

REVISED Agenda
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
BOARD ROOM – 300 B Street
May 4, 2022
6:00 p.m. Closed Session
7:00 p.m. Estimated Open Session

District LCAP Goals

- ❖ Goal 1 – Biggs Unified will provide conditions of learning that will develop College and Career Ready students. Priority 1, 2 and 7.
- ❖ Goal 2 – Biggs Unified will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. Priority 4 & 8.
- ❖ Goal 3 – Biggs Unified will promote students engagement and a school culture conducive to learning. Priority 3, 5 and 6.

OPEN SESSION

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. PLEDGE OF ALLEGIANCE**
- 4. APPROVAL OF AGENDA**
- 5. APPROVAL OF MINUTES**

Pgs. 4-7

A. April 6, 2022

CLOSED SESSION

- 1. Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957**
- 2. Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957**
- 3. Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957**
- 4. Litigation; Pursuant to Government Code Section 54956.9**
- 5. Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)**

If Closed Session is not completed before 7:00 p.m., it will resume immediately following the open session/regular meeting.

RECONVENE TO OPEN SESSION

- 1. ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION**
- 2. PARENT ASSOCIATIONS REPORTS**
- 3. CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS**
- 4. PUBLIC COMMENT**

Anyone wishing to address the Board on items on or off the agenda may do so at this time. No action may be taken on items that are not listed as Action Items. Comments are limited to 3-5 minutes and 20 minutes each subject matter.

5. PUBLIC HEARING

Pgs. 8-47 A. To allow public input on Resolution 2021/2022 #10 regarding Increasing School Facilities Fees

6. REPORTS (Pursuant to the Brown Act: Gov. Code 854950 et.seq. - Reports are limited to announcements or brief descriptions of individual activities)

A. ELEMENTARY SCHOOL PRINCIPAL'S REPORT:

B. M/O/T AND FOOD SERVICE DIRECTOR'S REPORT:

C. HIGH SCHOOL PRINCIPAL'S REPORT:

1. Presentation for High School six period day versus seven period day.

D. SUPERINTENDENT'S REPORT:

E. BOARD MEMBER REPORTS:

7. CONSENT AGENDA

All matters listed under the Consent Agenda are routine and will be acted upon by one motion and vote. If an item needs further clarification and/or discussion, it may be removed from the Consent portion of the agenda and then be acted upon as a separate item.

Pg. 48 A. Inter-district Agreement Request(s) for the 2022/2023 school year

B. Approve Confidential Staff Summer Schedule of four 10 hour days starting June 5, 2022.

Pgs. 49-72 C. Approve Purchase Order & Vendor Warrants for February 1st through April 22nd, 2022

8. ACTION ITEMS

A. Re-Schedule June board meeting to June 15, 2022 and 2nd meeting June 29, 2022

Pg. 73 B. Adopt revised 2022/2023 District Calendar moving week of Spring Break from April 17th to April 10th, 2023

Pgs. 74-76 C. Approve Resolution 2021/2022 #10 – Increasing School Facilities Fees

~~D. Approve FFA overnight field trip to San Luis Obispo for Cal Poly State Field Day, May 6th & 7th, 2022 – REMOVED~~

Pg 77 E. Adopt Resolution 2021/2022 #11 Notice of Participation in BSSP Workers Compensation Program effective July 1, 2022

Pgs. 78-81 F. Approve Participating Program Members statement to participate in the North Bay Schools Insurance Authority per BSSP Resolution 22-01, Resolution of the Governing Board of the BSSP JPA to Become a Member of North Bay Schools Insurance Authority And To Join Its Workers' Compensation Program, For The Benefit Of Its Participating Members, And Participating Members' Statement Of Agreement

Pgs. 82-85 G. Approve Application for Certificate of Consent to Self-Insure as a Public Agency Employer Self-Insurer

This form is required by the Department of Industrial Relations, Office of Self-Insurance Plans (DIR OSIP), to move from the NVSIG to BSSP joint powers authority self-insured pool.

Pg. 86 H. Adopt Resolution 2021/22 #12, Resolution Authorizing Application To The Director Of Industrial Relations, State Of California For A Certificate Of Consent To Self-Insure Workers' Compensation Liabilities

This resolution is required by the DIR OSIP to accompany the document in G, above.

