# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Biggs Unified School District
CDS Code: 04-61408
School Year: 2026-27
LEA contact information:
Doug Kaelin
Superintendent
dkaelin@biggs.org
530)868-1281 250

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

## Budget Overview for the 2026-27 School Year

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

The text description for the above chart is as follows: The total revenue projected for Biggs Unified School District is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds.  Of the $ in LCFF Funds, $ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

This chart provides a quick summary of how much Biggs Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Biggs Unified School District plans to spend $ for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Biggs Unified School District is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Biggs Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Biggs Unified School District plans to spend $ towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2026-27

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

The text description of the above chart is as follows: In 2026-27, Biggs Unified School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Biggs Unified School District actually spent $ for actions to increase or improve services for high needs students in 2026-27.

# Local Control and 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<br>Superintendent | dkaelin@biggs.org<br>530)868-1281 250 |

# Plan Summary [2026-27]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Biggs Unified School District (BUSD) is located in Butte County, California, in the rural town of Biggs. The district spans approximately 135 square miles and serves the communities of Biggs and Richvale, situated in a rich agricultural region 60 miles north of Sacramento and 20 miles south of Chico. BUSD serves a student population of 548 in grades TK–12. The student body includes approximately 47 English Learners (8.57%), primarily Spanish-speaking, and 63.5% of students qualify for the Free or Reduced-Price Meal Program, indicating significant socioeconomic need.

The district includes the following schools:
Biggs Elementary School (TK–8) and Biggs High School (9–12), located in Biggs.
Richvale Elementary School (grades 1–6) in the nearby community of Richvale, transitioning to Richvale Charter Academy in the upcoming school year.

BUSD employs 36 credentialed teachers and 34 classified and confidential staff. The district administrative structure includes:
A Superintendent/High School Principal
A TK–5 Principal at Biggs Elementary
A 6–8 Principal at BES who also oversees Richvale Elementary

The district’s instructional approach emphasizes alignment with California State Standards using current state-adopted and district-approved materials. Professional development focuses on curriculum and assessment practices, social-emotional learning, student behavior support,

and school safety. Students benefit from multiple enrichment opportunities, including six Career Technical Education (CTE) pathways, after-school programs, athletics, and student leadership. Targeted support services include special education programs, counseling, speech and language therapy, ELD instruction, and bilingual aide services for English Learners. BUSD's literacy instruction is guided by a belief in differentiated learning, particularly in reading. TK–5 teachers have been trained in the science of reading and have developed common assessments and a standards-based report card. Grades K–8 staff have received training in Cognitively Guided Instruction (CGI) and Building Thinking Classrooms to enhance mathematics teaching. The district upholds a strong commitment to academic achievement and maintaining a safe, orderly environment, reflected in staffing, budgeting, and program decisions. Class sizes are maintained at or below 22:1 in TK–3 and average no more than 23:1 in grades 4–5.

Technology infrastructure is supported through a partnership with the Butte County Office of Education, ensuring a 1:1 Chromebook-to-student ratio aligned with the district's technology plan.

Biggs Unified School District intends to utilize bond funds to construct a gymnasium and additional classrooms at the middle school, and to implement facility improvements at the district pool, Biggs High School, and Richvale Elementary School.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Biggs Unified School District (BUSD) developed the goals and actions of the 2024–25 LCAP based on an analysis of the 2023 California School Dashboard. A review of the 2024 Dashboard confirms that the district continues to face many of the same significant needs. Consequently, BUSD will maintain continuity in its goals and actions while intensifying support in areas identified through updated data and educational partner input.

Areas of Progress Based on State Dashboard and Local Data:
College and Career Readiness: The percentage of students identified as "Prepared" increased from 12.5% (2022–23) to 32.6% (2023–24), reflecting the impact of expanded CTE offerings and the implementation of the "Get Focused, Stay Focused" curriculum (Action 1.6).
CTE Completion: Completion of CTE pathways improved from 65.5% to 71.4% (Metric 2.5), indicating strengthened alignment between student interests and career readiness programs.
Chronic Absenteeism: Chronic absenteeism declined district wide from 22.7% to 14.1%. Significant subgroup improvements include Hispanic students (22.3% to 13.3%) and students with disabilities (33.3% to 27%) (Goal 3, Metric 3.5).
Family Engagement: Parent participation rose significantly, with 69 parents completing surveys compared to 15 the previous year. Expanded outreach, translated surveys, and family events contributed to this growth (Actions 3.1, 3.8).
Instructional Supports and Professional Development: Teachers at BES and Richvale engaged in professional learning through Building Thinking Classrooms and CGI. BHS focused on student engagement and preparing students for 21st century competencies. BES and RES piloted a new math curriculum and BHS and middle school students utilized IXL for grades 6–12 (Actions 1.2, 1.5, 2.3, 2.5).
Technology Access: BUSD sustained its 1:1 student-to-device ratio, ensuring consistent access to instructional technology (Action 1.4).

Based on the 2023 California School Dashboard, several student groups within our district are in the Red performance level on key indicators, prompting a focused set of district actions to address persistent disparities.

English Learners (ELs):Districtwide and at Biggs Elementary School (BES), English Learner students performed in the Red on the CAASPP English Language Arts (ELA) indicator.

To address this:
Action 2.6 is specifically designed to support EL students through designated and integrated ELD instructional support.
Action 2.4 provides reading intervention at the elementary level, directly addressing foundational literacy skills for ELs.
Action 2.5 supports targeted intervention for ELA in grades 6–8, with attention to subgroup needs including ELs.
Action 2.8 offers afterschool tutoring, which prioritizes students not meeting standards, including ELs.
Action 1.1 ensures students have access to appropriately credentialed teachers, including those authorized to teach English learners.
Action 1.2 guarantees availability of standards-aligned instructional materials, including those designed to support English language development.
Action 1.5 supports teacher professional development, including strategies for improving outcomes for EL students.
Action 2.1 provides collaborative time and data analysis to inform targeted interventions for ELs and other student groups.

Students with Disabilities (SWDs): Districtwide, students with disabilities were in the Red for both CAASPP ELA and Math.

To address this:
Action 2.3 provides math coaching to general education and special education teachers to improve math instruction for SWDs.
Action 2.4 provides foundational reading support in early grades, which benefits SWDs requiring literacy intervention.
Action 2.5 provides targeted math intervention in grades 6–8, tailored to struggling students including SWDs.
Action 2.8 offers afterschool tutoring, including specialized support for students with IEPs where appropriate.
Action 1.1 ensures fully credentialed special education teachers are assigned appropriately.
Action 1.5 includes professional development on differentiated instruction and inclusive practices to improve teaching for SWDs.
Action 2.1 supports data review cycles that allow teams to identify academic gaps for SWDs and respond with targeted interventions.

White Students – Suspension Rate at BES: At BES, the suspension rate for White students is in the Red on the Dashboard.

To address this:
Action 3.2 implements restorative practices as alternatives to exclusionary discipline.
Action 3.9 enhances the implementation of Positive Behavioral Interventions and Supports (PBIS) to promote consistent schoolwide behavior expectations.
Action 3.10 supports social-emotional learning (SEL), which fosters a more inclusive and supportive school climate.
These actions were developed in response to analysis of Dashboard performance and educational partner input and are aimed at reducing disproportionality in discipline outcomes

Areas for growth and continued focus based on 2024 State Dashboard and 2025 Local Data:

ELA and Math Achievement: CAASPP scores at BES declined in ELA (-16.7 points) and math (-12.6 points). At BHS, math dropped by 41.7 points and ELA by 18.7 points. Multiple student groups—English Learners, Low-Income, and Students with Disabilities—remain in the Red performance band in both subjects (Metric 2.1).
English Learner Progress: Only 41% of English Learners made progress toward English proficiency (down from 51%), and the reclassification rate was 0% (Metrics 2.2, 2.3). Actions 2.6 and 2.9 are designed to improve designated and integrated ELD.
Suspension Rates: The districtwide suspension rate increased to 7%, with Biggs Elementary at 10.7%. Students with Disabilities (15.9%), Low-Income (11%), White (14.4%), and ELD students (7.3%) are in the Red performance band for suspensions (Goal 3, Metric 3.7). Actions 3.2, 3.9, and 3.10 address school climate and behavior support.
Credentialing: Only 82.5% of teachers are fully credentialed and properly assigned. Action 1.1 is focused on reaching 100% credentialing by the end of the LCAP cycle.
Local Benchmark Data: BES Reading 41% meet or exceed, BES Math 30% meet or exceed, RES Reading 54% meet or exceed, RES Math 59% meet or exceed, 6-8 MAPS Reading 36%, 6-8 MAPS Math 49%, 9-12 MAPS ELA 38%
9-12 MAPS Math 50%
Benchmark data across K–12 continue to show low performance, particularly in early literacy and math proficiency . However, math scores improved in the middle school, high school, and at RES. These outcomes reinforce the need for differentiated support and intervention (Metric 2.8).

Next Steps. To accelerate progress, BUSD will:
Improve English Learner outcomes through strengthened designated ELD (Action 2.6).
Enhance math achievement with targeted coaching, tutoring, and aligned curriculum (Actions 2.3, 2.5, 2.8).
Increase fully credentialed teacher staffing (Action 1.1).
Address suspension rates through restorative practices and SEL supports (Actions 3.2, 3.10).
Deepen use of data through expanded teacher collaboration and coaching cycles (Action 2.1).

Learning Recovery Block Grant Funding:
The district has remaining learning Recovery Block Grant Funding (LRBG) that it will spend in the next three years to improve student performance. Following its 2025 districtwide needs assessment, BUSD identified significant academic achievement declines, particularly among unduplicated pupils impacted by pandemic-related learning disruptions. English Learners, low-income students, Hispanic students, and White students at BES demonstrated marked regression in English Language Arts (ELA) and mathematics, while BHS students showed critical performance drops in math across all student groups.

In response, BUSD developed Action 2.10, funded by the Learning Recovery Emergency Block Grant (LREBG), to address these gaps beginning in 2025–26. The following evidence-based interventions are included:
Academic Vocabulary Toolkit for Middle School English Learners: Improves academic vocabulary and comprehension across subjects, supported by Calderón, Slavin, & Sánchez (2011) and Coxhead (2000).
Accelerated Reader (AR): Enhances reading fluency and comprehension in early grades, especially effective for low-income students (Nunnery, Ross, & McDonald, 2006; What Works Clearinghouse, 2010).
Cognitively Guided Instruction (CGI) and Building Thinking Classrooms (BTC): Builds conceptual math understanding and teacher capacity (Carpenter et al., 1999; Liljedahl, 2020).
Math Coaching and Curricular Pilots: Support instructional coherence and capacity-building aligned to learning recovery.

These actions fall within the allowable uses of LREBG under Education Code §32526(c)(2):
(1) Expanded instructional time (e.g., tutoring programs)
(2) Accelerated learning supports (e.g., literacy and math interventions)
(3) Early intervention in literacy (e.g., AR in elementary grades)
(5) Support for students at risk of not meeting standards
(6) Professional learning and instructional coherence

In addition, LREBG funds will supplement Action 2.8, providing increased access to afterschool tutoring for students at BES and BHS, consistent with LREBG allowable use categories (1) and (2).

These targeted investments are grounded in needs assessment findings and aim to accelerate learning recovery, improve academic achievement, and ensure equitable access to rigorous instruction for historically underserved student groups.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Biggs Unified School District is receiving Differentiated Assistance from the Butte County Office of Education (BCOE) to address two priority areas, especially for students with disabilities: reducing suspension rates and improving math achievement, particularly at Biggs Elementary School (BES). As part of this support, the district and BES are collaborating with BCOE's Curriculum and Instruction and Continuous Improvement teams.

BES and district leaders will participate in the Inclusion Academy to develop targeted action plans responsive to the needs of students with disabilities. In addition, the County's CDS team will provide training and ongoing coaching in Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices to enhance school climate at BES.

To strengthen math instruction, the district will continue to expand implementation of Building Thinking Classrooms, supported by embedded coaching and professional learning. This initiative aims to build student engagement and conceptual understanding in math.

The focus of Differentiated Assistance will continue into the next year, with sustained efforts in improving school climate and advancing student outcomes in mathematics. We expect these efforts to benefit all student groups, which are in need support. However, in order to reach the targeted group of students with disabilities (SWD), the district will continue with the Inclusion Academy and find ways to plan and implement more strategies that allow to allow SWD to be included in general education classes a greater percentage of the time.

# 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.

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Teachers | A survey was sent to all teachers in the district on February 3, 2024. |
| Principals and Administrators | The superintendent and principals of BHS, BES, and RES consulted together in person to discuss the needs of the schools in the district and how to address through actions in the LCAP on April 8, 2025. |
| Classified Staff | A survey was sent to all classified staff in the district on February 3, 2024 |
| BUTA: Biggs Unified Teachers Association | The president and secretary of BUTA gave feedback for the LCAP on March 27, 2025 in person with the Mrs. McPeters to discuss the goals and actions of the LCAP and discuss the actions they would like to see continued, improved, or added in order to improve student achievement and school climate. |
| Parents | A survey was sent to the parents at BHS, BES and RES on February 3, 2025<br>Parent Coffee was held at BES on September 17, 2024 and RES on September 24, 2024 to discuss ideas on improving behavior and soliciting input on how to improve the school. |
| Students | Mrs. Landers met with the principal advisory team and solicited input for the LCAP on January 27, 2025. Mrs. McPeters visited with students in the middle school on January 27, 2025. Mr. Kaelin met with students in grades 9-12 on January 28, 2025. The healthy kids survey was administered in March 2025 to students in grades 5-12. |
| District Advisory Council | BES and RES Site Council met on February 10, 2025 and discussed LCAP actions and goals. BHS site council met November 21, 2024, |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | February 27, 2025, and March 27, 2025 and talked about ways to improve student outcomes and family engagement. Parent Advisory Feedback was gathered through consultation with individual site councils. |
| ELD Parents and DELAC | Translated surveys were sent to parents of ELD students on February 3, 2025. An ELAC meeting was held May 8, 2025 and input was solicited on how we can improve student outcomes and family engagement for ELD students. |
| SELPA | The SELPA engages with the superintendent through monthly meetings of the Directors' Council and Governing Board. At these meetings, BUSD receives information about trend data, compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. SELPA Program Specialists also attend DA meetings for BUSD, and engages on subjects related to educational benefit reviews and student record reviews. The SELPA consulted with the district on LCAP on May 9, 2025 and provided context for students with disabilities and answered questions related to students with disabilities in the RED. |
| Ag Advisors | The superintendent met with the local AG advisory on March 26, 2025 and discussed FFA and the agriculture component of RIchvale Elementary as it becomes Richvale Charter Academy next year. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The 2025–26 LCAP reflects broad and meaningful input from educational partners, including students, staff, families, teachers, administrators, site councils, and community groups. Feedback was gathered through surveys, focus groups, advisory meetings, and school site council consultations. This input guided the refinement and continuation of LCAP goals and actions, particularly in the areas of academic achievement, school climate, and equitable access to programs.

District administration identified ELA and Math performance on the CAASPP and the district wide suspension rate as the most urgent areas for improvement. This feedback reaffirmed the importance of Goal 2 (academic achievement) and Goal 3 (school climate and behavior), particularly supporting actions 2.1, 2.5, 2.4, 2.6, and 2.9 for academic interventions and English Learner support, and actions 3.2, 3.9, and 3.10 for PBIS, restorative practices, and SEL supports. Administrators also reviewed the Learning Recovery Emergency Block Grant (LREBG) needs assessment and brainstormed strategic uses for remaining funds, which informed ongoing action 2.10.

AG advisors emphasized the importance of maintaining strong agriculture and FFA programs, leading to confirmation and funding support for related pathways and extra-curriculars within Goal 2.

High school parents expressed a desire to expand Advanced Placement (AP) course offerings and maintain key school events and programs that support student involvement. These priorities are reflected in the continued funding of AP sections and student leadership activities in actions 1.10 and 3.7

BHS and RES parents wanted to raise higher academic expectations which led to the continuation of key strategies such as teacher collaboration and analyzation of data in PLCs (Action 2.1), regular benchmark assessments (Action 2.2), the use of an ELA intervention specialist (Action 2.4), and the implementation of IXL software for targeted math and ELA support (Action 2.5). Another recurring theme was the importance of extracurricular activities and school events that promote student engagement and a positive school culture. Actions 3.6 was designed to ensure students continue to benefit from leadership opportunities, clubs, and spirit-building events throughout the year. Parents also expressed a need for improved communication between home and school, especially for families who speak languages other than English. The district incorporated this feedback by continuing bilingual communication efforts and ensuring interpreter access at events (Action 3.1 and 3.5), as well as ongoing outreach through workshops and translated surveys (Action 1.5 and 3.1). In response to parent concerns about student behavior and discipline, particularly regarding fairness in PBIS point distribution, the district expanded behavioral supports through Action 3.2 and 3.9 which includes restorative practices and consistent PBIS implementation. Additional staffing and supervision supports were added under action 1.12 and 3.10 to promote safety and social-emotional learning. Elementary parents emphasized the need for better access to books and literacy support. This directly influenced Action 2.10, which funds library expansion and resources such as Renaissance Learning and AR to support reading at early grade levels.

