printed	01		TPX COMMUNICATIONS (100764/1)
3005-235010	2,222.32	Printed	01		U S BANK OFFICE EQUIP FINANCE SERVICES (100458/1)
3005-235011	105.06	Printed	01		VERIZON WIRELESS (100467/1)

9,855.29

Number of Items

19 Totals for Register 000386

2023 FUND-OBJ Expense Summary / Register 000386

01-4300	1,694.16	
01-4303	81.00	
01-5600	159.04	
01-5606	2,262.32	
01-5800	4,467.42	
01-5807	99.00	
01-5900	789.90	
01-9110*		9,555.29-
01-9580*	2.45	
Totals for Fund 01	9,555.29	9,555.29-
73-5800	300.00	
73-9110*		300.00-

2023 FUND-OBJ Expense Summary / Register 000386 (continued)

Totals for Fund 73	300.00	300.00-
Totals for Register 000386	9,855.29	9,855.29-

* denotes System Generated entry

Net Change to Cash 9110 9,855.29- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-236017	365.61	Printed	01		Kaelin, Douglas F (001002 - Emp)
3005-236018	1,114.03	Printed	01		Harrison, James B (001077 - Emp)
3005-236019	215.42	Printed	01		Callaway, Clara Hernandez P (001185 - Emp)
3005-236020	30.00	Printed	01		Smith, Travis (001435 - Emp)
3005-236021	35.00	Printed	01		Walter, Jennifer (001438 - Emp)
3005-236022	667.04	Printed	01		A Z Bus Sales Inc (100057/4)
3005-236023	1,130.00	Printed	01		ACCREDITING COMMISSION 4 SCHL WASC (100061/1)
3005-236024	32,146.00	Printed	01		Alco Building Solutions ABS (100821/1)
3005-236025	2,616.22	Printed	01		ANDES POOL SUPPLY (100077/1)
3005-236026	380.00	Printed	01		BUTTE COUNTY SHERRIF S OFFICE RECORDS DIVISION (100125/1)
3005-236027	231.37	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-236028	2.00	Printed	01		CENTURYLINK COMMUNICATIONS (100153/1)
3005-236029	20,696.66	Printed	01		CITY OF BIGGS (100164/1)
3005-236030	577.25	Printed	01		CLARK & SONS (100165/1)
3005-236031	4,833.72	Printed	13		DANIELSEN COMPANY (100182/1)
3005-236032	9,400.00	Printed	01		AERIES Software (100200/2)
3005-236033	493.00	Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-236034	2,133.64	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-236035	272.88	Printed	01		KEN SEIPERT (100592/1)
3005-236036	57.60	Printed	01		LAKEVIEW PETROLEUM CO. (100304/2)
3005-236037	683.15	Printed	01		LES SCHWAB (100308/1)
3005-236038	29,601.64	Printed	01		Lexia Learning Systems (100816/1)
3005-236039	150.32	Printed	01		WILLIAM V. MACGILL & CO (100677/1)
3005-236040	33.23	Printed	01		MACS MARKET (100318/1)
3005-236041	11,137.50	Printed	01		NWEA (100819/1)
3005-236042	2,044.96	Printed	01		OFFICE DEPOT (100358/1)
3005-236043	2,489.75	Printed	01		Motivating Systems, LLC (100785/1)
3005-236044	2,439.27	Printed	01		PG&E (100369/1)
3005-236045	1,810.28	Printed	13		PRO PACIFIC FRESH (100376/1)
3005-236046	1,309.07	Printed	01		RECOLOGY BUTTE COLUSA (100384/1)
3005-236047	95.00	Printed	01		RIGHT WAY PEST CONTROL (100393/1)
3005-236048	800.00	Printed	01		SAN JOAQUIN COUNTY OF EDUCATN (100403/1)
3005-236049	2,399.20	Printed	13		SFS OF SACRAMENTO, INC (100443/2)

Number	Amount Status	Fund	Cancel Register Id	Payee
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132,390.81 Number of Items 33 Totals for Register 000387

2023 FUND-OBJ Expense Summary / Register 000387

01-4100	2,489.75	
01-4300	9,322.15	
01-4303	57.60	
01-4400	1,114.03	
01-5502	20,696.66	
01-5503	2,439.27	
01-5504	1,309.07	
01-5800	84,942.14	
01-5807	445.00	
01-5808	95.00	
01-5900	2.00	
01-9110*		122,912.67-
Totals for Fund 01	122,912.67	122,912.67-
13-4300	362.46	
13-4700	9,115.68	
13-9110*		9,478.14-
Totals for Fund 13	9,478.14	9,478.14-
Totals for Register 000387	132,390.81	132,390.81-

* denotes System Generated entry

Net Change to Cash 9110 132,390.81- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-236577	25.00	Printed	01		EMELY GOMES SOTO (EMELY GOMES - Payee)
3005-236578	25.00	Printed	01		HUMBERTO RAMOS ORNELAS (HUMBERTO RA - Payee)
3005-236579	25.00	Printed	01		KANSAS BOWEN (KANSAS BOWE - Payee)
3005-236580	600.00	Printed	01		Williams Cyr, Donna L (001097 - Emp)
3005-236581	57.00	Printed	01		Smith, Travis (001435 - Emp)
3005-236582	64.00	Printed	01		Barron, Aliana (001437 - Emp)
3005-236583	719.33	Printed	01		ALHAMBRA SIERRA SPRINGS (100070/1)
3005-236584	348.84	Printed	01		BI-COUNTY IRRIGATION (100498/1)
3005-236585	25.58	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-236586	2,998.00	Printed	01		CHARACTERSTRONG, LLC (100740/1)
3005-236587	52.18	Printed	13		DANIELSEN COMPANY (100182/1)
3005-236588	146.95	Printed	01		Dan's Electrical Supply (100183/2)
3005-236589	3,041.84	Printed	01		GOLD COUNTRY BANK CARD SERVICE CENTER (100235/1)
3005-236590	289.50	Printed	01		KEN SEIPERT (100592/1)
3005-236591	237.50	Printed	01		MINASIAN MEITH ET AL (100335/1)
3005-236592	547.56	Printed	01		MJB SALES & SERVICE (100336/1)
3005-236593	967.71	Printed	01		OFFICE DEPOT (100358/1)
3005-236594	1,000.00	Printed	01		RICHARD CASTRO (100679/1)
3005-236595	330.00	Printed	01		SUPERIOR REGION FFA (100441/1)

11,500.99

Number of Items

19 Totals for Register 000388

2023 FUND-OBJ Expense Summary / Register 000388

01-4100	2,998.00	
01-4300	6,292.98	
01-5200	330.00	
01-5800	869.33	
01-5802	237.50	
01-5807	721.00	
01-9110*		11,448.81-
Totals for Fund 01	11,448.81	11,448.81-
13-4700	52.18	
13-9110*		52.18-
Totals for Fund 13	52.18	52.18-

2023 FUND-OBJ Expense Summary / Register 000388 (continued)

Totals for Register 000388	11,500.99	11,500.99-
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* denotes System Generated entry

Net Change to Cash 9110	11,500.99- Credit
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Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-237277	300.00	Printed	73		Ashley Rudd (Ashley Rudd - Payee)
3005-237278	700.00	Printed	73		Ashley Rudd (Ashley Rudd - Payee)
3005-237279	25.00	Printed	01		Brady Smith (Brady Smith - Payee)
3005-237280	500.00	Printed	73		Karsyn McLean (Karsyn McLe - Payee)
3005-237281	150.00	Printed	73		Megan Shelton (Megan Shelt - Payee)
3005-237282	25.00	Printed	01		RIELEN BOGS (RIELEN BOGS - Payee)
3005-237283	25.00	Printed	01		TARGN DUNBARR (TARGN DUNBA - Payee)
3005-237284	545.35	Printed	01		Ulrich, LaQuita (001238 - Emp)
3005-237285	1,718.79	Printed	01		ANDES POOL SUPPLY (100077/1)
3005-237286	64.00	Printed	01		BUTTE COUNTY SHERRIF S OFFICE RECORDS DIVISION (100125/1)
3005-237287	199.11	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-237288	685.00	Printed	01		CASBO PROFESSIONAL DEVELOPMENT ACCOUNTS RECEIVABLE (100148/1)
3005-237289	47,946.95	Printed	01		CDW GOVERNMENT INC (100151/1)
3005-237290	3,436.70	Printed	01		CONTINENTAL ATHLETICS (100170/1)
3005-237291	1,177.00	Printed	01		DOCUMENT TRACKING SERVICES (100196/1)
3005-237292	625.00	Printed	01		Intrinsic Admin Corp (100795/1)
3005-237293	300.00	Printed	73		Elaine Vera-Aguilera (100789/1)
3005-237294	104.00	Printed	01		GRIDLEY COUNTRY FORD (100242/1)
3005-237295	150.00	Printed	73		HALEY ROOD (100527/1)
3005-237296	300.00	Printed	73		ISABELLE LITTLE (100549/1)
3005-237297	1,050.90	Printed	01		KEN SEIPERT (100592/1)
3005-237298	456.00	Printed	01		LEARNING A-Z (100676/2)
3005-237299	260.00	Printed	01		MAX S DIESEL SERVICE (100324/1)
3005-237300	428.07	Printed	01		MJB SALES & SERVICE (100336/1)
3005-237301	202.46	Printed	01		NORMAC (100353/2)
3005-237302	90.00	Printed	73		OLD REPUBLIC SURETY COMPANY (100359/1)
3005-237303	745.83	Printed	01		SCHOOL NURSE SUPPLY (100410/1)
3005-237304	1,052.95	Printed	01		SUNRISE ENVIRONMENTAL SCIENTIF (100439/1)
3005-237305	501.72	Printed	01		TPX COMMUNICATIONS (100764/1)
3005-237306	357.11	Printed	01		U S BANK OFFICE EQUIP FINANCE SERVICES (100458/1)

64,121.94

Number of Items

30 Totals for Register 000389

2023 FUND-OBJ Expense Summary / Register 000389

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Starting Check Date = 6/22/2022, Ending Check Date = 9/8/2022, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE

Page 1 of 2

2023 FUND-OBJ Expense Summary / Register 000389 (continued)

01-4300	56,517.26	
01-5200	685.00	
01-5606	357.11	
01-5800	2,881.85	
01-5805	625.00	
01-5807	64.00	
01-5900	501.72	
01-9110*		61,631.94-
Totals for Fund 01	61,631.94	61,631.94-
73-5800	2,490.00	
73-9110*		2,490.00-
Totals for Fund 73	2,490.00	2,490.00-
Totals for Register 000389	64,121.94	64,121.94-

* denotes System Generated entry

Net Change to Cash 9110 **64,121.94- Credit**

Number	Amount Status	Fund	Cancel Register Id	Payee
3005-237701	25.00 Printed	01		DAVID GARCIA (DAVID GARCI - Payee)
3005-237702	25.00 Printed	01		MARIA AYALA (MARIA AYALA - Payee)
3005-237703	115.88 Printed	01		SHOES FOR CREWS, LLC (SHOES FOR C - Payee)
3005-237704	25.00 Printed	01		VICTORIA PADILLA (VICTORIA PA - Payee)
3005-237705	51.75 Printed	01		Afzal, Fazila (001398 - Emp)
3005-237706	1,000.00 Printed	01		ACSA (100010/1)
3005-237707	249.42 Printed	01		ALHAMBRA SIERRA SPRINGS (100070/1)
3005-237708	1,227.10 Printed	01		Bramcove d.b.a. LEAP (100820/1)
3005-237709	10.31 Printed	01		BUTTE AUTO PARTS (100115/1)
3005-237710	232.51 Printed	01		BUTES CENTER STATE P&S (100127/1)
3005-237711	12,015.16 Printed	01		CDW GOVERNMENT INC (100151/1)
3005-237712	355.00 Printed	01		CINTAS CORPORATION NO. 2 (100749/1)
3005-237713	431.10 Printed	01		GOPHER - NW5634 (100237/1)
3005-237714	1,323.00 Printed	01		GUIDED READERS.COM (100742/1)
3005-237715	2,352.50 Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-237716	847.05 Printed	01		KEN SEIPERT (100592/1)
3005-237717	3,830.11 Printed	01		LAKEVIEW PETROLEUM CO. (100304/2)
3005-237718	22.85 Printed	01		LES SCHWAB (100308/1)
3005-237719	167.99 Printed	01		Lexia Learning Systems (100816/1)
3005-237720	799.00 Printed	01		Mystery Science Inc (100675/1)
3005-237721	224.73 Printed	01		NORMAC (100353/2)
3005-237722	1,004.42 Printed	01		OFFICE DEPOT (100358/1)
3005-237723	1,859.09 Printed	13		PRO PACIFIC FRESH (100376/1)
3005-237724	1,309.07 Printed	01		RECOLOGY BUTTE COLUSA (100384/1)
3005-237725	647.88 Printed	01		RICHVALE SANITARY DISTRICT (100392/1)
3005-237726	7,678.27 Printed	13		SFS OF SACRAMENTO, INC (100443/2)
3005-237727	1,500.00 Printed	25		Turf Tank (100822/1)
3005-237728	116.72 Printed	01		VERIZON WIRELESS (100467/1)

39,445.91

Number of Items

28 Totals for Register 000390

2023 FUND-OBJ Expense Summary / Register 000390

01-4100	2,122.00
01-4300	15,024.02

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Starting Check Date = 6/22/2022, Ending Check Date = 9/8/2022, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE

Page 1 of 2

2023 FUND-OBJ Expense Summary / Register 000390 (continued)

01-4303	3,830.11	
01-5200	51.75	
01-5300	1,000.00	
01-5502	647.88	
01-5504	1,309.07	
01-5800	1,954.50	
01-5900	116.72	
01-9110*		26,056.05-
Totals for Fund 01	26,056.05	26,056.05-
13-4300	668.86	
13-4700	11,221.00	
13-9110*		11,889.86-
Totals for Fund 13	11,889.86	11,889.86-
25-4400	1,500.00	
25-9110*		1,500.00-
Totals for Fund 25	1,500.00	1,500.00-
Totals for Register 000390	39,445.91	39,445.91-

* denotes System Generated entry

Net Change to Cash 9110 39,445.91- Credit

2023 FUND-OBJ Expense Summary / Register 000390 (continued)

369,868.61

Number of Items

209 Totals for Org 006 - Biggs Unified School District

BIGGS UNIFIED SCHOOL DISTRICT

September 14, 2022

Item Number: 10B

Item Title: Adopt Gann Limit Resolution for Fiscal Year 2022-23

Presenter: Lorelle Mudd-CBO

Attachments: Resolution for Adopting the "Gann" Limit
Appropriations Limit Calculations

Item Type: Consent Agenda Action Report Work Session Other

Background/Comments:

The District is required annually by Article XIII-B of the California Constitution to report appropriation limitations commonly called "Gann Limits." The SACS (Standardized Account Code Structure) software that prepares the unaudited actuals for the District prepares the Gann Limit.

