

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Biggs Unified School District

CDS Code: 04-61408

School Year: 2021-22

LEA contact information:

Doug Kaelin

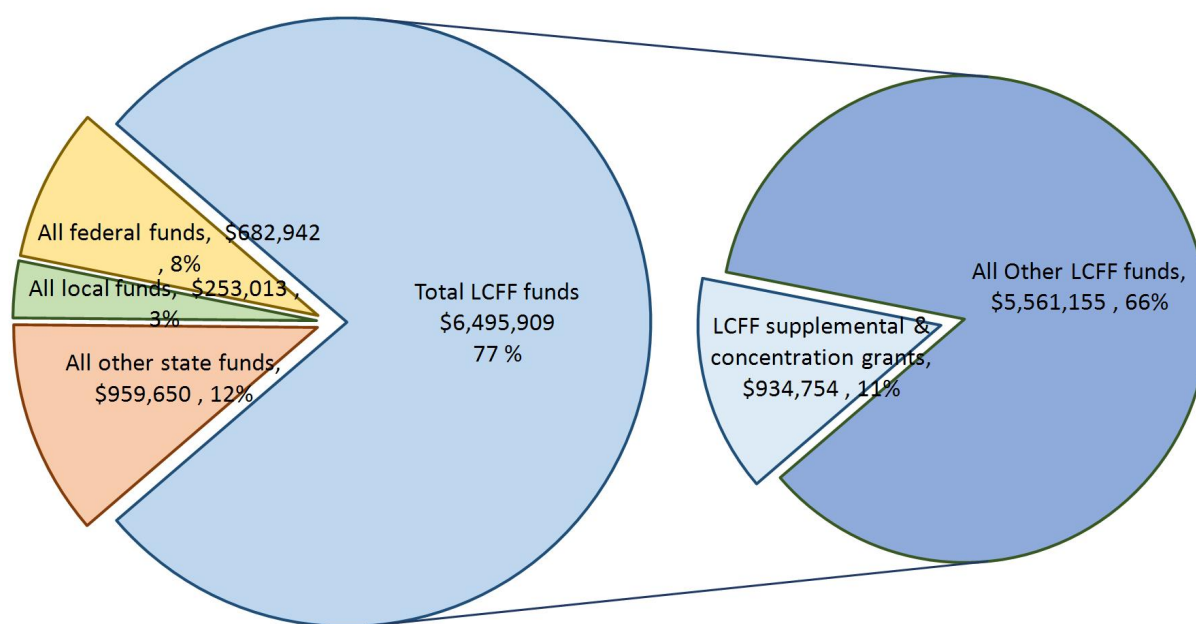
Superintendent

(530) 531-3351

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 2021-22 School Year

Projected Revenue by Fund Source

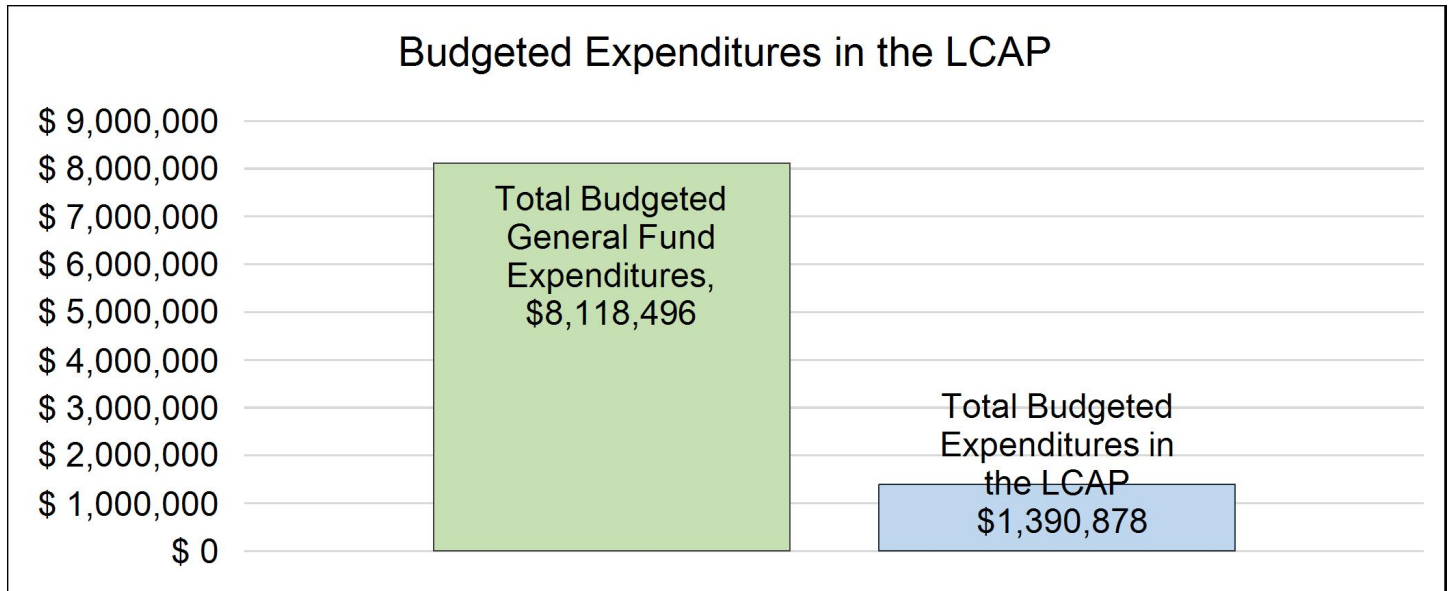


This chart shows the total general purpose revenue Biggs Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Biggs Unified School District is \$8,391,514, of which \$6495909 is Local Control Funding Formula (LCFF), \$959650 is other state funds, \$253013 is local funds, and \$682942 is federal funds. Of the \$6495909 in LCFF Funds, \$934754 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Biggs Unified School District plans to spend \$8118496 for the 2021-22 school year. Of that amount, \$1,390,878 is tied to actions/services in the LCAP and \$6,727,618 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures in the budget not listed in LCAP are below: General Education Teacher Salaries and Benefits - \$3,856,590, EPA - 1,024,887, Federal CARES - 47,530, Federal title grants - 224,381, Special Ed - 968,061, Lottery - 15,500, State STRS on Behalf - 289,955