Middle school students voiced the need for better food options, improved restroom cleanliness, more structured PE, and additional sports equipment. Most notably, they emphasized concerns with student behavior and fairness in PBIS point distribution. These concerns directly shaped actions under Goal 3, where PBIS implementation (Action 3.9) and expanded student voice in feedback mechanisms were emphasized to ensure equity and consistency in behavioral supports.

Elementary students prioritized stopping bullying, increasing adult supervision during recess, improving lunch quality, and access to books. These needs were incorporated into Goal 3 with enhanced supervision and anti-bullying initiatives (Actions 1.12, 3.2 and 3.10), and Goal 2 through AR expansion and curriculum materials (action 2.10).

High School students prioritized a broader range of electives and discussed looking into changing from a 7th period day to a 6th period day.

Teachers, especially through survey and union (BUTA) feedback, supported the existing focus on restorative practices, SARB, and parent accountability. BUTA members had questions about the midyear review process but ultimately expressed satisfaction with current LCAP goals and actions. This feedback validated the direction of Goals 2 and 3, reinforcing the inclusion of professional development and behavior-related supports.

School Site Councils across campuses supported the LCAP’s current direction. They valued student achievement and engagement and affirmed the continuation of key actions under Goals 2 and 3. Their endorsement supported maintaining academic programs, extracurricular opportunities, and behavior supports.

The SELPA annually provides a presentation where they offer ideas on how students with disabilities can be provided for within the LCAP. They have focused us most on aspects of inclusive practices and SIL resources to pull relevant data to inform goals for DA work. They have shown us how to align performance indicators with LCAP priority areas for the writing process. They have provided proposed educational partner input survey questions. And, they have offered to review our LCAP as it relates to students with disabilities. These activities have helped us ensure our LCAP adequately addresses the needs of all students including students with disabilities, as seen in action 2.7.

In summary, this wide range of input resulted in reinforced support for academic rigor, inclusive behavior systems, family engagement, and student wellness—demonstrating the LCAP's commitment to meeting the needs of all student groups while honoring the voice of the community.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Biggs Unified School District will provide conditions of learning that will develop College and Career Ready students. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Biggs Unified School District's mission is to "encourage, guide, and support all students to reach their highest potential and become successful lifelong learners." Central to this mission is the belief that students must be provided with strong and equitable conditions of learning—a foundational element of success in high school, college, and career pathways.

Educational partners, including families, students, teachers, and site leadership, consistently voiced the importance of preparing students academically and emotionally for the next level of learning. Stakeholder feedback identified critical priorities: restoring access to a school counselor at the elementary level, ensuring teachers are fully credentialed and supported, updating instructional materials to reflect current standards, and expanding student access to rigorous coursework such as Advanced Placement (AP), Career Technical Education (CTE), and college preparatory classes.

Data from local and state sources validated these concerns and highlighted areas for growth:

Only 85.09% of teachers were fully credentialed and appropriately assigned, well below the district's target of 100%.
Biggs Elementary currently has no school counselor, limiting access to essential academic and emotional support for TK–8 students.
College and Career Readiness improved significantly on the California Dashboard—rising from 12.5% to 32.6% prepared—yet remains far from the 50% goal.
The AP exam pass rate dropped from 66% to 43%, with a district goal to stabilize this metric at 50% or higher.

In response to these findings and community priorities, Goal 1 outlines several strategic actions: Increase the percentage of fully credentialed teachers to 100% by providing induction support and mentoring for new staff. Adopt new ELA and math curriculum in grades K–12, aligned to California State Standards. Maintain 100% student access to standards-aligned instructional materials, verified through the School

Accountability Report Card (SARC). Host Family Literacy Night and STEAM Night to promote parent engagement and reinforce academic learning at home. Ensure all students have 1:1 access to technology devices, supported through the district's long-term tech planning. Provide ongoing professional development in core subject areas, including support for AP course instruction to increase academic rigor. Restore a full-time elementary school counselor to serve TK–8 students, with a focus on academic guidance, social-emotional learning, and behavioral support. Continue offering an Independent Study Program to serve students needing flexible learning options. Enhance facilities by installing an additional water filling station, expanding shade structures, and maintaining athletic fields to promote health, safety, and engagement. Deploy paraprofessionals to provide classroom support, behavior monitoring, and academic interventions—especially for unduplicated pupils.

This goal demonstrates Biggs Unified School District's long-term commitment to establishing equitable and high-quality learning conditions. It ensures all students have the resources, facilities, and instructional support necessary to thrive—academically, socially, and emotionally—as they prepare for success in high school and beyond.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | 1A - Teaching staff are properly assigned and appropriately credentialed<br><br>Source: SARC | 86% of teachers are properly assigned and appropriately credentialed | 85.09% of teachers are properly assigned and appropriately credentialled. | | 100% of teachers properly assigned and appropriately credentialed | .91% lower than baseline |
| 1.2 | 1B - Access to standards aligned instructional materials<br><br>Source: SARC | 100% of students have access to standards aligned instructional materials | 100% of students have access to standards aligned instructional materials. | | Maintain 100% access to instructional materials | Maintained baseline and target outcome |
| 1.3 | 1C - Facilities maintained in good repair<br><br>Source: Facilities Inspection Tool | Good Rating | Good Rating | | Maintain Good Rating | Maintained baseline and target outcome |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.4 | 2A /2B - Implementation of State Standards for all students and ELD students to gain English language proficiency<br><br>Source: Local Indicator Tool Priority 2 | Full Implementation (4) All<br>Full Implementation and sustainability (5) ELD Students | Full Implementation (4) All<br>Full Implementation and sustainability (5) ELD Students | | Full Implementation and Sustainability (5) for all and ELD students | Maintained baseline |
| 1.5 | 7A - Access to and enrolled in a Broad Course of Study<br><br>Master Schedule | District offers 6 CTE pathways | District offers 6 CTE pathways | | Maintain 6 CTE Pathways | Maintained baseline and target outcome |
| 1.6 | 7B/7C - Programs and services developed and provided to unduplicated students and students with exceptional needs | No access to a school counselor 5 days a week in grades TK-8 | No access to a school counselor 5 days a week in grades TK-8 | | Maintain a school counselor 5 days a week for students k-8 | Maintained baseline |
| 1.7 | College/Career Ready California Dash Board | 2022-2023<br>12.5% Prepared<br>61.3% Approaching prepared | 2023-2024<br>32.6% Prepared<br>50% Approaching prepared<br>17.4% Not prepared | | 50% Prepared<br>40% Approaching Prepared<br>10% Not Prepared | 20.1% improvement on prepared |
| 1.8 | Priority 5E- Graduation Rate<br>Dashboard | 2023 96.8% ALL<br>100% Hispanic<br>95.7% Low income<br>93.8% White<br><br>Due to the small number of students at | 2024 95.7% ALL<br>100% Hispanic<br>97% Low income<br>91.3% White<br><br>Due to the small number of | | 98% for all students | Declined by 1.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | BHS, these are the only groups with disaggregated data. | students at BHS, these are the only groups with disaggregated data. | | | |
| 1.9 | Priority 4- Pupil Achievement AP Enrollment and Pass Rate | 66% of students who took the AP test passed with a 3 or higher | 43% of students who took the AP test<br>passed with a 3 or higher | | Maintain 50% of students who take the AP test will pass with a 3 or higher. | Declined by 23% |
| 1.10 | Priority 5D- High School /Middle School Drop Out Rate | 1% High School<br>0% Middle School | 4.3% High School<br>0% Middle School | | 1% High School<br>0% Middle School | Increased by 3.3% for the high school. Maintained 0% baseline for middle school. |
| 1.13 | Graduates Meeting UC/CSU Requirements SARC | 98.62% Enrolled<br>18.37% Completed | 97.11% Enrolled<br>25% Completed | | 50% | 1.51% less enrolled<br>5.63% more completed |

# Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–25 school year, most actions under Goal 1 were fully implemented as planned, with several key successes supporting access, instructional quality, and student engagement.

All students had consistent access to standards-aligned instructional materials (Action 1.2), and one-to-one Chromebook access was maintained across all grade levels (Action 1.4). Teachers across the district participated in professional development, with a strategic focus on mathematics due to identified needs in student performance. BES and RES Math PD saw strong participation, particularly in Cognitively Guided Instruction (CGI) and Building Thinking Classrooms, which were implemented across sites. BHS saw strong participation in professional development on improving student engagement across all subject matter and developing 21st competencies (Action 1.5). In

English Language Development (ELD), all BES and RES teachers attended pre-service ELD training, with moderate participation in follow-up sessions. Although additional ELD sessions were offered, teacher engagement was lower than expected. ELA professional development was also made available. In prior years, elementary teachers completed LETRS and UFLI training, while secondary teachers participated in a literacy grant that included comprehensive PD. Based on this background, the 2024–25 PD strategy centered on math to address academic gaps more urgently. Family engagement activities were fully implemented. Family Science Night at BES and RES was well attended and positively received (Action 1.3). BES also hosted a Family Literacy Night and book fair, offering meaningful engagement opportunities (Action 1.13). At the high school level, the Get Focused, Stay Focused curriculum continued to support student academic and career planning (Action 1.6). Independent study options remained accessible for students (Action 1.8), and AP Spanish was delivered via Vista Higher Learning as intended (Action 1.10). All new teachers participated in induction through the Tehama County Office of Education (Action 1.11), and classified staff were deployed to provide instructional support and playground supervision (Action 1.12).

Substantive Differences in Implementation. A few planned actions were only partially implemented due to staffing and resource constraints: Action 1.1: Hiring challenges persisted, resulting in the placement of interns in lieu of fully credentialed staff. Action 1.5: While math and ELD PD were emphasized, science and social studies professional development was not implemented as planned due to time and resource limitations. Action 1.9: The district did not complete the installation of a new water filling station or shade structure at BES; however, general maintenance, including upkeep of athletic fields, was conducted. Action 1.7: A full-time counselor was not hired at BES. Instead, the district sustained existing supports through Victor Services and added a wellness coach to address students' social-emotional needs.

Although staffing shortages and limited time for professional development posed challenges, the majority of Goal 1 actions were implemented with fidelity or modest adjustments. These efforts contributed to meaningful progress in instructional access, technology integration, professional development, and student support services.

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

During the 2024–25 school year, several Goal 1 actions experienced material variances between budgeted expenditures and estimated actual expenditures. These differences resulted from changing staffing conditions, increased service demand, negotiated salary adjustments, and cost fluctuations in instructional materials and technology. The following summarizes these variances:

Action 1.1 – Class Size Reduction
Actual expenditures exceeded the budget by $78,503, primarily due to a negotiated increase in certificated staff salaries following updates to collective bargaining agreements. This adjustment was necessary to ensure staffing continuity and contractual compliance.

Action 1.2 – Standards-Aligned Materials
Spending was $2,036 over budget due to unanticipated increases in instructional material costs driven by market inflation. Materials were fully implemented to support standards-based instruction.

Action 1.3 – STEM Night

Actual expenditures were $500 below budget, as several costs were offset by donations and in-kind support from the Parent Club, which contributed directly to event materials and logistics.

Action 1.4 – 1:1 Technology
The district spent $50,089 more than budgeted due to increased demand for student devices and elevated hardware costs, ensuring continued 1:1 technology access across all grade spans. In addition, this action will be contributing to low income students, foster youth, and ELD student populations.

Action 1.5 – Professional Development
Expenditures were $926 below budget. Savings were realized through no-cost professional learning opportunities offered by the County Office of Education and a rural schools collaborative math grant that covered mathematics-focused training.

Action 1.6 – Get Focused Stay Focused
There were no material differences between the planned and actual expenditures for this action.

Action 1.7 – Counseling Support
The LEA spent $12,957.00 less than budgeted due to the challenges of hiring a qualified counselor. As a result, the district contracted with external providers to meet students' social-emotional needs, which had no cost due to grants.

Action 1.8 – Independent Study
Actual costs were $11,921 above budget, driven by increases in teacher compensation and curriculum licensing required to maintain access for students in alternative learning pathways.

Action 1.9 – Facilities Improvements
Expenditures exceeded the budget by $95,888, largely due to inflationary construction costs and the identification of additional site needs during implementation

Action 1.10 – AP Spanish
There were no material differences between budgeted and actual expenditures.

Action 1.11 – New Teacher Support
The district spent $3,500 more than anticipated, as more beginning teachers than projected required enrollment in the state-mandated induction program.

Action 1.12 – Classified Staff
Spending was $33,192 below budget due to classified vacancies that remained unfilled for part of the year, resulting in lower personnel expenditures.

Action 1.13 – Family Literacy Night
There were no material differences between budgeted and actual expenditures.

Summary
The material differences in Goal 1 reflect the district's responsive approach to changing staffing realities, unanticipated cost increases, and leveraging of community or grant-based resources. Adjustments ensured continuity of services and alignment to LCAP goals, particularly around student access to qualified educators, standards-aligned materials, and college and career readiness supports.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 1 focuses on ensuring that all students—especially unduplicated pupils—have access to highly qualified educators, rigorous and aligned instructional materials, and well-supported pathways to college and career. While Year 1 implementation achieved significant gains in college readiness and science engagement, academic outcomes for unduplicated students—particularly at Biggs Elementary School (BES)—remain a critical area for improvement. RES and BHS demonstrated more consistent growth, highlighting the importance of instructional leadership and site-level implementation fidelity.

Action 1.1 – Class Size Reduction
This action maintained small class sizes and supported teacher credentialing. Despite intern coaching and participation in induction programs, only 85.09% of teachers were fully credentialed, falling short of the 100% target. Interns filled hard-to-staff roles. Student performance remained low:

CAASPP: BES scored -58.9 PBS in ELA, -98.2 in Math; BHS Math was -147.1 PBS
Benchmarks: BES showed minimal change; RES, 6–8, and BHS improved in math but declined in reading

These results suggest class size alone was not sufficient to drive achievement without fully credentialed, experienced teachers in every classroom. Effectiveness: Somewhat effective – progress on staffing, but insufficient academic gains. Metrics: 1.1 (Credentialed Teachers), CAASPP, Benchmark Assessments

Action 1.2 – Standards-Aligned Instructional Materials
All students were provided access to state standards-aligned materials in core academic subjects, verified via the SARC. Despite full access:

CAASPP: BES students remained -58.9 in ELA, -98.2 in Math. However, College and Career Indicator (CCI) improved from 12.5% to 32.6%

This action met compliance goals, but materials need to be paired with stronger instructional support to improve outcomes for unduplicated pupils. Effectiveness: Effective in implementation, but requires instructional reinforcement. Metrics: 1.2 (Instructional Materials Access), 1.7 (College/Career), CAASPP

Action 1.3 – STEM Night
STEM Nights engaged families in academic learning. The events were well attended and reinforced interest in science instruction.

CAST Scores: Districtwide improved by +3.4 points; BES improved by +6.4 points. Full implementation of state standards.

This demonstrates the value of academically aligned family events in boosting student outcomes. Effectiveness: Effective. Metrics: 1.4 (State Standards), CAST

Action 1.4 – 1:1 Technology
The district maintained a 1:1 student-to-device ratio across all grades. While access was equitable, outcomes varied.

Benchmark Results: BES: Reading +1%, Math -1%, RES: Reading -14%, Math +5%, 6–8: ELA -13%, Math +5%, 9–12: ELA -24%, Math +24%

Technology access was ensured, but instructional integration must be strengthened to improve consistency in student performance.
Effectiveness: Conditionally effective – strong infrastructure, mixed academic outcomes
Metrics: 1.4 (Technology Access), Benchmark Assessments

Action 1.5 – Professional Development
Teachers received targeted professional development in math (CGI, BTC), ELD, and student engagement. Site implementation varied.

Outcomes:
Math Benchmarks: +5% (6–8), +24% (9–12), +5% (RES)
CAASPP at RES: +12.6 in ELA, +9.3 in Math
CCI: +20.1% growth

These early indicators suggest the PD was well received and beginning to shift instructional practice, particularly at RES. Effectiveness: Promising. Metrics: 1.4 (Standards), 1.7 (College/Career), CAASPP, Benchmarks

Action 1.6 – Get Focused Stay Focused
This action supported college and career readiness at BHS through structured planning and academic goal-setting.