Fiscal Impact:

None.

Recommendation:

The Administration recommends the Board approve the Gann limit as presented.

Resolution No.2022/2023 #02

BOARD OF TRUSTEES OF THE BIGGS UNIFIED SCHOOL DISTRICT

RESOLUTION FOR ADOPTING THE “GANN” LIMIT

(Normal, no increase to Limit pursuant to G.C. 7902.1

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits,” for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2021-22 fiscal year and a projected Gann Limit for the 2022-23 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2021-22 and 2022-23 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2021-22 and 2022-23 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

PASSED AND ADOPTED by the Board of Trustees of the Biggs Unified School District, County, State of California, this 14th day of September 2022, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____

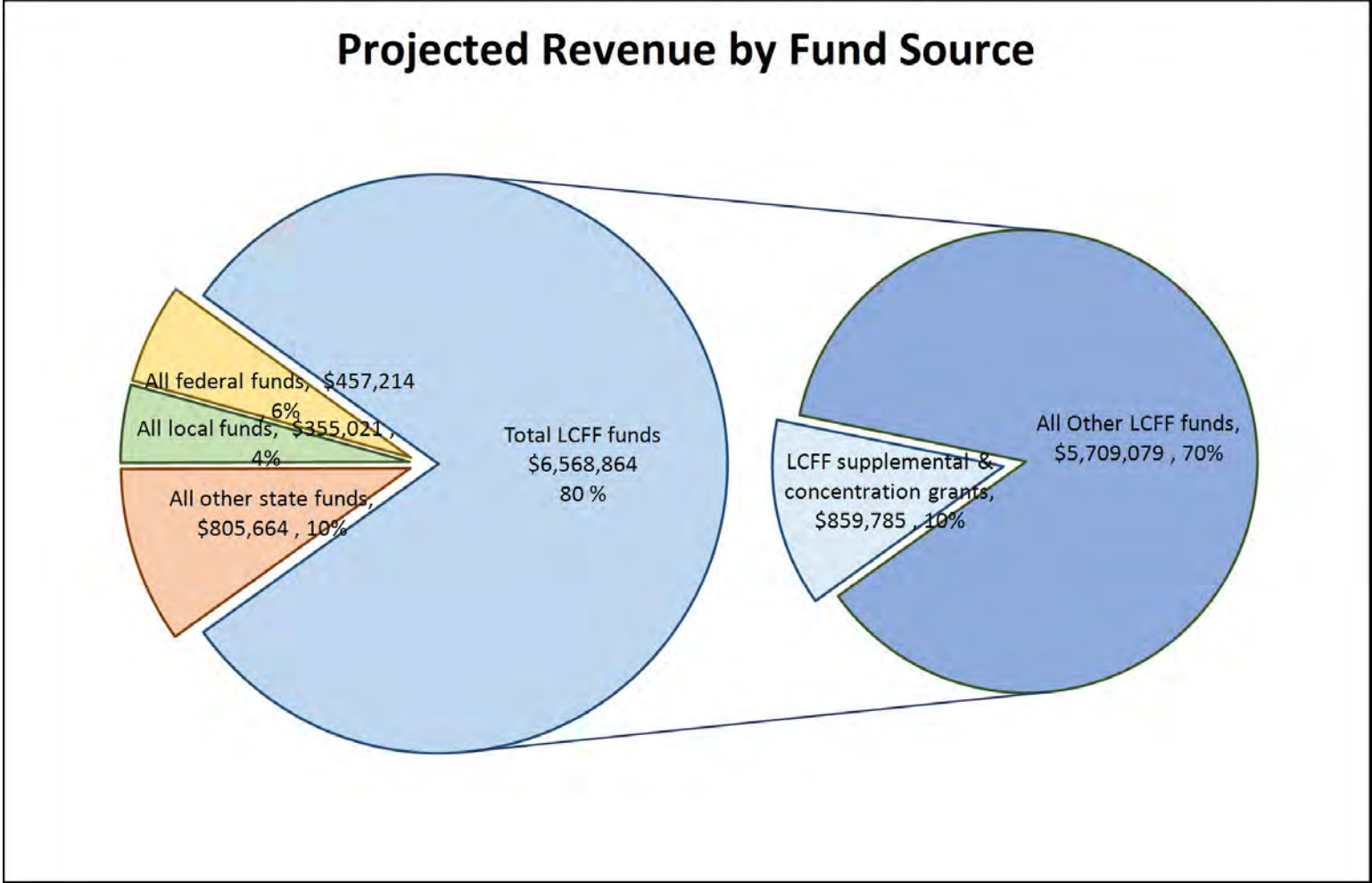
Superintendent and
Secretary to the Board

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Biggs Unified School District
 CDS Code: 04-61408
 School Year: 2022-23
 LEA contact information:
 Doug Kaelin
 Superintendent
 dkaelin@biggs.org
 530)8681281

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year



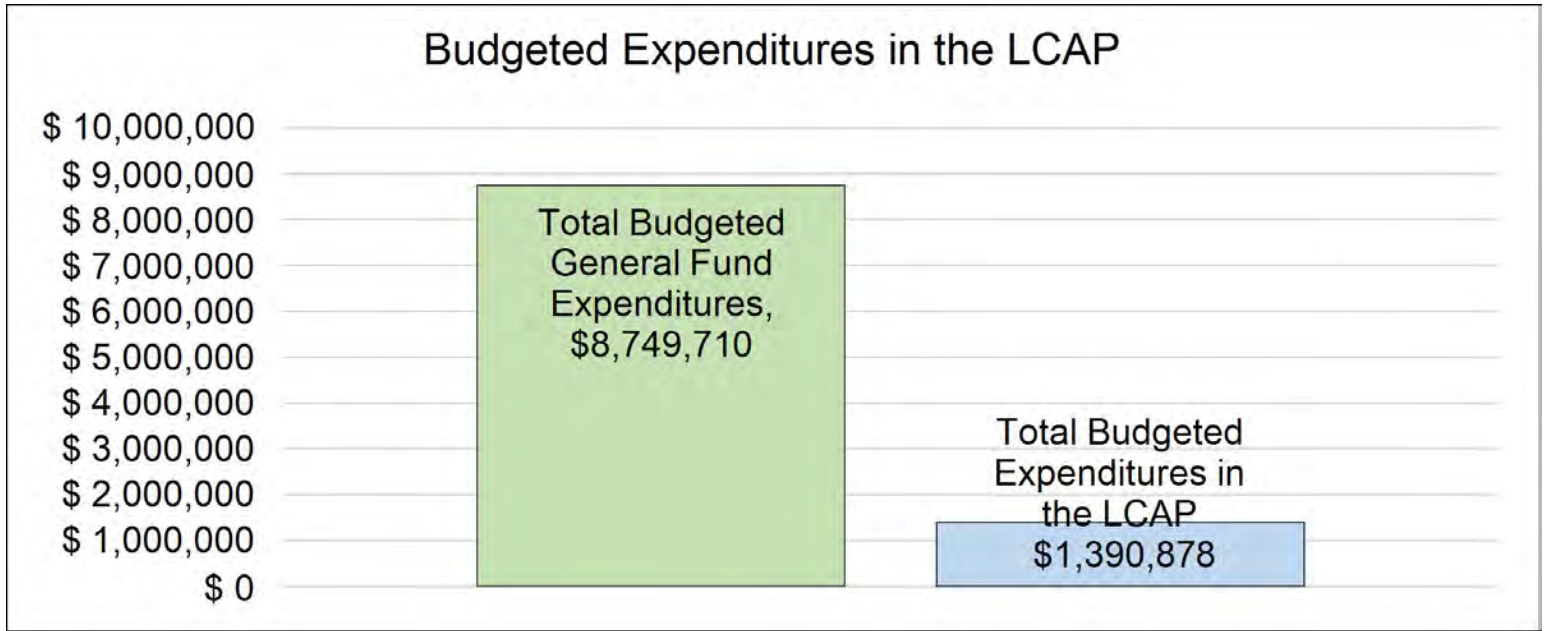
This chart shows the total general purpose revenue Biggs Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Biggs Unified School District is \$8,186,763, of which \$6568864 is Local Control Funding Formula (LCFF), \$805664 is other state funds,

\$355021 is local funds, and \$457214 is federal funds. Of the \$6568864 in LCFF Funds, \$859785 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Biggs Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Biggs Unified School District plans to spend \$8749710 for the 2022-23 school year. Of that amount, \$1390878 is tied to actions/services in the LCAP and \$7,358,832 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

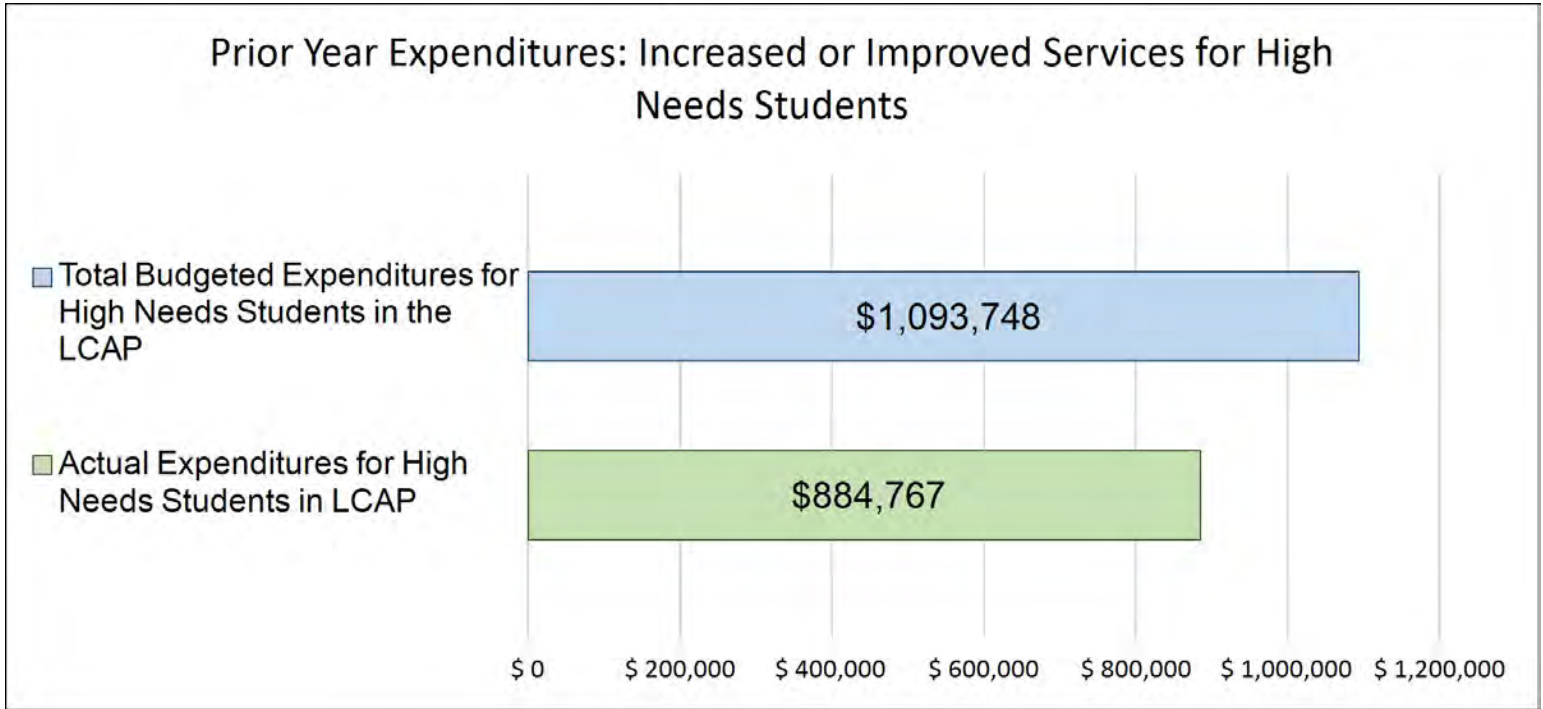
Core instructional cost for salary and benefits, textbooks, instructional materials and supplies/equipment. Health Services, Administrative Services, Transportation and Special Education excess cost. Maintenance and Operations, Routine Restricted Maintenance, and facility costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Biggs Unified School District is projecting it will receive \$859785 based on the enrollment of foster youth, English learner, and low-income students. Biggs Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Biggs Unified School District plans to spend \$1093748 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Biggs Unified School District's LCAP budgeted \$1093748 for planned actions to increase or improve services for high needs students. Biggs Unified School District actually spent \$884767 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-208,981 had the following impact on Biggs Unified School District's ability to increase or improve services for high needs students:

The district was not able to provide all the services as plan for high needs students. The impact of not being able to provide those service is unknow, as the district continue to recap learning loss from dealing with the pandemic. The district is planning on continuing the plan goals to see the full impact they will have on high need students

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Biggs Unified School District	Doug Kaelin, Superintendent	dkaelin@biggs.org 5308681281

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Consultation with community members has been an important part of the process to develop multiple plans over the past few years. These include the 2021 Learning Continuity and Attendance Plan (LCA Plan fall of 2020), Expanded Learning Opportunities (ELO) Grant Plan (May 2021), and the 2021-22 to 2023-24 Local Control and Accountability Plan (LCAP). Throughout all of these planning processes, the voices of students, families, staff and community members have added to the development of goals, actions, expenditures, metrics, and target outcomes.

