

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

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

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

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

While developing the ESSER III plan, the district again sent out a new survey to all stakeholders, students, parents, certificated staff and classified. Two public meeting were held with all stakeholders being invited. The district also held a meeting with the District English Learner Advisory committee (DELAC) for input. The district reached out to our local group home for input providing the needed service to group home and foster youth. The district reached out to the county homeless liaison for input on students with in our district. Consultation of all stakeholders in this most recent cycle of planning to inform development of the ESSER III Expenditure Plan used similar strategy, through a shorter timeline. Staff reached out to the district’s range of community groups to provide opportunities for input on the plan. This took different forms based on the needs of each group, with some holding special meeting for ESSER III input, some folding input activities into existing meetings, and others providing input asynchronously on shared materials.

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

Below are the survey dates of our educational partners:

- Classified and Certificated survey - October 2021
- Parent Survey-September 2021
- Student Survey-September 2021
- Site Council-October 2021

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

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

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

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

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

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

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

Successes:

- *We have hired the Intervention Specialist for 1st-6th grade to analyze data with grade level groups and drive instruction. The intervention groups are aiding in the learning recovery process. The intervention Specialist provide intervention based on assessments and analyze data and prepared grade level reports every 6 weeks so that students academic needs are being met.

- * We have hired a fulltime independent study teacher to work with those students who need a alternative learning environment

- *The implementation of our technology infrastructure, licensing and computer programs, switches, servers and maintaining a 1-1 device for students.

*Adding a third teacher to the Richvale campus to allow for smaller class size

Challenges:

Receiving technology due to the shortage of the supply and delivery.

Finding staff to full support roles at the elementary level

Finding subs so that teachers can participate in professional development

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

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

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

Impact to the Budget Overview for Parents

When the Butte County Office of Education adopted our LCAP and Budget on June 28 , 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our LEA. The impact to our adopted Budget Overview for Parents is as follows:

Item	As adopted in BOP	Actual 21-22 Budget Amount	Difference
Total LCFF Funds	\$6,495,909	\$6,453,288	(\$42,621)
LCFF Supplemental/ Concentration Grants	\$934,754	\$865,740	(\$69,014)
All other state funds	\$959,650	\$896,087	(\$63,563)
All Federal Funds	\$682,942	\$4,329,208	\$3,646,266
Total Projected Revenue	\$8,391,514	\$11,981,516	\$3,590,002
Total Budgeted General Fund Expenditures	\$8,118,496	\$12,106,522	\$3,988,029

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

2021-22 Local Control Accountability Plan (LCAP)

Actions & Services Mid-Year Report

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

Goal 1

Biggs Unified School District will provide conditions of learning that will develop College and Career Ready students.

Priority 1, 2 and 7

Rationale

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

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

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1A - teachers properly credentialed and appropriately assigned	98% 2020-21 school year	Currently 98% of teachers in the BUSD are fully credentialed. Two Elementary teachers are in intern programs	100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1B - access to standards aligned instructional materials Source: SARC/Williams visit	100% 2022-21 school year	100% of the students in the BUSD have access to standards aligned materials as evidence by the SARC reports and Butte County Office of Education Williams visit in September of 2021	Maintain 100%
	1C - Facilities maintained in good repair Source: Facilities Inspection 2020	Good Rating 2020-21 Williams visit BCOE	The Butte County Office of Education completed a facilities inspection in September of 2021. All facilities received an excellent standard's rating	Maintain good rating
	2A - Implementation of State Standards Source: Local Indicator Tool Priority	Beginning Development (2) on instructional materials in science 2021-22 school year (3-5) on providing professional learning in math 2019	The district is reviewing state approved materials for science with the goals of adopting a new curriculum for the 2022-23 school year. The district is struggling to finds specific professional development for math at this time.	Full Implementation and Sustainability (5) Full Implementation and Sustainability
	7A - Access to and enrolled in a Broad Course of Study	Current Biggs High School has 3 CTE pathways. All 9th grade students are enrolled in the beginning class of a pathway (2020-21 master schedule)	The district continues to offer access to a Broad Course of Study, all 9th grade students are currently enrolled in a pathway.	By 2023-2024 BUSD will offer four CTE pathways
	7B/7C - Programs and services developed and provided to unduplicated students and students with exceptional needs	All K-8th grade students have a counselor available 5 days a week (elementary) 2020-21	The district has a FTE counselor assigned to K-8th grade students	5 days a week