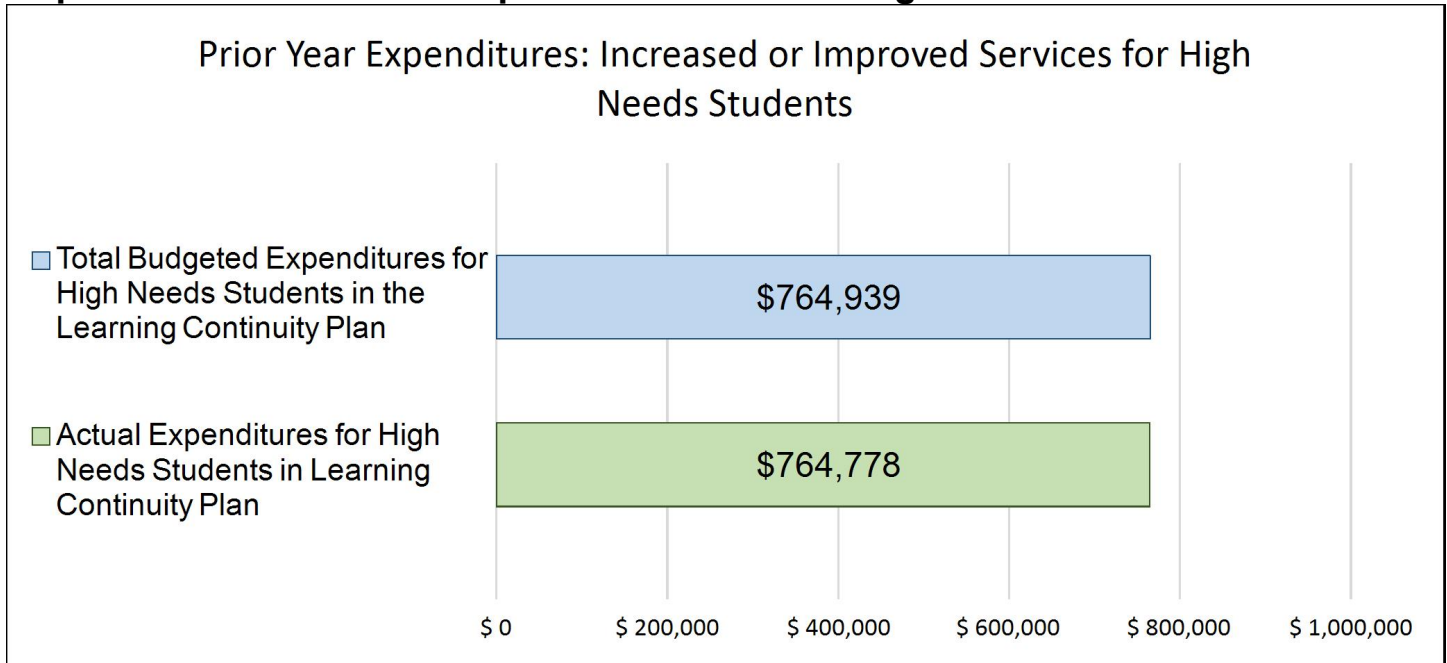
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Biggs Unified School District is projecting it will receive \$934754 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 \$1170878 towards meeting this requirement, as described in the LCAP.

\$460,130 of the expenditures identified in the LCAP are budgeted from one time federal funds.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Biggs Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Biggs Unified School District's Learning Continuity Plan budgeted \$764,939 for planned actions to increase or improve services for high needs students. Biggs Unified School District actually spent \$764,778 for actions to increase or improve services for high needs students in 2020-21.

The difference is only \$161.00.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Biggs Unified School District	Doug Kaelin Superintendent	dkaelin@biggs.org (530) 531-3351

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

LCAP Focus Goal 1: Ensure that all students have access to qualified teachers, standards based instructional materials and quality programs that address the needs of all learners

*Goal 1.1: Physical Infrastructure

*Goal 1.2: Common Core Implementation

*Goal 1.3: Technology In Teaching and Learning:

*Goal 1.4: Literacy Skills in grades TK-6

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential 19-20 -100% of all teachers are highly qualified Baseline 98% of all teachers are highly qualified	99% of all teacher meet highly qualified status, one teacher is completing internship program which was completed mid year.
Metric/Indicator Priority 1: Local Indicator/ Instructional materials 19-20 -100% of all students have instructional materials Baseline 100% have current ELA/ELD material.	As indicated by the County Office Williams visit 100% of students have instructional materials
Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair 19-20	As indicated by the County Office Williams visit all faculties are in good conditions. The district completed 8 millions dollars of modernization this year

Expected	Actual
<p>-All facilities have a good or excellent rating</p> <p>Baseline Based on the Williams Act county visitation all facilities received good to excellent rating</p>	
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 At least 85% of all BUSD students will have access to computer technology at any given time</p> <p>Baseline 68% of all BUSD students have access to technology at any given time.</p>	<p>Currently 100% of all students in the BUSD have been issued chrome books to be used at school and at home.</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 -Provide professional development for CCSS implementation and analyzing data</p> <p>Baseline BUSD will offer 14 early release days for CCSS implantations and Data analyzing</p>	<p>The district provide 14 days of early released for teacher to continue to work on state standards. Staff continued site level planning time dedicated to science and the implantation of piloted instructional materials in grades K-12.</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 -Increase implantation of adopted State standards for all students, including ELD standards and new science.</p> <p>Baseline ELA/ELD was adopted in 2016</p>	<p>Science was piloted this year and will be adopted for the 2021-2022 school year</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Complete needs assessment for facilities and plan up dates. Once the needs assessment is complete use that data to completed project within the district to improve facilities on a priority bases of student safety	As needed 4000-4999: Books And Supplies Base \$5,000 5000-5999: Services And Other Operating Expenditures Base \$48,000 6000-6999: Capital Outlay S&C \$32,500 6000-6999: Capital Outlay Base \$24,504	4000-4999: Books and Supplies S&C 5,000.00 5000-5999: Services and Other Operating Expenditures Other 48,000. 6000-6999: Capital Outlay S&C 32,500 6000-6999: Capital Outlay Base 24,505.00
Continue to purchase technology to update chrome books carts for CAASPP tests and 21st century learning, maintaining fully functioning carts at all sites replacing servers, hardware and software. Continue to add chrome books to grade level teams. Replace ageing white boards.	Continue to improve labs at sites 6000-6999: Capital Outlay S&C \$75,000 Technology updates and equipment 6000-6999: Capital Outlay S&C \$53,500 4000-4999: Books And Supplies Title I \$5,279	The district purchase chrome books and other technology for distance learning 6000-6999: Capital Outlay S&C 75,000.00 Replace white boards with view screens 6000-6999: Capital Outlay S&C 53,500.00 4000-4999: Books and Supplies Title I 5,279.00
Professional development and release time for faculty and staff that include implementation of CCSS, analyzing formative and summative assessments to determine student placement in RTI model or advanced course placement, and pacing guides were developed and implemented for all subjects. Explore additional materials and resources to support RTI interventions.	1000-1999, 3000-3999: Certificated Salaries and Benefits Base \$19,785 5000-5999: Services And Other Operating Expenditures S&C \$10,000 5000-5999: Services And Other Operating Expenditures Title I \$11,000 4000-4999: Books and Supplies Title I \$5,924	1000-1999: Certificated Personnel Salaries Base 19,785.00 5000-5999: Services and Other Operating Expenditures S&C 10,00.00 5000-5999: Services and Other Operating Expenditures Title I 11,000.00 4000-4999: Books and Supplies Title I 5,924.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Review credentials and assignments	No additional costs incurred Base 0	No additional costs 0
Professional development and training in technology in 21st century classrooms and developing technology courses at each grade level to ensure student development of measureable skills for 21st century learning. Provide a high school technology course to provide equity in technical skills for EL, Foster Youth and Low Income Students.	4000-4999: Books And Supplies Base \$5,000 5000-5999: Services And Other Operating Expenditures Base \$4,365 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$20,140 1000-1999, 3000-3999: Certificated Salaries and Benefits Base \$32,522	4000-4999: Books and Supplies Base 5,000.00 5000-5999: Services and Other Operating Expenditures Base 4,365.00 2000-3999: Classified Salaries and Benefits S&C 20,140.00 3000-3999 Employee Benefits Base 32,522.00
Planned CCSS book adoption for Social Science, Science and professional development and training surrounding adopted curriculum.	4000-4999: Books And Supplies Base \$125,000	Book adoption was not completed, will be completed during the summer of 2021 0
Professional development for teachers in ELD standards with adopted ELA curriculum. Revised master schedules to reflect ELD pull out program. ELD student data will be monitored and tracked for academic progress for EL students.	4000-4999: Books And Supplies S&C \$20,000 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 5000-5999: Services And Other Operating Expenditures S&C \$10,000 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$5,814	ELD curriculum 4000-4999: Books and Supplies 15,000.00 4000-4999: Books and Supplies 1,000.00 5000-5999: Services and Other Operating Expenditures 2,000.00 5000-5999: Services and Other Operating Expenditures S&C 10,000.00 1000-1999, 3000-3999: Certificated Salaries and Benefits 5,814.00
Daily academic literacy/math intervention, remediation, and support provided and supplementary materials for literacy/math purchased. Professional development for paraprofessionals and teachers in the		4000-4999: Books and Supplies 30,786.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Direct Instruction. Literacy support through reading, writing, and interventions provided to Foster Youth, Low Income and EL students.	4000-4999: Books And Supplies Lottery \$30,786 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$2,919 2000-3999: Classified Salaries and Benefits S&C \$4,500 2000-3999: Classified Salaries and Benefits Title I \$112,968	1000-1999, 3000-3999: Certificated Salaries and Benefits 3,000.00 2000-3999: Classified Salaries and Benefits 4,500.00 1000-1999: Certificated Personnel Salaries Title I 112,968.00
Maintain Library Services at same levels to support student needs.	2000-3999: Classified Salaries and Benefits S&C \$33,553 4000-4999: Books And Supplies S&C \$2,650	2000-3999: Classified Salaries and Benefits 10,000.00 4000-4999: Books and Supplies 2,700.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