While developing the ESSER III plan, the district again sent out a new survey to all stakeholders, students, parents, certificated staff and classified. Two public meeting were held with all stakeholders being invited. The district also held a meeting with the District English Learner Advisory committee (DELAC) for input. The district reached out to our local group home for input providing the needed service to group home and foster youth. The district reached out to the county homeless liaison for input on students with in our district.

Consultation of all stakeholders in this most recent cycle of planning to inform development of the ESSER III Expenditure Plan used similar strategy, through a shorter timeline. Staff reached out to the district’s range of community groups to provide opportunities for input on the plan. This took different forms based on the needs of each group, with some holding special meeting for ESSER III input, some folding input activities into existing meetings, and others providing input asynchronously on shared materials.

Biggs Unified School District values democracy and believes that collaboration and giving all stakeholders a voice is integral for creating a healthy climate and fulfilling our district vision of helping all students reach their potential. Surveys, information meeting and input from other plans were considered when making actions that will directly impact our students. Biggs Unified School District evaluated stakeholders engagement opportunities and determined that the following groups are not present or served by the LEA, Civil Rights, Tribes and Tribes.

Below are the survey dates of our educational partners:
 Classified and Certificated survey - October 2021 November 2022
 Parent Survey-September 2021 - May 2022

Student Survey-September 2021- May 2022

Site Council-October 2021- March 2022

Email Correspondence with Foster Youth and Homeless Coordinator - October 2021 March 2022

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Biggs Unified received \$69,014 of concentration grant add-on funding, the funding has been used to try and add additional support staff to the elementary campus. Additionally a third teacher has been added to the Richvale campus.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Based on the input from all educational partners, we will be focusing many of our actions on learning recovery, technology and meeting the social emotional needs of the students, with an emphasis on our "under-served students". The pandemic caused learning loss and emotional stress for our students and all stakeholders agree that meeting those need should be our priority. To meet those needs we have aligned our actions in the ESSER III will focus on providing Intervention Specialist 1st -6th grade, these services will be funded from multiple sources through 2024 school year. To address the need of technology we will be focusing on upgrading our technology network and having devices available for all students. The need for Counseling Services for all students is a top priority and we will have a fulltime counselor at the elementary level. Lastly to deal with the number of student requiring a Independent Study program a fulltime teacher will be assigned to those duties.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Biggs Unified School District uses funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of COVID 19 virus and provides a safe environment for all staff and students.

In implementing the ESSER III expenditure plan we have encountered successes and challenges.

Successes:

- *We have hired the Intervention Specialist for 1st-6th grade to analyze data with grade level groups and drive instruction. The intervention groups are aiding in the learning recovery process. The intervention Specialist provide intervention based on assessments and analyze data and prepared grade level reports every 6 weeks so that students academic needs are being met.
- * We have hired a fulltime independent study teacher to work with those students who need a alternative learning environment
- *The implementation of our technology infrastructure, licensing and computer programs, switches, servers and maintaining a 1-1 device for students.
- *Adding a third teacher to the Richvale campus to allow for smaller class size

Challenges:

- Receiving technology due to the shortage of the supply and delivery.
- Finding staff to full support roles at the elementary level
- Finding subs so that teachers can participate in professional development

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Biggs Unified School District is using its fiscal resources received for the 2021-2022 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021-22 LCAP. "Applicable Plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

To date funds that have been allocated in each plan are 40-50% expended for the intended purpose

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *"A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Biggs Unified School District	Doug Kaelin Superintendent	dkaelin@biggs.org 530)8681281

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Biggs Unified School District is located in Butte County, California, in the town of Biggs. Biggs lies 60 miles north of Sacramento and 20 south of Chico. The school district encompasses 135 square miles, which includes the communities of Biggs and Richvale and is in the heart of a rich agricultural area. Biggs USD has a student enrollment of 548 students. Approximately 20% of the student population is English language learners with the majority having Spanish as the primary language. Approximately 69% of the students qualify for free or reduce lunch program district-wide.

The district's schools include: Biggs Elementary School (TK-8), Biggs High School (9-12), all in the town of Biggs; Richvale Elementary (1-6) School located in the neighboring community of Richvale.

The district employs a Superintendent, High School Principal and K-8 Principal that oversee Biggs Elementary and Richvale, The district employee's 37 NCLB Highly Qualified Teachers and 40 classified, confidential and non teaching personnel. Professional development provides staff with training focused effective curriculum, instruction and assessment practices. The educational program focuses on student achievement of the state content standards using current state-adopted and district-approved instructional materials. Students have opportunities to participate in three career technical education pathways, after school programs, sports, extracurricular activities and student leadership activities, which broadens their educational experience. Student support services include: special education classes, resource specialist programs, a speech and language program, counseling and psychologist services,. ELD instruction and bilingual instructional aide work with English learners.

Our philosophy guiding the reading curriculum is that children learn to read in different ways, so our approach emphasizes teaching reading through differentiated instruction. Teaching the same concepts and skills in many different ways provides both reinforcement and allows the curriculum to correspond to the learning strengths of each child. Academic performance and a safe and orderly environment are conditions strongly supported by the entire staff and the Board of Trustees. Budget, staffing and program decisions reflect these priorities. The student teacher ratio does not exceed 22 to 1 Kindergarten through third grade, and an average of no more than 25 to 1 in grade four through grade six. Students in grades 6-8 are in a self contained class, while 9-12 are in traditional rotation schedule of 7 periods. The district contracts technology service through Butte County Office of Education. All students have one to one Chromebooks. All technology changes and

purchases are outlined in the Districts 5 year technology plan. The entire certificated staff has worked together to design an extensive research -based coordinated curriculum that defines basic skills, proficiency standards and student performance levels for all grades and all subjects.

In 2020-21 the District completed an 8 million dollar modernization project that affected all three campuses. In 2021-22 13 teachers became part of UDL grant that focus on lesson designs. Through BCOE a full time coach as been added

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The last year has been difficult for schools nationwide, but despite challenges from Covid-19 Biggs Unified staff has had many successes. Although we do not have the most current information on our school dashboard, we have made significant progress toward former LCAP goals. Teachers have worked together through PLC groups to continue to analyze data. Currently, teachers are working toward choosing essential standards in math and ELA and aligning those most essential standards with their curriculum in order to facilitate learning recovery. This will continue to be maintained throughout this LCAP through the PLC process, data collection and analyzation, and targeting specific standards through classroom RTI and intervention from the K-6 intervention specialists in math and EL.

All stakeholders agree that Biggs Unified has worked hard to better incorporate technology into the classroom. All students now have access to their own chromebook or laptop. The school has provided hotspots for socioeconomically disadvantaged families who did not have access to the internet. We plan to maintain our technology and improve upon it through the next three years by creating a technology plan, continuing to provide devices for students in grades TK-12. Teachers have also advanced in their technology skills through learning google classroom and other technology programs and stakeholders have much appreciated the success we had transitioning to distance learning through technology. We plan to continue the use of many of these programs, including other ones as part of our technology plan for the next three years.

Stakeholders also agree that the way we handled our breakfast and lunch program during the past year was a success. We gave free lunch and breakfast to all students everyday throughout the year. We also provided snacks for all students on campus to help make sure that our socioeconomically disadvantaged students were not hungry and could focus on learning. We plan to continue to provide free and reduced lunch for those students who are socioeconomically disadvantaged.

We also have successfully started the implementation of a new standard aligned curriculum in social studies in grades 4-12. We have piloted science programs in K-8 and are planning on implementing “Amplify” next year. The new programs are standard aligned and will help us progress in raising test scores. We also plan on piloting and implementing new social studies curriculum in grades K-12. This will continue to help students improve on reaching their standards and improving individual and schoolwide test scores.

The district continues to maintain a very high graduation rate and is proud that no student has been expelled from the district in three years. Biggs High School continues to offer three CTE pathways that are articulated with the local community college.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California State Dashboard did not indicate performance for the 2021 school year due to the nationwide pandemic. Going back to the 2019 Dashboard, there are three areas of concern. Chronic Absenteeism is one indicator in which Biggs Unified is in the “RED” with 24% chronically absent which increased 6.7% from the previous year. The most pressing concern is students can not learn if they are not in school. In the 2019-2020 school year a PLC group was held to address this specific issue and recommended an attendance incentive program that would target students who are socioeconomically disadvantaged, but appeal to all students. Biggs is planning on implementing a new attendance incentive for the 2022-2023 school year. The California State Dashboard also indicated a “RED” for mathematics at 96.2 points below standard. Further concerning is Socioeconomically Disadvantaged student are 114.3 point below standard and Hispanic students are 124.5 below standard. To address this issue, we will hire a math coach and help teachers analyze the data to implement a math RTI

program for the 2022-2023 school year. The district will also hire an intervention teacher for K-6.

Even though we don't have current data for the California State Dashboard, we can safely assume that one of our most significant needs is to address learning recovery due to loss of time in the classroom during the COVID-19 pandemic. Teachers will receive training on how to implement learning recovery strategies. Offering afterschool tutoring and the hiring of a K-6 intervention teacher will also help address student learning. Collaboration time for teachers within grade levels will help in the learning recovery process. Expanding our afterschool program will benefit families and provide additional instruction and tutoring to also aid in learning recovery. Students have also suffered socially and emotionally from the pandemic.

Teachers will receive training and curriculum for social emotional learning. A fulltime counselor at the elementary level with added contractual days will help address the most pressing social and emotional needs for individual students. All of these actions should also improve not only attendance, but should improve student performance in math and ELA.

Lastly the dash board indicated a concern with the % of students graduating that are College and Career ready.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

There are many items on the LCAP that will continue from our past goals. We will continue to maintain credentialed and appropriately assigned teachers. Emphasis on PLC group collaboration within grade levels and vertically to analyze data, choose essential standards, and implement RTI in order to improve test scores will continue. In addition to having an intervention specialist for K-6, we are also looking forward to hiring an independent study teacher for those who wish to remain on distance learning. We plan to maintain our standards aligned curriculum in ELA, and math, while adopting science and social studies. We will implement a new standards aligned program in science through grades K-12.

Many of our programs at Biggs Unified have been highly successful and popular. We will continue with our extra curricular athletic programs, FFA , chess and ASB activities.

We have planned to gain support and inform parents of our new science program and the NGSS standards by beginning to host a science night. We also plan to continue providing students with their own chromebooks or laptops and are excited about creating a new technology plan. In order to improve attendance we also are beginning a schoolwide attendance program to help improve our chronic absenteeism and motivate students to come to school. We will continue to provide bussing in order to help support socioeconomically disadvantaged students and to help students come to school. The district will continue to provide programs outside of the district for students with special needs and provide transportation for students to those programs. Maintaining an elementary school counselor on site is something that we will continue to provide, however, we are hoping that adding additional days to be able to make the counselor available more days a week for students and after school hours. We also are planning to implement a social emotional learning program to help students with their social and emotional skills, especially as many students have experienced trauma as a result of COVID-19. We also are planning to help aid learning recovery by providing after school tutoring and more para-professions in the classroom, and a summer school program. Teachers are working hard on selecting essential standards and aligning them with their curriculum. This process will continue next year through collaboration and daily instruction. The district also plans to continue with events like "Night of the Star", Scholarship Night and other events to showcase the district and outstanding students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Stakeholder Engagement was integral to the process of development of the LCAP. Here is a timeline of the stakeholder engagement process.

Each board meeting agenda has a standing item to discussed LCAP process and meeting updates.

Classified Staff: A survey was conducted in March, 2021 March 2022

Certificated Staff: A survey was conducted in March, 2021 March 2022

Students: A survey was conducted in March 2021 March 2022

Parents: A survey was conducted in March 2021 May 2022

Parent community meeting was held in April 2021 May 2022

BUSD teacher Union (BUTA) meeting was held in April 2021 April 2022 May 2022

BUSD teacher meeting was held in June 2021

ELAC parent meeting April-May 2021 April 2022

DLAC Advisory meeting April-May 2021 April 2022

Foster/Group home meeting May 2021 May 2022

SELPA: May 24, 2021 May 2022

Public Hearing: June 9, 2021 June 15, 2022

Approval: June 29, 2021 June 29, 2022

A summary of the feedback provided by specific educational partners.

Parents:
 Feedback about plan specifics at any of the live meetings was minimal this year, as was overall parent participation. The district completed several surveys with all stakeholders. The survey responses provided the majority of actionable parent input into the planning process. Respondents reported 87% satisfaction with the way learning was structured under current district plans, which supports the maintenances of the current overall plan. Parents reported 89% were satisfied with the way the district handled COVID 19 and the communication provided by the district on reopening plans. 42% of the parents reported a concern over learning loss and what the district could do to handle the loss of learning. 36% of the parents reported a concern for student mental health and well being. 23% of the parents reported a request for more afterschool programs and clubs, with a desire for the district to run 7th-8th grade sports programs.

Staff: Based on the survey staff reported 92% feeling safe at school. 26% of the staff felt that truancy was affecting students ability to learn. At the pubic hearing on June 9th, the teachers overwhelmingly requested the district maintain PBIS and continue to work with students and parents in a caring manor. Staff also requested professional development need, classified staff and certificated report a need for additional training around disruptive behavior management and trauma-informed practices. Teachers were interested in content-specific training, innovative instruction and strategies. Infusion of technology into teaching, and work in English Language Development for EL students .