Pgs. 87-91 I. 2021 Consumer Confidence Report (CCR) for Richvale School

Pgs. 92-95 J. Approve Declaration of Need for Fully Qualified Educators

This action allows the District to assign teachers out of their credential subject matter if absolutely necessary. The Superintendent recommends approval.

K. Superintendent Evaluation

Pgs. 96-104 L. Approve three year contract with Independent Audit Consultant, Christy White, CPA

Pgs. 105-133 M. Adopt Universal Prekindergarten Planning and Implementation Grant Program

Pgs. 134-210 N. *Approve the Biggs Elementary 2021-2022 Single Plan for Student Achievement (SPSA) - **ADDED***

9. PERSONNEL ACTION

A. Approve Hiring Connor McGee as an Intern Math Teacher for Biggs High School for the 2022/2023 school year.

B. Accept Resignation of Thane Harrington as Bus/Grounds/Custodian effective April 29, 2022

C. Accept Resignation of Chaz McKiernan as temporary Grounds effective April 22, 2022

D. Approve Stipend List for 2022/2023 School Year

1. Tim Sheridan – Varsity Girls Basketball Coach
2. Michelle Felkins – Softball Coach
3. Michelle Felkins – Varsity Volleyball Coach
4. Michelle Felkins – JV Volleyball Coach
5. Adam Sharrock - ASB Advisor
6. Charity Holliman – BES Lead Teacher
7. Hollie Byers – BES Results Coordinator
8. Hollie Byers – BES Soccer
9. Jill Pearson – RES Lead Teacher

E. Teacher Appreciation Week

The Superintendent recommends that the Board declare the week of May 2 - 6, 2022 as Teacher Appreciation Week. On National Teacher Day, May 3, 2022, thousands of communities take time to honor their local educators and acknowledge the crucial role teachers play in making sure every student receives a quality education.

F. Classified School Employee Week

The Superintendent recommends that the Board declare the week of May 15 - 21, 2022 as Classified Employee Week. Classified school employees play crucial roles in education. From transporting and feeding students to teaching them vital skills and ensuring that schools are operating smoothly, classified employees are integral to public education.

10. INFORMATION ITEMS

A. LCAP Update

11. FUTURE ITEMS FOR DISCUSSION

12. ADJOURNMENT

Notice to the Public: Please contact the Superintendent's Office at 868-1281 ext. 8100 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request.

Minutes
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
APRIL 6, 2022

OPEN SESSION

CALL TO ORDER – President Phillips called the meeting to order at 6:36 p.m.

ROLL CALL - Board members present: Jonna Phillips, Linda Brown, Kathryn Sheppard, America Navarro and Dennis Slusser were present.

PLEDGE OF ALLEGIANCE – President Phillips lead the Pledge of Allegiance.

APPROVAL OF AGENDA

The Board approved the agenda as amended with additions of Personnel Action Items 8I – Accept resignation of Tyler Rutledge as HS Principal and Athletic Director effective June 30, 2022 and Item 8J – Approve hiring Steve Williams as Middle School Track Coach for 2021/2022 Spring season. MSCU (Slusser/Brown) 5/0

Phillips – Aye

Slusser – Aye

Navarro – Aye

Brown – Aye

Sheppard – Aye

APPROVAL OF MINUTES

The Board approved the minutes from the March 14, 2022 regular Board meeting and March 23, 2022 Special meeting as written. MSCU (Sheppard/Slusser) 5/0

Phillips – Aye

Slusser – Aye

Navarro – Aye

Brown – Aye

Sheppard – Aye

The Board adjourned into Closed Session at 6:37 pm

CLOSED SESSION

1. **Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957**
2. **Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957**
3. **Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957**
4. **Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)**
5. **Litigation; Pursuant to Government Code Sections 54956.9**

Closed Session was adjourned at 7:16 pm and reconvened to Open Session.

Staff Present: Doug Kaelin, Superintendent and Donna Cyr, Admin. Assist. & HR Director

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION – President Phillips announced that no action was taken in closed session.

PARENT ASSOCIATIONS REPORTS – Kris Scott announced that the Sports Boosters were working on the annual golf tournament. It will be at Table Mountain Golf Course on July 11, 2022. President Phillips announced that PAWS would not be holding the annual Run Around the Rice this year.

CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS -

No report for CSEA or BUTA.