This year was especially unusual in that with schools being shut down to in-person learning in March, a number of actions and services that were planned were not able to occur, in person trainings and associated travel did not happen, money that was allotted to cover subs for teacher training was not used because staff could not attend the trainings. Staff use of sick time was not used because teacher were working from home and did not use the normal amount of time. This led to considerable cost saving to the district in several areas, but increased cost in others. Some planned project such as book adoptions were pushed off to the next year when staff could meet with publisher and go through the materials. Library service were modified with the closure of the schools. When schools reopen the Librarian had move on and the county office was contracted with to provided services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Aside from the school closures in the second half of the school year, some challenges faced in accomplishing this goal to the degree desired included some later in year hires that slowed progress due to the need to train individuals new to their positions and or at times not being able to find qualified candidates to fill them. Another reported challenges from multiple staff was fatigue on the part of staff in several areas.

Goal 2

LCAP Focus Goal 2: Raise post-high school preparation, including college and career readiness for all students

*Goal 2.1: Define higher education expectations

*Goal 2.2: Equity and Access in Academic Options for all.

*Goal 2.3: Increase the number of students entering High School at grade level in ELA and Math.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 Provide academic interventions and supports for students K-12 to increase percentage of students taking SAT/ACT, EAP exams by 7% over baseline</p> <p>Baseline Provided a minimum of three days a week of after school tutoring for students at all sites. 25% of high school student took the SAT/ACT in 2016-2017</p>	<p>Prior to students returning to in person learning staff were tutoring students in the afternoons of each day through zoom meeting. 7th & 8th grade teacher had struggling student attend in person tutoring in the afternoon. When BUSD return to in person learning, tutoring was offer for one hour after school for in person leaning four days a week. High school teachers have continued to offer tutoring to students with the goal of passing all classes.</p>
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 3% over previous year.</p>	<p>With COVID 19 restrictions in place these events were limited to zoom meeting. 83% of seniors attended the zoom meeting for FAFSA.</p>

Expected	Actual
<p>Baseline In 2016/2017 75% of the senior class attended the FAFSA night</p> <p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 Master Schedule designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities</p> <p>Baseline In 2017 a computer based program will be added to a zero period. All students will be allowed to take a credit recovery class or a enrichment class</p>	<p>With the restrictions of COVID students were offered an on line program "ACELLUS" . Through this program students we able to completed credit at a higher rate and take enrichment class. When students return to in-person learning some student choose to remain in distance learning. A class was offered in the master schedule for students to take regular schedule classes and credit recovery classes during the regular schedule day.</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates</p> <p>19-20 Increase the percent of EL students being reclassified by additional 5% of total number of EL students in base year</p> <p>Baseline In 2016 14 students were reclassified out of 67 EL students.</p>	<p>In 2019-2020 4% of the EL students were reclassified based on CELDT test results and district criteria. For the 2020-2021 school year data has not been return from the state.</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates</p> <p>19-20 Increase the number of EL students who make progress towards English proficiency as demonstrated by growth of at least one level on the ELPAC by 2% when compared to previous year</p> <p>Baseline 39% of EL progress one or more levels on the CELDT test in 2016.</p>	<p>The results from the current CELDT testing has not return to the district, based on local assessment's students appear to be making progress.</p>

Expected	Actual
<p>Metric/Indicator Priority 7: Local Metric/A broad course of study</p> <p>19-20 Increase access to a broad course of study as described in Ed code 51220 and per Board Policy for all students by subgroup</p> <p>Baseline The current master schedule allows for a broad course of study for all students.</p>	<p>With 43% of high school students spending 40% of the academic year on distance learning, more students were able to take a broad array of course though ACELLUS. When students return to in person learning, they were allowed to continue on ACELLUS to take course that were not offered for in person learning</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</p> <p>19-20 Increase the percentage of students meeting or exceeding the standards by 3% over the previous year in grades 3-8 as evidenced by the CAASPP testing in ELA</p> <p>Baseline The dash board indicates that out of 252 students tested our status was very low 73.8 points below level 3</p>	<p>During the spring of the 2019-2020 CAASPP testing was suspended so no result are available</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</p> <p>19-20 Increase the percentage of students meeting or exceeding the standards by 3% over the previous year in grades 3-8 as evidenced by the CAASPP testing in Math</p> <p>Baseline The dash board indicates that out of 250 students tested our status was Low with 93.8 points below level 3</p>	<p>During the spring of the 2019-2020 SBAC testing was suspended so no result are available</p>
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/AP pass rate</p>	<p>During the spring of the 2019-2020 school year advance placement (AP) testing was suspended so no results were available</p>

Expected	Actual
<p>19-20 Increase the number of students who have passed an advancement placement examination with a score of 3 or higher by 2% over the previous year</p> <p>Baseline Zero Biggs High Student scored 3 or higher on advancement placement test in 2016</p>	
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</p> <p>19-20 Increase the percentage of students meeting or exceeding the standards by 3% over the previous year in 11th grade as evidenced by the EAP - CAASPP scores</p> <p>Baseline The data from 2016 shows 16 out of 43 juniors took the EAP writing test, their scores are not back at this time</p>	During the spring of the 2019-2020 school year testing was suspended so no results were available

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase higher level course offerings and access to rigorous courses in high school and increase access for EL, Foster Youth and, Low Income and Special Education students in a-g courses as well as CTE courses and teacher trainings.	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$3,811</p> <p>4000-4999: Books And Supplies S&C \$27,000</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$5,410</p>	<p>3000-3999 Employee Benefits S&C 3,811.00</p> <p>4000-4999: Books and Supplies S&C 27,000.00</p> <p>5000-5999: Services and Other Operating Expenditures S&C 5,410.00</p>
Raise post-high school preparation, including college and career readiness for all students by FAFSA, college visits, essay and application writing workshops, a-g requirements, advisement and test	1000-1999, 3000-3999: Certificated Salaries and Benefits Base \$2,500	3000-3999 Employee Benefits Base 2,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>prep for PSAT/SAT and admissions process to increase the number of career and college ready students including EL, foster youth and low-income students.</p> <p>The high school will add CTE pathways with completion certificate being available</p>	<p>2000-3999: Classified Salaries and Benefits Base \$2,500</p> <p>4000-4999: Books And Supplies Base \$1,000</p> <p>5000-5999: Services And Other Operating Expenditures Base \$4,500</p>	<p>2000-2999: Classified Personnel Salaries Base 2,500.00</p> <p>4000-4999: Books and Supplies Base 1,000.00</p> <p>5000-5999: Services and Other Operating Expenditures Base 4,500.00</p>
<p>Teachers and paraprofessionals trained to differentiate instruction for remediation purposes for all students including foster youth, EL students, low-income students and students with disabilities. Provide intervention courses for all students' k-12th grades. Maintain and increase teacher and aide support for EL students, foster youth and low-income students. Add CTE certificate online courses.</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$96,475</p> <p>2000-3999: Classified Salaries and Benefits S&C \$89,126</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$8,500</p> <p>4000-4999: Books And Supplies S&C \$18,806</p> <p>1000-1999, 3000-3999: Certificated Salaries and Benefits Title I \$111,785</p>	<p>maintain cte course 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C 96,475.00</p> <p>CTE course bhs 2000-2999: Classified Personnel Salaries S&C 89,126.00</p> <p>5000-5999: Services and Other Operating Expenditures 8,500.00</p> <p>4000-4999: Books and Supplies S&C 12,806.00</p> <p>1000-1999, 3000-3999: Certificated Salaries and Benefits Title I 111,785.00</p>
<p>Professional development with regard to ELD standards and SADIE/GLAD strategies and provide ELD support class which will increase reclassification rates of EL students.</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$4,551</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$5,630</p> <p>2000-3999: Classified Salaries and Benefits S&C \$6,949</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits S&C 4,551.00</p> <p>5000-5999: Services and Other Operating Expenditures S&C 5,639.00</p> <p>2000-3999: Classified Salaries and Benefits S&C 6,949.00</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No major adjustment to budgeted actions and service. The funds that were not used do to COVID and lack on onsite training will be used this year to provide more in-depth training.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure began on March 13, 2020 due to COVID 19 Guidelines. This abrupt closure resulted in some redesign of curriculum and the delivery to include a combination of work packets and distance learning through technology. Support of students and stragies used had to change for on line learning.

