

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

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

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

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

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

Our philosophy guiding the reading curriculum is that children learn to read in different ways, so our approach emphasizes teaching reading through differentiated instruction. Teaching the same concepts and skills in many different ways provides both reinforcement and allows the curriculum to correspond to the learning strengths of each child. Academic performance and a safe and orderly environment are conditions strongly supported by the entire staff and the Board of Trustees. Budget, staffing and program decisions reflect these priorities. The student teacher ratio does not exceed 22 to 1 Kindergarten through third grade, and an average of no more than 25 to 1 in grade four through grade six. Students in grades 6-8 are in a self contained class, while 9-12 are in traditional rotation schedule of 7 periods. the district contracts technology service through Butte County Office of Education. All students have one to one Chromebooks. All technology changes and purchases are outlined in the Districts 5 year technology plan. The entire certificated staff has worked together to design an extensive

research -based coordinated curriculum that defines basic skills, proficiency standards and student performance levels for all grades and all subjects.

In 2020-21 the District completed 8 million dollar modernization project that affected all three campus.

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 anew 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 an “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 a 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 a 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 students to those programs. Maintaining a elementary school counselor on site is something that we will continue to provide, however, we are hoping that adding additional days to be able to make the counselor available more days a week for students and after school hours. We also are planning to implement a social emotional learning program to help students with their social and emotional skills, especially as many students have experienced trauma as a result of COVID-19. We also are planning to help aid learning recovery by providing after school tutoring and more para-professions in the classroom, and a summer school program. Teachers are working hard on selecting essential standards and aligning them with their curriculum. This process will continue next year through collaboration and daily instruction. The district also plans to continue with events like "Night of the Star", Scholarship Night and other events to showcase the district and outstanding students.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

Classified Staff: A survey was conducted in March, 2021

Certificated Staff: A survey was conducted in March, 2021

Students: A survey was conducted in March 2021

Parents: A survey was conducted in March 2021

Parent community meeting was held in April 2021

BUSD teacher meeting was held in April 2021

BUSD teacher meeting was held in June 2021

ELAC parent meeting April-May 2021

DLAC Advisory meeting April-May 2021

Foster/Group home meeting May 2021

SELPA: May 24, 2021

Public Hearing: June 9, 2021

Approval: June 29, 2021

A summary of the feedback provided by specific stakeholder groups.

Parents:

Feedback about plan specifics at any of the live meetings was minimal this year, as was overall parent participation. The district completed several surveys with all stakeholders. The survey responses provided the majority of actionable parent input into the planning process. Respondents reported 87% satisfaction with the way learning was structured under current district plans, which supports the maintenances of the current overall plan. Parents reported 89% were satisfied with the way the district handled COVID 19 and the communication provided by the district on reopening plans. 42% of the parents reported a concern over leaning 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 an desired 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 teacher overwhelmingly requested the district maintain PBIS and continue to work with students and parents in a carry 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 instructional and strategies. infusion of technology into teaching, and work in English Language Development for EI students .

