2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Biggs Unified School District
CDS Code:	04-61408
LEA Contact Information:	Name: Doug Kaelin Position: Superintendent Email: dkaelin@biggs.org Phone: 530)8681281
Coming School Year:	2022-23
Current School Year:	2021-22

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	$6568864
LCFF Supplemental & Concentration Grants	$859785
All Other State Funds	$805664
All Local Funds	$355021
All federal funds	$457214
Total Projected Revenue	$8,186,763

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	$8749710
Total Budgeted Expenditures in the LCAP	$1390878
Total Budgeted Expenditures for High Needs Students in the LCAP	$1093748
Expenditures not in the LCAP	$7,358,832

Expenditures for High Needs Students in the 2021-22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$925182
Actual Expenditures for High Needs Students in LCAP	$884767

Funds for High Needs Students	Amount
2022-23 Difference in Projected Funds and Budgeted Expenditures	$233,963
2021-22 Difference in Budgeted and Actual Expenditures	$40415

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

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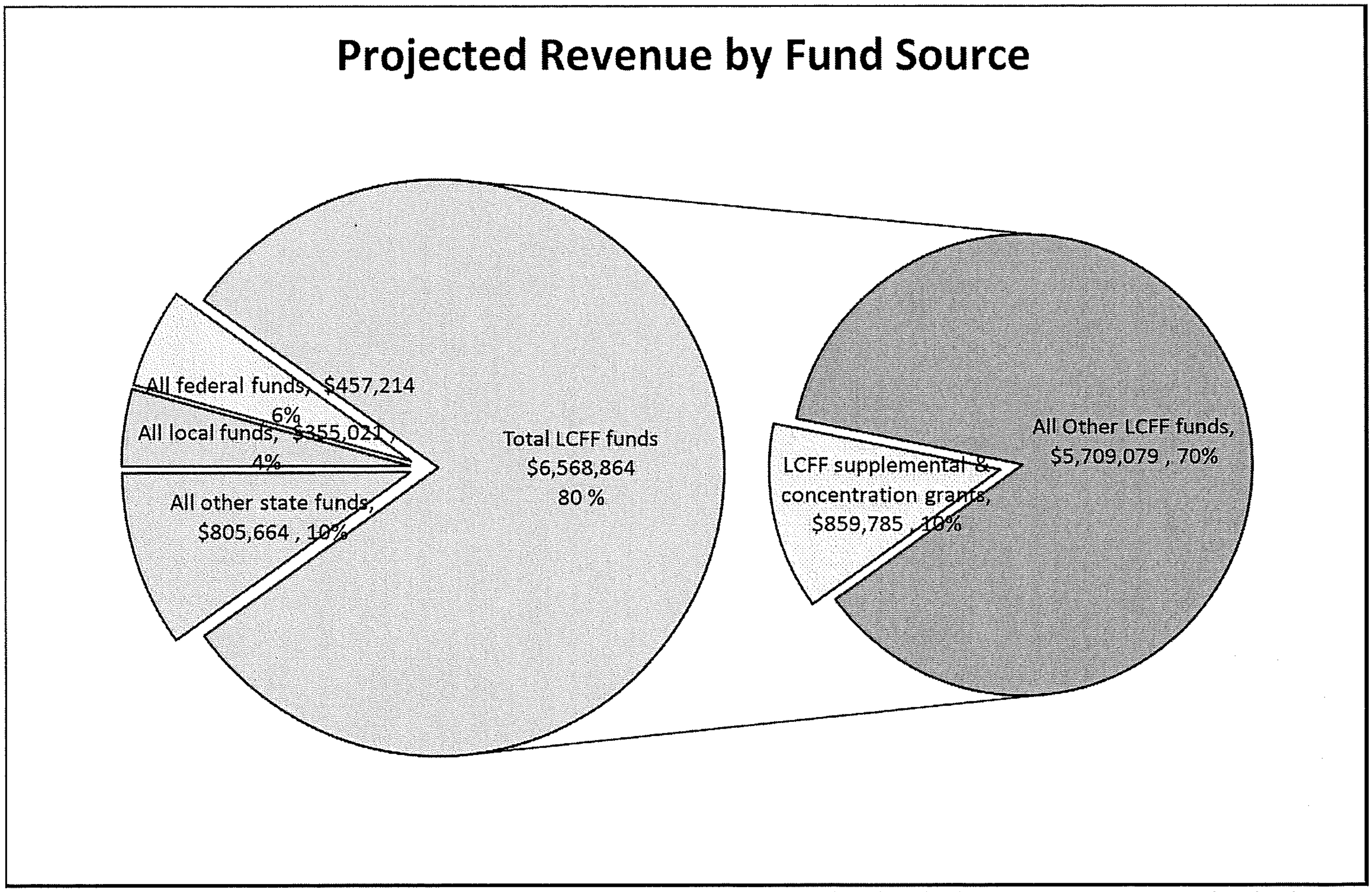
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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