At the start of the 2020-21 school year student remained in a distance learning mode. The district return to in-person learning mid year which allowed for the actions and services to be achieved for the most part.

Goal 3

LCAP Focus Goal 3: Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success.

*Goal 3.1: Create a Supportive and Safe School Climate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate 19-20 Improve process and time for re-enrollment by 7% above baseline Baseline Currently it take less than one day to enroll a new student	the district continue with its fast time line to enroll new students. all school site office remain open during COVID 19. New students were able to be enrolled within a day of parents turning in forms.
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator 19-20 Find alternatives to suspensions and reduce by 1% each year of LCAP Baseline 2016-2017 Suspension rate was 5.2% which was reduced from prior year's rate of 12.2%	With the majority of students spending 40% of the school year on distance learning, suspensions or behavior that would create a suspension did not happen. Since returning to in person learning the % of students being suspended has been less then one percent of all students
Metric/Indicator Priority 6: Local Metric/Expulsion rate 19-20	The district continue to maintain a 0% of students being expelled from the district during the 2019-2020 school year.

Expected	Actual
<p>Maintain less than 2% expulsion rate</p> <p>Baseline In 2016/2017 zero students were expelled from the district. Two students had expulsions suspended</p>	
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates</p> <p>19-20 Increase District attendance by .5% each year each year</p> <p>Baseline Attendance rate 93% for BUSD for 2016-2017</p>	<p>The district was not able to meet this goal with COVID 19. students on distance learning struggle to maintain connection through poor available inter-net access in the south part of Butte County.</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>19-20 Reduce District wide student chronic absenteeism by 1% each year of LCAP</p> <p>Baseline Chronic absenteeism rates for 2016-2017 were 6.91% for BUSD</p>	<p>The percent of chronic absenteeism increase due to COVID 19 distance learning. Teacher made daily contract with students however the percent of student completing assignment decreased during this time.</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p>19-20 Reduce High School Drop Out Rates by 1% over previous year</p> <p>Baseline Drop out rate was 7% in 2015-2016</p>	<p>The school year has not be completed but base on current data in would appear the district reached this goal by have less then 7% drop out rate</p>
<p>Metric/Indicator Priority 5: Local Metric/Middle school dropout rate</p> <p>19-20 Maintain less than 2% drop out rate</p>	<p>The school year has not be completed but base on current data in would appear the district reached this goal by have less then 2% drop out rate</p>

Expected	Actual
Baseline Biggs Elementary had 0% drop out rate	
Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional development for faculty and staff, and parents regarding positive behavior intervention via Conscious Discipline training. Instructional Assistants trained in Nurtured Heart Approach. Implementing PBIS and connecting character traits to incentives. Develop alternative discipline options in lieu of suspensions. Celebrate student success through monthly reward assemblies, attendance incentives, and recognize student success through websites and local media. Increase student rewards program.	Saturday School 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$3,170 2000-3999: Classified Salaries and Benefits S&C \$3,378 4000-4999: Books And Supplies Base \$2,000 5000-5999: Services And Other Operating Expenditures Base \$2,500	1000-1999: Certificated Personnel Salaries S&C 3,170.00 2000-2999: Classified Personnel Salaries S&C 3,378 4000-4999: Books and Supplies Base 2,000.00 5000-5999: Services and Other Operating Expenditures Base 2,500.00
Providing home to school transportation which will increase student attendance and provides a better learning atmosphere. Funding from the State is not sufficient to cover the cost of transportation services and the additional cost is an encroachment on the General Fund.	2000-3999: Classified Salaries and Benefits S&C \$135,726 4000-4999: Books And Supplies S&C \$66,500 5000-5999: Services And Other Operating Expenditures S&C \$20,700	2000-3999: Classified Salaries and Benefits S&C 135,726.00 4000-4999: Books and Supplies S&C 66,500.00 5000-5999: Services and Other Operating Expenditures S&C 20,700.00
For EL, foster youth, and low-income students provide after school activities to support families and students to understand educational process.	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I \$7,183	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I 7,183.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-3999: Classified Salaries and Benefits Title I \$4,200 4000-4999: Books And Supplies S&C \$25,500 5000-5999: Services And Other Operating Expenditures S&C \$8,500 5000-5999: Services And Other Operating Expenditures Title I \$8,901 2000-3999: Classified Salaries and Benefits S&C \$5,707	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I 4,200.00 4000-4999: Books and Supplies S&C 25,500.00 5000-5999: Services and Other Operating Expenditures S&C 8,500.00 5000-5999: Services and Other Operating Expenditures Title I 8,901.00 2000-3999: Classified Salaries and Benefits S&C 5,707.00
Provide counselor on Biggs Elementary campus full time	BES Counselor 1000-1999, 3000-3999: Certificated Salaries and Benefits Title I \$66,794	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I 66,794.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and service were implemented. The district transportation cost increased due to several not public school placement of students with IEPS

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Home to school transportation took place the second half of the year, finding professional development that was not online was very difficultly. With the amount of time teachers spent online with students it was difficult for teacher and other staff to spend more time online for professional development. A big challenge for the district is finding drivers to transport students to special programs

Goal 4

LCAP Focus Goal 4: Design programs and activities to address diverse student academic needs

*Goal 4.1: Support programs based on student performance data

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)</p> <p>19-20 Results of common assessments will be analyzed to guide instruction, intervention and remediation.</p> <p>Baseline Assessment calendar was designed and will be implemented for 2017-2018</p>	<p>Staff have been analyzing bench mark assessments three times a year to determine which students should be encouraged to attend interventions and remediation. Teachers are using the assessments to guide student learning and revisit standards.</p>
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 Tutoring services to include before/after school services</p> <p>Baseline Intervention, remediation and tutoring courses were offered in 2016-2017.</p>	<p>Indivual teachers are offering tutoring before and after school. high school teacher offer tutoring for any student to drop into their classroom for one hour after the last bell. 43% of high school students and 75% of 7th and 8th grade students have attended tutoring</p>