PUBLIC COMMENT:

Brian Harrison spoke on the long-term substitute Ag teacher, Kristina Woolsey. He wanted the board to know what an asset she is at the HS and all the good things that she is involved in.

Kris Scott also wanted to let the board know that Ms. Woolsey is doing a great job. She is taking FFA student teams to compete at Field Days. She is doing a great job with FFA.

REPORTS:

ELEMENTARY SCHOOL PRINCIPAL’S REPORT:

Superintendent Kaelin gave the report:

- Intervention groups have been going well for Mrs. Personius and she’s seeing improvement in her students
- Looking at training TK – 3rd grade teachers in early reading strategies through a program called Getting Reading Right.
- Start CAASPP testing in a week. Gearing up for that.
- BES Talent Show is planned for April 13th and thank you to Odekirk, Bayless and Byers for heading it up. Ethan Horn took 3rd place and Xavier Caro took 9th place in the Spelling Bee. Pastries for Parents was a big success and Rojelio Dance King will be coming this month – RES will be joining in. Performance is 4/28/22 at the HS Football Stadium
- Boys and Girls Basketball teams did great and Track & Field has started.

HIGH SCHOOL PRINCIPAL’S REPORT:

Superintendent Kaelin gave the report:

- ASB is planning the Spring Blood Drive. Working on the Prom. Battle of the Sexes has been delayed until May.
- FFA Update – CDE Teams are preparing for Field Days at Fresno State and we’re hoping to qualify for Calpoly State. State Conference was March 26 – 29 in Sacramento. Our students had a great time.
- Sports - Softball is off to a hot start, Baseball is doing well. Track has had consistent performances at each meet. Congratulations to Baylee Bowles for her record setting performance at the Durham Track meet. She set school records in the Triple Jump and High Jump.
- State testing starts next week.
- There is discussion among staff to return to a 6 period day for the 2022/2023 school year. They would like to add an advisory period each day to check on students’ grades, establish college and career plans, etc.
- Waiting on hearing from Butte College on the dual enrollment classes. Butte still needs to sign off on them.

M/O/T/, FOOD SERVICE and SUPERINTENDENT’S REPORT:

Superintendent Kaelin gave the report:

- Food service is still having supply chain issues.
- Planning summer projects and planning/prepping for graduations.
- Working on the Universal TK Program report. Must go to the State in June.
- Looking at summer school at the Elementary School. This is part of the expanded learning plan. 4 weeks during the summer 9 hours a day. Maybe 2 sessions / 2 weeks each. Potential science academy, fun-learning options.
- The HS will have a credit recovery summer school. Maybe a math academy.

BOARD MEMBER REPORTS: Nothing from the Board

CONSENT AGENDA

The Board approved the Consent Agenda Item A. MSCU (Sheppard/Brown) 5/0

Phillips – Aye

Slusser – Aye

Navarro – Aye

Brown – Aye

Sheppard – Aye

- A. Approve Inter-District Transfers for the 2022-2023 school year

ACTION ITEMS

The Board approved Action Items A - C. MSCU (Sheppard/Navarro) 5/0

Phillips – Aye Slusser – Aye Navarro – Aye Brown – Aye Sheppard – Aye

- A. Adopt Stipend List for the 2022-2023 school year
- B. Adopt the Following New or Updated Board Policies (BP), Admin. Regulations (AR) and Exhibits (E):
 - BP 4030 - Personnel – Nondiscrimination in Employment – update
 - E 4112.9/4212.9/4312.9 – Personnel – Employee Notifications – update
 - BP/AR 4141.6/4241.6 – Personnel – Concerted Action/Work Stoppage - update
 - BP/AR 5111 – Students – Admission – update
 - AR 5113 – Students – Absences and Excuses - update
 - AR 5142 – Students – Safety – updated
 - E 5145.6 – Students – Parental Notifications – update
 - BP/AR 6173 – Instruction – Education for Homeless Children - updated
 - E 6173(1) & (2) – Instruction – Education for Homeless Children - updated
 - BB 9322 – Board Bylaws – Agenda/Meeting Materials - update
- C. Approve overnight trip to Fresno for FFA for Fresno State Finals Field Day April 8th & 9th, 2022