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input played an integral part in the creation of this LCAP. We used data from surveys given to all stakeholders, the Healthy Kids Survey, California State Dashboard, and local indicators. Based on the input from all stakeholders we will be focusing many of our actions on learning recovery and meeting the social emotional needs of the students. Last year's pandemic caused learning loss and emotional stress for our students and all stakeholders agree that meeting those needs should be our priority. To meet those needs we have planned actions to hire an intervention teachers K-6, create math benchmark assessments, increase paraprofessionals in the classroom, and explore after school instruction and tutoring programs. We also are increasing our opportunities for professional learning communities to collaborate over intervention and learning recovery. In order to meet our students emotional needs, we planned actions to implement social emotional learning school wide. We also intend to continue to provide on-site counseling to meet the emotional needs of students and hope to be able to expand the counseling opportunities within the course of this LCAP. In addition, our school has transitioned to using technology in the classroom . All stakeholders agree that maintaining one to one technology and creating a technology plan should also be a priority, and that was integral to our creating actions toward a technology plan. We have also made plans to add filling stations for students' water bottles and improve the facilities by adding shade structures. Based on the data from the California State Dashboard, we plan to implement a school wide attendance incentive program to motivate students to come to school. This program was specifically targeted to meet the needs of our high socioeconomically disadvantaged population, though it benefits the whole district. We finally have completed a modernization projects at each school site. Many actions remain from the past LCAP. We will continue to provide ELD training and coordination for our ELD/Intervention specialist. We also will continue to provide home to school transportation, school surveys, and ELA intervention. The district realizes that math scores need to improve and are hopeful that a math coach will help teachers provide lesson that will engage students. Stakeholders have ask they 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 to be prepared 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 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, shad structures, play ground equipment and improving our athletic fields. We plan to add an intervention teachers to address learning loss and a 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 ho how welcoming schools are to their input. Pupil engagement is seen in their willingness to take advantage of the increase 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 Source: SARC	98% 2020-21 school year				100%
1B - access to standards aligned instructional materials Source: SARC/Williams visit	100% 2022-21 school year				Maintain 100%
1C - Facilities maintained in good repair Source: Facilities Inspection	Good Rating 2020-21 Williams visit BCOE				Maintain good rating
2A - Implementation of State Standards Source: Local Indicator Tool Priority 2	Beginning Development (2) on instructional materials in science 2021-20 school year (3-5) on providing professional learning in math 2019				Full Implementation and Sustainability (5) Full Implementation and Sustainability
7A - Access to and enrolled in a Broad Course of Study Source: Daily Instructional	100% Current Biggs High School has 3 CTE pathways. All 9th grade students are enrolled in the				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schedule	beginning class of a pathway (2020 master schedule)				
7B/7C - Programs and services developed and provided to unduplicated students and students with exceptional needs Source: Counseling Schedule	5 days a week (elementary)				5 days a week
Priority 4-Pupil Achievement AP Enrollment and Pass Rate	From DataQuest, Pre-COVID (2018-19) 23 AP test were taken, 0% of the students passed with a 3 or higher				50% of the student who take AP test will pass with 3 or higher
College/Career Ready California Dash Board 2019	24.1% of seniors Prepared 32.8% Approaching Prepared 43.1% Not Prepared				50% Prepared 40% Approaching Prepared 10% Not prepared
Graduation Rate (California Dash Board)2019 Graduation Rate (local data) 2020	94.8% 96%				98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduates Meeting UC/CSU Requirements California Dash Board 2019	25%				50%