Students: Through student surveys and meeting input was given from students. Students requested to continue with afterschool sports programs and tutoring when needed. Students also ask for the opportunity for more clubs, advance classes and college counseling.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Stakeholder input played an integral part in the creation of this LCAP. We used data from surveys given to all stakeholders, the Healthy Kids Survey, California State Dashboard, and local indicators. Based on the input from all stakeholders we will be focusing many of our actions on learning recovery and meeting the social emotional needs of the students. Last year's pandemic caused learning loss and emotional stress for our students and all stakeholders agree that meeting those needs should be our priority. To meet those needs we have planned actions to hire an intervention teachers K-6, create math benchmark assessments, increase paraprofessionals in the classroom, and explore after school instruction and tutoring programs. We also are increasing our opportunities for professional learning communities to collaborate over intervention and learning recovery. In order to meet our students emotional needs, we planned actions to implement social emotional learning school wide. We also intend to continue to provide on-site counseling to meet the emotional needs of students and hope to be able to expand the counseling opportunities within the course of this LCAP. In addition, our school has transitioned to using technology in the classroom . All stakeholders agree that maintaining one to one technology and creating a technology plan should also be a priority, and that was integral to our creating actions toward a technology plan. We have also made plans to add filling stations for students' water bottles and improve the facilities by adding shade structures. Based on the data from the California State Dashboard, we plan to implement a school wide attendance incentive program to motivate students to come to school. This program was specifically targeted to meet the needs of our high socioeconomically disadvantaged population, though it benefits the whole district. We finally have completed a modernization projects at each school site. Many actions remain from the past LCAP. We will continue to provide ELD training and coordination for our ELD/Intervention specialist. We also will continue to provide home to school transportation, school surveys, and ELA intervention. The district realizes that math scores need to improve and are hopeful that a math coach will help teachers provide lessons that will engage students. Stakeholders have asked that we increase activities and clubs to offer an array of after school events that are connected to the school.

Goals and Actions

Goal

Goal #	Description
1	Biggs Unified School District will provide conditions of learning that will develop College and Career Ready students. Priority 1, 2 and 7

An explanation of why the LEA has developed this goal.

Biggs Unified District Mission Statement states that, "...It is the mission of Biggs Unified to encourage, guide, and support all students to reach their highest potential and become successful lifelong learners." The first step to becoming a successful life longer is for the district to prepare students for high school and to become college and career ready students. Stakeholder input also led to the development of this goal because making sure students are ready for the next grade level and high school is part of helping students to eventually become college and career ready. We plan to accomplish this by continually ensuring properly credentialed and appropriately assigned teachers, implementing a new science curriculum in grades K-12 and piloting a social science curriculum in grades K-12, providing professional development for teachers in all subject areas, providing access to devices, creating a new technology plan, improving our campus by adding filling stations, shade structures, play ground equipment and improving our athletic fields. We plan to add an intervention teachers to address learning loss and an independent study teacher. SEL needs by providing SEL curriculum and increasing access to a school counselor at elementary level. Provide transportation for students to and from school and to special needs programs.

Progress toward this overall goal will be measured through several data points that collectively examine direct evidence of parental participation and engagement with school based turnout to events and response rates to surveys, plus their perception on how welcoming schools are to their input. Pupil engagement is seen in their willingness to take advantage of the increased opportunities being offered to them, and the success rate of their engagement in those opportunities such as CTE pathways completion, college entrance exam passage and graduation rates. At lower grades, the student's readiness to engage in the higher levels of work will be examined through monitoring their readiness to advance to each next school in the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A - teachers properly credentialed and appropriately assigned	98% 2020-21 school year	98% full credentialed			100%
1B - access to standards aligned instructional materials Source: SARC/Williams visit	100% 2022-21 school year	100% of students have access to SAIM			Maintain 100%
1C - Facilities maintained in good repair Source: Facilities Inspection 2020	Good Rating 2020-21 Williams visit BCOE	Per the 2021 Williams visit all facilities are in excellent condition			Maintain good rating
2A - Implementation of State Standards Source: Local Indicator Tool Priority	Beginning Development (2) on instructional materials in science 2021-22 school year (3-5) on providing professional learning in math 2019	3 on science instructional materials. Did not provide professional learning in Math			Full Implementation and Sustainability (5) Full Implementation and Sustainability
7A - Access to and enrolled in a Broad Course of Study	Current Biggs High School has 3 CTE pathways. All 9th grade students are enrolled in the	District Maintain Broad Course of Study through the Master schedule in 2020-2021			By 2023-2024 BUSD will offer four CTE pathways

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	beginning class of a pathway (2020-21 master schedule)				
7B/7C - Programs and services developed and provided to unduplicated students and students with exceptional needs	All K-8th grade students have a counselor available 5 days a week (elementary) 2020-21	District Maintain K-8th counselor five days a week			5 days a week
Priority 4-Pupil Achievement AP Enrollment and Pass Rate	From DataQuest, Pre-COVID (2018-19) 23 AP test were taken, 0% of the students passed with a 3 or higher	Do not have 2022 DATA, 8 students took AP test			50% of the student who take AP test will pass with 3 or higher
College/Career Ready California Dash Board	2018-2019 Data 24.1% of seniors Prepared 32.8% Approaching Prepared 43.1% Not Prepared	2019-20 25.3% prepared 37.1% approaching prepared 27.6 not prepared			50% Prepared 40% Approaching Prepared 10% Not prepared
Graduation Rate	Dashboard 2019 - 94.8% Local Data 2020 - 96%	2021 96% (47 students in class)			98%
Graduates Meeting UC/CSU Requirements California Dash Board	2019 - 24%	2021 19% (47) students in class			50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School and Middle School Drop out Rate:	2018-2019 High School - 3.1 % Middle School - 1.%	2020-2021 High School 4.3% Middle School 1%			1.0% 0.0%
CTE sequence completers	2019 24% Dash Board	2021-2022 76%			50% CTE sequence completers
11th Grade EAP	2019 3% of test takes	2020 3.1%			25% of test takers

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staff	Maintain fully credentialed and appropriately assigned teachers. All teachers TK-8th grade have multiple subject credentials. Teachers in grades 9-12 have single subject credentials in Math, Science, Social Studies, English, Spanish and P.E. CTE teacher have CTE credentials.	\$255,870.00	Yes
1.2	Standards aligned instructional materials	Purchase consumables for ELA/ELD K-12, and social studies K-12 Preview K-12 social studies curriculum with the goal of piloting a new curriculum in the next few years. Implement “Amplify” NGSS curriculum in grades K-12.	\$200,000.00	Yes
1.3	Increase engagement and awareness of NGSS	Host a science night for families to increase engagement and awareness of NGSS Evaluate opportunities for cross curricular connections to NGSS	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Technology	Maintain a 1 to 1 ratio with devices. Create and Implement a technology plan including infrastructure, licensing, and computer programs	\$100,000.00	No
1.5	Internet Access	Purchase hotspots for students without internet access	\$3,000.00	Yes
1.6	Professional Development for Science and Math and ELD Teacher	Professional development will be provided for implementation of the new NGSS Science curriculum “Amplify” and Math standards aligned curriculum. Professional Development for ELD teacher on currents trends and testing	\$8,500.00	Yes
1.7	Professional Development for Science and Math and ELD Teacher	Teachers will participate in PLC groups within the district. They will have vertical planning time to refine prerequisite skills for essential standards. They will match curriculum with prerequisite skills and develop scope and sequence. They will also benefit from other countywide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. Additionally, Butte County Superintendent of Schools will provide site support teachers in all content areas. Outside vendors will also provide professional development and support for teachers in teaching standards based curriculum. The district will also contract with outside consultants to provide support for all teachers with focus on ELD standards in all classrooms	\$71,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Using data to meet student needs	Re-evaluate the needs based on the next dashboard release to determine what progress has been made, or if this student group continues to need more intensive support. Analysis of this data will take place within grade levels and within our professional learning communities. The district will provided release time for teacher to evaluate the data.	\$5,000.00	Yes
1.9	Counseling Support	Fund a fulltime counselor with 15 extra days at elementary level for student support	\$20,000.00	Yes
1.10	SEL Curriculum	Provide SEL Curriculum to support all students	\$3,500.00	Yes
1.11	Family Literacy Night	Family Literacy Night and Scholastic Bookfair to provide free books for socioeconomically disadvantaged students and increase enthusiasm for reading.	\$2,000.00	Yes
1.12	Facilities	Purchase filling stations Purchase shade structure for elementary and middle schools Replace TK-K playground structures General up keep to facilities including athletic fields	\$80,000.00	No
1.13	Independent study	Fund online independent study program (Accelus)	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Get Focused - stay Focused curriculum for high school	Purchased Get Focused curriculum for high school - 8th grade for student goal setting and career exploring	\$3,000.00	Yes
1.15	AP Spanish	Vista Higher Learning AP Spanish support	\$3,000.00	Yes
1.16	New Teacher Support	Enrollment of new teachers in a support program to clear credentials	\$25,000.00	Yes
1.17	Classified Staff	Classified staff salaries for classroom support, tutoring and play ground supervision of activities	\$109,037.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The majority of the goals were carried out during the 2021-22 school year.

1.1 Certificated Staff: The district was able to maintain this goal but did need to hire two intern teachers this past year. The goal will remain

1.2 Standards aligned instructional materials: The district did not fulfill this goal. The high school piloted a social studies program this year and will adopt it during the 2022-23 school year. Science will be adopted this year.

1.3 Increase engagement and awareness of NGSS. The elementary school held a science night and Biggs High School help a science event during the school day. The district will continue to increase engagement in science.

1.4 Technology: The district maintain a 1-1 chrome books for students. In the 2022-23 year the district will replace aging computer lab while maintain 1:1 for students

1.5 Internet Access: The district did not receive very many request for hot spots as we moved back into in-person learning. this goal will not remain for 2022-23

1.6 Professional Development for Science and Math and ELD Teacher: Limited professional development was provided for Science and math. The district focused on UDL and direct instruction, in 2022-23 this goal will continue

1.7 Professional Development for Science and Math and ELD Teacher Limited professional development was provided for Science and math. The district focused on UDL and direct instruction, in 2022-23 this goal will continue

- 1.8 Using data to meet student needs: The district made a strong effort to use student data to drive instruction. In 2022-23 a MAP program will be used to help continue this goal.
- 1.9 Counseling Support: A fulltime counselor at the elementary school provided after hours service to students and families and will continue in 2022-23
- 1.10 SEL Curriculum: SEL Curriculum was purchase and used in the past school year. It will continue in 2022-23
- 1.11 Family Literacy Night: This was turn into back to school and parent engagement night. The goal will continue.
- 1.12 Facilities: The facilities were maintain in good order. Shade structure were not purchase do to back order issue. filling station will be installed this summer.
- 1.13 Independent study: The district had a fulltime independent study teacher this past year. The cost of the program exceeded budgeted
- 1.14 Get Focused - stay Focused curriculum for high school . The program was purchased and used at BHS
- 1.15 AP Spanish: AP Spanish was offered at BHS, results from testing are unknow at this time.
- 1.16 New Teacher Support : All new teachers and interns were provide support with new teacher induction program.
- 1.17 Classified Staff: Classified staff were hired to support classrooms and playground supervision

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goals 1.2 was not realized in 2022 as the district piloted a social studies program. Also goal 1.12 was not realized as items could not be purchase this year. Goals 1.6 and 1.7 were not meet in full. One of the main reason is the district selected to participate in a large UDL grant through Butte County Office of Education, do to a shortage of substitute teacher other professional development was put on hold for this year. Other goals such as 1.13 and 1.16 had a higher budgeted need then plan. Planned percentage of improve service and meet.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall the specific actions in the LCAP were effective in meeting the goals and moving forward. The district had three science events, based on student and parent sign in sheets 46% of the students attended at least one event. The high school and elementary counselors were paid 15 additional days to provided support to student and parents. 100% of new teacher completed the first year of BTSA. 26 students participated fulltime in the district independent study program. 93% of 9th grade students completed the Get focus Stay Focused curriculum at the high school. The elementary school saw a 13% decree in student discipline referrals after implantation of SEL curriculum.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The BUSD administrative team is discussing means to improve connectedness to schools through increased parental outreach opportunities, including upgrades to its parental communication system. To create a Curricula team to drive the adoption a new materials for students and teachers.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Biggs Unified School District will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. Priority 4 and 8

An explanation of why the LEA has developed this goal.