PERSONNEL ACTION

The Board approved Personnel Action Items A - J. MSCU (Slusser/Sheppard) 5/0

Phillips – Aye Slusser – Aye Navarro – Aye Brown – Aye Sheppard – Aye

- A. Approve Hiring of Brock Springer, Marci Munanui, Aurora Little, Maesie Little, Lucas Romena, Chase McLean, Ally Williams, Brody Hudson Matthew Munanui and Maddy Ward for summer 2022 Lifeguard positions pending certification.
- B. Approve Hiring George Guerra as Varsity Track Coach for the 2021/2022 season
- C. Approve Hiring Hokulani Wickard as Assistant Varsity Football Coach for the 2022/2023 season
- D. Approve Hiring Eddie Del Rio as Head JV Football Coach for the 2022/2023 season
- E. Approve Hiring David Espinoza as Assistant JV Football Coach for the 2022/2023 season
- F. Approve Hiring Jonathan Smith, Miguel Aguirre, Izreal Farfan and Johnny Cellabos as Walk-on Football Coaches for the 2022/2023 season
- G. Approve Hiring Brenda Wylie as an Instructional Aide at BES effective April 1, 2022
- H. Approve Hiring Bernard Didario as a Sub. Teacher effective April 6, 2022
- I. Accept resignation of Tyler Rutledge as HS Principal and Athletic Director effective June 30, 2022**
- J. Approve hiring Steve Williams as Middle School Track Coach for 2021/2022 Spring season**

INFORMATION ITEMS –

LCAP Update – Superintendent Kaelin said that the new template change has made the process time consuming. He will start to plan parent and stakeholder meetings.

Superintendent Kaelin reported out that for the last Quarter there have been no Williams Uniform Complaints against any school in the District.

He also noted that Biggs Unified will no longer have the yearly Williams visits. The District is doing great.

FUTURE ITEMS FOR DISCUSSION – Have High School give a presentation to the Board on benefits of a 6 period day instead of a 7 period day.

ADJOURNED TO CLOSED SESSION – 7:56 p.m.

RECONVENE TO OPEN SESSION - 8:59 p.m.

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION – President Phillips announced no action was taken during Closed Session.

ADJOURNMENT – 9:00 p.m.

MINUTES APPROVED AND ADOPTED:

Presiding President

Date

Distribution: Board of Trustees, Superintendent, Elementary School Principal, Financial Officer/Administrative Advisor, BUTA and CSEA Presidents, Student Representative, Student Government Class, Gridley Herald, District Office and Schools for Posting, and Official Record.

Level I Developer Fee Study
for
Biggs Unified School District

March 22, 2022

Doug Kaelin, Superintendent

Board of Trustees

Jonna Phillips, President
Linda Brown, Vice President
M. America Navarro, Clerk
Dennis G. Slusser, Member
Kathryn Sheppard, Member

Prepared by:

Jack Schreder & Associates, Inc.



2230 K Street
Sacramento, CA 95816
916-441-0986

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EXECUTIVE SUMMARY

- Education Code Section 17620 authorizes school districts to levy a fee, charge, dedication or other form of requirement against any development project for the construction or modernization of school facilities, provided the District can show justification for levying of fees.
- In February 2022, the State Allocation Board's biennial inflation adjustment changed the fee to \$4.79 per square foot for residential construction and \$0.78 per square foot for commercial/industrial construction.
- The Biggs Unified School District is justified in collecting \$4.79 per square foot of residential construction and \$0.78 per square foot of commercial/industrial construction, with the exception of mini storage. The mini storage category of construction should be collected at a rate of \$0.08 per square foot.
- In general, it is fiscally more prudent to extend the useful life of an existing facility than to construct new facilities when possible. The cost to modernize facilities is approximately 41.1 percent of the cost to construct new facilities.
- The residential justification is based on the Biggs Unified School District's projected modernization need of \$1,214,177 for students generated from residential development over the next 25 years and the projected residential square footage of 124,650.
- Based on the modernization need for students generated from projected residential development and the projected residential square footage, each square foot of residential construction will create a school facilities cost of \$9.74 ($\$1,214,177/124,650$).
- Each square foot of commercial/industrial construction will create a school facilities cost ranging from \$0.08 to \$6.97 per square foot of new commercial/industrial construction.

- For both residential and commercial/industrial development, the fees authorized by Government Code section 65995 are justified.