Drop out rate: High School Middle School	3.1 % 1.0%				1.0% 0.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staff	Maintain fully credentialed and appropriately assigned teachers. All teachers tk-8th grade have multiple subject credentials. Teachers in grades9-12 have single subject credentials in math, science, social studies, English, Spanish and P.E. CTE teacher have CTE credentials.	\$255,870.00	Yes
2	Standards aligned instructional materials	Purchase consumables for ELA/ELD k-12,and social studies k-12 Preview k-12 social studies curriculum with the goal of piloting a new curriculum in the next few years. Implement “Amplify” NGSS curriculum in grades k-12.	\$200,000.00	No
3	Increase engagement and awareness of NGSS	Host a science night for families to increase engagement and awareness of NGSS Evaluate opportunities for cross curricular connections to NGSS	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Technology	Maintain a 1 to 1 ratio with devices. Create and Implement a technology plan including infrastructure, licensing, and computer programs	\$100,000.00	No
5	Internet Access	Purchase hotspots for students without internet access	\$3,000.00	No
6	Professional Development for Science and Math	Professional development will be provided for implementation of the new NGSS Science curriculum “Amplify” and Math standards aligned curriculum.	\$7,500.00	No
7	Support and professional development for teachers to teach standards based curriculum.	Teachers will participate in PLC groups within the district. They will have vertical planning time to refine prerequisite skills for essential standards. They will match curriculum with prerequisite skills and develop scope and sequence. They will also benefit from other countywide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. Additionally, Butte County Superintendent of Schools will provide site support teachers in all content areas. Outside vendors will also provide professional development and support for teachers in teaching standards based curriculum.	\$15,000.00	No
8	Using data to meet student needs	Re-evaluate the need based on the next dashboard release to determine what progress has been made, or if this student group	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		continues to need more intensive support. Analysis of this data will take place within grade levels and within our professional learning communities		
9	Counseling Support	Fund a fulltime counselor with 15 extra days at elementary level for student support	\$20,000.00	Yes
10	SEL Curriculum	Provide SEL Curriculum to support all students	\$3,500.00	No
11	Family Literacy Night	Family Literacy Night and Scholastic Bookfair to provide free books for socioeconomically disadvantaged students and increase enthusiasm for reading.	\$2,000.00	Yes
12	Facilities	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
13	Independent study	Fund online independent study program (Accelus)	\$20,000.00	Yes
14	Get Focused - stay Focused curriculum for high school	Purchased Get Focused curriculum for high school -8th grade for student goal setting and career exploring	\$3,000.00	Yes
15	AP Spanish	Vista Higher Learning AP Spanish support	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	New Teacher Support	Enrollment of new teachers in a support program to clear credentials	\$25,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4a - Statewide Assessments Source: Dashboard - Academic Indicator	Fall 2019 Dashboard BES ELA: Yellow, 50.4 points below standard BES Math: Orange, 98.3 points below standard BHS ELA: Yellow 6.6 points below standard				BES ELA: At Standard BES Math: At Standard BHS ELA: 5.5 above Standard BHS Math: At Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	BHS Math: Red 135 points below standard				
4E - EL's who make progress toward English proficiency Source: ELPAC	25% of EL students moved from 2A to 2B				Increase 40% of EL's moving levels
4F - EL Reclassification Rate Source: Reclassification Policy	15% of the 50 EL students were reclassified in 2020				20% students reclassified
8 - Local Data Source: ELA District Benchmark Assessments k-5 Wonders, 6-8 StudySync Math: Star Math	Benchmark assessment ELA 32% met or exceeds standards Benchmark assessments Benchmark assessments for math 20% met or exceeds standards				60% ELA students met or exceeded standard on district wide benchmark 50% Math students
Collage/Career	BHS 24.1 % of all seniors are college/career ready (2019 Dashboard CCI indicator)				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				5% increase in students taking SAT/ACT
4 Pupil achievement CTE and A to G Completion	In 2019-20 3% of graduates meet CTE and A to G completion				10% of graduating seniors will meet both