Research shows that data driven instruction leads to improved student achievement and progress toward California state standards. Based on stakeholder input and current research, Biggs Unified developed this goal. In order to reach our desired outcome for 2023-24, teachers will continue to give benchmark assessments to students three times a year and analyze data within grade levels and with the site principals to improve student achievement toward California state standards. The elementary student intervention teacher will provide intervention for struggling students and the ELD specialist will provide service to EL's in order to improve student performance. We will hire a math coach to help teachers create a math district assessment, analyze data, and work with individual struggling students. Teachers will work within PLC groups to analyze the data from district benchmarks in order to provide RTI for students in reaching the California State Standards. Our ELD specialist will continue to analyze data, share it with classroom teachers, provide additional support and work toward reclassifying at least five additional students in the next few years. Teachers will receive collaboration time and professional development in order to bring students closer to reaching the standards in ELA and math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4a - Statewide Assessments Source: Dashboard - Academic Indicator	2018-2019 Data BES ELA: Yellow, 50.4 points below standard BES Math: Orange, 98.3 points below standard BHS ELA: Yellow 6.6 points below standard	2020 BUSD did not have state data. Local Data BES in ELA 38% proficient RES in ELA 62% proficient BES in Math 8% proficient			BES ELA: At Standard BES Math: At Standard BHS ELA: 5.5 above Standard BHS Math: At Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	BHS Math: Red 135 points below standard	No data for RES in math BHS ELA: 4.2 points below standard BHS Math: RED 144 points below standard			
4E - EL's who make progress toward English proficiency	2020 ELPAC 25% of EL students moved from 2A to 2B	2021 34% of EL students moved a level			Increase 40% of EL's moving levels
4F - EL Reclassification Rate Source: Reclassification Policy	15% of the 50 EL students were reclassified in 2020	2021 24% of EL students were reclassified			20% students reclassified
8 - Local Data Source: Benchmark Assessments ELA: k-5 Wonders, 6-8 StudySync Math: Star Math	2020-2021 ELA 32% met or exceeds standards Math 20% met or exceeds standards	2021-2022 ELA 35% met or exceeds standards Math 21% met or exceeds standards			60% ELA students met or exceeded standard on district wide benchmark 50% Math students
Collage/Career Dashboard College and Career Indicator	2018-2019 BHS 24.1% of all seniors are college/career ready	2020-2021			75% of all students are college - career ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4 Pupil Achievement SAT/ACT Participation	In 2020 17% of Senior Class took test	No Longer testing			5% increase in students taking SAT/ACT
4 Pupil achievement CTE and A to G Completion	In 2019-20 3% of graduates met CTE and A to G completion	2020-21 17% of graduates met CTE and AG completion			10% of graduating seniors will meet both

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Assessment Data Analyzation	Teachers will analyze assessment data both individually and within grade level groups and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions. ELA specialist and math specialist will help teachers analyze data within grade level groups and drive instruction to aid in learning recovery	\$10,000.00	Yes
2.2	District wide benchmark plan and schedule for ELA.	Kindergarten–5th Grade teachers will administer identified assessments (Unit 1, 3, and 5) and performance tasks (Unit 2 and 4) in Benchmark 6th–12th Grade teachers will administer district created StudySync assessments three times a year Common testing protocol will be established and followed Teachers will track baseline data on a common tracking sheet	\$4,000.00	Yes
2.3	Intervention Specialists/math coach	Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan. Common testing protocol will be established and followed.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Intervention Specialists/math coach	Hire an ELA/ Math Intervention specialist for K-6th Contract a math coach K-12	\$71,943.00	Yes
2.5	ELA Intervention	Continue to evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times. Teachers will continue to work with the district and principals to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment. Teachers will be provided release time to look at the intervention data and meet with intervention teacher	\$3,800.00	Yes
2.6	Math Intervention	District will create an intervention program for struggling math students. Evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times and placed in correct math level at the high school	\$3,800.00	Yes
2.7	Intervention Specialists/math coach	Provide more paraprofessionals within classrooms to provide more one on one support and help aid in learning recovery. Provide extra support to SDC classroom.	\$40,000.00	No
2.8	ELD support	Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week. Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services	\$102,840.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified.</p> <p>A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher.</p> <p>Maintain ELD/Intervention teacher in order to provide improved Designated ELD services</p> <p>The ELD teacher will collaborate with the Butte County Superintendent of Schools Title III Coordinator and other ELD teachers in Butte County on best practices and lesson design.</p> <p>Reclassification Policy will be updated to include data from local assessments</p>		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 2.1 Assessment Data Analyzation: The district meet the goal but in 2022-23 additional teacher release days have been added to the calendar to support this goal moving forward.
- 2.2 District wide benchmark plan and schedule for ELA. The district completed a calendar for benchmark test and will continue to improve the plan moving forward.
- 2.3 Intervention Specialists/math coach: The district hired a intervention specialist at Biggs Elementary and will continue this goal
- 2.4 Intervention Specialists ELA : The district combine the two goals in 2022 due to lack of staffing
- 2.5 -2.6 Intervention in the classroom was provided by site teachers and through after school tutoring
- 2.8 ELD support: A FTE teacher was hired to support ELD students

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district was not able to find a math coach which effected goals 2.3 and 2.6. We are keeping those goals this year in the hope of finding a math coach. The district did not purchase an assessment program until later in the year affecting 2.2 one is in place for the new school year. The district cover teacher release time so not expenitures were needed for 2.5. the district is review the need for the goal with 32 new early release days now in the teacher contract.

An explanation of how effective the specific actions were in making progress toward the goal.

The district saw improvement across the board in student achievement based on local assessments. The percentage of students reclassified as English proficient increase by 11%. Students pre and post assessments through the intervention teacher saw growth in students performing at grade level compared to the pre assessment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

the district is still working to hire intervention staff. If they can not happen due to state shortage, the goals will be rewritten to include professional development programs to support current staff.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Biggs Unified School District will promote student engagement and a school culture conducive to learning Priority 3, 5, and 6

An explanation of why the LEA has developed this goal.

Student engagement is necessary for student success. Biggs Unified Mission statement is, “Through quality instruction and shared responsibility, all students will have the opportunity to achieve success and become responsible, participating citizens.” Engagement and a culture conducive to learning are necessary components to quality instruction and the opportunity to achieve success for all students. Stakeholders also agree that promoting student engagement and a school culture conducive to learning is a top priority for Biggs Unified Schools.

Our school provides free transportation to help all students and transportation to special programs. We plan to provide tutoring services, summer school and additional paraprofessionals to help improve student engagement and a culture conducive to learning. We have created a school wide incentive program that targets our socioeconomically disadvantaged population by recognizing small improvements, and providing incentives that will motivate students to attend school. We also will continually solicit feedback from all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3a - Efforts to seek parent input Source: Parent, student, and staff surveys Local Indicator 3	2020 40 % Parents respond to staff Google forms We have an open door policy, active parent club and site council.	2021 47% of the parents responded to goggle forms			75 % participation in Google form surveys. Continue to have an open door policy, active parent club, site council and CTE advisory group

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3b - Efforts to seek parent input of unduplicated pupils	2020 - Surveys Surveys are provided in multiple languages if needed. to parents of unduplicated pupils	2021 Surveys are provided in multiple languages if needed. to parents of unduplicated pupils			Maintain survey access in multiple languages if needed for parents of unduplicated pupils
3c - Efforts to seek parent input of students with exceptional needs.	2020 Provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.	2021 Provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.			Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site
5a - Attendance Rates Source: P2 Attendance report	2019 89.2%	2021-2022 BES 89.94% RES 91.53% BHS 91.74%			95%
5b - Chronic Absenteeism Rates Source: Dashboard - Chronic Absenteeism Rate Indicator	2020 BES 24% Chronically absent 29.% Socioeconomically disadvantaged chronically absent 34.% Students with Disabilities 26% Hispanic students	2021 BES 25% Chronically absent 28% Socioeconomically Disadvantage 33% students with disabilities 24% Hispanic students			10 % Chronically absent 10% SED 15% Students with Disabilities 10% Hispanic students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	BHS 22% Chronically absent 23% Socioeconomically disadvantaged 31 % students with Disabilities 24% Hispanic students	BHS 19% Chronically absent 22% socioeconomically disadvantaged 21% Hispanic students			
5c - Middle School Drop Out Rate High School Drop Out Rate Source: CALPADS	2019-2020 Middle School: 0 students High School: 3 students	2020-21 Middle school 1 student High School 2 students			Maintain 0 students 1
6a - Suspension Rates Source: Dashboard-Suspension Rate Indicator	2018-2019 1.2%	2020-2021 1.1%			Maintain 1.2% Suspended
6b - Expulsion Rates Source: CALPADS	2019-2020 0 students	2020-21 2021-2022 Maintain 0 students were put up for Expulsion, maintaining a 0% expulsion			Maintain 0 students
6c - sense of school safety and connectedness Source: Local Survey CHKS	2019 72 % of parents believe school is safe	2020 78 % of parents believe school is safe			75% of Parents believe school is safe 75% of 5th grade students feel school is safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	61% of 5th grade students feel school is safe 65 % of 7th grade students feel school is safe 69% of 9-12 grade students feel school is safe 68% of parents feel connected to the school	72% of 5th grade students feel school is safe 78 % of 7th grade students feel school is safe 81% of 9-12 grade students feel school is safe 72% of parents feel connected to the school			75% of 7th grade students feel school is safe 75% of parents feel connected to the school.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student/Parent Engagement Surveys	Continue to administer a parent, student, staff survey in the spring. Analyze results and share with stakeholder groups. Administer Healthy Kids Survey and share results with stakeholders	\$1,000.00	Yes
3.2	In-house Suspension	Analyze suspension data on the dashboard and plan as needed based on results. Continue utilizing in-house suspension for students when appropriate. The district will provide a staff member to cover inhouse suspension	\$8,000.00	Yes
3.3	District school attendance/tardy incentives	Implement a district wide attendance incentive to recognize improvement in attendance and tardiness. This incentive includes a monthly raffle for all students with no unexcused absences or tardies, recognition by sending letters home to parents of students	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		who improve their attendance each month, and a monthly treat for each class per grade who has the best attendance. Provide financial incentive for high school students on a weekly bases per grade level		
3.4	Home to school transportation - special program transportation	Provide home to school transportation to be sure that students attend school and special programs	\$161,632.00	Yes
3.5	Tutoring	After school tutoring for all students	\$5,000.00	Yes
3.6	Extra currular activities	Provide after school sports, FFA, chess and other programs for students	\$37,156.00	Yes
3.7	Parent/student communications	Catapult K12 web hosting parent - student communications	\$4,300.00	Yes
3.8	Student academic celebration	Maintain student academic celebration events like Night of the Stars, Senior Awards Night. Honor roll	\$10,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

3.1 Student/Parent Engagement Surveys. According to surveys completed by parents they feel welcome to school and school events. The district saw a higher percentage of parents attending all events in 2022.

3.2 In-house Suspension: In-house suspension was change to a reset room at Biggs Elementary. Allowing students a short time out of class to re-set and return to classroom sitting.

3.3 District school attendance/tardy incentives: Do to other donations this was not used. Moving forward we believe it will be need based on data.

- 3.4 Home to school transportation - special program transportation: Cost of this goal and need increased
- 3.5 Tutoring : Tutoring was provided at both high school and BES. will continue
- 3.6 Extra currular activities: The district added extra currular activities at the elementary level. Data show students engagement and attendance improve
- 3.7 Parent/student communications: The system was important in maintain parent commutation and will continue
- 3.8 Student academic celebration: Several celebration events were held, goal will continue

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district did not spend funds in goal 3.3 as it received community donations for the expenditures. Home to school transportation saw a major increase in expenditures do to risking fuel prices. Adding to the cost of transportation was the number of students needing transported to special school programs through the county. The district did not use goal 3.2 until later in the school year.

An explanation of how effective the specific actions were in making progress toward the goal.

The district look at the number of students needing transportation to and home from school which maintain from previous years. The percent of students requiring transportation to special programs increased by 7%. The number of students participating in extra curricular activities increased by 26%, The district reviewed the Healthy Kids survey, attendance rates, suspension rates and other local data.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goals will remain the same. As the district continues to move back to a normal school year it was felt by stakeholders that the budgeted amount should remain as is for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
859785.00	50,729

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.53%	0.00%	\$0.00	15.53%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

While many of the services and approaches to educating BUSD students are provided to all students, District staff recognizes that those students needing the most support are our socioeconomically disadvantaged students, including students experiencing homelessness, English learners, and foster youth. To specifically support these students, administrators, teachers, and support staff will provide the following actions to support our unduplicated students.

BUSD will continue working on negating the negative impact of poverty on learning. Visible Learning research states a tightly articulated curriculum aligned to standards can increase an additional year of learning for low-income students. Low socioeconomic students in the last CAASPP performed 10 points behind the “All” student in math and reading. BUSD will purchase ELA/ELD, Social Science and NGSS curriculum(1.2) and receive professional development for Math and science (1.6). We expect our students from SED homes will continue to close the achievement gap in the CAASPP reading and math achievement. To ensure students have access at home to high quality curriculum and lessons, BUSD will purchase needed hot spots (1.5). Not all students feel comfortable at school especially in light of the recent pandemic. To support students in need of independent study, we will continue to support that program. (1.13)

Based on the analysis of the unduplicated academic scores, students from low-income families are not scoring as high as their advantaged peers. Students from a low-income family experience more challenges and low engagement due to the additional trauma they might have experienced. To address their academic needs, we will equip our staff with a data analysis system (2.1), support the development of benchmark assessments (2.2 & 2.3), provide release time and subs for articulation to support a multi-tiered system of support (1.8, 2.5, & 2.6), provide a math coach (2.4), PLC time and Professional Development (1.7). In addition, all new teachers will be supported with a strong induction program through BCOE (1.16) As a result of these trainings, articulation, and structured intervention, our students will perform at a higher level on the CAASPP and in our local assessment, iReady. In addition to supporting our staff, direct after school tutoring will be added to help close the achievement gap that has grown even wider during the pandemic. (3.5)

High poverty schools, such as ours, can always improve communication with disadvantaged parents and help them create home environments conducive to learning (Field et al., 2008; Pellino, 2007; Center for Public Education, 2005; Kannapel & Clements, 2005; Barton, 2004). Low income parents tend to volunteer less and have lower attendance rates at school activities (Clewel & Campbell, 2007; Evans, 2004). To help address this need, BUSD will conduct a Family Science night 1.3 and a Family Literacy Night. 1.11. We hope to provide our families with the tools to support their students at home. We also want to increase our communication with parents by continuing to provide parent portal, Dojo, Remind, our website, and other apps. Our communications are used to announce meetings, communicate school changes, communicate student achievements, and encourage participation in advisory meetings. (3.7) By putting these supports in place we expect our parent survey data to increase from the current stat. (85% of parent feel welcome to participate at school; 72% The District values and encourages parent participation) We will measure the effectiveness of these supports by utilizing parent and student surveys (3.1)support with LCAP dollars.