SCHOOL DISTRICT BACKGROUND

The Biggs Unified School District serves approximately 563 students in transitional kindergarten through twelfth grade at Biggs Elementary, Richvale Elementary, and Biggs High School. Most students identify as White (approximately 54%), followed by Hispanic or Latino (approximately 38%), with a small portion of other ethnic groups. The majority of students (approximately 64%) meet the criteria for socioeconomically disadvantaged and approximately 10% of students are considered English Learners. The District provides chrome books to students at a 1:1 device to student ratio and is dedicated to providing the best education possible. At the elementary level, the average student-teacher ratio does not exceed 24:1. At the high school, the District offers several Career and Technical Education pathways, along with A-G courses to prepare students for college, and a variety of athletic teams. "Biggs Unified School District's mission is to prepare each student for the future, be it vocational or higher education. Students will leave Biggs Unified School District with respect for the world they inhabit and for all humanity."

Biggs Unified School District serves students in the rural City of Biggs and a portion of unincorporated southwestern Butte County, including the community of Richvale, located in the farmlands of the Sacramento Valley in Northern California. The rural City of Biggs is located approximately 25 miles south of the City of Chico and approximately 60 miles north of the City of Sacramento, along State Route 99. The City of Biggs is known as the "heart of rice country" and is primarily a residential community with a population of approximately 1,700. While a small number of affluent farmers and professional families populate both Biggs and Richvale, these farm service and bedroom communities are predominantly populated by retirees, skilled, and unskilled laborers. As large retail stores have developed in surrounding larger cities, the commercial and industrial areas within the City of Biggs have been in a decline as stores go out of business. According to the Butte County General Plan 2030, agriculture generates significant economic activity in the County and supports other industrial sectors, including transportation, warehousing, manufacturing.

INTRODUCTION

In September, 1986, the Governor signed into law Assembly Bill 2926 (Chapter 887/Statutes 1986) which granted school district governing boards the authority to impose developer fees. This authority is codified in Education Code Section 17620 which states in part "...the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or modernization of school facilities."

The Level I fee that can be levied is adjusted every two years according to the inflation rate, as listed by the state-wide index for Class B construction set by the State Allocation Board. In January of 1992, the State Allocation Board increased the Level I fee to \$1.65 per square foot for residential construction and \$0.27 per square foot for commercial and industrial construction.

Senate Bill 1287 (Chapter 1354/Statutes of 1992) effective January 1, 1993, affected the facility mitigation requirements a school district could impose on developers. Senate Bill 1287 allowed school districts to levy an additional \$1.00 per square foot of residential construction (Government Code Section 65995.3). The authority to levy the additional \$1.00 was rescinded by the failure of Proposition 170 on the November 1993 ballot.

In January 1994, the State Allocation Board's biennial inflation adjustment changed the fee to \$1.72 per square foot for residential construction and \$0.28 per square foot for commercial/industrial construction.

In January 1996, the State Allocation Board's biennial inflation adjustment changed the fee to \$1.84 per square foot for residential construction and \$0.30 per square foot for commercial/industrial construction.

In January 1998, the State Allocation Board's biennial inflation adjustment changed the fee to \$1.93 per square foot for residential construction and \$0.31 per square foot for commercial/industrial construction.

In January 2000, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.05 per square foot for residential construction and \$0.33 per square foot for commercial/industrial construction.

In January 2002, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.14 per square foot for residential construction and \$0.36 per square foot for commercial/industrial construction.

In January 2004, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.24 per square foot for residential construction and \$0.41 per square foot for commercial/industrial construction.

In January 2006, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.63 per square foot for residential construction and \$0.42 per square foot for commercial/industrial construction.

In January 2008, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.97 per square foot for residential construction and \$0.47 per square foot for commercial/industrial construction.

In January 2010, the State Allocation Board's biennial inflation adjustment maintained the fee at \$2.97 per square foot for residential construction and \$0.47 per square foot for commercial/industrial construction.

In January 2012, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.20 per square foot for residential construction and \$0.51 per square foot for commercial/industrial construction.

In January 2014, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.36 per square foot for residential construction and \$0.54 per square foot for commercial/industrial construction.

In February 2016, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.48 per square foot for residential construction and \$0.56 per square foot for commercial/industrial construction.