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessment Data Analyzation	Teachers will analyze assessment data both individually and within grade level groups and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions ELA specialist and math specialist will help teachers analyze data within grade level groups and drive instruction to aid in learning recovery	\$10,000.00	No
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	\$2,000.00	Yes
3	District wide benchmark assessment plan and schedule for math	Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan. Common testing protocol will be established and followed.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Intervention Specialists/math coach	Hire an ELA/ Math Intervention specialist for K-6th Contract a math coach K-12	\$82,570.00	Yes
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. Teacher will be provided release time to look at the intervention data and meet with intervention teacher	\$3,800.00	No
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 he high school	\$3,800.00	Yes
7	Additional Classroom Support	Provide more paraprofessionals within classrooms to provide more one on one support and help aid in learning recovery. Provide extra support to SDC classroom.	\$40,000.00	No
8	ELD support	Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week. Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified.	\$102,840.00	No

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3b - Efforts to seek parent input of unduplicated pupils Source: Surveys	Surveys are provided in multiple languages if needed. to parents of unduplicated pupils				Maintain survey access in multiple languages if needed for parents of unduplicated pupils
3c - Efforts to seek parent input of students with exceptional needs. Source: Survey for RSP students	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	89.2% 2019				95%
5b - Chronic Absenteeism Rates Source: Dashboard - Chronic Absenteeism Rate Indicator	BES 24% Chronically absent 29.% Socioeconomically disadvantaged chronically absent 34.% Students with Disabilities 26% Hispanic students BHS 22% Chronically absent				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
	23% Socioeconomically disadvantaged 31 % students with Disabilities 24% Hispanic students				
5c - Middle School Drop Out Rate High School Drop Out Rate Source: CALPADS	0 students 3				Maintain 0 students 1
6a - Suspension Rates Source: Dashboard-Suspension Rate Indicator	1.2% Percent Suspended				Maintain 1.2% Suspended
6b - Expulsion Rates Source: CALPADS	0 students				Maintain 0 students
6c - sense of school safety and connectedness Source: Local Survey CHKS	72 % of parents believe school is safe 61% of 5th grade students feel school is safe 65 % of 7th grade students feel school is safe 69% of 9-12 grade students feel school is safe				75% of Parents believe school is safe 75% of 5th grade students feel school is safe 75% of 7th grade students feel school is safe 75% of parents feel connected to the school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	68% of parents feel connected to the school				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student/Parent Engagement Surveys	Continue to administer a parent, student, staff survey in the spring. Analyze results and share with stakeholder groups. Administer Healthy Kids Survey and share results with stakeholders	\$1,000.00	Yes
2	Suspension	Analyze suspension data on the dashboard and plan as needed based on results. Continue utilizing in-house suspension for students when appropriate. The district will provide a staff member to cover inhouse suspension	\$8,000.00	Yes
3	District school attendance/tardy incentives	Implement a district wide attendance incentive to recognize improvement in attendance and tardiness. This incentive includes a monthly raffle for all students with no unexcused absences or tardies, recognition by sending letters home to parents of students who improve their attendance each month, and a monthly treat for each class per grade who has the best attendance. Provide finical incentive for high school students on a weekly bases per grade level	\$15,000.00	Yes
4	Home to school transportation - special program transportation	Provide home to school transportation to be sure that students attend school and special programs	\$157,632.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Tutoring	After school tutoring for all students	\$5,000.00	Yes
6	Extra curricular activities	Provide after school sports, FFA, chess and other programs for students	\$30,000.00	No
7	Parent/student communications	Catapult K12 web hosting parent - student communications	\$4,300.00	No
8	Student academic celebration	Maintain student academic celebration events like Night Of the Stars, Senior awards night. Honor roll	\$10,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.34%	162,086.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Biggs School District offers a variety of programs and support specifically for English learners, low income students and foster youth. The district also offers services and programs that are aligned with LCAP goals that serve all students such as: training and preparation of all teachers, services, and intervention and remediation options. Implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a significant impact on the targeted subgroups. The district recognizes that, while these funds are generated in order to serve the focus students, some services may, as the needs arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students, there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, Biggs Unified will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Local Control and Accountability Plan and addresses the needs of our district's English learners, low income students and foster youth. Biggs Unified Schools has fully credentialed teachers tk-12 to provide access for unduplicated students to a quality education. All instructional materials are standards aligned in order to provide our unduplicated students with quality instruction. Teachers also have access to countywide professional development for instruction and curriculum, and additional collaboration time to implement essential standards to help unduplicated and all students progress toward meeting the state standards. We have hired intervention teacher for ELA/ math to provide more support for our unduplicated pupils and support for all students who need iK-6th grade. The hiring of additional para professionals in the classroom will help provide additional one on one support for our unduplicated pupils and all students and special needs students. We are implementing a district wide technology plan with a one to one ratio of devices. This provides computer access for all students, especially our socioeconomically disadvantaged population who might not otherwise have access to these devices We also provide a family literacy night and book fair. This was designed with our socioeconomically disadvantaged students in mind. We will give out free books at each activity and our PAW's parent group provides a gift certificate of \$5 to give each student a free book from the book fair. In addition we will provide a science night in order to promote enthusiasm for the NGSS standards. While benefiting all students, it will provide opportunities that our unduplicated population

might not otherwise have access to. One of the biggest concerns within our school is our students with social emotional health needs. We are providing access to a school counselor and a schoolwide social emotional curriculum. All students will benefit from these services, but these programs will provide access for unduplicated pupils who might not otherwise have these available. We will continue to provide in house suspension in order to promote a safe school and learning environment for all students. This benefits all students, but helps our unduplicated populations be able to have a safe learning environment in order to have access to a quality education. Brittan school also provides snacks at recess for all students in order to make sure all students are fed. We provide home to school transportation to make sure that students attend school. We are improving our parking lot and bus drop off in order to make coming to school safer and more convenient. This targets socioeconomically disadvantaged students who are chronically absent, but benefits all students. We also have created an attendance program that targets our socioeconomically disadvantaged population in an effort to promote better attendance. The program will benefits all 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.