Outcomes:
CCI: Increased from 12.5% to 32.6%
A–G Completion: Rose from 18.4% to 25%
Graduation Rate: Remained high

This is a model action demonstrating strong impact on student planning and postsecondary success. Effectiveness: Highly effective. Metrics: 1.7 (College/Career), 1.8 (Graduation)

Action 1.7 – Counseling Support
Due to a lack of qualified applicants, BES was unable to hire a full-time counselor. Services were provided through a wellness coach and other contracted counseling services, but were limited in scope. Without a dedicated counselor, SEL access was inconsistent and outcomes were difficult to measure. Effectiveness: Ineffective – implementation gap limited impact . Metrics: 1.6 (Student Support Services)

Action 1.8 – Independent Study
The district offered an independent study option through Accellus, meeting the needs of students requiring flexible learning pathways. Access was maintained, and graduation rates remained stable, affirming the importance of this option. Effectiveness: Effective
Metrics: 1.2 (Course Access), 1.8 (Graduation)

Action 1.9 – Facilities Improvements
Maintenance goals were met, and all campuses maintained “Good” ratings on the FIT tool. However, planned upgrades like water stations and shade structures were delayed. Facilities were safe and functional, but modernization efforts are still pending. Effectiveness: Partially effective – compliance met, projects delayed. Metrics: 1.3 (Facilities Rating)

Action 1.10 – AP Spanish
While AP course access was maintained, student pass rates fell from 66% to 43%, a -23% decline. Although the CCI improved by 20%, the drop in pass rates highlights the need for additional instructional support.

Effectiveness: Limited effectiveness. Metrics: 1.7 (College/Career), 1.9 (AP Success)

Action 1.11 – New Teacher Support
New teachers participated in induction with Tehama COE. Many completed credentialing during 2024–25, contributing to staff stability.

This action supported retention and may have contributed to growth in the College/Career Indicator. Effectiveness: Effective. Metrics: 1.1 (Credentialed Teachers), 1.7 (College/Career)

Action 1.12 – Classified Staff
Paraprofessionals provided academic and behavioral support. At RES, student growth in math and ELA aligned with para support. RES CAASPP: ELA +12.6, Math +9.3. Benchmarks: Middle school and RES math improved

While BES outcomes remain low, additional support structures are expected to boost future results. Effectiveness: Supportive and necessary – promising site-specific impact. Metrics: 1.4 (Instructional Support), CAASPP, Benchmark Assessments

Action 1.13 – Family Literacy Night
This family event was implemented at BES and RES. It was well attended and promoted home–school literacy engagement and put free books into the hands of all students who attended. Despite strong participation, ELA benchmark and CAASPP results remained low, indicating the need for deeper instructional follow-up. Implementation of state standards remained high. Effectiveness: Partially effective – strong outreach, limited academic improvement. Metrics: 1.4 (Standards), CAASPP, Benchmark

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

Reflections from Year 1 implementation of Goal 1 have led to a series of adjustments intended to improve instructional effectiveness, increase academic outcomes for unduplicated pupils, and strengthen the alignment between investments and student results

Modifications to Actions in implementation:

Action 1.1 (Class Size Reduction) While class sizes remain small, the district identified that a lack of fully credentialed teachers in hard-to-staff positions limited academic gains. For 2025–26, the district will increase investment in intern mentoring and early recruitment to improve the percentage of fully credentialed teachers, particularly at BES.

Action 1.2 (Standards-Aligned Materials) Despite full implementation, academic outcomes remained low among unduplicated students. In response, the district will expand coaching and PD integration alongside materials adoption to ensure alignment between content and instructional delivery.

Action 1.5 (Professional Development). Due to promising gains at RES and in secondary math, the district will scale up PD in CGI and BTC , emphasizing consistency and fidelity across all school sites.

Action 1.7 (Counseling Support). After difficulties in hiring a credentialed school counselor at BES, the district plans to *contract with a consistent external provider or allocate funding for a full-time wellness coach to ensure students' social-emotional needs are met. In addition, we will continue to look for a qualified counselor to keep on staff.

Action 1.10 (AP Spanish): With AP pass rates declining by 23%, instructional supports for AP students will be enhanced through after-school academic support and targeted tutoring.

Action 1.13 (Family Literacy Night). In order to improve family literacy night, we will improve advertising, and schedule it on a night with less competing activities.

Beginning in the 2025–26 school year, Richvale Elementary will transition to Richvale Charter Academy (RCA) and will operate under its own Local Control and Accountability Plan (LCAP). As a result, all districtwide actions included in this LCAP are now specific to Biggs High School (BHS) and Biggs Elementary School (BES).

Modifications to Actions – Goal 1 Budget Adjustments
The following adjustments were made to the 2025–26 budgeted amounts for Goal 1 actions to reflect separating the 2025-2026 budget from Richvale Elementary (which will be Richvale Charter Academy), updated staffing, cost projections, and supplemental funding availability. These changes ensure alignment with actual expenditures and evolving program needs.

Action 1.1 – Certificated Staff (Class Size Reduction): The district reduced the budget by $52,629 due to changes in staffing assignments and salary adjustment, as well as accounting for Richvale becoming a charter school and separating out their budget into their own LCAP.

Action 1.2 – Standards-Aligned Instructional Materials: The budget was increased by $2,106 to accommodate rising material costs and enhancements to curriculum adoption.

Action 1.3 – STEM Night: The budgeted cost was reduced by $500 due to financial support provided by the Parent Club, offsetting district expenditures.

Action 1.4 – 1:1 Technology: The district increased the LCFF allocation by $8,696 and added $76,676 in state funds to meet rising costs and growing student technology needs. They also deducted $13,696 from the budget for Richvale Charter Academy. With a net change of $5000 in LCFF funding.

Action 1.5 – Professional Development: The professional development budget was reduced by $1,000 due to funding support from the Rural Math Collaborative Grant, which now offsets math PD costs.

Action 1.6 – Get Focused Stay Focused: The budget was increased by $200 to align with actual program costs for continued implementation at BHS.

Action 1.7 – Counseling Support: The district decreased the budget by $4,967 due to the receipt of a mental health grant, which provides a wellness counselor.

Action 1.8 – Independent Study: The budgeted amount was reduced by $4,252 based on revised cost estimates reflecting actual staffing and curriculum expenditures.

Action 1.9 – Facilities Improvements: The budget was increased by $140,086 to address critical campus updates and safety-related facility improvements identified during the needs assessment process.

Action 1.11 – New Teacher Support: The district increased the budget by $4,100 to cover the cost of induction support for additional newly hired teachers.

Action 1.12 – Classified Staff: The classified staff budget was increased by $354 based on updated salary and benefit calculations. However, Richvale's portion of $36,807 was deducted from the district budget. This was a net change of $36,454.

These modifications are grounded in the Year 1 data, which showed that infrastructure-based actions (e.g., materials, technology, staffing) require stronger instructional follow-through and targeted support to benefit unduplicated pupils. Adjustments are focused on increasing fidelity, differentiation, and consistency in service delivery, particularly at BES and BHS where outcome gaps remain widest.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Class Size Reduction | BUSD will hire and maintain fully credentialed and appropriately assigned teachers in order to maintain smaller class sizes.. All teachers TK-8 will have multiple subject credentials. Teachers in 9-12 will have single subject credentials in the subject they teach. | $293,858.00 | Yes |
| **1.2** | Standards Aligned Instructional Materials | We will pilot and purchase new Math and ELA curriculum in grades TK-12 in order to provide curriculum in the most current California State Standards.. We will maintain and provide supplementary curriculum as needed in social studies, science. and ELD curriculum in grades TK-12 in current California State Standards. | $17,106.00 | Yes |
| **1.3** | Increase engagement and awareness of NGSS | BUSD hosts a STEM Night for families to increase science engagement and awareness of New Generation Science Standards. | $500.00 | Yes |
| **1.4** | Technology | Maintain a 1 to 1 ratio of devices as per district technology plan | $227,676.00 | Yes |
| **1.5** | Professional Development | Professional Development for teachers in ELA, ELD, Math, Science, and History. This includes professional development from outside vendors and BCOE in standards based curriculum. In addition, ELD professional development will help teachers address the needs of Long term English learners. | $2,000.00 | Yes |
| **1.6** | Get Focused- Stay Focused High School Curriculum | Purchase curriculum for high school student goal setting and career exploring. | $2,800.00 | Yes |
| **1.7** | Counseling Support | Fund 15 extra days for the school counselor to provide extra students support at the elementary level. | $7,990.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.8** | Independent Study | Fund online Independent Study Program (Accelus) and Independent Study Coordinator.s. | $155,873.00 | Yes |
| **1.9** | Facilities | Purchase another filling station for BES. Purchase shade structure for the elementary and middle schools. Provide general upkeep to facilities, including athletic fields. | $509,286.00 | No |
| **1.10** | AP Spanish | Vista Higher Learning AP Spanish Support | $750.00 | Yes |
| **1.11** | New Teacher Support | BUSD will provide support to new teachers in order to help them clear their credential. | $21,600.00 | Yes |
| **1.12** | Classified Staff | BUSD will provide paraprofessional salaries for classroom support, tutoring, and play ground supervision. | $69,494.00 | Yes |
| **1.13** | Family Literacy Night | BES will provide Family Literacy Night for families at BES and RCA. | $1,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | BUSD will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 educational partner input and current research, Biggs Unified developed this goal.

Analyzation of school data suggest some areas of concern:
The district is in the RED on the California State Dashboard for math for Hispanic Students (113 PBS), ELD students (109.6 PBS), Students with disabilities (161.3 PBS), and low income at 103.4 PBS.
All students at BHS scored in the RED on the California State Dashboard at 147.1 PBS.
At BES Hispanic students (98.2 PBS), ELD students (118. PBS) and low income students (106 PBS) scored in the RED on the California State Dashboard.
ELA scores were low districtwide at 43.2 PBS and low at BES at 58.9 PBS
The district would also like to improve our ELD reclassification rate which was 0 last year, with only 41% of students making progress and RED on the Dashboard.

In order to reach our desired outcome for 2025-26, 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 teachers will provide designated and integrated instruction to EL's in order to improve student performance and help reclassify students. We will hire a math coach to help teachers improve instructional practices, 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. Teachers will receive collaboration time and professional development in order to bring students closer to reaching the standards in ELA and math. We will provide afterschool tutoring and purchase IXL to help provide targeted intervention for students in ELA and Math. In addition, providing the AR program and Academic Vocabulary Toolkit should help ELD and all student groups improve in ELA. All of these actions should help improve scores for all students which are improving, but still low.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | 4A Statewide Assessments<br>Source: California State Dashboard | BES ELA -42.3 PBS ALL<br>-78.2 PBS ELD<br>-55.8 PBS Low Income<br>• 120 PBS Students with Disabilities<br><br>BES Math -85.6 PBS ALL<br>• 104.1 PBS ELD<br>• 98.7 PBS Low Income<br>• 143.2 PBS Students with Disabilities<br><br>RES ELA -24 PBS<br>RES Math -11.7 PBS<br>No student groups due to low number of students<br><br>BHS ELA +29.7 PAS<br>+28.2 PAS Low income<br><br>BHS Math -105.4 PBS<br>-124.3 PBS Low income<br><br>No other student groups reported due to low number of students | BES ELA -58.9 PBS ALL<br>-72.2 PBS ELD<br>• 67 PBS Low Income<br>-112.4 SW Disabilities.<br><br>BES Math - 98.2 PBS ALL<br>-119.8 PBS ELD<br>-106 PBS Low Income<br>-155.5 SW Disabilities<br><br>RES ELA -15.6 PBS<br>RES Math +1 Point above<br>No student groups due to low number of students.<br><br>BHS ELA +10.9 Points above ALL<br>-4.6 PBS Low Income<br>-.5.4 PBS Hispanic<br>+34.9 PAS White | | BES and RES at standard for math and ELA<br>BHS at standard for math and 10 points above standard for ELA | BES dropped 16.6 from baseline for all students for ELA and 12.6 points for moth for All Students.<br><br>RES improved ELA by 8.4 points and math by 12.7 points.<br><br>BHS declined in math by 41.7 points and in ELA by 18.8 points. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Student groups in the RED<br>BES ELA (ELD Students) -78.2 PBS<br><br>District<br>ELA (ELD Students) 77.7 PBS<br>(Students with Disabilities) -118.5 PBS<br>Math (Students with Disabilities) -148.5 PBS | BHS Math -147.1 PBS ALL<br>-164.5 Low Income<br>-173 PBS Hispanic<br>-126.3 PBS White<br><br>Student Groups in the RED<br>BES Math -119.8 PBS ELD<br>-118.5 PBS Hispanic<br>-106 PBS Low income<br><br>BHS Math 147.1 PBS ALL<br><br><br>District Math -109.6 PBS ELD<br>-113 PBS Hispanic<br>• 161.3 SW disabilities<br>-103.4PBS Low income | | | |
| 2.2 | 4E EL's who make progress toward English proficiency | 2023 51% of EL students made progress | 2024 41% of EL students made progress. RED on dashboard. | | 50% of EL students make progress | Dropped 10% from baseline |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.3 | 4F EL Reclassification Rate<br>Source: District Reclassification Policy | 2023 9% of students reclassified | 23-24 0 students reclassified | | 20% Reclassified | Dropped 9% from baseline |
| 2.4 | A-G Completion percentage | 2023 7% of students | 25% of students | | 20% of students | Improved 18% from baseline |
| 2.5 | CTE Sequence Completers<br>SARC | 2023 65.5 % CTE Sequence Completers SARC | 2024 71.4% of CTE Sequence Completers SARC | | 50% Sequence Completers | Improved 5.9% from baseline |
| 2.6 | CTE and A-G | 2023 7.5% met both | 2024 13.6% met both | | 10% of graduating seniors met both | Improved 6.1% from baseline |
| 2.7 | 11th Grade EAP<br>Ed Source Smarter Balance Test Results | 52% of test takers in ELA<br>12% of test takers in math | 56.25% of test takers in ELA<br>9.38% of test takers in Math | | 25% of test takers in ELA<br>25% of test takers in math | Increase in ELA 4.25%<br>Decrease in math 2.62% |
| 2.8 | 8 Local Data Source: Benchmark Assessments<br>K-5 I Ready<br>6-12 MAPS | BES Reading 40% meet or exceed<br>BES Math 31% meet or exceed<br>RES Reading 68% meet or exceed<br>RES Math 54% meet or exceed<br><br>6-8 MAPS Reading 53%<br>6-8 MAPS Math 44%<br>9-12 MAPS ELA 62%<br>9-12 MAPS Math 26% | BES Reading 41% meet or exceed<br>BES Math 30% meet or exceed<br>RES Reading 54% meet or exceed<br>RES Math 59% meet or exceed<br><br>6-8 MAPS Reading 36%<br>6-8 MAPS Math 49%<br>9-12 MAPS ELA 38%<br>9-12 MAPS Math 50% | | 60% of students meet or exceed standards on district benchmark for ELA and 50% meet or exceed on math. | BES Reading improved by 1%<br>BES Math declined by 1%<br>RES Reading declined by 14%<br>RES Math improved by 5%<br><br>6-8 MAPS Reading declined by 13%<br>6-8 Maps Math improved by 5%<br>9-12 Maps ELA declined by 24% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | 9-12 Maps Math improved by 24% |

# Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions under Goal 2 were implemented either as planned or with only minor adjustments.
Key successes included full rollout of the benchmark schedule, the launch of districtwide collaboration supported by a data coordinator, and the integration of intervention resources such as IXL and ELD curriculum supports. Action 2.1 was mostly implemented as intended. A stipend-supported data coordinator facilitated benchmark data analysis and met with teachers during collaboration periods to support data-driven instruction and intervention planning. While the position was filled and the collaboration structure was upheld, implementation revealed a need for clearer direction and accountability systems to ensure consistent teacher engagement with the data process. Action 2.2 involved the creation and dissemination of a districtwide benchmark schedule. This schedule was implemented districtwide, and schools adhered to the established testing timelines. No substantive differences existed between planned and actual implementation of this action. Action 2.3 was implemented through a BCOE-funded grant that supported a math instructional coach at BES. The coach provided training and support to site lead teachers, who in turn led peer-to-peer instructional improvement at BES and RES. This coaching structure was carried out as planned, with no major deviations from the original design. Action 2.4, which provided support for ELA curriculum implementation across grade levels, was implemented according to plan. Teachers at all sites continued using the adopted curriculum with fidelity. Action 2.5 supported targeted intervention through IXL for grades 6–12. Implementation occurred as planned, and teachers incorporated the platform into their intervention blocks. There were no major changes from the original plan. Action 2.6 focused on ELD instruction. Designated ELD time was scheduled at all sites and curriculum was delivered using Benchmark and Study Sync. Middle school students also used Academic Vocabulary Toolkit as a supplementary resource. Implementation was aligned with the action's original intent. Action 2.7 was implemented with fidelity. Students with disabilities received both push-in and pull-out academic support. A family engagement event focused on disabilities was hosted at BES, fostering collaboration between families and educators. The action was implemented as planned without substantive deviations. Action 2.8 involved intervention staffing and services at BHS and BES. This action was fully implemented according to plan, with intervention staff providing academic support in designated settings. Action 2.9 provided pull-out support for middle and high school English Learners. Implementation was consistent with the action's design, and EL students received additional instructional time focused on language development.