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	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	AP testing has not taken place in the State of California at this point in the school year so no new data is available	50% of the student who take AP test will pass with 3 or higher
	College/Career Ready California Dash Board	2018-2019 Data 24.1% of seniors Prepared 32.8% Approaching Prepared 43.1% Not Prepared	2021 17%	50% Prepared 40% Approaching Prepared 10% Not prepared
	Graduation Rate	Dashboard 2019 - 94.8% Local Data 2020 - 96%	2021 95.7 Graduation rate	98%
	Graduates Meeting UC/CSU Requirements California Dash Board	2019 - 25%	2021 19.1%	50%
	High School and Middle School Drop out Rate:	2018-2019 High School - 3.1 % Middle School - 1.1%		1.1% 0.1%
	CTE sequence completers	2019 24% Dash Board	2021 76.6%	50% CTE sequence completers
	11th Grade EAP	2019 3% of test takes		25% of test takers

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Certificated Staff Maintain fully credentialed and appropriately assigned teachers. All teachers TK-8th grade have multiple subject credentials. Teachers in grades 9-12 have single subject credentials		Yes	LCFF 255,870.00		\$255,870.00	\$65,074.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	in Math, Science, Social Studies, English, Spanish and P.E. CTE teacher have CTE credentials.						
1.2	Standards aligned instructional materials Purchase consumables for ELA/ELD K-12 and social studies K-12 Preview K-12 social studies curriculum with the goal of piloting a new curriculum in the next few years. Implement "Amplify" NGSS curriculum in grades K-12.	Fall 2021	Yes	LCFF 200,000.00	Federal	\$200,000.00 \$19,400.	
1.3	Increase engagement and awareness of NGSS Host a science night for families to increase engagement and awareness of NGSS Evaluate opportunities for cross curricular connections to NGSS	spring 2022	Yes		LCFF 1,500.00	\$1,500.00 \$0.0	
1.4	Technology Maintain a 1 to 1 ratio with devices. Create and Implement a technology plan including infrastructure, licensing, and computer programs	Fall 2021 ongoing	No		Federal 100,000.00	\$100,000.00 \$43,230.0	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.5	Internet Access Purchase hotspots for students without internet access	Fall 2021 ongoing	Yes	LCFF 3,000.00	LCFF Federal	\$3,000.00	\$0.0
1.6	Professional Development for Science and Math and ELD Teacher Professional development will be provided for implementation of the new NGSS Science curriculum "Amplify" and Math standards aligned curriculum. Professional Development for ELD teacher on current trends and testing	2021-2022 school year	Yes		LCFF 8,500	\$8,500.00	\$0.0
1.7	Support and professional development for teachers to teach standards based curriculum and ELD curriculum Teachers will participate in PLC groups within the district. They will have vertical planning time to refine prerequisite skills for essential standards. They will match curriculum with prerequisite skills and develop scope and sequence.	2021-2022 school year ongoing	Yes	LCFF	LCFF 71,000.00	\$71,000.00	\$0.0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	They will also benefit from other countywide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. Additionally, Butte County Superintendent of Schools will provide site support teachers in all content areas. Outside vendors will also provide professional development and support for teachers in teaching standards based curriculum. The district will also contract with outside consultants to provide support for all teachers with focus on ELD standards in all classrooms						
1.8	Using data to meet student needs Re-evaluate the needs based on the next dashboard release to determine what progress has been made, or if this student group continues to need more intensive support. Analysis of this data will take place within grade levels and within our professional learning communities. The	2021 fall ongoing	Yes	LCFF 5,000.00		\$5,000.00	\$444.0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	district will provided release time for teacher to evaluate the data.						
1.9	Counseling Support Fund a fulltime counselor with 15 extra days at elementary level for student support	fall 2021 on going	Yes	LCFF 20,000.00		\$20,000.00	\$0.0
1.10	SEL Curriculum Provide SEL Curriculum to support all students	Fall 2021 on going	Yes		LCFF 3,500.00	\$3,500.00	\$1,900.0
1.11	Family Literacy Night Family Literacy Night and Scholastic Bookfair to provide free books for socioeconomically disadvantaged students and increase enthusiasm for reading.	Fall and Spring 2021-2022 ongoing	Yes		LCFF 2,000.00	\$2,000.00	\$0.0
1.12	Facilities Purchase filling stations Purchase shade structure for elementary and middle schools Replace TK-K playground structures General up keep to facilities including athletic fields	2021 fall ongoing	No		Federal 80,000.00	\$80,000.00	\$6,195.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.13	Independent study Fund online independent study program (Accelus)	August 2021 ongoing	Yes	LCFF 20,000.00		\$20,000.00	\$0.0
1.14	Get Focused - stay Focused curriculum for high school Purchased Get Focused curriculum for high school - 8th grade for student goal setting and career exploring	Fall 2021 ongoing	Yes		LCFF 3,000.00	\$3,000.00	\$2,519.0
1.15	AP Spanish Vista Higher Learning AP Spanish support	Fall 2021 ongoing	Yes	LCFF 3,000.00		\$3,000.00	\$0.0
1.16	New Teacher Support Enrollment of new teachers in a support program to clear credentials	2021-22 school year	Yes	LCFF 25,000.00		\$25,000.00	\$0.0
1.17	Classified Staff Classified staff salaries for classroom support, tutoring and play ground supervision of activities	Fall 2021 on going	Yes	LCFF 109037.	LCFF	\$109,037.00	\$0.0