Budget Overview for the 2022-23 School Year



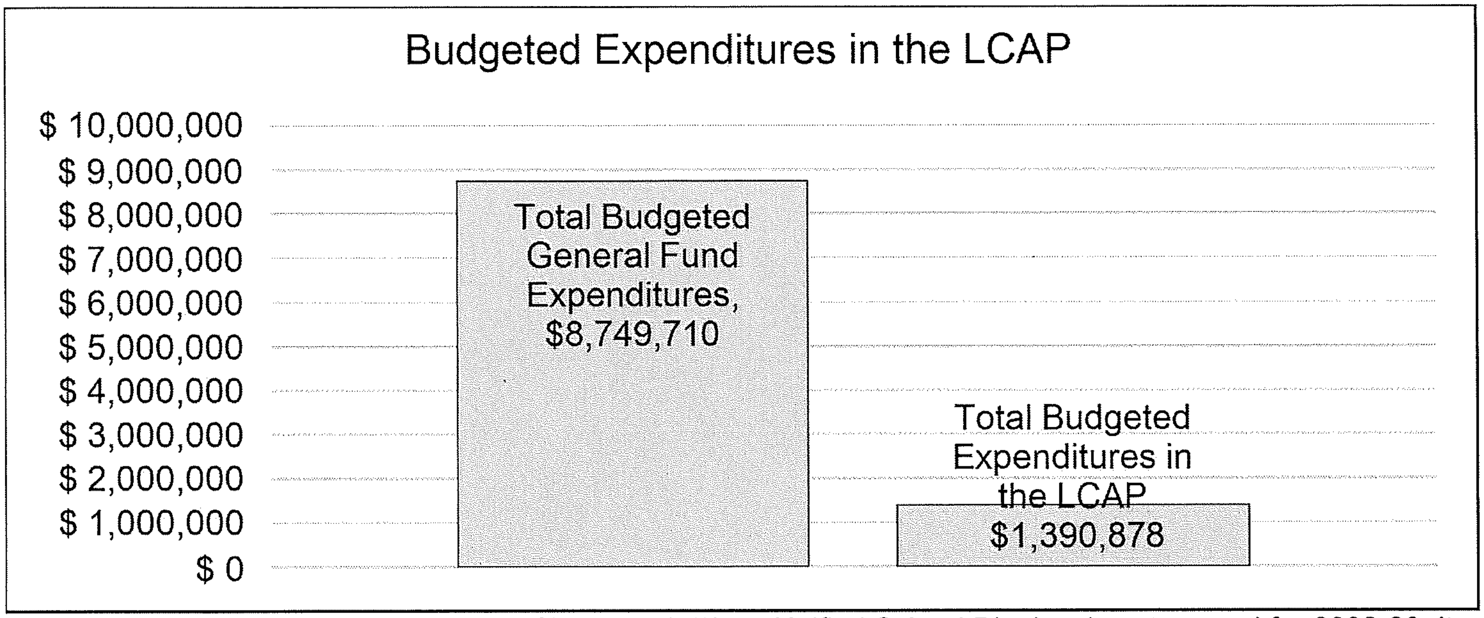
This chart shows the total general purpose revenue Biggs Unified School District expects to receive in the coming year from all sources.