Challenges primarily involved the need for enhanced teacher accountability in data usage and deeper instructional coherence across sites.

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

Several actions within Goal 2, which focuses on improving outcomes in literacy, mathematics, English Language Development, and targeted instructional supports, experienced material variances between budgeted expenditures and estimated actuals. These differences were primarily driven by the availability of alternative funding sources, successful grant acquisition, fluctuating implementation conditions, and adjustments based on student participation. The variances did not affect the district's ability to meet its obligations to unduplicated pupils, and all services continued as planned or were supplemented through other funding streams.

Action 2.1 – Assessment Data Analysis
The budgeted expenditure of $1,000 was not utilized from LCFF as originally planned. A stipend for the data coordinator was paid using an alternate funding source, resulting in $200 in actual expenditures, a variance of -$800.

Action 2.2 – District Benchmark Plan
There were no material differences between the budgeted and actual expenditures. The action was implemented in full as intended.

Action 2.3 – Math Coaching
The district budgeted $10,000, but only $1,668 was expended. The significant variance (-$8,332) resulted from the award of a competitive math grant, which provided coaching services at no cost to the district's LCFF allocation.

Action 2.4 – ELA Intervention
Actual expenditures totaled $162,449, exceeding the original budget of $146,631 by $15,818. The increase was due to higher-than-anticipated certificated staff salary rates. The majority of these costs were covered using Federal funds, minimizing impact on LCFF resources.

Action 2.5 – Secondary Interventions
Expenditures were $3,401 above the budget due to the cost of expanded support services exceeding projections. The program was fully implemented and aligned to college and career readiness goals.

Action 2.6 – ELD Support
Actual spending was $500 higher than budgeted. This minor overage resulted from initial underestimation of curriculum material costs.

Action 2.7 – Support for Students with Disabilities
The total cost exceeded the original projection by $52,510. Of the $7,000 budgeted in LCFF funds, the full amount was expended as intended. The increase was driven by rising special education service costs and additional supports provided to meet IEP compliance. The overage was covered by other funding sources.

Action 2.8 – Afterschool Tutoring
Estimated actual expenditures were $4,793 lower than budgeted. Student participation was lower than projected, resulting in fewer tutoring hours delivered and cost savings. The structure remained in place and accessible to all eligible students.

Action 2.9 – LTEL Support
There were no material differences between budgeted and actual expenditures. The action was fully implemented as anticipated.

Summary
These variances reflect the district's ability to strategically manage resources by leveraging grant opportunities, realigning spending in response to actual student participation, and adapting to fluctuations in staffing and program costs. All contributing actions were implemented with the goal of increasing or improving services for unduplicated pupils. The final proportionality percentage will be recalculated to align with actual contributing expenditures and to ensure compliance with LCFF regulations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 2 focuses on increasing academic achievement for all students, with particular attention to unduplicated pupils and students with disabilities. While some actions yielded promising results—especially at Richvale Elementary School (RES)—overall progress across Biggs Elementary School (BES) and Biggs High School (BHS) was inconsistent. These outcomes highlight the need for deeper instructional alignment, responsive data use, and differentiated support for specific student groups.

Action 2.1 – Assessment Data Analysis
This action aimed to strengthen instructional decision-making by embedding data review into PLCs and coaching cycles. Implementation was consistent districtwide, but impact varied by site.

CAASPP: BES ELA: -58.9 PBS, Math: -98.2 PBS; BHS Math: -147.1 PBS, RES ELA +12.6 PBS, Math +9.3 PBS
Benchmarks: BES: Reading +1%, Math -1%, RES: Reading -14%, Math +5%, 6–8: Reading -13%, Math +5%, 9–12: ELA -24%, Math +24%

These mixed results show that while data systems were in place, instructional responsiveness to data varied significantly by site.
Effectiveness: Partially effective – foundational structures in place, but inconsistent academic impact. Metrics: 2.1 (CAASPP), 2.8 (Benchmark performance)

Action 2.2 – District Benchmark Schedule
This action implemented a uniform benchmark schedule to support consistent formative assessment use. RES showed strong use of benchmarks to guide instruction, while BES and BHS showed minimal gains.

RES CAASPP: ELA +12.6 PBS, Math +9.3 PAS
BES CAASPP: ELA -58.9 PBS, Math -98.2 PBS
BHS CAASPP: ELA +10.9 PAB, Math- 147.1 PBS

Benchmark Scores:
BES: Reading +1%, Math -1%
RES: Reading -14%, Math +5%
6–8: Reading -13%, Math +5%

9–12: ELA -24%, Math +24%

These results indicate that benchmarks alone are not sufficient without aligned instructional response. Effectiveness: Partially effective – schedule established, instructional use needs strengthening. Metrics: 2.1 (CAASPP), 2.6 (Student Group Outcomes), 2.8 (Benchmark Assessments)

Action 2.3 – Math Coaching
Funded through a BCOE grant, this action supported math teachers in using inquiry-based strategies. While CAASPP math scores remained low, teacher feedback and observation data suggest increased engagement in mathematical reasoning.

Benchmark Gains:
BES: Math -1%
RES: Math +5%
Grades 6–8: Math +5%
Grades 9–12: Math +24%

Although not yet reflected in CAASPP results, early signs of improvement suggest instructional impact will grow in Year 2. Effectiveness: Promising – early instructional shifts, academic impact anticipated. Metrics: 2.1 (CAASPP), 2.8 (Math Benchmarks)

Action 2.4 – ELA Intervention – BES
This action provided Tier II reading supports via small group instruction and push-ins. Although schoolwide CAASPP scores remained low, students receiving intervention demonstrated modest growth.

CAASPP ELA: -58.9 PBS. Benchmark Reading: BES: +1%

Individual student gains were observed, but broader instructional changes are still needed. Effectiveness: Minimally effective – localized growth, but not systemwide Metrics: 2.1 (CAASPP ELA), 2.8 (Benchmark ELA)

Action 2.5 – Secondary Interventions
This action used IXL and targeted instructional time to support grades 6–12. Pathway indicators improved, while math achievement continues to lag.

11th Grade CAASPP: ELA: 27% above target. Math: -24%
College/Career Readiness: CTE Completion: +5.9%, Dual A–G/CTE Completion: +6.1%, A–G Completion: +18%
Benchmarks: 6–8: Reading -13%, Math +5%, 9–12: ELA -24%, Math +24%

These results show strong literacy and readiness gains, but persistent math barriers for high school students. Effectiveness: Effective in literacy and pathway metrics, math requires adjustment. Metrics: 2.1 (CAASPP), 2.5 (CTE), 2.6 (A–G/CTE), 2.7 (11th Grade EAP)

Action 2.6 – ELD Support

ELD instruction was delivered using Benchmark and Study Sync, yet outcomes declined across multiple measures.

ELPAC Growth Rate: 41% (-10% from baseline). Reclassification Rate: 0% (down from 9%)
CAASPP EL Scores (BES): ELA -72.2 PBS, Math -119.8 PBS
Benchmarks: BES: Reading +1%, Math -1%. RES: Reading -14%, Math +5%

This action was implemented as planned, but did not yield academic progress. Effectiveness: Ineffective – consistent delivery, declining results. Metrics: 2.1 (CAASPP for ELs), 2.2 (ELPAC Growth), 2.3 (Reclassification)

Action 2.7 – Support for Students with Disabilities
This action emphasized family engagement and IEP implementation. While events like BES Disability Night promoted inclusion, academic progress declined.

BES SWD: ELA -112.4 PBS, Math -155.5 PBS
Districtwide SWD: ELA -118.5 PBS, Math -148.5 PBS
Benchmarks (All Students): BES: Reading +1%, Math -1%. RES: Reading -14%, Math +5%. 6–8: Reading -13%, Math +5%. 9–12: ELA -24%, Math +24%

The academic gap for SWD widened, showing current interventions were not intensive enough. Effectiveness: Ineffective – high engagement, low academic impact. Metrics: 2.1 (CAASPP for SWD)

Action 2.8 – Afterschool Tutoring
Tutoring was offered at BES and BHS, but participation rates were lower than expected.

Benchmark Outcomes: BES Middle School: Reading -13%, Math+5%.  BHS:  ELA -24%, Math +24%

Secondary math saw gains, while ELA benchmarks fell. More targeted outreach and increased tutoring frequency are planned for 2025–26. Effectiveness: Partially effective – secondary math improved, participation limited broader impact. Metrics: 2.1 (CAASPP), 2.8 (Benchmark Growth and Usage)

Action 2.9 – LTEL Support
This action provided targeted support to Long-Term English Learners through pull-out sessions. Despite full implementation, outcomes remained static.

ELPAC Progress Rate: Dropped by 10%, Reclassification Rate: 0%

Benchmarks: BES: Reading +1%, Math -1%, RES: Reading -14%, Math +5%, 6–8: Reading -13%, Math +5%, 9–12: ELA -24%, Math +24%

We expect with additional support and professional development, we will see more growth in the next few years. Effectiveness: Ineffective – no growth in key metrics. Metrics: 2.2 (ELPAC Growth), 2.3 (Reclassification)

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

Based on reflection and analysis of 2024–25 implementation outcomes, several purposeful adjustments have been made to Goal 2 for the 2025–26 school year. These changes aim to improve clarity, resource alignment, and instructional effectiveness in literacy, mathematics, and academic support services for unduplicated pupils and other student groups.

Action 2.1 – Assessment Data Analysis. The budget for this action was reduced by $800 due to the elimination of the data coordinator stipend, which is no longer needed. Moving forward, administrators and teachers will collaboratively analyze student assessment data during scheduled PLC time to inform instruction and interventions. This adjustment promotes shared responsibility and ongoing professional growth.

Action 2.3 – Math Coaching:  There were no changes made to the planned goal, metrics, target outcomes, or actions.

Action 2.4 – ELA Intervention: The budget was decreased due to staffing changes that lowered the overall cost of delivering Tier II ELA interventions at BES. The district will continue to provide targeted literacy supports but at a reduced staffing level based on current capacity.

Action 2.5 – Secondary Interventions: The budget for this action was increased by $3,401 to reflect actual implementation costs, including digital intervention tools and extended learning supports in grades 6–12.

Action 2.6 – ELD Support: The district reduced the budget by $5,500 due to a strategic shift in ELD instruction delivery. Designated ELD will now be integrated into classroom instruction, reducing the need for separate instructional staff while maintaining services for English Learners.

Action 2.7 – Support for Students with Disabilities: The LCFF portion of the budget was decreased by $1,000, reflecting revised estimates of anticipated needs. The district will continue providing necessary services and is planning for improved intervention delivery aligned with inclusion and co-teaching models.

Action 2.8 – Afterschool Tutoring
The budget was increased through the addition of $29,029 in Learning Recovery Emergency Block Grant (LREBG) funds. These funds will expand access to afterschool tutoring at BES and BHS, improving support for unduplicated pupils and students demonstrating academic need.

New Action 2.10 – Learning Recovery Interventions: A new action was added to utilize LREBG funding to accelerate recovery in ELA and Math. This includes: Targeted afterschool tutoring, Purchase of standards-aligned curricula, and Professional development (CGI, BTC) Coaching and instructional support. The focus is on English Learners, low-income, Hispanic, and White student groups at BES and all student groups at BHS, based on needs identified through CAASPP, ELPAC, and benchmark data.

Beginning in the 2025–26 school year, Richvale Elementary will transition to Richvale Charter Academy (RCA) and will operate under its own Local Control and Accountability Plan (LCAP). As a result, all districtwide actions included in this LCAP are now specific to Biggs High School (BHS) and Biggs Elementary School (BES).

These refinements reflect the district's commitment to continuous improvement and strategic alignment of funding to areas of greatest student need. The adjustments are intended to improve student achievement, particularly for unduplicated pupils, while leveraging grant opportunities and maximizing instructional impact.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Assessment Data Analyzation | Teachers will work together individually and in grade level teams to analyze assessment data and use it to drive instruction, monitor student needs, and plan for appropriate interventions. ELA specialists and math specialists will help grade level teams and teachers analyzing the data to aid in learning recovery. This action provides for collaboration time for teachers to collaborate and use the data to improve instruction. | $200.00 | Yes |
| **2.2** | District wide benchmark plan and schedule for math and ELA | K-12 grade will participate in a district wide benchmark schedule for math and ELA. Tests will be given three times a year through IReady K-5 and MAPS 6-12. Common testing protocol will be followed and teachers will track baseline data on a common testing sheet. | $24,785.00 | Yes |
| **2.3** | Math Coach Support | Contract a math coach K-12 to help improve math instruction and raise math scores. | $10,000.00 | Yes |
| **2.4** | ELA Intervention Specialist | Maintain an ELA intervention specialist K-5 to provide support to teachers in looking at data, coach teachers in ELA best practices, and pull out struggling students for intervention. | $90,061.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.5** | Middle School and High School Intervention | Purchase IXL in order to provide targeted intervention in both math and ELA for grades 6-12 | $7,676.00 | Yes |
| **2.6** | ELD Support and Curriculum | Students will receive designated and ELD services from a credentialed teacher 30 minutes daily. Teachers will be provided with professional development on ELD curriculum, designated and integrated ELD time. Professional development will provide support for teachers in order meet the needs of long term English learners. Resources and curriculum will be purchased to support ELD students. We will purchase additional curriculum for the middle school. This action should improve the CAASPP scores in ELA for ELD students district wide and at BIGGS Elementary. | $3,500.00 | Yes |
| **2.7** | Additional Support for Students with Disabilities. | We will plan a night for parents with students who have disabilities to get resources for helping their students to be successful in school and building strong partnerships with teachers and families. We will offer additional academic support during the day for students with IEP's. We will continue to provide push in and pull out services in order to help students with their goals. Students with disabilities are in the RED on the dashboard LEA wide for Math. This action is created to address this. | $6,000.00 | No |
| **2.8** | Afterschool Tutoring | We will provide after school tutoring at BHS and BES. LRBG funding of $29,029 is contributing to this action. $12,293 is provided through LCFF funding. | $41,322.00 | Yes |
| **2.9** | LTELS Additional Support | Middle school and high school ELD students will get additional pull out support. This is targeted to help older students perform on the ELPAC in order to redesignate before becoming long term English Learners. This will also help LTELS redesignate. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.10** | Additional support for ELA and Math using LRBG funding | BUSD will utilize Learning Recovery Emergency Block Grant (LREBG) funds to implement a comprehensive, evidence-based set of interventions designed to accelerate academic recovery in literacy and mathematics at BES and BHS. This action is principally directed toward Hispanic, low income, white and ELD students, as identified through the district's 2025 needs assessment and Dashboard performance data.<br><br>At BES, LREBG funds will support the purchase and implementation of the Academic Vocabulary Toolkit for middle school students. This research-based resource is designed to strengthen academic vocabulary development, particularly for English Learners. Studies show that explicit vocabulary instruction can significantly increase English Learners' access to core content and improve literacy outcomes. Calderón, Slavin, and Sánchez (2011) highlight the importance of structured vocabulary programs in supporting comprehension and achievement across subject areas. The Toolkit aligns with the Academic Word List developed by Coxhead (2000), which has been shown to increase fluency with high-utility academic terms essential for success in all disciplines.<br><br>In addition, BES elementary students will benefit from the adoption of the Renaissance Place Accelerated Reader (AR) program. AR provides structured, student-centered reading practice tailored to individual proficiency levels, helping to build fluency, comprehension, and reading motivation. Evidence from Nunnery, Ross, and McDonald (2006), as well as findings summarized by the What Works Clearinghouse (2010), indicate that AR can result in statistically significant gains in reading achievement, particularly in low-income schools when implemented with fidelity.<br><br>To address significant math performance declines at both BES and BHS, LREBG funding will also support an expanded instructional support model in mathematics. This includes professional development in Cognitively Guided Instruction (CGI) and **Building Thinking Classrooms (BTC). CGI, developed by Carpenter et al. (1999), helps teachers make instructional decisions based on students' problem-solving strategies, resulting in deeper conceptual understanding and more equitable learning outcomes. BTC, developed by Liljedahl (2020), focuses on collaborative problem-solving and visible thinking routines to foster critical thinking and engagement in mathematics classrooms. These practices are especially | $100,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | effective in reducing performance gaps among historically underserved student groups.<br><br>To ensure sustainability and coherence, BUSD will also invest in math instructional coaching and curriculum pilot programs aligned to current student needs. These strategies will support long-term teacher capacity-building and ensure that instructional materials reflect culturally responsive, standards-aligned practices necessary for post-pandemic academic recovery.<br><br>BUSD will monitor the effectiveness of this action using disaggregated CAASPP and ELPAC results, local benchmark data, and implementation fidelity measures such as staff surveys and observation logs. Early indicators from internal data and stakeholder feedback suggest high levels of staff engagement and positive shifts in instructional practice. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Biggs Unified School District will promote student engagement and a school culture conducive to learning | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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. Educational Partners also agree that promoting student engagement and a school culture conducive to learning is a top priority for Biggs Unified Schools.