Expected	Actual
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)</p> <p>19-20 Reduction of D/F grades by 7% of base line number</p> <p>Baseline Baseline of BHS for 2016-2017 Grades: Fall: D's 34.7 % ---F's 12.8 % Spring: D's 3.9 % ---F's 14.2 %</p>	<p>The district failed to meet this goal with the amount of students on distance learning. the district saw an increase of students failing the second semester of last year and the fall semester of this year. A new base line will need to be established</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p>19-20 Increase Graduation rates by 1% over previous year</p> <p>Baseline 93% of seniors who started the year at BHS graduated</p>	<p>In 2019 100% of the BUSD students graduated. In 2020 one student received a completion certificate based on his IEP which drop the overall graduation rate. The five year graduations rate remains above 90%</p>
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)</p> <p>19-20 As measured by the California Physical Fitness Test, the number of 5th, 7th, and 9th grade students meeting 4 out of goals on the PFT will increase by 1% each year</p> <p>Baseline 27.8% of 5th graders met 4 or more of the fitness standards 53.6% of 7th graders met 4 or more of the fitness standards 87.7% of 9th graders met 4 or more of fitness standards</p>	<p>Due to COVID 19 the Physical Fitness Test was not given in 2020.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teacher release time to revise formative and summative assessments and analyze student data.	Development of assessment 4000-4999: Books And Supplies S&C \$5,000 5000-5999: Services And Other Operating Expenditures S&C \$8,000 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$28,192	4000-4999: Books and Supplies S&C 5,000.00 5000-5999: Services and Other Operating Expenditures S&C 8,000.00 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C 28,192.00
Maintain 7 period day AT HIGH SCHOOL to offer remediation and intervention courses offered as well as summer school, before/after school tutoring for all students including EL, foster youth, and low income pupils.	1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$11,840 4000-4999: Books And Supplies S&C \$26,000 5000-5999: Services And Other Operating Expenditures S&C \$18,000	1000-1999, 3000-3999: Certificated Salaries and Benefits S&C 11,840.00 4000-4999: Books and Supplies S&C 26,000.00 5000-5999: Services and Other Operating Expenditures S&C 18,00.00
Explore NGSS Standards to review curriculum adoption and increase student engagement through teacher training and implementation of Project Lead the Way (PLTW).	MTSS Grant 5000-5999: Services and Other Operating Expenditures Other \$10,000	Other 0
Provide on line CTE Certificate pathway	5000-5999: Services and Other Operating Expenditures Base 5,000	5000-5999: Services and Other Operating Expenditures Base 5,000.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds that were allocated for NGSS were used to provide online classes for students in science during the COVID 19 closure

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The teachers at the high school did an amazing job maintaining contact with students and parents during the COVID 19 closure. When school re-open mid year, teachers went above spending time with student before and afterschool to reconnect. Student and families stated they felt staff supported the students both emotional and academic.

Goal 5

LCAP Focus Goal 5: Create a celebratory school environment that engages staff, students, parents and the community

*Goal 5.1: Parent Support and Partnership:

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 Increase parent participation at school functions by 5% over previous year</p> <p>Baseline Baseline for Back to School Night is 79% at BES and RES, 80% attended Open House, and 74% attended STEAM night at BES. Baseline for BHS Back to School Night is 67%and Open House is 75%.</p>	<p>With the shut down of in person learning and local health department not allowing in person events these activities did not take place as normal. However when in person learning started up and the district was allowed to conduct in person events the participation rate has increase.</p>
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program</p> <p>Baseline</p>	<p>The district provide Wolverine Committed training through a zoom meeting. The elementary counselor conduction Nurtured Heart trainings through zoom</p>

Expected	Actual
Two Nurtured Heart Trainings were provided and two Wolverine Committed Trainings in 2016-2017	
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool 19-20 Engage 100% of students and parents in annual post-secondary planning process Baseline 100% of students met with high school counselor for post-secondary planning.	The high school counselor made contract with 100% of the senior class through phone call to plan post secondary goals

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide parent trainings with regards to the following: college course requirements, scholarship and FAFSA Parent Connect through Aeries Academic Programs to support student learning Wolverine Committed Program Aries parent portal training Parent Training in Conscious Discipline	4000-4999: Books And Supplies Title I \$2,157 5000-5999: Services And Other Operating Expenditures Base \$3,000 4000-4999: Books And Supplies S&C \$5,000 5000-5999: Services And Other Operating Expenditures Title I \$1,000	4000-4999: Books and Supplies Title I 2,157.00 5000-5999: Services and Other Operating Expenditures Base 3,000. 4000-4999: Books and Supplies S&C 5,000.00 5000-5999: Services and Other Operating Expenditures Title I 1,000.00
Increase parental attendance at school functions by 3% over baseline	4000-4999: Books And Supplies Base \$1,000	4000-4999: Books and Supplies Base 1,000.00
Celebrate student success through local media, newsletters, website, and monthly reward assemblies and activities.	4000-4999: Books And Supplies Base \$2,000	4000-4999: Books and Supplies Base 2,000.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

no major changes, with the return to in person learning the district was able to provide monthly rewards with outside assemblies and end of the year assemblies and awards

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district work to keep students connected to school. Once school return to in person, parent attendance at events was at an all time high. Parents and students took advantage to being back and attended events throughout the spring semester.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness. Disinfecting Materials: Additional materials to support effective, routine disinfection of highbottles, disinfectant, paper towels, gloves, goggles, and masks. -touch surfaces such as spray	\$30,000	30,000.00	Yes
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families , and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$20,000	20,000.00	Yes
Custodians: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$94,760	94,760.00	Yes
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	\$2,500	2,500.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	\$20,000	20,00.00	Yes
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk. Student desk have individual barriers.	\$30,000	30,000.00	Yes
Handwashing Stations; Additional hand washing stations for location where sinks access is insufficient	\$20,000	20,000.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The substantive differences between planned actions and budgeted expenditures were due to additional amounts of items needing to be purchased:
 Action 1 -Personal Protective Equipment: Items cost more then budgeted
 Action 2 - Signage, posters, etc. -additional items were needed
 Action 3 -Disinfecting Materials - More items were needed that budgeted
 Action 4 - Custodians, Additional maintenance time and staff were needed
 Action 5 - Individual Supplies - Additional supplies to limit the number of individuals using shared objects
 Action 6 - Plexiglass - Additional items were needed

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The success and challenges were great during the 20-21 school year.
Successes
 Our staff and families have been patient and flexible through this COVID time. We Collected feedback from all of our stakeholders and used it to guide our decisions with our distance learning program, pupil learning loss, the need for mental heath and social emotional needs, and families and student engagement and outreach.
 As a school district team we have develop a strong Distance Learning program that provided full use of Goggle Classroom platform and other online resources.
 Our teachers provided interactive lessons in addition to daily office hours. As a staff we have made communications one of our top priorities.

In October we begin our reopening of in-person learning from bring TK-8th grade students back on a four day a week rotations. High school students we brought back on a four period a day rotation. Distance learning we done on Wednesdays for deeper cleaning of classrooms.

In January of 2021 students were moved to five days a week of in-person learning and by February all student return to full time in-person learning.

A independent/distance learning program was maintain for parents who wished to keep students in that learning platform.

During the hybrid model we schedule families in the same model and provided transportations for those students within our district, All students were also provided a school meal each day.

Challenges:

Providing an Independent Study program for families not wanting to return to in-person learning. Incorporating the needed components in the independent study programs to provide useful checks and balance on work completed and reasonable re-engagement plan. Providing meals in a flexible program was a challenges with staff shortages.

Keeping current with state and local requirements to open to in-person learning in a small TK-12 district.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	\$21,000	21,000.	Yes
Support Distance Learning: Wifi hotspots, headsets, camera's and laptops/devices for staff.	\$45,000	45,000.	Yes
Multilingual Literacy Department: Maintain staffing and designated/integrated ELD implementation, newcomer programs, and language immersion programs.supports that specifically address English Learner needs including	\$28,097	28,097.00	Yes
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.	\$110,245	110,245.00	Yes
Training: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration practices, use of learning management system, and implementation of targeted small group and individual sessions. Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students,	\$288,694	288,694.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
particularly those who are most vulnerable to disproportionate impacts as a result of COVID. The district added a sixth grade teacher to lower the number of students in those class for spacing			
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context	\$100,872	100,872	No
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to to devices and connectivity, particularly during any transitions between living situations and provide access	\$28,643	28,643	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Actions - More Chromebook and hot spots were needed along with devices for teachers to provided distance learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instructions:

Successes:

Teachers used Google Classroom, Seesaw, and Google Meets as their online learning platforms.