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

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

LCFF Budget Overview for Parents

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



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

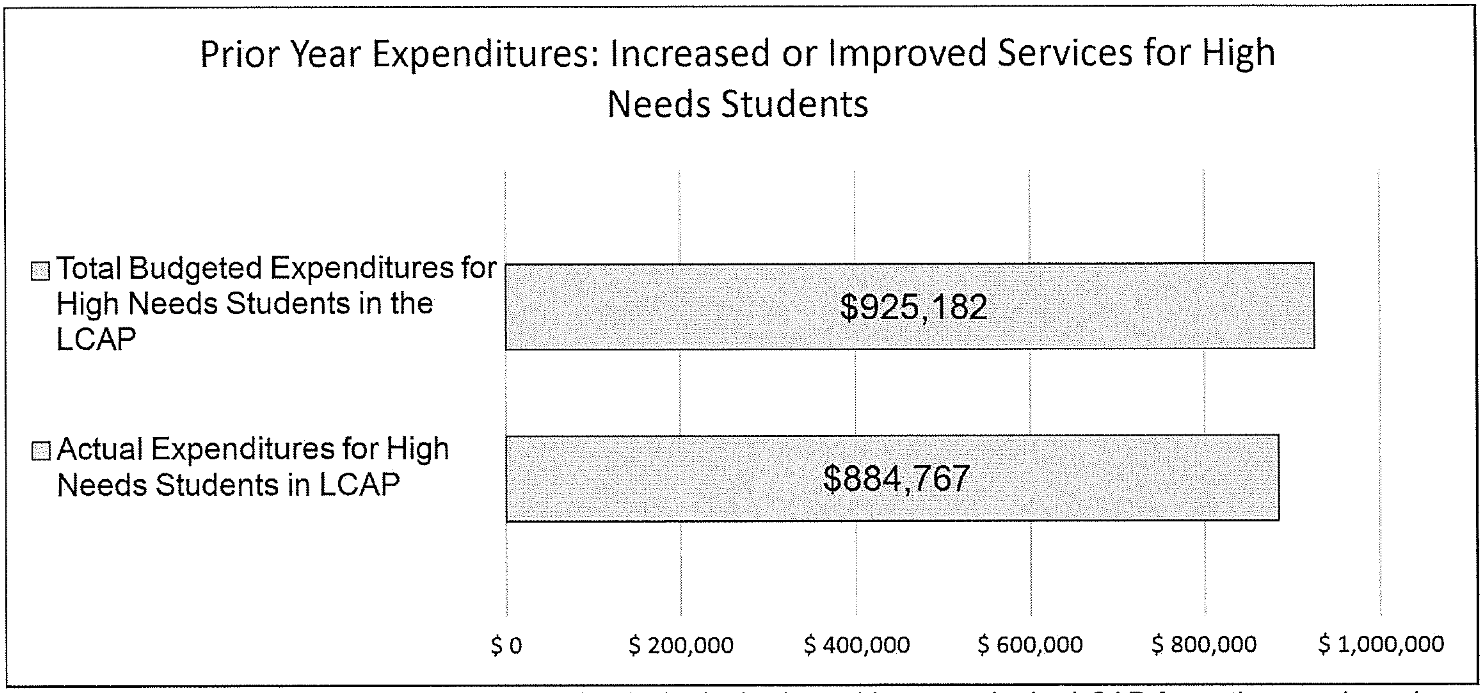
The text description of the above chart is as follows: Biggs Unified School District plans to spend $8749710 for the 2022-23 school year. Of that amount, $1390878 is tied to actions/services in the LCAP and $7,358,832 is not included in the LCAP. The budgeted expenditures that are not included in the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

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

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

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Biggs Unified School District's LCAP budgeted $925182 for planned actions to increase or improve services for high needs students. Biggs Unified School District actually spent $884767 for actions to increase or improve services for high needs students in 2021-22.

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

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

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

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

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

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

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

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

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

Student Survey-September 2021- May 2022
Site Council-October 2021- March 2022
Email Correspondence with Foster Youth and Homeless Coordinator - October 2021 March 2022

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided* *through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

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

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

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

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

purchases are outlined in the Districts 5 year technology plan. The entire certificated staff has worked together to design an extensive research -based coordinated curriculum that defines basic skills, proficiency standards and student performance levels for all grades and all subjects.
In 2020-21 the District completed an 8 million dollar modernization project that affected all three campuses. In 2021-22 13 teachers became part of UDL grant that focus on lesson designs. Through BCOE a full time coach as been added