Goal 2

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	4a - Statewide Assessments Source: Dashboard - Academic Indicator	2018-2019 Data BES ELA: Yellow, 50.4 points below standard BES Math: Orange, 98.3 points below standard BHS ELA: Yellow 6.6 points below standard BHS Math: Red 135 points below standard		BES ELA: At Standard BES Math: At Standard BHS ELA: 5.5 above Standard BHS Math: At Standard
	4E - EL's who make progress toward English proficiency	2020 ELPAC 25% of EL students moved from 2A to 2B		Increase 40% of EL's moving levels
	4F - EL Reclassification Rate Source: Reclassification Policy	15% of the 50 EL students were reclassified in 2020		20% students reclassified
	8 - Local Data Source: Benchmark Assessments ELA: k-5 Wonders, 6-8 StudySync Math: Star Math	2020-2021 ELA 32% met or exceeds standards Math 20% met or exceeds standards		60% ELA students met or exceeded standard on district wide benchmark 50% Math students

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Collage/Career Dashboard College and Career Indicator	2018-2019 BHS 24.1% of all seniors are college/career ready	2021 17%	75% of all students are college - career ready
	4 Pupil Achievement SAT/ACT Participation	In 2020 17% of Senior Class took test		5% increase in students taking SAT/ACT
	4 Pupil achievement CTE and A to G Completion	In 2019-20 3% of graduates met CTE and A to G completion	2021 17%	10% of graduating seniors will meet both

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Assessment Data Analysis 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	2021-22 school year ongoing	Yes	LCFF 10,000.00		\$10,000.00	\$600.0
2.2	District wide benchmark plan and schedule for ELA. Kindergarten–5th Grade teachers will administer identified assessments (Unit 1, 3, and 5) and performance tasks (Unit 2 and	2021-22 school year ongoing	Yes	LCFF 4000.00		\$4,000.00	\$0.0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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						
2.3	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.	2021-22 school year ongoing	Yes	LCFF 2,000.00		\$2,000.00 \$0.0	
2.4	Intervention Specialists/math coach Hire an ELA/ Math Intervention specialist for K-6th Contract a math coach K- 12	2021-22 school year ongoing	Yes	LCFF 71943.00	LCFF	\$71,943.00 \$22,699.0	
2.5	ELA Intervention Continue to evaluate the daily schedule to ensure students are receiving pull	2021-22 school year ongoing	Yes	LCFF 3,800.00		\$3,800.00 \$0.0	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	out intervention at optimal times. Teachers will continue to work with the district and principals to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment. Teachers will be provided release time to look at the intervention data and meet with intervention teacher						
2.6	Math Intervention District will create an intervention program for struggling math students. Evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times and placed in correct math level at the high school	2021-22 school year ongoing	Yes	LCFF 3,800.00		\$3,800.00	\$0.0
2.7	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.	2021-22 school year ongoing	No	LCFF Other State 40,000.00		\$40,000.00	\$6,195.0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.8	ELD support Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week. Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher. Maintain ELD/Intervention teacher in order to provide improved Designated ELD services The ELD teacher will collaborate with the Butte County Superintendent of Schools Title III Coordinator and other ELD teachers in Butte County on best practices and lesson design. Reclassification Policy will be updated to include data from local assessments	2021-22 school year ongoing	Yes	LCFF 25,710.00 Federal 77,130.00		\$102,840.00	\$30,348.0