Analyzing school data provided some areas for improvement:
Only 26% of parents districtwide responded to the survey
14.1% Chronic Absenteeism Rate
7% Student Suspension Rate districtwide and in the RED for students with disabilities and white students on the California State Dashboard. The student suspension rate was especially high at BES at 10.7% and in the RED for these student groups: ELD, Hispanic, homeless, low income, students with disabilities, and white students.

We developed this goal in order to address the needs indicated in the data and to promote student engagement and a create a culture conducive to learning. Our school provides free transportation to help all students and transportation to special programs. We provide tutoring services for middle school and high school and plan to expand to the elementary school. 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 and to work hard on assessments. We hope to improve school culture, achievements, and connections by providing academic celebrations. We are making efforts to improve family connections by having more events such as Math Night, Grandparents Day, and parent coffees. We are also improving the methods at which we send out surveys in order to encourage more feedback. We are working hard to improve behavior and school culture for students at BES through a new behavior program that offers an alternative to suspension and gives students an opportunity to be accountable for their behavior and through implementing PBIS with fidelity.

Providing SEL curriculum and support will also help improve behavior and reduce the chronic absenteeism rate. These goals and actions were created in response to the feedback from our educational partners.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | 3A - Efforts to seek parent input<br>Source: parent student and staff surveys<br>Local Indicator 3 | 2023 15% of parents responded to Google form survey<br><br>15 parents attended Parent Coffee<br>We have an active parent club and site council | 2024 26% of parents responded to Google form survey<br><br>14 parents attended Parent Coffee<br>We have an active parent club and site council. | | 75% Participation in Google form survey.<br>30 parents attend Parent Coffee<br>Continue to have an active parent club and site council | 11% more response on survey from baseline.<br><br>1 less parent attended parent coffee from baseline. |
| 3.2 | 3B- Efforts to seek parent input of unduplicated pupils | Surveys provided in multiple languages<br>An interpreter attended parent coffee | Surveys were provided in multiple languages. An interpreter attended parent coffee. | | Maintain surveys in multiple languages and continue to provide an interpreter at parent events. | Maintained baseline and target |
| 3.3 | 3C Efforts to seek parent input of students with exceptional needs. | Provide a survey of parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms. | Provided a survey of parents of onsite RSP students and county operated programs 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. | Maintained baseline and target |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.4 | 5 A- Attendance Rates<br>Source P2 Attendance Report | 95.63% Districtwide<br>95.30% BES<br>95.15 RES<br>96.42 BHS | 94.09% Districtwide<br>92% BES<br>96% RES<br>93% BHS | | Maintain 95% | 1.54% less than baseline |
| 3.5 | 5B- Chronic Absenteeism Rates<br>Source: Dashboard Chronic Absenteeism Rate Indicator | 2023 22.7% Chronically Absent for the District.<br><br>27.5% Low income<br>33.3% Students with disabilities<br>22.3% Hispanic Students | 2024 14.1% Chronically Absent for the District<br><br>17.8% Low Income<br>27% Students with disabilities<br>13.3% Hispanic<br>9.1% ELD<br>22.9% Homeless | | 10% Chronically Absent<br>10% SED<br>15% students with disabilities<br>10% Hispanic Students | 8.6% improvement from baseline<br><br>9.7% improvement of SED<br>6.3% improvement of SWD<br>9% improvement of Hispanic |
| 3.6 | 5C- Middle School Drop Out Rate<br>High School Drop Out Rate<br>Source: CALPADS | 2023 .8% Middle School<br>0% High School | 2024 0 Middle School<br>4.3% High School | | 0% Middle School<br>1% High School | Improved middle school by .8%<br>Declined HS by 4.3% |
| 3.7 | 6A- Suspension Rates<br>Source: Dashboard Suspension Rate Indicator | 2023 5.3% suspended at least one day<br><br>BES 6.3%<br>8.2% students with disabilities<br>6.9% low income<br>Dashboard RED 9.8% White | 2024 District 7% Suspended at least one day RED<br><br>BHS 1.1%<br>Richvale 0%<br><br>Dashboard RED<br>BES 10.7% ALL<br>11% Low income<br>15.9% Students with Disabilities | | 1.2% Suspended at least once a day. | District suspension rate increased 1.7% from baseline. BES suspension rate increased 4.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 5.9% Hispanic<br>7.3% ELD<br>14.4% White<br>7.8% Homeless | | | |
| 3.8 | 6B Expulsion Rates<br>Source: CALPADS | 2023 0 students expelled | 2024 0 students expelled | | Maintain 0 students expelled | Maintained baseline and target 0 students expelled |
| 3.9 | 6C- Sense of school safety and connectedness.<br><br>Source; Local Survey CHKS | 2023<br>81% of parents feel connected to the school.<br>85% of parents feel school is safe<br>91% of 5th graders feel the school is safe<br>86 % of 7th graders feel the school is safe<br>86% 9-12 feel school is safe<br>Local Survey | 2024<br>94% of parents feel connected to the school<br>94% of parents feel school is safe<br><br>Local Survey<br>70% districtwide feel school is safe.<br>18% 5th feel school is safe<br>43% 7th feel school is safe<br>74% 9th feel school is safe | | 80% of Parents believe school is safe<br>80% of students feel school is safe<br>80% of parents feel connected to the school. | 13% increase for parents believing school is safe<br><br>15% decrease from baseline students feel school is safe.<br><br>13% increase from baseline parents feeling connected to school |

# Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district closely followed its planned actions for Goal 3, with minimal substantive differences between the planned and actual implementation. Overall, implementation was successful and consistent across sites, with actions focused on improving attendance, reducing exclusionary discipline, increasing family engagement, and fostering a positive school climate.

Key Implementation Successes

Engagement Surveys (Action 3.1): The district administered student and parent engagement surveys twice during the year. To increase participation, surveys were made available during parent conferences with access to Chromebooks and encouragement from staff. Alternatives to Suspension (Action 3.2): Alternatives were offered districtwide. At Biggs Elementary School (BES), a structured day was implemented in place of traditional in-house suspension. Staff reported this change to be an improvement in both supervision and student outcomes. Student Incentives (Action 3.3): All schools implemented attendance and tardy incentives. BES and Richvale Elementary School (RES) rewarded perfect attendance with pizza parties and field trips. Biggs High School (BHS) used a cash drawing incentive. These strategies helped reinforce daily attendance norms. Students at BES, BHS, and RES also were given incentives for student of the month and character rewards. Transportation Access (Action 3.4): Home-to-school transportation was consistently provided to all qualifying students across the district, ensuring equitable access to instruction. Afterschool Tutoring (Action 3.5): Tutoring was offered to both junior high and high school students. This academic support helped address learning gaps and provided a structured environment for additional learning. Family Communication (Action 3.6): The district regularly used the Catapult system to send updates and event information to families, strengthening school-home communication. Student Recognition Events (3.7): The district celebrated student academic success at all levels. BHS hosted "Night of the Stars" and "Senior Awards Night." BES and RES recognized students with the Honor Roll, Senator James Gallagher Awards, Student of the Month, and Character Recognition Assemblies. School Climate and Behavior Supports (Action 3.9): A schoolwide PBIS system was implemented, supported by professional development in partnership with the Butte County Office of Education (BCOE). This contributed to improved behavior and a more positive school environment.

Substantive Implementation Difference:

Family Engagement Events (Action 3.8) The only substantive difference from the original plan was the scope of family engagement events. While the district planned to add a Math Night and Grandparents Day, these were not held as separate events. Instead: Math content was integrated into STEM Night, aligning with family availability. The district prioritized other events: Open House, Back to School Night, STEM Night, Disabilities Night, and Family Literacy Night. Family participation was also encouraged through daytime student assemblies, which were well-attended and offered flexibility for busy family schedules. The district determined that this modified approach effectively met the intent of Action 3.8 and aligned better with family availability and staff capacity. SEL Curriculum (3.10) was used in some classrooms, but was not implemented with fidelity in all classrooms. One challenge was that middle school students did not relate to the curriculum.  Moving forward the middle school team will collaborate to modify the curriculum to resonate more with our students.

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

Several actions under Goal 3, which focuses on school climate, family engagement, and student social-emotional development, experienced material variances between budgeted and estimated actual expenditures during the 2024–25 school year. These differences were driven by cost savings, underutilization of funds, expanded implementation, or vendor costs exceeding initial projections. Importantly, all actions remained focused on increasing or improving services for students, particularly unduplicated pupils, and no services were reduced as a result of these variances.

Action 3.1 – Improve Parent and Student Input
There were no material differences between budgeted and actual expenditures. The action was fully implemented as planned.

Action 3.2 – Alternative to Suspension
There were no material differences between budgeted and actual expenditures. The action proceeded as intended.

Action 3.3 – Student Incentives
The district budgeted $9,000, but actual expenditures totaled $7,450, resulting in a variance of -$1,550. Costs were lower than expected due to reduced student participation. The district anticipates higher expenditures next year with expanded outreach.

Action 3.4 – Home-to-School Transportation
There were no material differences between budgeted and actual expenditures. Transportation services were provided as projected.

Action 3.6 – Parent-Student Communication (Catapult Connect)
The district significantly exceeded the budgeted $5,000, spending $19,855, a variance of +$14,855. This was due to higher-than-anticipated costs for the full implementation of the Catapult communications platform, which proved necessary for timely multilingual family engagement.

Action 3.7 – Student Academic Celebration
Actual expenditures totaled $7,250, compared to a budget of $4,250, a variance of +$3,000. The district underestimated the cost of student celebration events and adjusted spending to reflect broader participation.

Action 3.8 – Family Events
The district spent $2,506, exceeding the $1,000 budget by $1,506. The overage was due to additional, unplanned family engagement events held in response to stakeholder interest and community need.

Action 3.9 – PBIS Implementation
There were no material differences between budgeted and actual expenditures. The action was implemented in full.

Action 3.10 – SEL Curriculum
Budgeted at $20,258, the actual cost was $15,000, resulting in a savings of $5,258. The district budgeted conservatively in Year 1, and was able to purchase the curriculum at a lower cost than anticipated.

Summary
These material differences reflect the district’s responsiveness to actual implementation conditions, as well as efforts to expand services (e.g., family engagement and academic celebrations) where stakeholder demand increased. In some cases, cost efficiencies (e.g., SEL curriculum) or grant alignment helped maintain intended services while staying within budget. All actions were aligned with the district’s goal of improving school climate, strengthening student engagement, and building meaningful parent partnerships, with continued attention to the needs of unduplicated pupils.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 3 aims to improve student engagement, school culture, and connectedness through strategies that address chronic absenteeism, behavior, parent input, and access to learning supports. Year 1 implementation showed strengths in family engagement and attendance interventions, but challenges remain in behavior, suspension rates, and student perception of safety.

Action 3.1 – Improve Parent and Student Input
This action focused on increasing stakeholder voice through surveys and student advisory groups. Participation in the parent survey increased from 15% to 26%, an 11% gain, due to expanded access during conferences and improved distribution strategies. While this marks progress, the outcome fell short of the 75% target, and participation in Parent Coffees declined by one participant from baseline.

Survey accessibility was improved for parents of unduplicated pupils and students with disabilities through multilingual formats and alternative delivery methods. This action is considered partially effective and will benefit from further targeted outreach. Metrics: 3.1 (General input), 3.2 (Input from unduplicated pupils), 3.3 (Input from families of students with disabilities)

Action 3.2 – Alternatives to Suspension
This restorative strategy introduced structured day programming and accountability projects as alternatives to exclusionary discipline. Despite this, BES suspension rates rose from 6.3% to 10.7%, with all monitored subgroups in the Dashboard RED. The districtwide suspension rate also increased from 5.3% to 7%.

Implementation began midyear and was not fully institutionalized in 2024–25. Effectiveness is expected to improve with earlier implementation and staff training in 2025–26.Metrics: 3.7 (Suspension Rate), 3.8 (Expulsion Rate)

Action 3.3 – Student Incentives
Attendance incentives and academic recognition were used to reinforce positive behavior and academic effort. While districtwide attendance declined slightly (from 95.63% to 94.09%), chronic absenteeism dropped significantly, from 22.7% to 14.1%—an 8.6% improvement. Subgroup reductions included:

Low income: -9.7%
Students with disabilities: -6.3%
Hispanic students: -9%

These results indicate this action was effective, particularly in reducing absenteeism among vulnerable groups. CAASPP, ELPAC, and Benchmark outcomes showed limited improvements, especially at RES for CAASPP and for math at RES and BHS for benchmark assessments. However, improving school culture to recognize academic performance combined with actions in goal 2, we expect to see improvements next year. Metrics: 3.4 (Attendance Rate), 3.5 (Chronic Absenteeism), (CAASPP/ELPAC/Benchmark outcomes)

Action 3.4 – Home-to-School Transportation
Reliable transportation was consistently provided, contributing to improved attendance and reducing barriers for low-income and ELD families. This service helped support a 14.1% chronic absenteeism rate, down from 22.7%, with improvements across all student groups.

This action was highly effective in advancing equitable access to instruction. Metrics: 3.4 (Attendance), 3.5 (Chronic Absenteeism)

Action 3.6 – Parent/Student Communication
The Catapult system allowed school-home communication in multiple formats. Although not directly linked to a single LCAP metric, outcomes suggest indirect benefits:

Parent sense of safety increased by 9% (from 85% to 94%)
Parent connectedness rose by 13% (from 81% to 94%)

The system effectively reached diverse families, especially ELD and low-income groups, making this action effective. Metrics: 3.1–3.3 (Parent input), 3.9 (School climate)

Action 3.7 – Student Academic Celebration
Academic and cultural recognition events were held at all schools. Though CAASPP data did not show marked improvement, these events fostered school pride. Middle school dropout remained at 0%, while high school dropout rose to 4.3%, indicating a mixed result.

Culturally, the action strengthened student engagement and community, but further strategies are needed to improve academic and retention outcomes. Metrics: 3.6 (Dropout Rate), 3.9 (School connectedness), CAASPP performance

Action 3.8 – Family Events
Due to schedule and facility constraints, events such as Math Night were merged with STEM Night, and Grandparents Day was not held. However, other events like Open House and Literacy Night were well attended. Parent Coffees continued, supporting consistent family involvement.

This action was partially effective, achieving its goals through alternate means. Metrics: 3.1–3.3 (Parent input), 3.9 (School connectedness)

Action 3.9 – PBIS Implementation
Supported by BCOE training, PBIS implementation improved adult perception of school climate:

Parent safety perception increased from 85% to 94%
Connectedness rose from 81% to 94%

However, student perception of safety declined, especially in younger grades:
5th grade: 91% ? 18%
7th grade: 86% ? 43%

This drop coincided with a survey change (local to CHKS) and suggests PBIS has not yet shifted the student experience. The action had partial effectiveness and requires stronger student behavior systems. In addition, CAASPP scores do not reflect improvement , but with time and consistency and improvements to the PBIS program, combined with other actions, we expect to see improvements. Metrics: 3.7 (Suspension Rate), 3.9 (School safety and connectedness), CAASPP

Action 3.10 – SEL Curriculum
SEL curriculum was implemented inconsistently. Despite early training, the districtwide suspension rate increased to 7%, and the program was not well received by middle school students. However, if teachers implement SEL curriculum with fidelity and administration provides more support and monitoring, we expect to see improvements in the suspension rate. School attendance stayed mostly consistent, chronic absenteeism improved, and the school dropout rate remained low. CAASPP scores remained low for BES and BHS in math, yet combined with other actions we expect to see improvement in the 25-26 school year. Metrics: 3.4 (Attendance), 3.5 (Chronic Absenteeism), 3.6 (Dropout), 3.7 (Suspension), 3.9 (School Climate), CAASPP

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

Based on Year 1 implementation data, stakeholder feedback, and analysis of performance metrics, Biggs Unified School District made targeted refinements to Goal 3, which aims to improve student engagement, behavior, attendance, and school climate. These changes are aligned with the district's continuous improvement cycle and reflect an effort to increase alignment between intended outcomes, expenditures, and student needs—especially for unduplicated pupils and historically underserved groups.

Changes to Metrics or Measurement Tools
Metric 3.9 – Student Perception of Safety: In 2024–25, the district transitioned from a local survey instrument to the California Healthy Kids Survey (CHKS). This change in data source was reflected in the annual update but does not change the metric itself or its performance target. The district will continue to measure school climate using student perception of safety.