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 experience. To address their needs, we will equip our staff with tools through professional development and the induction program. As a result of these trainings, our students will perform at a higher level on the CAASPP and our in our local assessment, iReady. This action will be address in the following actions. (Goal 1 Action 7, Goal 1 Action 8, Goal 2 Action 2, Goal 2 Action 8, Goal 3 Action 3, Goal 3 Action 5)

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. Students will continue to close the achievement gap in the CAASPP reading and math achievement. This is supported by our technology department and being able to provide differentiated instruction to address each student’s learning level through programs such as iReady. (Goal 1 Action 8, Goal 1 Action 11, Goal 2 Action 8, Goal 2 Action 2)

Our EL students scored 18% lower on reading than all students on the 2019 CAASPP reading test. To work on lessening the gap there is an ELD teachers work time and improve access to parents and increase communication. In addition, we will focus on learning high leverage strategies through sending a cadre to CAFE and additional professional development. These additional actions will help to decrease the achievement gap in reading. (Goal 2 Action 8, Goal 4 Action 7)

Students who have experienced trauma have difficulty with memory and concentration (Balfanz and Fox 2021). Many of our low socioeconomic students experience trauma at a much higher rate than their peers. Participating in extra curricula activities at school increase student connectedness to school. (Dr.Krau, NW University 2021). BUSD will to continue this action and collect data on the impact of chronic attendance rate, CAASPP scores and iReady regarding SED, FY and EL compared to students participating in extra curricula events or not. (Goal 4 Action 8)

Unduplicated students suffer from more trauma than their peers. One of the effects of trauma is their difficulty in forming secure relationships with staff. In a traditional school discipline model students become more isolated. It becomes prudent for our students to experience a predictive environment with positive adult relationships. A student survey of 110 responses reported:

79% of students feel welcome by teachers, yard duty, and office staff

82.5% feel safe at school

BUSD will continue to provide the actions for a safe and positive school climate with staff. (Goal 1 Action 10, 4.8)

Our county has gone through a pandemic and many families and students struggled. During this time, our unduplicated students experienced additional trauma. 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. This year baseline from a screener will be established to monitor student need and growth along with CHKS. (Goal Action 1, Goal 9)

Title I funds support the unduplicated students. A fundamental tenant in Title I is to engage families which requires communication. Our parent portal, Dojo, Remind, website, and other apps support communicating with the families on a variety of platforms. Our communications are used to announce meetings, communicate school changes, communicate student achievements, and encourage participation in advisory meetings. To support our Title I requirements this goal is being forwarded into next year.

85% of parent feel welcome to participate at school

72% The District values and encourages parent participation (Goal 4 Action 7)

Our students struggle with attendance and engagement this year. 59% of our Homeless were chronically absent, 33% Foster Youth 42% Low Socioeconomic status, compared to 26%for all students. Due to COVID, student attendance was hit harder this year. Our most vulnerable was the low socioeconomic. Our school offices worked closely with families regarding attendance and help them in getting the services they needed to come to school. This goal is moving forward to help reduce transportation issues, and have a more robust incentive program will be developed. (Goal 3 Action 3, Goal 4 Action 4)

BUSD wants to have well maintained facilities. According to Penn State Center for Evaluation and Education Policy Analyst have well maintained facilities is an important predictor of teacher retention and student learning. BUSD had a facilities plan that it will follow to improve our facilities. (Goal 1 Action 12)