Teachers provided synchronous instruction through instructional videos, assignments, and learning projects.

Teachers were available daily for one on one and small group instruction and as necessary.

Teachers kept consistent office hours to ensure communication with parents and students.

- Teachers used the same curriculum as they used in their on site classrooms to ensure a smooth transition should students be able to come back to in-person learning.

Challenges:

Providing an online option that met state standards for those families not wanting to return to in-person learning.
Keeping students engaged in daily lessons.

Access to Devices:

Successes:

Biggs Unified School District ensured access to devices and connectivity for all pupils to support distance learning. A device checkout form is located on our website to ensure that all students had internet access and resources to the internet.

The District has purchased Chromebook and laptops devices to all students. Teachers computers were updated with camera's to provide a better learning environment.

Teachers followed up through phone calls and emails to make sure each student had access and pick up a Chromebook and hot spot if needed.

Challenges:

Troubleshooting errors for students was difficult.

Pupil participation and progress was difficult to measure.

Successes:

Biggs Unified School District teacher assessed student progress through synchronous and asynchronous instructional minutes.

Teachers used Google Classroom for their distance learning classrooms.

Teachers collaborated and provided consistent instruction as grade level teams

Teachers met as class daily through Google Meets.

Teachers took attendance, provided instruction, and provided time to assist students and answer their questions daily.

Challenges:

Keeping students engaged and connected with their peers was difficult.

Distance Learning Professional Development

Successes;

Biggs Unified School District staff was provided multiple opportunities for the professional development and technological support necessary to facilitate distance learning.

Teachers were given additional paid time prepare lessons and presentations and create their Google Classroom. Professional development on Google Classroom has been available to our staff through BCOE. The District purchase teacher laptops, microphones, Go Guardian, television monitors to facilitate smoother online instructions.

Teachers have access to a Google Site that contains recorded professional development on Google Classroom, and to a calendar of future professional development opportunities and all forms necessary for Distance Learning.

Challenges;

Making time to continue expanding our knowledge of distance learning practices was a challenge.

Staff Roles and Responsibilities

Successes:

All teachers have been required to learn new technology including Google Classroom, See Saw and Go Guardian to enhance distance learning.

Teachers completed a survey to identify their technology needs and needs for additional training.

Biggs Unified School District administration continued to monitor and assess the needs of the teachers and respond by providing training and addressing their technology needs.

Challenges:

Classified staff such as yard duty, paraprofessionals received laid off notice, no one was actual laid off. How ever when it was time to return to full in-person learning several decided to remain laid off and not return.

Support for Students with Unique Needs

Successes:

Appropriate support for students receiving Special Education support.

We ensure that students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

Targeted student support and intervention:

Supports and instruction were provided for small groups of student who need additional instructional and/or social and emotional attentions.

Support of English Learners:

Designated and integrated instruction in English Language Development including assessment of progress toward language proficiency and targeted support to access curriculum were provide by ELD teachers.
English Learners received both intergraded English Language Development (ELD) instruction during distance and in-person learning. English Learners received regular instruction targeted at their proficiencies level and based on California ELD standards. Designated ELD Instruction met or exceeded the following amounts:

TK/K: 40 minutes/week
Grades 1-8: 60 minutes/week
Grades 9-12 60 minutes/week

Students with Disabilities;

Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remand in effect until school resumed to face to face model. Per new legislation district IEPs will, moving forward, address both proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physicals school closure in excess of ten school days.

Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determinations of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of instruction to be provided. If resumes in a face to face model. Per new legislation district IEPs will. moving forward, address both a proposed IEP program in the event of full in-person learning a plan outlining the student's program in the event of future physical school closure in excess of ten school days.

Ensuring a Free and ?Appropriate Public Education(FABE) in the Least Restrictive Environment (LRE): IEP statements outlying the educational plan in the event of physical school closures (in excess of ten days) guided the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments were utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This applied to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed , student's were provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Challenges:

None noted at this time. Biggs Unified School District will continue to meet the academic needs of students with unique need in the areas of English Language arts, English language development, and math.



Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
High School Credit Recovery Summer Program: Online credit recovery program operated at the comprehensive high schools. After school tutoring, Collaboration Time, supplemental instructional materials	\$24,000	24,000.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions and budgeted expenditure.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

With the end of the school year coming, Benchmarks assessments are being completed to address Learning Recovery rather than learning loss. High School students who have are credit lacking are being enrolled in summer school. Assessment will be given by teacher with the first weeks of school so that baseline information on each students can be recorded and appropriate instruction is given to students. This data will also be used to determine interventions groups K-8.

Challenges:

Addressing Learning Recovery rather than Learning Loss.

Accelerating Learning for when the students are while continuing to teach grade level materials

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

Our priority for creating an effective learning addressing mental health and social emotions well-being was to first focus on students and family safety and well-being. Only when students felt safe would they be able to successfully tackle learning. The BUSD staff worked together with our on site counselor to coordinate a District-Wide plan to support students and staff to address trauma and other impacts of COVID 19. All staff worked together to integrate positive behavior support, social-emotional learning and response to intervention strategies in the new working environment. Maintaining existing relationships, and building new ones was a key to building a positive school climate that promoted success. We were successful in offering services to transition back to campus as seamlessly as possible. Families and school staff worked together to remain flexible and collaborative in assessing individual students needs.

Challenges:

Distance learning was stressful for teachers.

During distance learning teachers and staff missed the interaction with students and one another.

Students missed the physical interaction with peers and teachers

Distance learning was stressful for families, especially working parents.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

The District has created a Daily Student Engagement Log for all students. Teachers fill out a daily student engagement log which monitors synchronous and asynchronous participation , student contact , and assignments completed.

Teachers report this information weekly to the front office through daily student engagement reports. It is then transferred into ARIES.

Front office and teachers utilize new codes for engagement within ARIES.

Teachers monitor student engagement and reached out to students and parents who are absent , or not engaged.

The District provided training to teachers on attendance and engagement monitoring.

Challenges

Biggs Unified School District develop a plan to monitor pupil engagement and outreach through Multi - tiered re-engagement strategies for those who are absent, but full implementation was a challenging.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

During distance learning Biggs Unified provide student with free breakfast and lunch daily through a drive through model.

Challenges:

Finding items of food that could be served through this type of model.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Supplies for meal preparation	2,000	2,000.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No additional actions were implemented aside from those already noted.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The leadership intends for the LCAP to reflect where the district was already going before the events of 2020-21 school year. As such, there were minimal changes to the LCAP planned that can be said to have been affected by the COVID pandemic. As a three year plan, it is the intent of BUSD to return to complete "normalcy" as quickly as possible, and picking up "where we left off" is the direction to see our three year plan continue. What lesson we learned from COVID is that at the drop of a hat, the district can change direction and do what is best for all involved with students being at the front of change. The district will use ELO grant funds to develop shorter plans to address learning loss while using the LCAP for long term planning

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As a result of COVID, part of the the new three year planning cycle is the intentional exportation and adoption of local assessments of data for which can be readily accessed and used in planning both by teachers and by administrators.