Goal 3

Biggs Unified School District will promote student engagement and a school culture conducive to learning

Priority 3, 5, and 6

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	3a - Efforts to seek parent input Source: Parent, student, and staff surveys Local Indicator 3	2020 40 % Parents respond to staff Google forms We have an open door policy, active parent club and site council.	2021 64% of parents completed survey	75 % participation in Google form surveys. Continue to have an open door policy, active parent club, site council and CTE advisory group
	3b - Efforts to seek parent input of unduplicated pupils	2020 - Surveys Surveys are provided in multiple languages if needed. to parents of unduplicated pupils		Maintain survey access in multiple languages if needed for parents of unduplicated pupils
	3c - Efforts to seek parent input of students with exceptional needs.	2020 Provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer,		Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		and google forms.		
	5a - Attendance Rates Source: P2 Attendance report	2019 89.2%		95%
	5b - Chronic Absenteeism Rates Source: Dashboard - Chronic Absenteeism Rate Indicator	2020 BES 24% Chronically absent 29.% Socioeconomically disadvantaged chronically absent 34.% Students with Disabilities 26% Hispanic students BHS 22% Chronically absent 23% Socioeconomically disadvantaged 31 % students with Disabilities 24% Hispanic students		10 % Chronically absent 10% SED 15% Students with Disabilities 10% Hispanic students
	5c - Middle School Drop Out Rate High School Drop Out Rate Source: CALPADS	2019-2020 Middle School: 0 students High School: 3 students		Maintain 0 students 1
	6a - Suspension Rates Source: Dashboard- Suspension Rate Indicator	2018-2019 1.2%		Maintain 1.2% Suspended
	6b - Expulsion Rates Source: CALPADS	2019-2020 0 students	2021 0%	Maintain 0 students
	6c - sense of school safety and connectedness Source: Local Survey CHKS	2019 72 % of parents believe school is safe		75% of Parents believe school is safe 75% of 5th grade students feel school is safe

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		61% of 5th grade students feel school is safe 65 % of 7th grade students feel school is safe 69% of 9-12 grade students feel school is safe 68% of parents feel connected to the school		75% of 7th grade students feel school is safe 75% of parents feel connected to the school.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Student/Parent Engagement Surveys Continue to administer a parent, student, staff survey in the spring. Analyze results and share with stakeholder groups. Administer Healthy Kids Survey and share results with stakeholders	Spring 2022	Yes		LCFF 1000.00	\$1,000.00	\$0.0
3.2	In-house Suspension Analyze suspension data on the dashboard and plan as needed based on results. Continue utilizing in-house suspension for students when appropriate. The district will provide a staff member to cover inhouse suspension		Yes	LCFF 8,000.00		\$8,000.00	\$0.0
3.3	District school attendance/tardy incentives	2021-2022 school year on going	Yes		LCFF 15,000.00	\$15,000.00	\$0.0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Implement a district wide attendance incentive to recognize improvement in attendance and tardiness. This incentive includes a monthly raffle for all students with no unexcused absences or tardies, recognition by sending letters home to parents of students who improve their attendance each month, and a monthly treat for each class per grade who has the best attendance. Provide financial incentive for high school students on a weekly bases per grade level						
3.4	Home to school transportation - special program transportation Provide home to school transportation to be sure that students attend school and special programs	2021-22 school year ongoing	Yes	LCFF 161,632.00		\$161,632.00	\$83,320.
3.5	Tutoring After school tutoring for all students	fall 2021 ongoing	Yes	LCFF 5,000.00		\$5,000.00	\$4,380.0
3.6	Extra curricular activities Provide after school sports, FFA, chess and other programs for students	Fall 2021- ongoing	Yes	LCFF 37156.00		\$37,156.00	\$0.0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.7	Parent/student communications Catapult K12 web hosting parent - student communications	fall 2021 ongoing	Yes		LCFF \$4,300.00	\$4,300.00	\$0.0
3.8	Student academic celebration Maintain student academic celebration events like Night of the Stars, Senior Awards Night. Honor roll	2021-22 school year ongoing	Yes	LCFF 10,000.00		\$10,000.00	\$0.0

Goal 4

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Rationale

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Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1							
4.2			No				