Changes to Actions or Implementation Scope
Action 3.1 – Improve Parent and Student Input: While parent survey participation improved from 15% to 26%, it remained below the 75% target. In 2025–26, outreach strategies will be refined to include extended survey windows, multilingual platforms, and targeted support for underrepresented groups. The metric remains the same, but implementation strategies have been adjusted for equity and inclusion.

Action 3.2 – Alternatives to Suspension: Suspension rates increased despite the rollout of restorative strategies. As a result, the district will begin implementation earlier in the school year and expand the action's focus to include proactive behavioral supports and staff training, beyond just consequence-based alternatives.

Action 3.3 – Student Incentives: Chronic absenteeism dropped significantly in Year 1. To sustain and expand this impact, the district increased the budget by $3,000 to offer more frequent, inclusive, and culturally relevant recognition, particularly at BES and BHS. However, they deducted $1000 out of the budget for Richvale Charter Academy, with a net change of $2000.00

Action 3.6 – Parent-Student Communication: The Catapult communication system was more costly than anticipated but proved effective in increasing parent perception of school safety (+9%) and connectedness (+13%). The budget was increased by $50,593 to reflect actual costs and ensure continued implementation.

Action 3.7 – Student Academic Celebrations: These events were expanded and positively received. In 2025–26, criteria for recognition will be made more structured and aligned to academic/behavioral expectations. The budget increased by $2,300 to support expanded implementation.

Action 3.8 – Family Events: This action's description was revised to formally expand it to all family engagement events districtwide. However, the money allocated for this action will go toward Richvale Charter Academy. Funding from other sources including the parent club and the booster club will support this action at BES and BHS.

Action 3.9 – PBIS Implementation:
Adult perception of school safety improved, but student safety perception declined, especially in Grades 5 and 7. For 2025–26, implementation will include student voice integration, classroom-level expectations, and behavioral consistency schoolwide.

Action 3.10 – SEL Curriculum: Implementation was inconsistent. In response, the district will standardize SEL expectations across grades, offer additional teacher support, and better align SEL delivery with PBIS and counseling services. The budget decreased by $5,258 to reflect actual curriculum costs.

Beginning in the 2025–26 school year, Richvale Elementary will transition to Richvale Charter Academy (RCA) and will operate under its own Local Control and Accountability Plan (LCAP). As a result, all districtwide actions included in this LCAP are now specific to Biggs High School (BHS) and Biggs Elementary School (BES). These changes reflect the district's ongoing commitment to data-informed refinement and strategic resource allocation aimed at improving school climate and student outcomes.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Improve parent and student input. | We will continue to administer a parent, student, staff survey in the spring. In order to improve participation we will send home a paper survey with a QR code as well as distribute it electronically to families in English and Spanish and multiple modalities. We will provide a parent coffee event yearly at the elementary schools. We will meet twice a year with student advisory groups and administer<br>Healthy Kids Survey and other local student surveys to students. The results from all surveys and events will be analyzed and shared with educational partners. | $200.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.2** | Alternatives to Suspension | We will provide a reflection room as an alternative to suspension. The reflection room provides a place for students to reflect on their behavior, make restitution, and reset in order to be able to join their classmates. Accountability projects and a structured day will also be available to students in order to learn from their mistakes and repair relationships. This will help with our suspension day which is a RED for white students. | $200.00 | Yes |
| **3.3** | Student Incentives | The district will provide incentives in order to maintain and improve our attendance rate, decrease chronic absenteeism, and improve student achievement. | $11,000.00 | Yes |
| **3.4** | Home to School Transportation | The district will provide home to school transportation to be sure that students attend school and special programs | $365,568.00 | Yes |
| **3.6** | Parent/ Student Communication | We will provide Catapult as a way to better communication between home and school. | $17,350.00 | Yes |
| **3.7** | Student Academic Celebration | Maintain student academic celebration events like Night of the Stars, Senior Awards Night, CJSF Induction Night and Honor Roll. | $6,550.00 | Yes |
| **3.8** | Family Events | BUSD will provide family events districtwide in order to increase student and family engagement. | $0.00 | No |
| **3.9** | PBIS | Implement a schoolwide PBIS system that encourages and rewards positive behavior. Work with BCOE to provide training to teachers and administrators on PBIS. This will help improve BES suspension rate which is in the RED. | $600.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **3.10** | SEL Curriculum | Purchase Wayfinder Curriculum and provide professional development in order to support social emotional learning. This will help improve our suspension rate for white students, which is in the RED. It should also help students with disabilities so they can be more successful in class. | $15,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|

## Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|

## Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $1155449 | $88,224.00 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 18.424% | 0.000% | $0.00 | 18.424% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Class Size Reduction<br><br>**Need:**<br>Significant achievement gaps exist between the district's overall performance and low income students, English learners and students with disabilities. Our low income students are performing 9.4 points lower than their peers county/district-wide in ELA, and 11.4 points lower than their peers in math. | This action will ensure that BUSD will make every effort to hire and retain effective and fully credentialed teachers in order to maintain small class sizes for effective instruction.<br><br>All services are planned to be implemented district/school-wide because of the high percentage of targeted students. After assessing the needs of our low-income students, English learners and students with disabilities, we learned that their achievement rates are lower than for all | 1.1, CAASPP scores, benchmark assessments |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Our English learner students are performing 22.4 points lower than their peers county/district-wide in ELA and 17.6 points lower than their peers in math. Our Students with Disabilities are performing 63.2 points lower than their peers county/district-wide in ELA, and 69.3 points lower than their peers in math. Students with disabilities, low income students, Hispanic Students and ELD students are identified in the RED on the dashboard for math district wide. All student groups are identified for Math at BHS. ELD students, Hispanic students, and low income students are identified in the RED at BES.<br><br>Research by R. Seebruck (2015) and educational best practices indicate that well-prepared and effective teachers have a very significant impact on student learning outcomes.<br><br>Smaller class sizes positively impacts test scores and student learning. (Barnum, 2022)<br><br>**Scope:**<br>LEA-wide | students. In order to address this condition, actions detailed above in goal 1, provide supports and resources to address the challenges of our students. These actions are being provided on an LEA-wide basis and we expect that all students will benefit.<br><br>Although the services are principally directed towards the unduplicated students, all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the education programs for Biggs Unified School District. | |
| **1.2** | **Action:**<br>Standards Aligned Instructional Materials<br><br>**Need:**<br>Based on the needs of low income students and ELD students who are performing below standard in ELA and Math we have developed | Providing the most recent standards based instructional materials should raise test scores and improve student learning to help students become college and career ready. This is targeted to benefit low income students and ELD students, who will have an additional curriculum to help promote language acquisition. This will be | 1.2, 1.7, 1.8 and CAASPP scores |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | this action. Our ELA scores reflect that low income students at BES are 67 PBS. Our low income students' math scores at BES are 106 PBS and at BHS are 164.5 PBS. ELD scores are low at BES for math at 119.8 PBS and ELA at 72.2 PBS. According to the dashboard, ELD, Hispanic, low income and students with disabilities and in the RED for Math. BES ELD students, Hispanic Students, and low income students are in the RED for math. All students at BHS are in the RED for math.<br><br>BUSD plans to pilot and purchase new math and ELA curriculum for grades TK-12 due to the new math standards roll out and the need for a more current ELA curriculum that reflects the most current research in the science of reading in order to improve student learning and be college and career ready.<br><br>Research indicates that standards aligned instructional materials have an impact on raising test scores for ELD and low income students (Oakes, J., & Saunders, M. (2004)).<br><br>**Scope:**<br>LEA-wide | provided LEA wide as all students will benefit from standards based instructional curriculum. | |
| **1.3** | **Action:**<br>Increase engagement and awareness of NGSS<br><br>**Need:**<br>Feedback from educational partners indicate that families and students at BUSD would | Not only should this action impact student achievement, it provides the opportunity to build relationships with families and staff, as well get students excited about the NGSS science standards. In addition, it supports education at home by giving families ideas and tools to help | 1.2, 1.4, local survey data of feeling connected to the school. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | benefit from a STEM night, as well as more family events. Students and families would benefit from support in making science standards more accessible and engaging. Students and families would benefit from opportunities to build partnerships with teachers and administration in order to help students be successful in becoming college and career ready.<br><br>Research demonstrates the positive impact of elementary school family science night on academic achievement ( Lee, H. and Kim, J., 2017).<br><br>**Scope:**<br>LEA-wide | bring science exploration out of the classroom and into the home.<br><br>Action 1.3 would benefit low income and ELD students by providing more access to science standards and curriculum. However, due to the high percentage of unduplicated students at BES, it makes sense to provide STEM Night for all students. Inviting siblings will help low income families by not requiring child care and providing access to an interpreter that evening will help support our ELD families. | |
| **1.4** | **Action:**<br>Technology<br><br>**Need:**<br>Unduplicated pupils—including low-income students, English learners, and foster youth—face barriers to academic success due to limited access to technology at home. Significant achievement gaps exist between the district's overall performance and low income students, English learners and students with disabilities. Our low income students are performing 9.4 points lower than their peers county/district-wide in ELA, and 11.4 points lower than their peers in math. Our English learner students are performing | This action ensures that all students, including unduplicated pupils, have access to Chromebooks for both in-school and at-home use. It is designed to eliminate technology access gaps that disproportionately affect low-income students and to support academic success across content areas by enabling participation in digital curricula, assessments, and intervention platforms.<br><br>Providing Chromebooks on an LEA-wide basis ensures that all students—regardless of income level—benefit from consistent access to instructional technology. For unduplicated students, this is a foundational equity strategy to reduce barriers to engagement and learning. California Education Code Section 52064(b)(6) | 1.7, 1.8.1.13, CAASPP Scores |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | 22.4 points lower than their peers county/district-wide in ELA and 17.6 points lower than their peers in math. Our students with disabilities are performing 63.2 points lower than their peers county/district-wide in ELA, and 69.3 points lower than their peers in math. Students with disabilities, low income students, Hispanic students and ELD students are identified in the RED on the dashboard for math district wide. All student groups are identified for Math at BHS. ELD students, Hispanic students, and low income students are identified in the RED at BES.<br><br>These gaps reflect not only academic challenges but also inequitable access to digital learning tools. Educational partner input, particularly from families and teachers, emphasized that many students—especially those from low-income households—do not have reliable access to computers or internet at home, limiting their ability to complete assignments, access instructional content, or develop essential digital skills.<br><br>**Scope:**<br>LEA-wide | permits LEA-wide implementation when the action is the most effective use of funds to meet the needs of unduplicated pupils, which applies here due to the systemic nature of digital access inequities.<br><br>Research supports this investment: studies from the Brookings Institution and the Alliance for Excellent Education show that 1:1 device access improves digital literacy, assignment completion, and engagement, especially in low-income communities where home access is limited. | |
| **1.5** | **Action:**<br>Professional Development<br><br>**Need:**<br>BUSD needs to continue to improve in CAASPP scores, especially for low income students, ELD Students, and students with | Action 1.5 addresses this need to improve instruction for low income and all students because improved instruction in state standards will help students become more college ready and improve benchmark assessments and CAASPP scores. This action is provided on an LEA wide basis to address the needs of all students, | 1.4, 1.7, CAASPP scores, benchmark assessments, and teacher feedback. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | disabilities in Math. District wide low income students are 103.4 PBS in math and in the RED. ELD students in the district are 109.6 PBS and in the RED. Students with disabilities in the district are 161.3 PBS and in the RED on the California Dashboard.<br><br>English Learner Progress district wide is 41% making progress which is RED on the dashboard.<br><br>While ELA scores are not in the RED on the dashboard, there is room for growth at BES. All students are 58.9% PBS, while ELD is 72.2 PBS, students with disabilities are 112. PBS, and low income students are 67 PBS.<br><br>BHS college and career readiness rate is low at 32.6% which is an improvement by 20.1% and we want to continue our progress. In addition, teachers and administrators have expressed the need for professional development, especially in math.<br><br>Research consistently demonstrates that high-quality, research-based professional development for teachers can lead to improved student learning outcomes across subject areas, grade levels, and student populations. By providing teachers with the knowledge, skills, and support they need to enhance their instructional practice, PD plays a crucial role in promoting student success and academic achievement (Hoge, D. M., 2016). | especially low income students who are the majority. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **1.6** | **Action:**<br>Get Focused- Stay Focused High School Curriculum<br><br>**Need:**<br>32.6% of students were prepared for college/career on the California State Dashboard. This is a 20.1% increase but is still 17.4% less than our district target.<br><br>Research by Martinez, R. R., Baker, S. B., & Young, T. (2017) indicate that curriculum designed to address college and career readiness and goal setting can improve student readiness.<br><br>**Scope:**<br>Schoolwide | This action purchases curriculum that will help students set goals and explore careers. This will be provided schoolwide to target low income students who are only 8.7% prepared and will benefit all students. . | 1.7, 1.8 |
| **1.7** | **Action:**<br>Counseling Support<br><br>**Need:**<br>ELD, low income, and students with disabilities at BIggs Elementary would benefit from counseling in order to address trauma, and social and emotional needs. Teachers, families, and principals have recognized that many students at BES have experienced trauma and need support with social skills. At | A counselor at BIggs Elementary could provide additional one on one counseling for students who have experienced trauma. These additional days could provide whole class and small group instruction for social and emotional skills. We expect this to help struggling students and improve behavior and learning. This is provided schoolwide, but low income and students with special needs will receive priority. | 1.6, CAASPP scores, staff surveys on behavior |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | BES in ELA ELD students are 72.2 PBS, low income are 67 PBS and Students with disabilities are 112.4 PBS . In math ELD students are 119.8 PBS, low income are 106 PBS and students with disabilities are 155.5 PBS.<br><br>Students whose social and emotional needs are not met, have a hard time focusing in class, and often can exhibit behavior that impacts their learning, as well as disrupting the learning of other students in class. Educational partners have expressed a need for improving student behavior, as well as improving test scores.<br><br>Educational Research highlights the essential role of elementary school counselors in promoting the academic, social, emotional, and behavioral well-being of students. By providing comprehensive counseling services, collaborating with families and staff, and implementing evidence-based interventions, elementary school counselors contribute to creating a positive school climate (Scott, C., 2019)<br><br>**Scope:**<br>Schoolwide | | |
| **1.8** | **Action:**<br>Independent Study<br><br>**Need:** | Providing a long term independent study program provides options to accommodate students with emotional, behavioral, health, challenges, or students who thrive learning from home | 1.2, 1.8 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Some students have health, social, or behavioral challenges, or family preferences and would benefit from having options other than the traditional classroom experience. This is especially necessary for low income students who experience a higher rate of trauma.<br><br>**Scope:**<br>LEA-wide | independently. This action provides curriculum that meets state standards, as well as a coordinator to check in with students and families and provide the support necessary for them to be successful.<br><br>This service is planned to be implemented district/school-wide. Low income students will have priority access to independent study. | |
| **1.10** | **Action:**<br>AP Spanish<br><br>**Need:**<br>BHS had 43% of AP students pass AP tests which is 7% less than the 50% district target. Spanish requires additional support curriculum in order to make it accessible to students in order to help them pass the AP test. 32.6% of high school students were college and career ready, which is 17.4% points lower than the district target.<br><br>**Scope:**<br>Schoolwide | VIsta Learning provides additional support to help students pass the AP test in order to maintain and improve the number of students who are passing the AP test at a 3 or higher. AP courses help students to be better prepared for college. Action 1.10 should help low income students pass the AP test, which will help improve their college readiness rate which is lower than it is for all students. This action will be provided districtwide as the college career readiness rate is low for all students. | 1.7 and 1.9 |
| **1.11** | **Action:**<br>New Teacher Support<br><br>**Need:**<br>BUSD has only 85.09% fully credentialled teachers. We also have room for improvement on standardized testing: ELA is.43.2 points below standard and math is 92points below | Action 1.1 provides additional support for new teachers and helps improve teaching practices which will help prepare students for college and career, access state standards, and improve student learning. This action supports teachers in clearing their credential and helps recruit and keep qualified teachers. This action will be provided districtwide to benefit all students, | 1.1, 1.7 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | standard district wide. Low income students scores are even lower districtwide at 52.6PBS for ELA and 103.4 PBS for math.<br><br>Research suggests that a teacher's years of experience and quality of training are correlated with children's academic achievement (Gimbert, Bol, &Wallace , 2007).<br><br>Additionally, children in low-income schools are less likely to have well-qualified teachers (Clotfelter, Ladd, & Vigdo, 2006).<br><br>**Scope:**<br>LEA-wide | especially improving outcomes for low income students who are less likely to have qualified teachers and who have lower test scores districtwide than all students. | |
| **1.12** | **Action:**<br>Classified Staff<br><br>**Need:**<br>Significant achievement gaps exist between the district's overall performance and low income students, English learners and students with disabilities. Our low-income students are performing 9.4 points lower than their peers county/district-wide in ELA, and 11.4 points lower than their peers in math. Our English learner students are performing 22.4 points lower than their peers county/district-wide in ELA and 17.6 points lower than their peers in math. Our students with disabilities are performing 63.2 points lower than their peers county/district-wide in ELA, and 69.3 points lower than their peers in math. District wide ELD, Hispanic, low | This action provides the staff necessary for low income, ELD, and students with disabilities to be successful in the classroom through additional support, tutoring, and intervention. In addition, playground supervision keeps students safe and cut down on behavior issues.<br><br>This will be provided districtwide to support all students; however, low income, ELD, and students with disabilities have the lowest scores so they will have the most access to para professionals in the classrooms to support their learning and increase their performance. | 1.4, CAASPP scores, benchmark assessments, and feedback from staff about students safety. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | income, and students with disabilities are in the RED for math. All students at BHS are identified in the RED for math. At BES ELD, Hispanic, and Low income students are in the red for math.<br><br>Research shows that paraprofessionals play a crucial role in supporting diverse learners, including students with disabilities, English language learners, and those with special learning needs. Research suggests that paraprofessionals can provide targeted support and accommodations to help these students access the curriculum, participate in classroom activities, and make progress toward academic goals (Goe, L., & Matlach, L., 2014) .<br><br>**Scope:**<br>LEA-wide | | |
| **1.13** | **Action:**<br>Family Literacy Night<br><br>**Need:**<br>Educational partners expressed the need for community and family events in order to build partnerships between staff, students, and family. In addition, BES CAASPP ELA Scores is 58.9 points below standard. ELD students at BES are 72.2 points below standard. That is a discrepancy of 13.3 points.<br><br>Research shows that family literacy nights are a valuable and effective strategy for promoting | Action 1.13 provides an event to bring families and staff together in order to build relationships and improve literacy. This will be provided to all students at BES and RES as the majority are low income. Spanish speaking staff will be available to help communicate with our ELD families. In addition, free books will be available in English and Spanish, which will benefit both low income and ELD students. | 1.2, 1.4, ELA CAASPP scores and benchmark assessments |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | literacy skills, fostering family-school partnerships, and building supportive learning communities. By providing opportunities for families to engage in literacy-related activities together, schools can support children's literacy development and academic success while strengthening connections between home, school, and community (Swatosh, C. R., 2014). .<br><br>**Scope:**<br>Schoolwide | | |
| **2.1** | **Action:**<br>Assessment Data Analyzation<br><br>**Need:**<br>BUSD has low CAASPP scores for many student groups in ELA and Math. In ELA all students are 43.2 PBS, while ELD students are 65.6 PBS, Low income are 52.6 PBS and homeless are 41.6 PBS. In Math all students district wide are 92 PBS, while ELD students are 109.6 PBS and in the RED, low income students are 103.4 PBS and in the RED, students with disabilities are 161.3 PBS and in the RED and Hispanic students are 113 PBS and in the RED. BES has ELD, Hispanic, and SED in the RED in math.<br><br>Research suggests that data-driven instruction is an effective approach for improving teaching and learning outcomes. By using data to inform instructional decisions, monitor student progress, and promote continuous | This action provides both a data coordinator stipend and time for teachers in order to look at the assessment data, collaborate with other teachers, and use it for data driven instruction. ELD and Low income students have low CAASPP scores and should benefit significantly. This action is provided throughout the district as the majority of students are low income and CAASPP scores are low districtwide. | 2.1, 2.8 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | improvement, teachers can ensure that they are meeting the diverse needs of their students and fostering positive learning outcomes for all (Mandinach, E. B., 2012).<br><br>**Scope:**<br>LEA-wide | | |
| **2.2** | **Action:**<br>District wide benchmark plan and schedule for math and ELA<br><br>**Need:**<br>BUSD has low CAASPP scores for low income students: Districtwide math is 103.4 PBS which is in the RED . BES also is in the red for math at106 PBS. Biggs High School math scores for low income students are 164.5 PBS, also in the RED.<br><br>BUSD has low CAASPP scores for ELD students in ELA districtwide and at BES: Districtwide 65.6 PBS and BES 72.2 PBS . ELD students are low in math at BES at 119.8 PBS, which is in the RED. Districtwide ELD students are in the RED for math at 161.3 PBS.<br><br>Research suggests that districtwide benchmark assessments play a valuable role in improving student outcomes, guiding instructional decisions, promoting data-informed practices, and fostering collaboration | Districtwide benchmark assessments given with a common protocol throughout the district provides the data needed to give targeted intervention to low income, and ELD students. This will be provided LEA wide as all students will benefit from analyzing the data from benchmark assessments. | 2.1, 2.6, 2.8 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | among educators, and parents (Bergan, J. R., Bergan, J. R., & Burnham, C. G., 2009).<br><br>**Scope:**<br>LEA-wide | | |
| **2.3** | **Action:**<br>Math Coach Support<br><br>**Need:**<br>Based on the math scores of low income students at BES (106 PBS) and BHS (164.5 PBS) and ELD students at BES (119.8 PBS) and districtwide (109.6PBS) we developed this action. All of which are in the RED.<br><br>Students with disabilities also have low math scores districtwide (161.3 PBS -RED on the dashboard) and at Biggs Elementary (155.5 PBS- RED on dashboard).<br><br>Hispanic students in math are also in the RED on the dashboard districtwide at 113 PBS and at BES at 118.5 PBS.<br><br>All students at BHS are in the RED for math at 147.1. Hispanic students are 173 PBS and low income are 164.5 PBS.<br><br>Research suggests that math coaching for teachers is a valuable form of professional development that can lead to improved instructional practices, increased teacher confidence, and enhanced student learning outcomes in mathematics. By providing | This action will provide coaching to teachers in math instruction and in using data to provide intervention that will help close the achievement gap for low income students, ELD students, and students with disabilities. This will be provided districtwide as all schools in the district are below standard in math. | 2.1, 2.8 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | targeted support, personalized professional development, and ongoing collaboration, math coaches help empower teachers to become more effective educators and promote excellence in mathematics education (Stewart, M. T., 2013) .<br><br>**Scope:**<br>LEA-wide | | |
| **2.4** | **Action:**<br>ELA Intervention Specialist<br><br>**Need:**<br>ELA scores are low at BES (58.9 PBS). ELD students have an achievement gap, scoring 72.2 PBS, which is 13.3 points lower than all students. Low income students scored at 67 PBS which is 8.1 points lower than all students.<br><br>**Scope:**<br>Schoolwide | Children from low-income families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013).<br><br>An reading intervention teacher can provide targeted intervention for low income and ELD students who are struggling. This action will be provided schoolwide, but low income and ELD students will have priority. | 2.1, 2.8 |
| **2.5** | **Action:**<br>Middle School and High School Intervention<br><br>**Need:**<br>Low income student at BHS are 164.5 PBS for math. At BES low income students are 106 PBS for math (RED) and 67 PBS for ELA. ELD students at BES are 119.8 PBS for Math (RED) and 78.2 PBS for ELA. ELD students are in the RED districtwide for math at 109.6 | IXL provides personalized learning experiences tailored to each student's individual needs and skill levels. Research suggests that personalized learning can lead to improved student outcomes, including higher test scores, as students receive instruction that is aligned with their specific learning goals and areas of need. ELLs, SPED students, and low income schools experience similar or even greater gains with IXL (An, X., 2022). | 2.1, 2.4, 2.6, 2.7, 2.8 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | PBS. All students are in the RED for math at BHS at 147.1 PBS.<br><br>Benchmark assessments are below target for BES in Reading only XX meet or exceeds standard. BES Math only XX% meet or exceeds standard. Benchmark assessments for the highschool.....<br><br>**Scope:**<br>Schoolwide | This action provides access to IXL, a program that provides individual targeted intervention for students in grades 6-12 in both ELA and math. This will benefit ELD and low income students and will be provided LEA wide as test scores are low for all student groups. | |
| **2.8** | **Action:**<br>Afterschool Tutoring<br><br>**Need:**<br>BUSD has low CAASPP scores at BES and BHS. There is a significant achievement gap in ELA at Biggs Elementary School for all students and ELD, Hispanic, and low income. BES ELA CAASPP scores are 58.9 points below standard (PBS) for all students, ELD students are 13.3 points lower than all students, and 21.1 points lower than white students. Hispanic students are 66.4PBS, which is 5.5 points lower than all students and 15.3 points lower than white students. Low income students are 67 points below standard which is 8.1 points lower than all students, and 15.9 points lower than white students.<br><br>The achievement gap is significant for math at BES, but still exists and scores are low across all student groups. All students are 98.2 PBS, | Research shows that afterschool tutoring programs can help to narrow the achievement gap between students from different socioeconomic backgrounds and ELD students. By providing additional support and resources to students who may be struggling academically, tutoring programs aim to ensure that all students have access to the help they need to succeed (Allen, B., 2016) .<br><br>Action 2.8 will be provided to ALL students at BHS and BES as the majority are low income and test scores are low for all student groups. However, to close the achievement gap, priority will be given to ELD, low income, and students with special needs. We can measure the progress through state and benchmark test scores. | 2,1, 2.4, 2.5, 2.6, 2.7, 2.8 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | while ELD students are 119.8 PBS (RED) low income are 106 PBS (RED), and Hispanic students are 118.5 PBS (RED). White students scored higher at 80.9 points below standard.<br><br>BHS is in the RED for math for all students at 147.1 PBS. Hispanic scored at 173 PBS, Low income scored 164.5 PBS while white students were slightly higher at 126.3 PBS.<br><br>**Scope:**<br>Schoolwide | | |
| **3.1** | **Action:**<br>Improve parent and student input.<br><br>**Need:**<br>Only 26% of parents districtwide responded to the parent survey. Only 14 parents attended the parent coffees at BES and RES. In order to have accurate feedback that represents all educational partners, especially those with unduplicated students and students with disabilities, we need to improve our efforts in order to get more participation.<br><br>**Scope:**<br>LEA-wide | By listening to the voices of students and families, educators can create more inclusive, supportive, and effective learning environments that meet the diverse needs of all stakeholders.<br><br>We will improve our efforts to get accurate feedback from student groups by meeting with advisory groups of all students, groups of ELD students, and groups of students with disabilities. Surveys will be sent home with a QR code to give parents options in answering the survey. In addition, the survey will be sent home electronically to all families via Catapult. This action will be provided schoolwide as we have 64.4% low income students and the data from all educational partners is necessary. However, in order to meet the needs of our ELD and Hispanic students, the survey will be translated into all languages represented in our population. | 3.1, 3.2, 3.3 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **3.2** | **Action:**<br>Alternatives to Suspension<br><br>**Need:**<br>Districtwide 7% of students were suspended for at least one day. Biggs Elementary School has a suspension rate of 10.7%, with 14.4% of white students being suspended for at least one day. 15.9 % of students with disabilities, 11% low income, 5.9% Hispanic, 7.3% ELD, and 7.8% homeless. The California State Dashboard indicated RED for the district and RED for BES ALL including Hispanic, ELD, Students with disabilities, white student, low income students, and homeless students. Administration, parents, students, teachers, classified staff, and BES Site Council all expressed improving student behavior as a priority.<br><br>**Scope:**<br>LEA-wide | Research on restorative practices in education indicates that these approaches hold promise for promoting positive school environments, reducing disciplinary incidents, and improving student outcomes, especially for low income and minority students (Allen, B., 2016).<br><br>In order to bring down the suspension rate, especially at Biggs Elementary, we will offer an alternative to suspension that is restorative. This will provide a structured day and accountability project to help student take responsibility and learn from their mistakes.<br><br>This action will help improve the suspension rate for low income students, but will be offered to all students as white students, and students with disabilities have the highest suspension rate at BES. Improving student behavior will improve student outcomes for low income students and ELD students as they will feel safer at school and be less distracted by student behavior. | 3.7, 3.8 |
| **3.3** | **Action:**<br>Student Incentives<br><br>**Need:**<br>The California State Dashboard Chronic Absenteeism Rate for the district is 14.1%, while the rate is 27% for students with disabilities (SWD), 22.9 for homeless, and 17.8% for low income students. In addition, teachers have noticed that students don't often try their best on assessments and that results in lower scores than the students are capable of. No ELD students were reclassified. | Studies have shown that incentives, such as rewards or recognition, can increase student attendance rates (Railsback, J.,2004).<br><br>Incentives or recognition for achievement at school and on assessments should also motive students to perform higher.<br><br>This action will provide incentives for students who have good attendance, show growth on benchmark and state assessments, and achieve in the classroom. This is targeted to low income students who have 3.7% higher rate of chronic | 3.4, 3.5, CAASPP, ELPAC, and Benchmark assessments |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | absenteeism than all students, 12.9% higher for SWD, and 8.8% higher for homeless students. In addition, ELD students district wide, at BHS, and at BES are in the RED for Math. The reclassification rate is 0. Providing incentives schoolwide will benefit all students, while targeting low income and ELD students. | |
| **3.4** | **Action:**<br>Home to School Transportation<br><br>**Need:**<br>The district has a chronic absenteeism rate of 14.1% (Dashboard). Low income students are at 17.8% which is higher than for all students. Parents have expressed that school transportation is necessary in order to help students get to and from school. Many low income and ELD families work or don't have access to reliable transportation.<br><br>**Scope:**<br>LEA-wide | Access to transportation can significantly improve school attendance rates, especially for students who face transportation barriers such as distance from school or lack of reliable transportation options. Research shows that providing transportation services can reduce absenteeism and tardiness by ensuring that students have a reliable means of getting to and from school. (Edwards, D. S.,2023).<br><br>This is provided to students with disabilities to transport them to their appropriate programs, whether inside or outside the district. Many ELD students and low income students have barriers for getting to school. By providing transportation LEA wide, we can make sure they have no barriers for school attendance without being stigmatized. | 3.4, 3.5 |
| **3.6** | **Action:**<br>Parent/ Student Communication<br><br>**Need:**<br>In 2024 26% of parents responded to Google forms. ELD families need access to information in Spanish. | Catapult allows us to send communication through text and email to parents and students. This allows us to send surveys in multiple languages, weekly bulletins, and reminders. Studies consistently show that effective home-to-school communication fosters parental involvement and engagement in their children's education. When parents feel informed and connected to their child's school, they are more likely to participate in | 3.1, 3.2, 3.3, 3.9 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | school activities, support learning at home, and advocate for their child's academic success.<br><br>This action is provided LEA wide. However, it meets the needs of unduplicated populations as we are able to better communicate in native languages and ensure that communication gets directly to a parent, rather than hoping a note makes it home. Improving relationships with families is important to improving student achievement and closing the gaps that exist for students with disabilities. low income, and ELD students. | |
| **3.7** | **Action:**<br>Student Academic Celebration<br><br>**Need:**<br>Educational partners agree that holding more family events and recognizing student achievement are important for improving connectedness and school climate. CAASPP scores are low for math at BHS for all students, including low income and Hispanic students (147.1 PBS). The California State Dashboard included ALL students in the RED.<br><br>**Scope:**<br>LEA-wide | Research suggests that academic celebrations can have a positive impact on academic performance for low income students. When students are acknowledged and rewarded for their academic accomplishments, they are more likely to maintain high academic standards, strive for excellence, and achieve better academic outcomes over time (Bliven, A., & Jungbauer, M., 2021).<br><br>This action should lead to improved feelings of school connectedness for parents and students and improved academic achievement for low income students. All students will be recognized for academic achievement; however, because the majority of students are low income, these students accomplishments will be recognized without singling them out. Spanish translators will be available to meet the needs of ELD families. | CAASPP Scores, 3.9 |
| **3.9** | **Action:**<br>PBIS | Research consistently demonstrates that schools implementing PBIS experience a reduction in | 3.7, 3.9, CAASPP Scores |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>California School Dashboard 2024 BES Suspension rate is 10.7% for all students which is in the RED. Hispanic is 5.9%, ELD is 7.3%, Students with Disabilities is 15/9%, White is 14.4%, low income is 11%, and homeless is 7.8%, all of which are in the RED on the California State Dashboard. Parents, teachers, classified staff, and administrators all agree that improving student behavior should be a priority.<br><br>**Scope:**<br>Schoolwide | problem behaviors among low income students (Pencek, C. L., 2020).<br><br>PBIS focuses on teaching and reinforcing positive behaviors rather than solely on punitive measures for negative behaviors. By establishing clear expectations and providing consistent positive reinforcement, PBIS helps create a school environment conducive to appropriate behavior.<br><br>Action 3.9 helps create systems and training for implementing PBIS with fidelity. This action will benefit low income students by improving behavior which will lead to better students outcomes. | |
| **3.10** | **Action:**<br>SEL Curriculum<br><br>**Need:**<br>Our suspension rate is 7% for the district and higher for BES (10.7%) which are both in the RED for ALL student groups. BES ELD, Hispanic, Students with disabilities, white, low income and homeless are all in the RED. Our chronically absent rate for the district is 14.1%, 17.8% low income, and 27% Students with disabilities. Teachers and administrators have noticed that many of the behavior issues that we have at school are related to social and emotional issues.<br><br>**Scope:**<br>LEA-wide | Research consistently demonstrates the effectiveness of SEL curriculum in promoting positive social, emotional, and academic outcomes for low income students (Calhoun, B., Williams, J., Greenberg, M., Domitrovich, C., Russell, M. A., & Fishbein, D. H., 2020).<br><br>By integrating SEL into schools' educational practices, educators can help students develop the skills they need to succeed academically, socially, and emotionally, both in school and beyond. Additionally, chronic absenteeism can be a consequence of social emotional difficulties.<br><br>Action 3.10 provides lessons and support for teachers to explicitly teach social and emotional skills. This should help improve behavior, improve attendance, and ultimately improve student achievement, especially for our low income students. This will be offered to all students LEA | 3.4, 3.5,3.6, 3.7, 3.9, improved CAASPP scores |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | wide as the suspension rate at BES is highest for white kids (9.8) and lowest for ELD (0). The majority of students at BUSD are low income and will be served through this action. All students will benefit from improved social emotional health, especially students with disabilities such as Autism. ELD and low income students will benefit from less behavior issues schoolwide as they will feel safer and there will be less distractions in the classroom. | |