Assessment data gathered in the delivery of the spring CASASPP and ELPAC as well as the locally assessment will be key in targeting class compositions for the coming school year and in the planning assessments and interventions. The district is also positioned to explore assessments as well, as the influx of funds to support distance leaning and COVID needs during the last year allowed the district to complete or get underway with several upgrades to staff and students technology that would have taken longer without those funds.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned and implemented services targeted to meeting the requirements to increase or improve services. Any differences noted reflected changes in the source of the money, as several funding sources became available during 20-21 school year that were used instead of the original LCFF supplemental and concentrations dollars outlined at the beginning of the year in the Learning Continuity and Attendance Plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The success and challenges were great during the 19-20 and 20-21 school years. We are pleased with the way our staff and families have been patient and flexible through COVID times. Throughout the time we have collected feedback from all of our stakeholders that has guided our decisions with our distance learning program, pupil learning loss, the need for mental health and social and emotional needs, and families and students engagement and outreach. The information collected has been key in developing our LCAP goals and action moving forward. Through stakeholder meeting it was determined that have five (5) goals was not allow the district to focus on the key elements of coming back from COVID 19. The goal was to narrow the focus to three goals for all stakeholders to have a stronger focus. Elements from the previous five goals were incorporated into the three.

Biggs Unified School District is addressing pupil learning loss by providing the use of our paraprofessionals in the classrooms. Our goal for the 21-22 school year we are adding in an RTI/Intervention teacher for K-6th grade. In addition a independent study teacher will be added for student who still wish to reman in distance learning. We will also be using a data collection to help provided assessment data to provide the best intervention to close the gap created in pupil learning loss in the 20-21 school year.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,579,200.00	1,384,588.00
	0.00	83,300.00
Base	293,176.00	112,177.00
Lottery	30,786.00	0.00
Other	10,000.00	48,000.00
S&C	908,047.00	803,920.00
Title I	337,191.00	337,191.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,579,200.00	1,384,588.00
	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	417,481.00	339,834.00
1000-1999: Certificated Personnel Salaries	0.00	135,923.00
2000-2999: Classified Personnel Salaries	0.00	95,004.00
2000-3999: Classified Salaries and Benefits	398,607.00	183,022.00
3000-3999 Employee Benefits	0.00	38,833.00
4000-4999: Books and Supplies	382,602.00	246,652.00
5000-5999: Services And Other Operating Expenditures	195,006.00	159,815.00
6000-6999: Capital Outlay	185,504.00	185,505.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,579,200.00	1,384,588.00
		0.00	0.00
	Base	0.00	0.00
	Other	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits		0.00	8,814.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Base	54,807.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	S&C	176,912.00	141,058.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Title I	185,762.00	189,962.00
1000-1999: Certificated Personnel Salaries	Base	0.00	19,785.00
1000-1999: Certificated Personnel Salaries	S&C	0.00	3,170.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	112,968.00
2000-2999: Classified Personnel Salaries	Base	0.00	2,500.00
2000-2999: Classified Personnel Salaries	S&C	0.00	92,504.00
2000-3999: Classified Salaries and Benefits		0.00	14,500.00
2000-3999: Classified Salaries and Benefits	Base	2,500.00	0.00
2000-3999: Classified Salaries and Benefits	S&C	278,939.00	168,522.00
2000-3999: Classified Salaries and Benefits	Title I	117,168.00	0.00
3000-3999 Employee Benefits	Base	0.00	35,022.00
3000-3999 Employee Benefits	S&C	0.00	3,811.00
4000-4999: Books and Supplies		0.00	49,486.00
4000-4999: Books and Supplies	Base	142,000.00	11,000.00
4000-4999: Books And Supplies	Lottery	30,786.00	0.00
4000-4999: Books And Supplies	S&C	196,456.00	172,806.00
4000-4999: Books and Supplies	Title I	13,360.00	13,360.00
5000-5999: Services and Other Operating Expenditures		0.00	10,500.00
5000-5999: Services and Other Operating Expenditures	Base	69,365.00	19,365.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services and Other Operating Expenditures	Other	10,000.00	48,000.00
5000-5999: Services and Other Operating Expenditures	S&C	94,740.00	61,049.00
5000-5999: Services And Other Operating Expenditures	Title I	20,901.00	20,901.00
6000-6999: Capital Outlay	Base	24,504.00	24,505.00
6000-6999: Capital Outlay	S&C	161,000.00	161,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	703,709.00	541,288.00
Goal 2	388,543.00	382,552.00
Goal 3	360,759.00	360,759.00
Goal 4	112,032.00	85,832.00
Goal 5	14,157.00	14,157.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$217,260.00	\$199,260.00
Distance Learning Program	\$622,551.00	\$622,551.00
Pupil Learning Loss	\$24,000.00	\$24,000.00
Additional Actions and Plan Requirements	\$2,000.00	\$2,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$865,811.00	\$847,811.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$100,872.00	\$100,872.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$100,872.00	\$100,872.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$217,260.00	\$199,260.00
Distance Learning Program	\$521,679.00	\$521,679.00
Pupil Learning Loss	\$24,000.00	\$24,000.00
Additional Actions and Plan Requirements	\$2,000.00	\$2,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$764,939.00	\$746,939.00

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) 531-3351

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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.

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 2020 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 2021-2022 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 2021-2022 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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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

Certificated Staff: A survey was conducted in March, 2021

Students: A survey was conducted in March 2021

Parents: A survey was conducted in March 2021

Parent community meeting was held in April 2021

BUSD teacher meeting was held in April 2021

BUSD teacher meeting was held in June 2021

ELAC parent meeting April-May 2021

DLAC Advisory meeting April-May 2021

Foster/Group home meeting May 2021

SELPA: May 24, 2021

Public Hearing: June 9, 2021

Approval: June 29, 2021

A summary of the feedback provided by specific stakeholder groups.

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 stakeholder input.

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				100%
1B - access to standards aligned instructional materials Source: SARC/Williams visit	100% 2022-21 school year				Maintain 100%
1C - Facilities maintained in good repair Source: Facilities Inspection 2020	Good Rating 2020-21 Williams visit BCOE				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				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 beginning class of a				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
	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				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				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				50% Prepared 40% Approaching Prepared 10% Not prepared
Graduation Rate	Dashboard 2019 - 94.8% Local Data 2020 - 96%				98%
Graduates Meeting UC/CSU Requirements California Dash Board	2019 - 25%				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 - 1.1%				1.1% 0.1%
CTE sequence completers	2019 24% Dash Board				50% CTE sequence completers
11th Grade EAP	2019 3% of test takers				25% of test takers

Actions

Action #	Title	Description	Total Funds	Contributing
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
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
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
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
5	Internet Access	Purchase hotspots for students without internet access	\$3,000.00	Yes
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 current trends and testing	\$8,500.00	Yes
7	Support and professional development for teachers to teach standards based curriculum and ELD curriculum	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
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
9	Counseling Support	Fund a fulltime counselor with 15 extra days at elementary level for student support	\$20,000.00	Yes
10	SEL Curriculum	Provide SEL Curriculum to support all students	\$3,500.00	Yes
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
12	Facilities	<p>Purchase filling stations</p> <p>Purchase shade structure for elementary and middle schools</p> <p>Replace TK-K playground structures</p> <p>General up keep to facilities including athletic fields</p>	\$80,000.00	No
13	Independent study	Fund online independent study program (Accelus)	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
15	AP Spanish	Vista Higher Learning AP Spanish support	\$3,000.00	Yes
16	New Teacher Support	Enrollment of new teachers in a support program to clear credentials	\$25,000.00	Yes
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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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				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				
4E - EL's who make progress toward English proficiency	2020 ELPAC 25% of EL students moved from 2A to 2B				Increase 40% of EL's moving levels
4F - EL Reclassification Rate Source: Reclassification Policy	15% of the 50 EL students were reclassified in 2020				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				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				75% of all students are college - career ready
4 Pupil Achievement SAT/ACT Participation	In 2020 17% of Senior Class took test				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				10% of graduating seniors will meet both