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 will receive training on targeted ELD intervention and best instructional practices. Biggs Unified school 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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$722,182.00	\$40,000.00		\$460,130.00	\$1,222,312.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$786,512.00	\$435,800.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Certificated Staff	\$255,870.00				\$255,870.00
1	2	All	Standards aligned instructional materials				\$200,000.00	\$200,000.00
1	3	English Learners Foster Youth Low Income	Increase engagement and awareness of NGSS	\$1,500.00				\$1,500.00
1	4	All	Technology				\$100,000.00	\$100,000.00
1	5	All	Internet Access				\$3,000.00	\$3,000.00
1	6	All	Professional Development for Science and Math	\$7,500.00				\$7,500.00
1	7	All	Support and professional development for teachers to teach standards based curriculum.	\$15,000.00				\$15,000.00
1	8	All	Using data to meet student needs	\$5,000.00				\$5,000.00
1	9	English Learners Foster Youth Low Income	Counseling Support	\$20,000.00				\$20,000.00
1	10	All	SEL Curriculum	\$3,500.00				\$3,500.00
1	11	English Learners Foster Youth Low Income	Family Literacy Night	\$2,000.00				\$2,000.00
1	12	All	Facilities				\$80,000.00	\$80,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	English Learners Foster Youth Low Income	Independent study	\$20,000.00				\$20,000.00
1	14	English Learners Foster Youth Low Income	Get Focused - stay Focused curriculum for high school	\$3,000.00				\$3,000.00
1	15	English Learners Foster Youth Low Income	AP Spanish	\$3,000.00				\$3,000.00
1	16	All	New Teacher Support	\$25,000.00				\$25,000.00
2	1	All	Assessment Data Analyzation	\$10,000.00				\$10,000.00
2	2	English Learners Foster Youth Low Income	District wide benchmark plan and schedule for ELA.	\$2,000.00				\$2,000.00
2	3	English Learners Foster Youth Low Income	District wide benchmark assessment plan and schedule for math	\$2,000.00				\$2,000.00
2	4	English Learners Foster Youth Low Income	Intervention Specialists/math coach	\$82,570.00				\$82,570.00
2	5	All	ELA Intervention	\$3,800.00				\$3,800.00
2	6	English Learners Foster Youth Low Income	Math Intervention	\$3,800.00				\$3,800.00
2	7	All	Additional Classroom Support		\$40,000.00			\$40,000.00
2	8	All English Learners	ELD support	\$25,710.00			\$77,130.00	\$102,840.00
3	1	English Learners Foster Youth	Student/Parent Engagement Surveys	\$1,000.00				\$1,000.00
3	2	English Learners Foster Youth Low Income	Suspension	\$8,000.00				\$8,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	District school attendance/tardy incentives	\$15,000.00				\$15,000.00
3	4	English Learners Foster Youth	Home to school transportation - special program transportation	\$157,632.00				\$157,632.00
3	5	English Learners Foster Youth Low Income	Tutoring	\$5,000.00				\$5,000.00
3	6	All	Extra curricular activities	\$30,000.00				\$30,000.00
3	7	All	Parent/student communications	\$4,300.00				\$4,300.00
3	8	English Learners Foster Youth Low Income	Student academic celebration	\$10,000.00				\$10,000.00
4	1							
4	2	All						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$592,372.00	\$592,372.00
LEA-wide Total:	\$564,372.00	\$564,372.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$30,000.00	\$30,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Certificated Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: K-6	\$255,870.00	\$255,870.00
1	3	Increase engagement and awareness of NGSS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
1	9	Counseling Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Biggs/Richvale Elementary	\$20,000.00	\$20,000.00
1	11	Family Literacy Night	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Biggs-Richvale elementary	\$2,000.00	\$2,000.00
1	13	Independent study	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
1	14	Get Focused - stay Focused curriculum for high school	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Biggs High School	\$3,000.00	\$3,000.00
1	15	AP Spanish	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Biggs High 9-12	\$3,000.00	\$3,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	District wide benchmark plan and schedule for ELA.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	3	District wide benchmark assessment plan and schedule for math	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	4	Intervention Specialists/math coach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,570.00	\$82,570.00
2	6	Math Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,800.00	\$3,800.00
2	7	Additional Classroom Support			Specific Schools: Biggs elementary		\$40,000.00
2	8	ELD support			Specific Schools:	\$25,710.00	\$102,840.00
3	1	Student/Parent Engagement Surveys	LEA-wide	English Learners Foster Youth	All Schools	\$1,000.00	\$1,000.00
3	2	Suspension	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	\$8,000.00
3	3	District school attendance/tardy incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
3	4	Home to school transportation - special program transportation	LEA-wide	English Learners Foster Youth	All Schools	\$157,632.00	\$157,632.00
3	5	Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	8	Student academic celebration	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.