In January 2018, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.79 per square foot for residential construction and \$0.61 per square foot for commercial/industrial construction.

In January 2020, the State Allocation Board's biennial inflation adjustment changed the fee to \$4.08 per square foot for residential construction and \$0.66 per square foot for commercial/industrial construction.

In February 2022, the State Allocation Board's biennial inflation adjustment changed the fee to \$4.79 per square foot for residential construction and \$0.78 per square foot for commercial/industrial construction.

The next adjustment to the fee will occur at the January 2024 State Allocation Board meeting.

In order to levy a fee, a district must make a finding that the fee to be paid bears a reasonable relationship and be limited to the needs of the community for elementary or high school facilities and be reasonably related to the need for schools caused by the development. Fees are different from taxes and do not require a vote of the electorate. Fees may be used only for specific purposes and there must be a reasonable relationship between the levying of fees and the impact created by development.

In accordance with the recent decision in the Cresta Bella LP v. Poway Unified School District, 218 Cal. App.4th 438(2013) court case, school districts are now required to demonstrate that reconstruction projects will generate an increase in the student population thereby creating an impact on the school district's facilities. School districts must establish a reasonable relationship between an increase in student facilities needs and the reconstruction project in order to levy developer fees.

Purpose of Study

This study will demonstrate the relationship between residential, commercial and industrial growth and the need for the modernization of school facilities in the Biggs Unified School District.

SECTION I: DEVELOPER FEE JUSTIFICATION

Developer fee law requires that before fees can be levied a district must find that justification exists for the fee. Government Code Section 66001 (g) states that a fee shall not include the costs attributable to existing deficiencies in public facilities, but may include the costs attributable to the increased demand for public facilities reasonably related to the development project in order to refurbish existing facilities to maintain the existing level of service or achieve an adopted level of service that is consistent with a general plan. This section of the study will show that justification does exist for levying developer fees in the Biggs Unified School District.

Facilities Capacity

The District's capacity is adequate to house the District's current student population. Facility needs exist regardless of the availability of capacity to house student enrollments, inclusive of student enrollment generated from new development. New students generated from future development will create a burden on existing school facilities. Capital improvements, including upgrades or the replacement of existing facilities with new facilities for their continued long-term use, are necessary to adequately house future enrollment growth at all school levels.

The District's current total student capacity will diminish over time if the District does not modernize its facilities. Without modernization of aging buildings, some facilities will become unavailable, which will decrease the District's total student capacity. New development in the District necessitates that modernization occur in order to continue to have available school housing for newly generated students. As part of these modernization efforts, the District plans to modernize existing schools and to replace some of its existing schools with new buildings on the same site as the existing schools become old, inadequate, and pose health and safety challenges.

Modernization and Reconstruction

Extending the useful life of a school is a cost effective and prudent way to house students generated from future development. The state of California recognizes the

need to extend the life of existing schools and provides modernization funding through the State School Facility Program. For the purpose of this report, modernization and reconstruction are used interchangeably since many of the improvements are common to both programs. Developer fees may not be used for regular maintenance, routine repair of school buildings and facilities or deferred maintenance. The District plans to use developer fees to replace aging portables at Biggs Elementary, update technology, upgrade air filtration and distribution systems, modernize classrooms, repair roofs and expand outdoor playground structures for physical education. Projects will be funded as developer fee revenue is generated. The authorization to justify modernization and reconstruction of school facilities and extend the useful life of existing schools is contained in Education Code Section 17620 and Government Code Section 66001 (g). School districts are permitted to modernize or replace existing or build new school facilities with developer fees as justified by this Study.

Modernization Need

As new students are generated by new development, the need to increase the useful life of school facilities will be necessary. In order to calculate the District's estimated modernization need generated by students from new development, it is necessary to determine the following factors: the number of units included in proposed developments, the District student yield factor, and the per pupil cost to modernize facilities.

Potential Development

The Biggs Unified School District is located within the Butte County and City of Biggs planning jurisdictions. The City of Biggs Planning Department stated that future annexation areas as a result of the Biggs Phased Annexation Plan which is currently underway may increase housing production over the next 5 to 10 years. However, to date, Biggs has not received new residential development proposals as a result of the Phased Annexation Plan. The City of Biggs is currently processing two tentative subdivision maps, both which have been deemed incomplete due to the environmental review issues. Due to the uncertainty of how the Plan will impact future development, the Planning Department suggested using the average of the previous five years of development to project future development. In a couple of years, they hope to have a better understanding of how the Phased Annexation Plan will impact development.