Actions

Action #	Title	Description	Total Funds	Contributing
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	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
3	District wide benchmark assessment plan and schedule for math	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
4	Intervention Specialists/math coach	Hire an ELA/ Math Intervention specialist for K-6th Contract a math coach K-12	\$71,943.00	Yes
5	ELA Intervention	Continue to evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times.	\$3,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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
7	Additional Classroom Support	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
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 Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher. Maintain ELD/Intervention teacher in order to provide improved Designated ELD services The ELD teacher will collaborate with the Butte County Superintendent of Schools Title III Coordinator and other ELD	\$102,840.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers in Butte County on best practices and lesson design. Reclassification Policy will be updated to include data from local assessments		

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures 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.				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				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.				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%				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				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				
5c - Middle School Drop Out Rate High School Drop Out Rate Source: CALPADS	2019-2020 Middle School: 0 students High School: 3 students				Maintain 0 students 1
6a - Suspension Rates Source: Dashboard-Suspension Rate Indicator	2018-2019 1.2%				Maintain 1.2% Suspended
6b - Expulsion Rates Source: CALPADS	2019-2020 0 students				Maintain 0 students
6c - sense of school safety and connectedness Source: Local Survey CHKS	2019 72 % of parents believe school is safe 61% of 5th grade students feel school is safe 65 % of 7th grade students feel school is safe				75% of Parents believe school is safe 75% of 5th grade students feel school is safe 75% of 7th grade students feel school is safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	69% of 9-12 grade students feel school is safe 68% of parents feel connected to the school				75% of parents feel connected to the school.

Actions

Action #	Title	Description	Total Funds	Contributing
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
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	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 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	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
5	Tutoring	After school tutoring for all students	\$5,000.00	Yes
6	Extra curricular activities	Provide after school sports, FFA, chess and other programs for students	\$37,156.00	Yes
7	Parent/student communications	Catapult K12 web hosting parent - student communications	\$4,300.00	Yes
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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.34%	934,754

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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 17.34%. BUSD has budgeted \$925,182 to provide increased and improved actions and services which is nearly as much as the LCFF apportionment of \$934,754.

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,093,748.00	\$40,000.00		\$257,130.00	\$1,390,878.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,101,078.00	\$289,800.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Certificated Staff	\$255,870.00				\$255,870.00
1	2	English Learners Foster Youth Low Income	Standards aligned instructional materials	\$200,000.00				\$200,000.00
1	3	English Learners Foster Youth Low Income	Increase engagement and awareness of NGSS	\$1,500.00				\$1,500.00
1	4	All	Technology				\$100,000.00	\$100,000.00
1	5	English Learners Foster Youth Low Income	Internet Access	\$3,000.00				\$3,000.00
1	6	English Learners Foster Youth Low Income	Professional Development for Science and Math and ELD Teacher	\$8,500.00				\$8,500.00
1	7	English Learners Foster Youth Low Income	Support and professional development for teachers to teach standards based curriculum and ELD curriculum	\$71,000.00				\$71,000.00
1	8	English Learners Foster Youth Low Income	Using data to meet student needs	\$5,000.00				\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Counseling Support	\$20,000.00				\$20,000.00
1	10	English Learners Foster Youth Low Income	SEL Curriculum	\$3,500.00				\$3,500.00
1	11	English Learners Foster Youth Low Income	Family Literacy Night	\$2,000.00				\$2,000.00
1	12	All	Facilities				\$80,000.00	\$80,000.00
1	13	English Learners Foster Youth Low Income	Independent study	\$20,000.00				\$20,000.00
1	14	English Learners Foster Youth Low Income	Get Focused - stay Focused curriculum for high school	\$3,000.00				\$3,000.00
1	15	English Learners Foster Youth Low Income	AP Spanish	\$3,000.00				\$3,000.00
1	16	English Learners Foster Youth Low Income	New Teacher Support	\$25,000.00				\$25,000.00
1	17	English Learners Foster Youth Low Income	Classified Staff	\$109,037.00				\$109,037.00
2	1	English Learners Foster Youth Low Income	Assessment Data Analyzation	\$10,000.00				\$10,000.00
2	2	English Learners Foster Youth Low Income	District wide benchmark plan and schedule for ELA.	\$4,000.00				\$4,000.00
2	3	English Learners Foster Youth Low Income	District wide benchmark assessment plan and schedule for math	\$2,000.00				\$2,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Intervention Specialists/math coach	\$71,943.00				\$71,943.00
2	5	English Learners Foster Youth Low Income	ELA Intervention	\$3,800.00				\$3,800.00
2	6	English Learners Foster Youth Low Income	Math Intervention	\$3,800.00				\$3,800.00
2	7	All	Additional Classroom Support		\$40,000.00			\$40,000.00
2	8	English Learners	ELD support	\$25,710.00			\$77,130.00	\$102,840.00
3	1	English Learners Foster Youth	Student/Parent Engagement Surveys	\$1,000.00				\$1,000.00
3	2	English Learners Foster Youth Low Income	In-house Suspension	\$8,000.00				\$8,000.00
3	3	English Learners Foster Youth Low Income	District school attendance/tardy incentives	\$15,000.00				\$15,000.00
3	4	English Learners Foster Youth Low Income	Home to school transportation - special program transportation	\$161,632.00				\$161,632.00
3	5	English Learners Foster Youth Low Income	Tutoring	\$5,000.00				\$5,000.00
3	6	English Learners Foster Youth Low Income	Extra currular activities	\$37,156.00				\$37,156.00
3	7	English Learners Foster Youth Low Income	Parent/student communications	\$4,300.00				\$4,300.00
3	8	English Learners Foster Youth Low Income	Student academic celebration	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1							
4	2	All						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,093,748.00	\$1,170,878.00
LEA-wide Total:	\$1,093,748.00	\$1,170,878.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Certificated Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: K-6	\$255,870.00	\$255,870.00
1	2	Standards aligned instructional materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	\$200,000.00
1	3	Increase engagement and awareness of NGSS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
1	5	Internet Access	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
1	6	Professional Development for Science and Math and ELD Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,500.00	\$8,500.00
1	7	Support and professional development for teachers to teach standards based curriculum and ELD curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,000.00	\$71,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Using data to meet student needs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	9	Counseling Support	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Biggs/Richvale Elementary	\$20,000.00	\$20,000.00
1	10	SEL Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	\$3,500.00
1	11	Family Literacy Night	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Biggs-Richvale elementary	\$2,000.00	\$2,000.00
1	13	Independent study	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
1	14	Get Focused - stay Focused curriculum for high school	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Biggs High School	\$3,000.00	\$3,000.00
1	15	AP Spanish	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Biggs High 9-12	\$3,000.00	\$3,000.00
1	16	New Teacher Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
1	17	Classified Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,037.00	\$109,037.00
2	1	Assessment Data Analyzation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	2	District wide benchmark plan and schedule for ELA.	LEA-wide	English Learners Foster Youth	All Schools	\$4,000.00	\$4,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	3	District wide benchmark assessment plan and schedule for math	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	4	Intervention Specialists/math coach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,943.00	\$71,943.00
2	5	ELA Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,800.00	\$3,800.00
2	6	Math Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,800.00	\$3,800.00
2	8	ELD support	LEA-wide	English Learners	All Schools Specific Schools:	\$25,710.00	\$102,840.00
3	1	Student/Parent Engagement Surveys	LEA-wide	English Learners Foster Youth	All Schools	\$1,000.00	\$1,000.00
3	2	In-house Suspension	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	\$8,000.00
3	3	District school attendance/tardy incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
3	4	Home to school transportation - special program transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$161,632.00	\$161,632.00
3	5	Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	6	Extra curricular activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,156.00	\$37,156.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	7	Parent/student communications	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,300.00	\$4,300.00
3	8	Student academic celebration	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.