Reflections: Successes

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

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

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

Stakeholders also agree that the way we handled our breakfast and lunch program during the past year was a success. We gave free lunch and breakfast to all students everyday throughout the year. We also provided snacks for all students on campus to help make sure that our socioeconomically disadvantaged students were not hungry and could focus on learning. We plan to continue to provide free and reduced lunch for those students who are socioeconomically disadvantaged.
We also have successfully started the implementation of a new standard aligned curriculum in social studies in grades 4-12. We have piloted science programs in K-8 and are planning on implementing “Amplify” next year. The new programs are standard aligned and will help us progress in raising test scores. We also plan on piloting and implementing new social studies curriculum in grades K-12. This will continue to help students improve on reaching their standards and improving individual and schoolwide test scores.
The district continues to maintain a very high graduation rate and is proud that no student has been expelled from the district in three years. Biggs High School continues to offer three CTE pathways that are articulated with the local community college.

Reflections: Identified Need

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

The California State Dashboard did not indicate performance for the 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

Engaging Educational Partners

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

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

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

Classified Staff: A survey was conducted in March, 2021	March 2022	
Certificated Staff: A survey was conducted in March, 2021	March 2022	
Students: A survey was conducted in March 2021	March 2022	
Parents: A survey was conducted in March 2021	May 2022	
Parent community meeting was held in April 2021	May 2022	
BUSD teacher meeting was held in April 2021	April 2022	May 2022
BUSD teacher meeting was held in June 2021		
ELAC parent meeting April-May 2021	April 2022	
DLAC Advisory meeting April-May 2021	April 2022	
Foster/Group home meeting May 2021	May 2022	
SELPA: May 24, 2021	May 2022	
Public Hearing: June 9, 2021	June 15, 2022	
Approval: June 29, 2021	June 29, 2022	

A summary of the feedback provided by specific educational partners.

Parents:

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School and Middle School Drop out Rate:	2018-2019 High School - 3.1 % Middle School - 1.%	2020-2021 High School 4.3% Middle School 1%			1.% 0.%
CTE sequence completers	2019 24% Dash Board	2021-2022 76%			50% CTE sequence completers
11th Grade EAP	2019 3% of test takes	2020 3.1%			25% of test takers

Actions

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

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

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

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

Goal Analysis [2021-22]

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

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

The majority of the goals were carried out during the 2021-22 school year.
1.1 Certificated Staff: The district was able to maintain this goal but did need to hire two intern teachers this past year. The goal will remain
1.2 Standards aligned instructional materials: The district did not fulfill this goal. The high school piloted a social studies program this year and will adopt it during the 2022-23 school year. Science will be adopted this year.
1.3 Increase engagement and awareness of NGSS. The elementary school held a science night and Biggs High School help a science event during the school day. The district will continue to increase engagement in science.
1.4 Technology: The district maintain a 1-1 chrome books for students. In the 2022-23 year the district will replace aging computer lab while maintain 1:1 for students
1.5 Internet Access: The district did not receive very many request for hot spots as we moved back into in-person learning. this goal will not remain for 2022-23
1.6 Professional Development for Science and Math and ELD Teacher: Limited professional development was provided for Science and math. The district focused on UDL and direct instruction, in 2022-23 this goal will continue
1.7 Professional Development for Science and Math and ELD Teacher Limited professional development was provided for Science and math. The district focused on UDL and direct instruction, in 2022-23 this goal will continue

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

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

Goals 1.2 was not realized in 2022 as the district piloted a social studies program. Also goal 1.12 was not realized as items could not be purchase this year. Other goals such as 1.13 and 1.16 had a higher budgeted need then plan. Planned percentage of improve service and meet.

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

Overall the specific actions in the LCAP were effective in meeting the goals and moving forward. Data will continue to drive the goals

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

Actions

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

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

Action #	Title	Description	Total Funds	Contributing
		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 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.

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

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

Very little difference existed in the budgeted expenditures and estimated actual. The percentage of improve services were meet.

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

The district saw improvement across the board in student achievement. The state testing data has not be completed to date to see if the improve outcome will show on the state dashboard.