### *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.6** | **Action:**<br>ELD Support and Curriculum<br><br>**Need:**<br>ELD students scored 65.5 points below standard on ELA district wide. ELD students at BES scored 72.2 PBS in ELA.<br><br>BUSD needs support in reclassification of ELD students. Last year 0% of ELD students were reclassified. English Learner progress districtwide was only 41% making progress which is below the district target and in the RED on the dashboard. | Research suggests that equipping ELD teachers with the knowledge, skills, and strategies needed to effectively support ELD students will promote academic success and equitable opportunities for English language learners (Odell, L., & Ruvalcaba, L., 2019).<br><br>This action provides the training for classroom teachers and the resources necessary to help ELD students reclassify and improve on their ELPAC with the intention of testing out and not becoming LTELS. | 2.2, 2.3 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>Limited to Unduplicated Student Group(s) | | |

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

## Additional Concentration Grant Funding

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

Biggs Unified School District (BUSD) serves students across three schools: Biggs Elementary School (BES), Biggs High School (BHS), and Richvale Charter Academy (RCA). Both BES and BHS have unduplicated pupil enrollment exceeding the 55% concentration threshold, qualifying them for additional concentration grant funding under the Local Control Funding Formula (LCFF). RES does not meet the threshold, has their own LCAP and is not included in the calculation for additional funding.

For the 2025–26 school year, BUSD will receive $88,224in additional concentration grant funds. These funds are being used to increase the number of staff providing direct services to unduplicated pupils, particularly at BES and BHS.

The following actions align with this purpose:

Action 1.1 – Class Size Reduction: Supports smaller class sizes by increasing the number of certificated staff in high-need grade levels, improving individualized support for unduplicated students.
Action 1.9 – Facilities Improvements: Enhances safe, clean learning environments in schools serving high concentrations of unduplicated students, supporting conditions for learning.
Action 1.12 – Classified Staff: Adds paraprofessional support in classrooms to assist with academic and behavioral interventions, particularly for English Learners, low-income students, and foster youth.
Action 3.4 – Home-to-School Transportation: Expands access to reliable transportation, reducing absenteeism and improving equity in instructional access for unduplicated students.

These actions were selected based on student needs identified through the district's annual needs assessment and educational partner feedback. Each investment directly supports increased or improved services for unduplicated pupils in accordance with LCFF guidelines and the district's increased proportionality obligation.

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | BES 1-19  BHS 1-30 |
| Staff-to-student ratio of certificated staff providing direct services to students | | BES 1-16 BHS 1-12 |

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 6271496 | 1155449 | 18.424% | 0.000% | 18.424% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,733,335.00 | $196,705.00 | $0.00 | $79,905.00 | $2,009,945.00 | $498,443.00 | $1,511,502.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Class Size Reduction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $293,858.00 | $0.00 | $293,858.00 | | | | $293,858.00 | |
| 1 | 1.2 | Standards Aligned Instructional Materials | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $17,106.00 | $17,106.00 | | | | $17,106.00 | |
| 1 | 1.3 | Increase engagement and awareness of NGSS | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: BES, RES TK-8 | Ongoing | $500.00 | $0.00 | $500.00 | | | | $500.00 | |
| 1 | 1.4 | Technology | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $227,676.00 | $160,000.00 | $67,676.00 | | | $227,676.00 | |
| 1 | 1.5 | Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $2,000.00 | $2,000.00 | | | | $2,000.00 | |
| 1 | 1.6 | Get Focused- Stay Focused High School Curriculum | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: BHS | Ongoing | $0.00 | $2,800.00 | $2,800.00 | | | | $2,800.00 | |
| 1 | 1.7 | Counseling Support | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: BES | Ongoing | $7,990.00 | $0.00 | $7,990.00 | | | | $7,990.00 | |
| 1 | 1.8 | Independent Study | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $48,712.00 | $107,161.00 | $155,873.00 | | | | $155,873.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 1 | 1.9 | Facilities | All | No | | | All Schools | Ongoing | $10,000.00 | $499,286.00 | $509,286.00 | | | | $509,286.00 | |
| 1 | 1.10 | AP Spanish | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: BHS | Ongoing | $0.00 | $750.00 | $750.00 | | | | $750.00 | |
| 1 | 1.11 | New Teacher Support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $21,600.00 | $21,600.00 | | | | $21,600.00 | |
| 1 | 1.12 | Classified Staff | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $69,494.00 | $69,494.00 | | | | $69,494.00 | |
| 1 | 1.13 | Family Literacy Night | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: BES, RCA | | $0.00 | $1,000.00 | $1,000.00 | | | | $1,000.00 | |
| 2 | 2.1 | Assessment Data Analyzation | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $200.00 | $200.00 | | | | $200.00 | |
| 2 | 2.2 | District wide benchmark plan and schedule for math and ELA | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $24,785.00 | $24,785.00 | | | | $24,785.00 | |
| 2 | 2.3 | Math Coach Support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Starting 2024 | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 2 | 2.4 | ELA Intervention Specialist | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: BES K-5 | Ongoing | $90,061.00 | $0.00 | $10,156.00 | | | $79,905.00 | $90,061.00 | |
| 2 | 2.5 | Middle School and High School Intervention | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: BES, BHS 6-12 | Ongoing | $0.00 | $7,676.00 | $7,676.00 | | | | $7,676.00 | |
| 2 | 2.6 | ELD Support and Curriculum | English Learners | Yes | Limited to Unduplicated | English Learners | All Schools | Ongoing | $0.00 | $3,500.00 | $3,500.00 | | | | $3,500.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Student Group(s) | | | | | | | | | | | |
| 2 | 2.7 | Additional Support for Students with Disabilities. | Students with Disabilities | No | | | All Schools | Ongoing | $6,000.00 | $0.00 | $6,000.00 | | | | $6,000.00 | |
| 2 | 2.8 | Afterschool Tutoring | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: BHS, BES 3-12 | Ongoing | $41,322.00 | $0.00 | $12,293.00 | $29,029.00 | | | $41,322.00 | |
| 2 | 2.9 | LTELS Additional Support | ELD | No | | | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.10 | Additional support for ELA and Math using LRBG funding | All Hispanic, Low Income, White, ELD | No | | | Specific Schools: BES, BHS TK-12 | 2025-2028 | $0.00 | $100,000.00 | | $100,000.00 | | | $100,000.00 | |
| 3 | 3.1 | Improve parent and student input. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $200.00 | $200.00 | | | | $200.00 | |
| 3 | 3.2 | Alternatives to Suspension | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: BES, BHS | Ongoing | $0.00 | $200.00 | $200.00 | | | | $200.00 | |
| 3 | 3.3 | Student Incentives | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $11,000.00 | $11,000.00 | | | | $11,000.00 | |
| 3 | 3.4 | Home to School Transportation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $365,568.00 | $365,568.00 | | | | $365,568.00 | |
| 3 | 3.6 | Parent/ Student Communication | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $17,350.00 | $17,350.00 | | | | $17,350.00 | |
| 3 | 3.7 | Student Academic Celebration | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $6,550.00 | $6,550.00 | | | | $6,550.00 | |
| 3 | 3.8 | Family Events | All | No | | | All Schools | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **3** | **3.9** | PBIS | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: BES, RES<br>TK-8 | Ongoing | $0.00 | $600.00 | $600.00 | | | | $600.00 | |
| **3** | **3.10** | SEL Curriculum | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $15,000.00 | $15,000.00 | | | | $15,000.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 6271496 | 1155449 | 18.424% | 0.000% | 18.424% | $1,218,049.00 | 0.000% | 19.422 % | **Total:** | $1,218,049.00 |
| | | | | | | | | **LEA-wide Total:** | $1,171,284.00 |
| | | | | | | | | **Limited Total:** | $3,500.00 |
| | | | | | | | | **Schoolwide Total:** | $43,265.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Class Size Reduction | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $293,858.00 | |
| 1 | 1.2 | Standards Aligned Instructional Materials | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $17,106.00 | |
| 1 | 1.3 | Increase engagement and awareness of NGSS | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: BES, RES<br>TK-8 | $500.00 | |
| 1 | 1.4 | Technology | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $160,000.00 | |
| 1 | 1.5 | Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,000.00 | |
| 1 | 1.6 | Get Focused- Stay Focused High School Curriculum | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: BHS | $2,800.00 | |
| 1 | 1.7 | Counseling Support | Yes | Schoolwide | English Learners<br>Foster Youth | Specific Schools: BES | $7,990.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| 1 | 1.8 | Independent Study | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $155,873.00 | |
| 1 | 1.10 | AP Spanish | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>BHS | $750.00 | |
| 1 | 1.11 | New Teacher Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $21,600.00 | |
| 1 | 1.12 | Classified Staff | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $69,494.00 | |
| 1 | 1.13 | Family Literacy Night | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>BES, RCA | $1,000.00 | |
| 2 | 2.1 | Assessment Data Analyzation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $200.00 | |
| 2 | 2.2 | District wide benchmark plan and schedule for math and ELA | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $24,785.00 | |
| 2 | 2.3 | Math Coach Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $10,000.00 | |
| 2 | 2.4 | ELA Intervention Specialist | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>BES<br>K-5 | $10,156.00 | |
| 2 | 2.5 | Middle School and High School Intervention | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>BES, BHS<br>6-12 | $7,676.00 | |
| 2 | 2.6 | ELD Support and Curriculum | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $3,500.00 | |
| 2 | 2.8 | Afterschool Tutoring | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>BHS, BES<br>3-12 | $12,293.00 | |
| 3 | 3.1 | Improve parent and student input. | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $200.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| **3** | **3.2** | Alternatives to Suspension | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: BES, BHS | $200.00 | |
| **3** | **3.3** | Student Incentives | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $11,000.00 | |
| **3** | **3.4** | Home to School Transportation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $365,568.00 | |
| **3** | **3.6** | Parent/ Student Communication | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $17,350.00 | |
| **3** | **3.7** | Student Academic Celebration | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $6,550.00 | |
| **3** | **3.9** | PBIS | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: BES, RES<br>TK-8 | $600.00 | |
| **3** | **3.10** | SEL Curriculum | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $15,000.00 | |

# 2026-27 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $2,009,945.00 | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Class Size Reduction | Yes | $293,858.00 | |
| **1** | **1.2** | Standards Aligned Instructional Materials | Yes | $17,106.00 | |
| **1** | **1.3** | Increase engagement and awareness of NGSS | Yes | $500.00 | |
| **1** | **1.4** | Technology | Yes | $227,676.00 | |
| **1** | **1.5** | Professional Development | Yes | $2,000.00 | |
| **1** | **1.6** | Get Focused- Stay Focused High School Curriculum | Yes | $2,800.00 | |
| **1** | **1.7** | Counseling Support | Yes | $7,990.00 | |
| **1** | **1.8** | Independent Study | Yes | $155,873.00 | |
| **1** | **1.9** | Facilities | No | $509,286.00 | |
| **1** | **1.10** | AP Spanish | Yes | $750.00 | |
| **1** | **1.11** | New Teacher Support | Yes | $21,600.00 | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 1 | 1.12 | Classified Staff | Yes | $69,494.00 | |
| 1 | 1.13 | Family Literacy Night | Yes | $1,000.00 | |
| 2 | 2.1 | Assessment Data Analyzation | Yes | $200.00 | |
| 2 | 2.2 | District wide benchmark plan and schedule for math and ELA | Yes | $24,785.00 | |
| 2 | 2.3 | Math Coach Support | Yes | $10,000.00 | |
| 2 | 2.4 | ELA Intervention Specialist | Yes | $90,061.00 | |
| 2 | 2.5 | Middle School and High School Intervention | Yes | $7,676.00 | |
| 2 | 2.6 | ELD Support and Curriculum | Yes | $3,500.00 | |
| 2 | 2.7 | Additional Support for Students with Disabilities. | No | $6,000.00 | |
| 2 | 2.8 | Afterschool Tutoring | Yes | $41,322.00 | |
| 2 | 2.9 | LTELS Additional Support | No | $0.00 | |
| 2 | 2.10 | Additional support for ELA and Math using LRBG funding | No | $100,000.00 | |
| 3 | 3.1 | Improve parent and student input. | Yes | $200.00 | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **3** | **3.2** | Alternatives to Suspension | Yes | $200.00 | |
| **3** | **3.3** | Student Incentives | Yes | $11,000.00 | |
| **3** | **3.4** | Home to School Transportation | Yes | $365,568.00 | |
| **3** | **3.6** | Parent/ Student Communication | Yes | $17,350.00 | |
| **3** | **3.7** | Student Academic Celebration | Yes | $6,550.00 | |
| **3** | **3.8** | Family Events | No | $0.00 | |
| **3** | **3.9** | PBIS | Yes | $600.00 | |
| **3** | **3.10** | SEL Curriculum | Yes | $15,000.00 | |

# 2026-27 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| | $1,218,049.00 | | | | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Class Size Reduction | Yes | $293,858.00 | | | |
| 1 | 1.2 | Standards Aligned Instructional Materials | Yes | $17,106.00 | | | |
| 1 | 1.3 | Increase engagement and awareness of NGSS | Yes | $500.00 | | | |
| 1 | 1.4 | Technology | Yes | $160,000.00 | | | |
| 1 | 1.5 | Professional Development | Yes | $2,000.00 | | | |
| 1 | 1.6 | Get Focused- Stay Focused High School Curriculum | Yes | $2,800.00 | | | |
| 1 | 1.7 | Counseling Support | Yes | $7,990.00 | | | |
| 1 | 1.8 | Independent Study | Yes | $155,873.00 | | | |
| 1 | 1.10 | AP Spanish | Yes | $750.00 | | | |
| 1 | 1.11 | New Teacher Support | Yes | $21,600.00 | | | |
| 1 | 1.12 | Classified Staff | Yes | $69,494.00 | | | |
| 1 | 1.13 | Family Literacy Night | Yes | $1,000.00 | | | |
| 2 | 2.1 | Assessment Data Analyzation | Yes | $200.00 | | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **2** | **2.2** | District wide benchmark plan and schedule for math and ELA | Yes | $24,785.00 | | | |
| **2** | **2.3** | Math Coach Support | Yes | $10,000.00 | | | |
| **2** | **2.4** | ELA Intervention Specialist | Yes | $10,156.00 | | | |
| **2** | **2.5** | Middle School and High School Intervention | Yes | $7,676.00 | | | |
| **2** | **2.6** | ELD Support and Curriculum | Yes | $3,500.00 | | | |
| **2** | **2.8** | Afterschool Tutoring | Yes | $12,293.00 | | | |
| **3** | **3.1** | Improve parent and student input. | Yes | $200.00 | | | |
| **3** | **3.2** | Alternatives to Suspension | Yes | $200.00 | | | |
| **3** | **3.3** | Student Incentives | Yes | $11,000.00 | | | |
| **3** | **3.4** | Home to School Transportation | Yes | $365,568.00 | | | |
| **3** | **3.6** | Parent/ Student Communication | Yes | $17,350.00 | | | |
| **3** | **3.7** | Student Academic Celebration | Yes | $6,550.00 | | | |
| **3** | **3.9** | PBIS | Yes | $600.00 | | | |
| **3** | **3.10** | SEL Curriculum | Yes | $15,000.00 | | | |

# 2026-27 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $6,135,655.00 | | 0.00 | 16.438% | | | | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

# Requirements and Instructions

**General Information**

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

**Reflections: Annual Performance**

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

**Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**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

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

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools

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

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

**School districts and COEs:** *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## *Instructions*

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

## Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

### For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

## *Purpose*

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

### LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## *Total Planned Expenditures Table*

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

## LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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