Research indicates that educational opportunities that integrate academic and career-focused education can engage and motivate older disadvantaged students (Nelson, 2006; University of North Carolina Center for Civil Rights, 2005; Myers et al., 2004; Rumberger & Palardy, 2002)Students living in poverty experience less access to learning resources, enrichment experiences and sports activities as compared to students from higher income families (Bruce, 2008; Rothstein, 2008; Pellino, 2007; Butler, 2006; Hampden-Thompson & Johnston, 2006; Evans, 2004). The 2019 CA Dashboard shows our SED students are half as likely to be prepared for college and career at the end of their high school experience at BUSD. To address this, BUSD will look to increase access to CTE classes and support CTE teachers (1.1) in addition, every 8th grade student will be enrolled in a "Get Focused, Stay Focused" curriculum. (1.14). Our added AP Spanish program will expand the opportunities for all students to show proficiency and preparedness for college. (1.15) We expect to see the achievement gap decrease with these added supports.

Our County has gone through a pandemic and many families and students struggled. During this time, our unduplicated students experienced additional trauma. Butte County has the highest rate of people who have experience adverse childhood experiences (ACEs). To support our families and students, BUSD will increase counseling services by having a full time counselor at the elementary schools with 15 additional contract days to work with students and parents outside the normal school year (1.9). In addition, all classrooms will implement

a social emotional learning curriculum to support the trauma and create a safe learning environment. (1.10) This year baseline from a screener will be established to monitor students' needs and their growth along with CHKS.

Our students struggle with attendance and engagement this year. 59% of our Homeless, 33% Foster Youth, 42% Low Socioeconomic students were chronically absent compared to 26% for all students. Due to COVID, student attendance was hit harder this year. Our most vulnerable was the low socioeconomic. Our socioeconomically disadvantaged families often struggle with reliable transportation. Our school offices worked closely with families regarding attendance and helped them get the services they needed to come to school. Funding home to school transportation (3.4) is an action being continued from our last LCAP to reduce any barriers to attendance. In addition, we will create a robust incentive program to further motivate student attendance 3.3.

Participating in extra curricula activities at school not only motivates student attendance but increases student connectedness to school. (Dr.Krau, NW University 2021). BUSD will continue to support after-school activities such as FFA, sports, and chess club 3.6. We will collect data and measure the impact on our chronic attendance rate. We believe that attendance of our SED will increase at a higher rate than our students from more advantaged groups. Additionally, student academic celebration events like Night of the Starts and Senior Awards Night will be supported. (3.8) This action was specifically developed to support our socioeconomically disadvantaged students as they have overcome multiple barriers to achieve at high levels. We expect to see a higher percentage of SED students making honor roll and attending AP classes.

Students from families in our community that are facing economic difficulties have also experienced a high rate of adverse childhood experiences and trauma. Research indicates that these children will have difficulty with engagement and staying calm and controlled in the classroom setting. ACEs create toxic stress that affect attention, learning and behavior. (Darling Hammond & Cook-Harvey, 2018) BUSD's Foster youth, ELs, SED, Homeless, and Students with Disabilities are suspended at a higher rate than other student groups.

To address this, BUSD will provide an in-house suspension. (3.2) We expect to see a decrease in out of school suspension keeping students in an environment that they can continue to learn.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Biggs Unified School District provides ELD support specifically for English Language Learners. Kindergarten through 12th grade EL students will continue to receive support, student monitoring, and targeted intervention by their classroom teacher and ELD teacher. Monitoring EL data will continue to take place through the ELD teacher to guide instruction and provide intervention. The ELD teacher will continue to be provided professional development by the Butte County Superintendent of Schools Title III Coordinator and other ELD teachers in Butte County on best practices and lesson design. All classroom teachers at Biggs Unified School District will receive training on targeted ELD intervention and best instructional practices. Biggs Unified School District also considered the needs of our socioeconomically disadvantaged students. Hot spots are available for families without the internet who do not have connectivity. School T-shirts, field trips, our sixth grade science camp, and other extra curricular activities can be paid for by the district if a student has a financial need. These practices and goals are provided only for our unduplicated student groups.

By providing these targeted actions described here, as well as the LEA-wide actions described in the above section, BUSD is meeting our increased and improved services percentage of 15.53%. BUSD has budgeted \$1,093,748 to provide increased and improved actions and services which is more than the LCFF apportionment of \$859,785.

BUSD will provide the following increased and/or improved services LEA wide:

1. Certificated Staff
2. Standards aligned instructional materials
3. Increased engagement and awareness of NGSS
4. Internet Access for all
5. Professional Development of science and Math
6. Professional development for teachers to teach standards based curriculum
7. Training on using DATA to meet the needs of students
8. Counseling Support for students
9. SEL Curriculum
10. Family Literacy Night
11. Independent study program
12. Get Focused curriculum
13. AP Spanish classes
14. Support for new teachers
15. District wide benchmark plan for ELA and Math
16. Intervention Teacher K-6
17. Districtwide attendance incentives
18. Home to school transportation
19. Extra circulars activates
20. Academic celebration for student success



A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

BUSD has three schools in the District. Two of the schools in the district have a concentration above 55% BES and BSH. RES is below the number. The following action 1.1, 1.9, 1.17, 2.4, 2.8, 3.5, 3.6 increased the staff providing direct services to students

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	RES 1-21	RES 1-22 BHS 1-43
Staff-to-student ratio of certificated staff providing direct services to students	RES 1-14	BES 1-14 BHS 1-12

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,093,748.00	\$40,000.00		\$257,130.00	\$1,390,878.00	\$1,101,078.00	\$289,800.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Staff	English Learners Foster Youth Low Income	\$255,870.00				\$255,870.00
1	1.2	Standards aligned instructional materials	English Learners Foster Youth Low Income	\$200,000.00				\$200,000.00
1	1.3	Increase engagement and awareness of NGSS	English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00
1	1.4	Technology	All				\$100,000.00	\$100,000.00
1	1.5	Internet Access	English Learners Foster Youth Low Income	\$3,000.00				\$3,000.00
1	1.6	Professional Development for Science and Math and ELD Teacher	English Learners Foster Youth Low Income	\$8,500.00				\$8,500.00
1	1.7	Professional Development for Science and Math and ELD Teacher	English Learners Foster Youth Low Income	\$71,000.00				\$71,000.00
1	1.8	Using data to meet student needs	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.9	Counseling Support	English Learners Foster Youth	\$20,000.00				\$20,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	SEL Curriculum	English Learners Foster Youth Low Income	\$3,500.00				\$3,500.00
1	1.11	Family Literacy Night	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
1	1.12	Facilities	All				\$80,000.00	\$80,000.00
1	1.13	Independent study	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.14	Get Focused - stay Focused curriculum for high school	English Learners Foster Youth Low Income	\$3,000.00				\$3,000.00
1	1.15	AP Spanish	English Learners Foster Youth Low Income	\$3,000.00				\$3,000.00
1	1.16	New Teacher Support	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
1	1.17	Classified Staff	English Learners Foster Youth Low Income	\$109,037.00				\$109,037.00
2	2.1	Assessment Data Analyzation	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.2	District wide benchmark plan and schedule for ELA.	English Learners Foster Youth Low Income	\$4,000.00				\$4,000.00
2	2.3	Intervention Specialists/math coach	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Intervention Specialists/math coach	English Learners Foster Youth Low Income	\$71,943.00				\$71,943.00
2	2.5	ELA Intervention	English Learners Foster Youth Low Income	\$3,800.00				\$3,800.00
2	2.6	Math Intervention	English Learners Foster Youth Low Income	\$3,800.00				\$3,800.00
2	2.7	Intervention Specialists/math coach	All		\$40,000.00			\$40,000.00
2	2.8	ELD support	English Learners	\$25,710.00			\$77,130.00	\$102,840.00
3	3.1	Student/Parent Engagement Surveys	English Learners Foster Youth	\$1,000.00				\$1,000.00
3	3.2	In-house Suspension	English Learners Foster Youth Low Income	\$8,000.00				\$8,000.00
3	3.3	District school attendance/tardy incentives	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
3	3.4	Home to school transportation - special program transportation	English Learners Foster Youth Low Income	\$161,632.00				\$161,632.00
3	3.5	Tutoring	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.6	Extra curricular activities	English Learners Foster Youth Low Income	\$37,156.00				\$37,156.00
3	3.7	Parent/student communications	English Learners Foster Youth Low Income	\$4,300.00				\$4,300.00
3	3.8	Student academic celebration	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
4	4.2		All					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5537724	859785.00	15.53%	0.00%	15.53%	\$1,093,748.00	0.00%	19.75 %	Total:	\$1,093,748.00
								LEA-wide Total:	\$1,093,748.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-6	\$255,870.00	
1	1.2	Standards aligned instructional materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.3	Increase engagement and awareness of NGSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
1	1.5	Internet Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
1	1.6	Professional Development for Science and Math and ELD Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,500.00	
1	1.7	Professional Development for Science and Math and ELD Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Using data to meet student needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.9	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Biggs/Richvale Elementary	\$20,000.00	
1	1.10	SEL Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
1	1.11	Family Literacy Night	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Biggs-Richvale elementary	\$2,000.00	
1	1.13	Independent study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.14	Get Focused - stay Focused curriculum for high school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Biggs High School	\$3,000.00	
1	1.15	AP Spanish	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Biggs High 9-12	\$3,000.00	
1	1.16	New Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.17	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,037.00	
2	2.1	Assessment Data Analyzation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.2	District wide benchmark plan and schedule for ELA.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
2	2.3	Intervention Specialists/math coach	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$2,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4	Intervention Specialists/math coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,943.00	
2	2.5	ELA Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,800.00	
2	2.6	Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,800.00	
2	2.8	ELD support	Yes	LEA-wide	English Learners	All Schools	\$25,710.00	
3	3.1	Student/Parent Engagement Surveys	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,000.00	
3	3.2	In-house Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
3	3.3	District school attendance/tardy incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.4	Home to school transportation - special program transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$161,632.00	
3	3.5	Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.6	Extra curricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,156.00	
3	3.7	Parent/student communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,300.00	
3	3.8	Student academic celebration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,390,878.00	\$1,008,036.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Staff	Yes	\$255,870.00	195693
1	1.2	Standards aligned instructional materials	Yes	\$200,000.00	93.896
1	1.3	Increase engagement and awareness of NGSS	Yes	\$1,500.00	0
1	1.4	Technology	No	\$100,000.00	71421
1	1.5	Internet Access	Yes	\$3,000.00	0
1	1.6	Professional Development for Science and Math and ELD Teacher	Yes	\$8,500.00	0
1	1.7	Support and professional development for teachers to teach standards based curriculum and ELD curriculum	Yes	\$71,000.00	8599
1	1.8	Using data to meet student needs	Yes	\$5,000.00	8990
1	1.9	Counseling Support	Yes	\$20,000.00	0
1	1.10	SEL Curriculum	Yes	\$3,500.00	2898

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Family Literacy Night	Yes	\$2,000.00	1794
1	1.12	Facilities	No	\$80,000.00	38562
1	1.13	Independent study	Yes	\$20,000.00	72934
1	1.14	Get Focused - stay Focused curriculum for high school	Yes	\$3,000.00	2519
1	1.15	AP Spanish	Yes	\$3,000.00	1500
1	1.16	New Teacher Support	Yes	\$25,000.00	35614
1	1.17	Classified Staff	Yes	\$109,037.00	109520
2	2.1	Assessment Data Analyzation	Yes	\$10,000.00	600
2	2.2	District wide benchmark plan and schedule for ELA.	Yes	\$4,000.00	0
2	2.3	District wide benchmark assessment plan and schedule for math	Yes	\$2,000.00	0
2	2.4	Intervention Specialists/math coach	Yes	\$71,943.00	81242
2	2.5	ELA Intervention	Yes	\$3,800.00	0
2	2.6	Math Intervention	Yes	\$3,800.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Additional Classroom Support	No	\$40,000.00	25782
2	2.8	ELD support	Yes	\$102,840.00	107089
3	3.1	Student/Parent Engagement Surveys	Yes	\$1,000.00	0
3	3.2	In-house Suspension	Yes	\$8,000.00	0
3	3.3	District school attendance/tardy incentives	Yes	\$15,000.00	0
3	3.4	Home to school transportation - special program transportation	Yes	\$161,632.00	220837
3	3.5	Tutoring	Yes	\$5,000.00	4380
3	3.6	Extra currular activities	Yes	\$37,156.00	11487
3	3.7	Parent/student communications	Yes	\$4,300.00	4277
3	3.8	Student academic celebration	Yes	\$10,000.00	2205
4	4.1				
4	4.2		No		

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
855292	\$1,093,748.00	\$884,767.00	\$208,981.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Certificated Staff	Yes	\$255,870.00	195693		
1	1.2	Standards aligned instructional materials	Yes	\$200,000.00	93896		
1	1.3	Increase engagement and awareness of NGSS	Yes	\$1,500.00	0		
1	1.5	Internet Access	Yes	\$3,000.00	0		
1	1.6	Professional Development for Science and Math and ELD Teacher	Yes	\$8,500.00	0		
1	1.7	Support and professional development for teachers to teach standards based curriculum and ELD curriculum	Yes	\$71,000.00	8599		
1	1.8	Using data to meet student needs	Yes	\$5,000.00	8990		
1	1.9	Counseling Support	Yes	\$20,000.00	0		
1	1.10	SEL Curriculum	Yes	\$3,500.00	2898		
1	1.11	Family Literacy Night	Yes	\$2,000.00	1794		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Independent study	Yes	\$20,000.00	72934		
1	1.14	Get Focused - stay Focused curriculum for high school	Yes	\$3,000.00	2519		
1	1.15	AP Spanish	Yes	\$3,000.00	1500		
1	1.16	New Teacher Support	Yes	\$25,000.00	35614		
1	1.17	Classified Staff	Yes	\$109,037.00	109520		
2	2.1	Assessment Data Analyzation	Yes	\$10,000.00	600		
2	2.2	District wide benchmark plan and schedule for ELA.	Yes	\$4,000.00	0		
2	2.3	District wide benchmark assessment plan and schedule for math	Yes	\$2,000.00	0		
2	2.4	Intervention Specialists/math coach	Yes	\$71,943.00	81242		
2	2.5	ELA Intervention	Yes	\$3,800.00	0		
2	2.6	Math Intervention	Yes	\$3,800.00	0		
2	2.8	ELD support	Yes	\$25,710.00	25782		
3	3.1	Student/Parent Engagement Surveys	Yes	\$1,000.00	0		
3	3.2	In-house Suspension	Yes	\$8,000.00	0		
3	3.3	District school attendance/tardy incentives	Yes	\$15,000.00	0		
3	3.4	Home to school transportation - special program transportation	Yes	\$161,632.00	220837		
3	3.5	Tutoring	Yes	\$5,000.00	4380		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	Extra currular activities	Yes	\$37,156.00	11487		
3	3.7	Parent/student communications	Yes	\$4,300.00	4277		
3	3.8	Student academic celebration	Yes	\$10,000.00	2205		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5419014	855292		15.78%	\$884,767.00	0.00%	16.33%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Memorandum of Understanding
Between
Biggs Unified School District
and
Butte County Office of Education

Purpose

This memorandum of understanding establishes a formal working relationship between **Biggs Unified School District** and Butte County Office of Education acting as partners in the After School Education and Safety Program (ASES). The goals and objectives of our collaboration are to expand learning opportunities for students, families, and community members; to provide academic, enrichment, mentoring, and tutoring educational support; to develop cultural and linguistic competence; to offer opportunities for after school and summer recreation; to provide center-based and linked health, social, and safety services; to provide technology and career training to students; and to expand school and community participation in drug-free, supervised, and fun activities to be provided in safe and supervised learning environments. The After School Education and Safety Program Universal Grant requires sites to provide at least 33% cash or in-kind matching funds (no more than 25% of the match requirement can be fulfilled by facilities or space usage).