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Our school provides free transportation to help all students and transportation to special programs. We plan to provide tutoring services, summer school and additional paraprofessionals to help improve student engagement and a culture conducive to learning. We have created a school wide incentive

program that targets our socioeconomically disadvantaged population by recognizing small improvements, and providing incentives that will motivate students to attend school. We also will continually solicit feedback from all stakeholders.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3b - Efforts to seek parent input of unduplicated pupils	2020 - Surveys Surveys are provided in multiple languages if needed. to parents of unduplicated pupils	2021 Surveys are provided in multiple languages if needed. to parents of unduplicated pupils			Maintain survey access in multiple languages if needed for parents of unduplicated pupils
3c - Efforts to seek parent input of students with exceptional needs.	2020 Provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.	2021 Provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.			Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site
5a - Attendance Rates Source: P2 Attendance report	2019 89.2%	2020 91% COVID still having impact on attendance			95%
5b - Chronic Absenteeism Rates Source: Dashboard - Chronic Absenteeism Rate Indicator	2020 BES 24% Chronically absent 29.% Socioeconomically disadvantaged chronically absent 34.% Students with Disabilities 26% Hispanic students	2021 BES 25% Chronically absent 28% Socioeconomically Disadvantage 33% students with disabilities 24% Hispanic students			10 % Chronically absent 10% SED 15% Students with Disabilities 10% Hispanic students

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

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

Actions

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

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

Goal Analysis [2021-22]

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

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

3.1 Student/Parent Engagement Surveys. According to surveys completed by parents they feel welcome to school and school events. The district saw a higher percentage of parents attending all events in 2022.
3.2 In-house Suspension: In-house suspension was change to a reset room at Biggs Elementary. Allowing students a short time out of class to re-set and return to classroom sitting.
3.3 District school attendance/tardy incentives: Do to other donations this was not used. Moving forward we believe it will be need based on data.

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

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

The goal saw a increase in budgeted items due to the rise in fuel cost for transportation and the increase of special education students need transported to programs outside of the district. Other service were maintain for improved services for students

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

Each actions help to meet the overall goal of each action. The district need to make a stronger effort in student celebrations

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

the goals will remain the same

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
859785.00	0

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

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

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

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

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

High poverty schools, such as ours, can always improve communication with disadvantaged parents and help them create home environments conducive to learning (Field et al., 2008; Pellino, 2007; Center for Public Education, 2005; Kannapel & Clements, 2005; Barton, 2004). Low income parents tend to volunteer less and have lower attendance rates at school activities (Clewell & 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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

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

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

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

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

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5537724	859785.00	15.53%	0.00%	15.53%	$1,093,748.00	99.99%	119.74 %	Total:	$1,093,748.00
								LEA-wide Total:	$1,093,748.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-6	$255,870.00	23.39
1	1.2	Standards aligned instructional materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	18.29
1	1.3	Increase engagement and awareness of NGSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	.14
1	1.5	Internet Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	.27
1	1.6	Professional Development for Science and Math and ELD Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,500.00	.78
1	1.7	Professional Development for Science and Math and ELD Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,000.00	6.49

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Using data to meet student needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	.46
1	1.9	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Biggs/Richvale Elementary	$20,000.00	1.83
1	1.10	SEL Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	.32
1	1.11	Family Literacy Night	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Biggs-Richvale elementary	$2,000.00	.18
1	1.13	Independent study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	1.83
1	1.14	Get Focused - stay Focused curriculum for high school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Biggs High School	$3,000.00	.27
1	1.15	AP Spanish	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Biggs High 9-12	$3,000.00	.27
1	1.16	New Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	2.29
1	1.17	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,037.00	9.96
2	2.1	Assessment Data Analyzation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	.91
2	2.2	District wide benchmark plan and schedule for ELA.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	.37
2	2.3	Intervention Specialists/math coach	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,000.00	.18

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4	Intervention Specialists/math coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,943.00	6.58
2	2.5	ELA Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,800.00	.35
2	2.6	Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,800.00	.35
2	2.8	ELD support	Yes	LEA-wide	English Learners	All Schools	$25,710.00	2.35
3	3.1	Student/Parent Engagement Surveys	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,000.00	.09
3	3.2	In-house Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	.73
3	3.3	District school attendance/tardy incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	1.37
3	3.4	Home to school transportation - special program transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,632.00	14.78
3	3.5	Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	.46
3	3.6	Extra currular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,156.00	3.4
3	3.7	Parent/student communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,300.00	.39
3	3.8	Student academic celebration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	.91

2021-22 Annual Update Table

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

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

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

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

2021-22 Contributing Actions Annual Update Table

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

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

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

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

2021-22 LCFF Carryover Table

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

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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