Description of Services

Biggs Unified School District will support the After School Education and Safety Program (ASES) at **Biggs Elementary and Richvale Elementary** by its commitment to support site administration, food services, facility use, and provide the opportunity for connection with the regular day programming particularly in literacy and math. In addition, the district will provide student academic test scores, attendance and behavior data and other materials needed for comprehensive state and local evaluation.

Facility Usage Amount:	\$ 21,622
Custodial Services Amount:	\$ 39,776
Snack Administration:	\$ 18,899
Support Staff:	\$ 5,000
May include but not limited to front office support, and data collection assistance.	
Administration:	\$ 7,500
May include but not limited to representation in governance and evaluation, recruitment, outreach, communication, use of equipment, copier, desk space, technology and the integration of existing educational, enrichment, health, and recreational programs and services.	
ELO-P Contract Funds:	\$ 70,449**
 In-kind dollar amount of program support:	 \$ 163,246

Terms

The terms of this MOU shall commence on July 1, 2022 and shall extend through June 30, 2023. This MOU may be modified or terminated in thirty (30) days upon written notice of intention to terminate the agreement with or without cause.

Biggs Unified School District

Butte County Office of Education

 Doug Kaelin - Superintendent

 Mary Sakuma – Superintendent

 Date

 Date

Custodial cost estimate based on a per classroom amount of \$6,984 which correlates to the amount BCOE charges districts for these services.

Snack/Supper administration cost estimate based on prior year’s attendance (total number of students served x \$1.02/\$4.32).

Support staff cost estimate based on \$5,000 per site. Administration cost estimate based on \$5,000 per site.

**The ELO-P funding can be used for the local match for ASES, as it is the intent that ASES, and the ELO-P funding be considered a single comprehensive program. Source: Expanded Learning Opportunities Program FAQs.

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Biggs Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

- 1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/10/22 & 9/14/22
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1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/4/21	Appendix: 8/10/22 & 9/14/22
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2. POINTS OF CONTACT

- 2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Dual Enrollment Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Donna Cyr	Title:	Administrative Secretary
Telephone:	868-1281	Email:	dcyr@biggs.org

3. STUDENT SELECTION

- 3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2022/23	EDUCATIONAL PROGRAM:	CCAP Dual Enrollment
SCHOOL DISTRICT:	Biggs Unified School District	HIGH SCHOOL:	Biggs High School

TOTAL NUMBER OF STUDENTS TO BE SERVED: 60	TOTAL PROJECTED FTES: 6
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COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Natural Resources/Agri Construction Career, Education, & Life Choices	AET 22	FA22	1	8:20-3:20	M-F	S. Boyes	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	CLP 101	FA22	1	8:20-3:20	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Career, Education, & Life Choices Beginning Auto CAD Drafting	CLP 101	SP23	1	8:20-3:20	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	DFT 12	FA22	2	8:20-3:20	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Digital Video Production	RTVF 40	FA22	1	8:20-3:20	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
				8:20-3:20			<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Natural Resources/Agri Construction Career, Education, & Life Choices	Agriculture Mechanics	\$0	None	\$0
	Career Changes and Choices	\$0	None	\$0
Career, Education, & Life Choices Beginning Auto CAD Drafting	Career Changes and Choices	\$0	None	\$0
	Online Resources/CAD Program & Solidworks	\$0	None	\$0
Digital Video Production	Online Resources	\$0	None	\$0

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor, and the number of students served.

7. **FACILITIES USE.**

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.

7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
BHS	10	M-F	8:20-3:20
BHS	3	M-F	8:20-3:20
BHS	9	M-F	8:20-3:20

8. APPENDIX APPROVAL

8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))

8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

BIGGS UNIFIED SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

By: _____
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: Andrew B. Suleski

Name: Doug Kaelin

Title: Vice President for Administration

Title: Superintendent

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	BIGGS UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP APPENDIX – BIGGS HIGH 2022/23				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$2,600	(6@400=\$2,400 / 2@100=\$200)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

AET 22 - Natural Resources and Agri-Construction

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course introduces students to the selection and use of farm structural and mechanical equipment. It will cover farm wiring, carpentry, concrete, masonry, plumbing, painting and metal work with emphasis on the actual practices used in agricultural construction.

Objectives

Upon successful completion of this course, the student should be able to:

1. Explain terms and nomenclature pertaining to the tools, materials and hardware associated with agricultural construction.
2. Demonstrate the safe and proper usage of basic construction tools, both power and hand.
3. Perform fundamental and proper techniques of construction including concrete, foundations, carpentry, plumbing and electrical.
4. Prepare a simple three dimensional drawing and a cost estimate for a small building.
5. Demonstrate safe work habits.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Tools, safety and operation	3.00
Building plans and cost estimate	3.00
Concrete and masonry	6.00
Plumbing	6.00
Electrical	8.00
Carpentry and construction projects	8.00
Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Safety and orientation to to work areas	3.00
Maintenance and proper use of tools and equipment	3.00
Concrete and masonry	6.00
Plumbing	6.00
Electrical	6.00
Three dimensional drawings and cost estimates	6.00
Carpentry and project construction	21.00
Total Hours:	51.00

Reading Assignments

1. Read an article on shop safety and be prepared to discuss power tool safety with the class.
2. Read the chapter in your book on preparing concrete forms and be ready for a class discussion.

Writing Assignments

1. Write a 2-3 page paper on basic electrical wiring safety and basic rules when working with electricity.
2. Create a bill of materials for a small building and identify the costs associated with each item.

Out-of-Class Assignments

1. Visit a construction site and observe the workers' safety practices. Be prepared to share your observations with the class.
2. Go to a building supply store and get pricing for the list of electrical items that we will use during our electrical lab.

Recommended Materials of Instruction

Fleming, Eric. (2005). Construction Technology. *Blackwell Publishing, 1st.*

Other Learning Materials

Students will need to provide:

- a. Safety glasses
- b. 16' steel tape (or longer)
- c. Nail apron
- e. Combination square
- f. Carpenter's hammer
- g. Bump hat

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Laboratory Experiments
- C. Lecture
- D. Problem-Solving Sessions
- E. Demonstrations
- F. Group Discussions

Methods of Evaluation

- A. Projects
- B. Exams/Tests
- C. Class participation
- D. Lab Projects
- E. Mid-term and final examinations

Created/Revised by: Enyeart, Bruce

Date: 11/17/2014



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
2. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Envisioning your future	2.00
Setting goals and creating plans	4.00
Career research	6.00
Budgeting for your envisioned lifestyle	5.00
Rubrics for making informed education, career, and life choices	4.00
Transitioning through post-secondary education into the workforce	4.00
Long-range plans for educational and training opportunities	8.00
Strategies for making career and life changes	3.00
Self-mastery skills and resiliency strategies	4.00
Connecting your education and career decisions with the planning process	4.00
Designing and maintaining your 10-year plan	7.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.
2. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.

Writing Assignments

1. Complete a one-page personal profile articulating your passions, work values, strengths, skills, aptitudes, and desired roles.

2. Write a budget for the envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.

2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2013). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 5th*.

Bingham, Mindy. (2013). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 5th*.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations, 2012.

Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle

Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.

Methods of Instruction

A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

B. Lecture

C. Multimedia Presentations

D. Class Activities

E. Group Discussions

F. Guest Speakers

Methods of Evaluation

A. Portfolios

B. Projects

C. Homework

D. Class participation

E. Written Assignments

Created/Revised by: Donnelly, Brian

Date: 10/31/2016



Catalog Description

DFT 12 - Beginning AutoCAD Drafting

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course introduces students to basic drafting concepts using both freehand sketching and AutoCAD, an industry-standard computer-aided drafting (CAD) application. It is intended for drafting majors, engineering majors, interior design majors and pre-architectural students. Topics include line and geometric shape development, freehand sketching, basic AutoCAD commands, text commands, file management, orthographic and pictorial projection, dimensioning, sectioning, auxiliaries, and architectural drawings using sketching and a two-dimensional (2D) drafting application. Document reproduction, printing and plotting will be introduced and practiced.

Objectives

Upon successful completion of this course, the student should be able to:

1. Create representative freehand sketches of objects using lines, curves and circles to create technical shapes using orthographic and pictorial techniques.
2. Properly setup AutoCAD with drafting settings to create, edit and save drawing files.
3. Draw, edit and dimension freehand sketches or technical details, using AutoCAD including the control of software options and creation of paper-based prints.
4. Produce, edit and dimension orthographic projection drawings, pictorial drawings in mechanical and architectural applications using AutoCAD.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Sketching	2.00
Starting AutoCAD	1.00
Drawing Setup and Saving Drawing Files	1.00
Basic Drawing Commands	1.00
Cartesian Coordinate Problems	2.00
Templates and Layers	2.00
Dimensioning	3.00
Mechanical Parts Problems	4.00
Geometric Construction Problems	2.00
Orthographic Construction Problems	4.00
Sectional Views	2.00
Auxiliary Drawings	2.00
Annotation and Pictorial Drawings Applications	4.00
Architectural Drawings, Layers and Scales	4.00
Total Hours:	34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Sketching	3.00
Drawing Setup and Saving Drawing Files	1.00
Basic Drawing Commands	1.00
Cartesian Coordinate Problems	3.00
Templates and Layers	3.00
Dimensioning	4.00
Mechanical Parts Problems	6.00
Geometric Construction Problems	3.00

Orthographic Construction Problems	8.00
Sectional Views	3.00
Auxiliary Drawings	4.00
Annotation and Pictorial Drawing applications	6.00
Architectural Drawings, Layers and Scales	6.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Please read the section in your text about dimension applications and be prepared to answer questions from the reading at the next class.
2. Please read the chapter on Section Views. Consider the question "Why are section views important to drafting?" and be prepared to discuss at the start of next class.

Writing Assignments

1. Having read the chapter on Section Views, write complete answers to the worksheet questions and submit to the instructor when complete.
2. Complete the instructor-led exercise on drafting parameters in class, and write a brief summary of the parameters used to prepare your DWG file for submission.

Out-of-Class Assignments

1. Prepare a freehand sketch of the kitchen floorplan provided by the instructor and submit your sketch at the next class meeting.
2. For extra credit, please search the acronym NIST and the term ISO and prepare hand-written definitions for each and turn in at the start of the next class. No late submissions will be accepted.

Recommended Materials of Instruction

Shih, Randy H.. (2011). Principles and Practices: An Integrated Approach to Engineering Graphics. *Schroff Development Corporation, 2011.*

Methods of Instruction

- A. Demonstrations
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Multimedia Presentations
- E. Class Activities
- F. Collaborative Group Work

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Homework
- E. Class participation

Created/Revised by: Sathrum, Luke

Date:04/16/2012



Catalog Description

RTVF 40 - Video Production

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

The course provides an introduction to the theory, terminology, and operation of single camera video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and basic editing. This course focuses on the aesthetics and fundamentals of scripting, producing, directing on location, post-production, and exhibition/distribution.

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate both the technical and aesthetic aspects of video field production and demonstrate knowledge of basic production techniques.
2. Operate video field recording equipment correctly to acquire quality video and audio products.
3. Conceive and execute appropriate approaches to editing field footage into cohesive projects.
4. Demonstrate the skills needed for successful teamwork in television, film or other media employment.
5. Demonstrate through projects that with the power of a communicator, comes moral and ethical responsibility.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
An overview of the process of pre-production, production and post-production camera operation including recording formats, lens operation, basic filters and tripod use	6.00
Picture composition	6.00
Basic lighting techniques and equipment	5.00
Basic audio including different microphones and mounting techniques, and appropriate sound theory (i.e. balance, presence and perspective)	6.00
General concepts of acting and directing	5.00
Post-production theory (i.e. continuity and dynamic editing) plus basic operation for nonlinear editing including ingest, editing operation and distribution	6.00
Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Produce recordings using various lenses and filters	8.00
Produce projects using multiple picture compositions	7.00
Use basic lighting techniques and equipment	7.00
Record projects using different microphones and mounting techniques (i.e. balance, presence and perspective)	8.00
Create projects that incorporate acting and directing	8.00
Use post-production to create nonlinear editing projects	7.00
Assemble as a final individual project a live action (or dramatic creation) suitable for review and evaluation during a public showing	6.00
Total Hours:	125 of 140
	51.00

Reading Assignments

1. Read the chapter on basic videography; complete the reading assessment quiz and be prepared to apply the chapter information during the videography shooting assignment.
2. Read the chapter on non-linear video editing and write a 200 word minimum summary of the chapter information for a class discussion of video editing.

Writing Assignments

1. View a student video project and write 250 word minimum analysis of its content and presentation in terms of accepted principles of videography and editing.
2. Write a 200 word minimum analysis of how the "Rule of Thirds" is used in a video production to improve composition and direct viewer interest. Be prepared to present your findings during a class discussion of effective video composition.

Out-of-Class Assignments

1. Use an online job search database to identify opportunities for videographers/editors in California and the United States. Write a 200 word minimum report on your findings.
2. Plan and design a storyboard for a video production including details of camera placement, character dialog, camera moves, and composition.

Recommended Materials of Instruction

Zettl, H. (2014). *TV Production Handbook*. Cengage Learning Publishing, 12th.

Musberger, R. (2014). *Single Camera Video Production*. Routledge, 6th.

Compesi, R. (2019). *Video Field Production and Editing*. Routledge, 8th.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Reading Assignments
- E. Demonstrations
- F. Discussion

Methods of Evaluation

- A. Exams/Tests
- B. Projects
- C. Homework
- D. Final Examination
- E. Written Assignments
- F. Written Examinations

Created/Revised by: Donnelly, Daniel

Date: 11/09/2020



2022-2023 PUBLIC SCHOOLS AGREEMENT

For Librarian of Record Services

From the Butte County Office of Education

This Agreement is made and entered into by and between Butte County Office of Education, State of California, hereinafter called County Office, and **Biggs USD** hereinafter called District.

It is hereby mutually agreed by and between County Office and District that the County Office shall render to the District and District agrees to pay the County Office for the following library media services for the school year 2022-2023.

The County Office will:

Provide contracting schools with access to consultation services by a credentialed Teacher Librarian and Librarian of Record to satisfy California State Education Codes 18100 & 44868 that charge the district governing boards to provide students and teachers with credentialed library services. Librarian of Record consultation services include, but are not limited to: districts/school library program and policy development; school library management, library automation and technology support; collection development, including weeding and recommendation of library resources and school library staff development/ training

CBEDS COUNT AND BILLING:

The school district will:

Pay the County Office:

- A fee of \$0.75 per 2021-2022 CBEDS for Credentialed librarian service. **2022-23: \$0.75 x 574 CBEDS = \$430.50**

To make it convenient for your District, a S-Transfer will be executed on your behalf on May 12, 2023. A courtesy reminder will be provided 5 business days to your district, before the transaction is submitted.

OR

- Decline BOCE Library Service because District has made other arrangements to satisfy the California State Education Codes 18100 & 44868.

Those arrangements are: _____

Biggs USD

Butte County Office of Education

Signature: _____

Signature: _____

Printed Name: _____

Printed Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Mary Sakuma
Superintendent
msakuma@bcoe.org

Student Programs and Educational Support

Michelle Zevely
Associate Superintendent
mzevely@bcoe.org

Minden King
Advisor LEA & School Support, CLSD
Grant Director
mking@bcoe.org

Maryrose Wallen-Monney
Librarian of Record
mmonney@bcoe.org

Jacqui Debogges
District/School Support Specialist
jdebogges@bcoe.org

Board of Education

- Karin Matray
- Alan White
- Brenda J. McLaughlin
- Amy Christianson
- Mike Walsh
- Julian Diaz
- Daniel Alexander

2491 Carmichael Dr. Suite 400
Chico, CA 95928
(530) 532-5663
<http://www.bcoe.org>

An Equal Opportunity Employer

“WHERE STUDENTS COME FIRST”

AGREEMENT FOR SPECIAL SERVICES BETWEEN LOCAL EDUCATION AGENCIES

This Agreement for Services ("Agreement") is made and entered into as of August 1, 2022 by and between the **Butte County Office of Education** ("BCOE") and **Biggs Unified School District** ("AGENCY"), (together, "Parties").

The terms of this Agreement are as follows:

1. **Purpose.** The duties, obligations and agreements to provide the services under this Agreement are set forth in the attached **Exhibit "A"** ("Services").
2. **Term.** Services shall commence on August 1, 2022 and will continue until June 15, 2023, unless this Agreement is terminated and/or otherwise cancelled prior to that time.
3. **Payment.** Compensation shall be as set forth in **Exhibit "B"** as the proposed fee for Services.
4. **Termination.** Either party may, at any time, with or without reason, terminate this Agreement with a reasonable explanation. Written notice by the terminating party shall be sufficient to stop further provision of Services. Notice shall be deemed given when received by the non-terminating party or no later than three (3) days after the day of mailing, whichever is sooner.
5. **Additional Services.** In the event either Party requires services from the other Party in addition to those set forth in this Agreement, the Party requiring additional services shall compensate the other Party for costs incurred by those additional services. If either Party believes that additional services are necessary or desirable, that Party shall submit a written description of the additional services to the other Party, along with the reasons the additional services are required or reasonable, and the specific cost of the additional services. Such services shall be performed only after both Parties agree in writing to proceed with the additional services.
6. **Indemnification.** The AGENCY agrees to indemnify, defend, and hold harmless BCOE, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on BCOE arising out of the AGENCY's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of BCOE, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless BCOE under this Agreement, the AGENCY shall reimburse BCOE for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The AGENCY shall seek BCOE approval of any settlement that could adversely affect the BCOE, its officers, agents or employees.

The BCOE agrees to indemnify, defend, and hold harmless AGENCY, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on AGENCY arising out of the BCOE's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of AGENCY, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless AGENCY under this Agreement, the BCOE shall reimburse AGENCY for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The BCOE shall seek AGENCY approval of any settlement that could adversely affect the AGENCY, its officers, agents or employees.
7. **Insurance.** Each party shall procure and maintain at all times insurance with minimum limits as customary for that party's course of business.

8. **Anti-Discrimination.** It is the policy of the BCOE that in connection with all work performed under contracts there be no discrimination against any person engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore Program Region agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735.
9. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
10. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

If to BCOE:

Butte County Office of Education
 Attn: Jeanette Spencer
 1859 Bird Street
 Oroville, CA 95965
 Email: jspencer@bcoe.org

If to AGENCY:

Biggs Unified School District
 Attn: Doug Kaelin
 300 B Street
 Biggs, CA 95917
 Email: dkaelin@biggs.org

Any notice personally given or sent by email transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective five (5) days after deposit in the United States mail.

11. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
12. **Assignment.** The obligations and/or interests of either party under this Agreement shall not be assigned or transferred in anyway without written consent from the other party.
13. **Arbitration.** The Parties agree that should any controversy or claim arise out of or relating to this Agreement they will first seek to resolve the matter informally for a reasonable period of time not to exceed forty-five (45) days. If the dispute remains, it shall be subject to mediation with a mediator agreed to by both parties and paid for by both parties, absent an agreement otherwise. If after mediation there is no resolution of the dispute, the parties agree to resolve the dispute by binding arbitration administered by the American Arbitration Association ("AAA") in accordance with its Commercial Arbitration Rules, and judgment on an arbitrator's award may be entered in any court having jurisdiction thereof.
 - a. The Parties shall select one arbitrator pursuant to the AAA's Commercial Arbitration Rules.

- b. The arbitrator shall present a written, well-reasoned decision that includes the arbitrator's findings of fact and conclusions of law. The decision of the arbitrator shall be binding and conclusive on the Parties.
- c. The arbitrator shall have no authority to award punitive or other damages not measured by the prevailing Party's actual damages, except as may be required by statute. The arbitrator shall have no authority to award equitable relief. Any arbitration award initiated under this clause shall be limited to monetary damages and shall include no injunction or direction to either Party other than the direction to pay a monetary amount. As determined by the arbitrator, the arbitrator shall award the prevailing Party, if any, all of its costs and fees. The term "costs and fees" includes all reasonable pre-award arbitration expenses, including arbitrator fees, administrative fees, witness fees, attorney's fees and costs, court costs, travel expenses, and out-of-pocket expenses such as photocopy and telephone expenses. The decision of the arbitrator is not reviewable, except to determine whether the arbitrator complied with sections (b) and (c) of this section.

14. **COVID-19 Acknowledgement.** AGENCY recognizes and understands that guidance on how to protect oneself from the COVID-19 virus and how to avoid spreading the virus to others, is available at <https://www.cdc.gov/coronavirus/2019-ncov/index.html> and through federal, local, and state recommendations and/or regulations. AGENCY understands that this guidance can change, and that AGENCY has a responsibility to stay abreast of the changing information found on these COVID-19 guidance resources. AGENCY is encouraged to follow their district's protocols and have enough school-appropriate cleaning supplies to continuously disinfect the equipment in accordance with California Department of Public Health (CDPH) guidance.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.
19. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
20. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that

party or its legal representative drafted such provision, and this Agreement shall be construed as being jointly prepared by the Parties.

- 21. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
- 22. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
- 23. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date(s) indicated below.

BCOE:

Dated: _____

BUTTE COUNTY OFFICE OF EDUCATION

Signed By: _____

Print Name: Mary Sakuma

Title: Superintendent

AGENCY:

Dated: 9-6-22

BIGGS UNIFIED SCHOOL DISTRICT

Signed By: Doug Kaeth

Print Name: Doug Kaeth

Title: Superintendent

Exhibit "A"
Scope of Services

BCOE agrees to provide professional learning and school leadership support consisting of:

- Two (2) full days of UDL Professional Development presented by multiple people on August 3 & 4, 2022 (\$4,000)
- Ten to twelve (10 – 12) half day sessions of implementation support/coaching with Biggs Elementary principal (up to \$5,000)
- Biggs Elementary Staff meeting support for UDL and mental wellness (up to 10 half days = \$5,000)

Site examples may include, but not limited to:

- one on one consultation with district and school administrators
- capacity-building and development for school-wide tiered systems of support for the whole child
- Staff meeting facilitation or PD
- Principal coaching

District level consultations may include, but not limited to:

- o Consultation with District Leadership Team

Exhibit "B"
Fee for Services

Agency agrees to pay BCOE for services rendered during the 2022-23 school year in the amount of \$14,000. An invoice and S-transfer will be initiated by BCOE by June 15, 2023.

Please direct any questions concerning this contract to:

Jeanette Spencer
jspencer@bcoe.org
Office (530) 532-5820
Cell (530) 218-8256

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Biggs Unified School District	Doug Kaelin Superintendent	dkaelin@biggs.org 530)868-1281

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in [Assembly Bill 130, Chapter 44, Section 22](#) and [Assembly Bill 167, Chapter 252, Section 9](#) and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
\$161,303.00

The following table provides the LEA’s expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized	The Biggs Unified School District's planned use of funds will include Coaching Models, including but not limited to, Beginning Teacher Support Administration programs (BTSA) and other models utilizing instructional coaches covering various uses as mentioned as 'allowable uses' of the grant. Professional Development will also focus	\$85,000.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.	on Multiple Tiers of Student Support (MTSS) from 20-21 through 2025-2026.	
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.	The District will follow the practices and strategies aligned with the Multiple Tiers of Student Support (MTSS). Also, the District will provide Professional Development for instructional staff for State Adopted textbooks in Science, etc.	\$6,471
3. Practices and strategies that reengage pupils and lead to accelerated learning.	The District will follow the practices and strategies aligned with the Multiple Tiers of Student Support (MTSS).	\$6,472
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.	Professional development based on staff needs to be determine on a yearly basses	\$15,000.
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	Professional development for staff on students' needs to prevent discrimination and bullying	\$20,000.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.	The District will follow the practices and strategies aligned with the Multiple Tiers of Student Support (MTSS).	\$6,472

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated languagedevelopment within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.	The District will provide professional development to address the needs of students and families to build bilingual and biliterate proficiency.	\$6,472
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).	The District will work with BCOE learning networks for educators	\$12,943
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.		
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.	The District will provide professional development and support for our Teaching and para-educator staff for our TK and/or UTK programs.	\$2,473
Subtotal		\$161,303.00

Educator Effectiveness Block Grant Plan Instructions

Introduction

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at <https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

Purpose and Requirements

As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
 - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
 - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

- (1) **Coaching** and **mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
- (2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
- (3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.
- (4) Strategies to implement **social-emotional learning**, **trauma-informed practices**, **suicide prevention**, access to **mental health** services, and other approaches that improve pupil well-being.

(5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c)*.

(9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA

Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table

The table is in three parts, **Allowable Use of Funds**, **Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds

The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)

- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, **report detailed expenditure information** to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.

BIGGS UNIFIED SCHOOL DISTRICT

September 14, 2022

Item Number: 10J

Item Title: Approve Unaudited Actuals for 2021/22

Presenter: Lorelle Mudd, CBO

Attachments: District Certification of Report
SACS Report

Item Type: Consent Agenda Action Report Work Session Public Hearing

Background/Comments:

Education Code requires districts to submit board approved budgets to the Superintendent of Public Instruction (SPI) during the fiscal year. Education Code 42130 and 42131 require that budget reports and certifications be in a format or on forms prescribed by the SPI. The format of the 2021/22 Unaudited Actuals with certification page is prepared using standard account code structure (SACS) software that complies with the education code.

Fiscal Impact:

As expected, BUSD's Unaudited Actuals came in with expenses much less than projected at 2nd Interim. There was additional income and expense in relation to COVID-19. Below is a breakdown for the two operational funds:

General Fund (01)

Beginning Balance	\$ 3,190,660
Income	\$ 9,238,491
Expense	\$ 8,281,911
Ending Fund Balance	\$ 3,851,550
Net Increase (Decrease)	\$ 916,938

Cafeteria (13)

Beginning Balance	\$ 0
Income	\$ 490,150
GF Contribution	\$ 39,642
Expense	\$ 431,728
Ending Fund Balance	\$ 106,021
Net Increase (Decrease)	\$ 98,064

Recommendation:

Staff recommends the board approve the Unaudited Actuals report for fiscal year 2021/22.