According to the Planning Departments, development may continue at about the same rate as the previous five years. According to developer fee records, an average of three new or expanded residential units were constructed per year for the previous five years. An estimated 75 (3 x 25) new or expanded residential units may be constructed within District boundaries in the next 25 years.

The School Facility Program allows districts to apply for modernization funding for classrooms over 25 (permanent) or 20 years (portable), meaning that school facilities are presumed to be eligible for, and therefore need, modernization after that time period. It is therefore generally presumed that school facilities have a useful life span of 25 years before modernization is needed in order to maintain the same level of service as previously existed. The same would be true for modernization of buildings 25 years after their initial modernization. In some cases, these older buildings may need to be closed entirely for the health and safety of students, teachers, staff and other occupants. Aging infrastructure and building problems can profoundly impact a school's ability to safely remain in service and to continue delivering the instructional program to students at existing levels of service. Therefore, the District's modernization needs are considered over a 25 year period, and a 25 year projection has been included in the Study when considering the homes that will generate students for the facilities in question. Future development will generate additional students for the District to house. Developer fees generated from future development may be used to modernize or construct facilities to house students from planned future development.

School facilities have a limited usable lifespan, and school districts must consider the lifespan for each facility when planning and determining student housing needs in the future. Residential units will be built at different times over the coming years, and it is difficult to predict when construction on these projects will be complete. Additionally, the homes in these developments may be immediately occupied with families with school-aged children, or they may not be occupied by school-aged children for another five, ten or fifteen years as young people who move in begin starting to have families. Thus, the District must be prepared to house students from new developments for the next several decades.

Student Generation Rate

In determining the impact of new development, the District is required to show how many students will be generated from the new development. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation rate is applied to the number of new housing units to determine development-related impacts. The student generation rate identifies the number of students per housing unit and provides a link between new residential construction projects and projected enrollment.

To identify the number of students anticipated to be generated by new residential development, a student yield factor of .7 has been utilized for the Biggs Unified School District. The yield factor is based on State wide student yield averages calculated by the Office of Public School Construction.

Construction Cost

The construction cost per TK-12 pupil is \$55,740. Construction costs are based on information provided by California Department of Education and research completed by Jack Schreder & Associates. Appendix A includes the cost per student calculations. Table 1 shows the weighted average to construct facilities per TK-12 pupil.

Table 1:
Construction Costs

Grade Level	Construction Costs
TK-6	\$49,425
7-8	\$58,440
9-12	\$67,019

Weighted Average

$$\$49,425 \times 8 = \$395,400$$

$$\$58,440 \times 2 = \$116,880$$

$$\$67,019 \times 4 = \underline{\$268,076}$$

Total	\$780,356
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$$\text{Average} = \$780,356 / 14 = \$55,740$$

Source: California Department of Education, Jack Schreder & Associates.

Modernization Cost

The cost to modernize facilities is 41.1 percent of new construction costs. The percentage is based on the comparison of the State per pupil modernization grant (including 3% for Americans with Disabilities and Fire, Life Safety improvements) and the State per pupil new construction grant. For example, the State provides \$14,623 per TK-6 pupil to construct new facilities and \$5,568 to modernize facilities, which is 38.1 percent ($\$5,568 / \$14,623$) of the new construction grant amount. In addition, the State provides a minimum of three percent for ADA/FLS improvements which are required by the Department of State Architect's (DSA) office. Based on the per pupil grant amounts and the ADA/FLS costs, the estimated cost to modernize facilities is 41.1 percent of the cost to construct facilities. The School Facility Program per pupil grant amounts are included in Appendix B.

The construction cost per TK-12 pupil is \$55,740 and is outlined in Table 1. Therefore, the per pupil cost to modernize facilities per TK-12 pupil is \$22,909 (\$55,740 x .411).

25 year Modernization Need

Based on the student generation rate and the projected number of residential units, 53 TK-12 students are projected from proposed new development. The calculation is included in Table 2.

Table 2:
Projected Students from Proposed Development

Projected Units	Student Generation Rate	Projected Students
75	.7	53

Source: Biggs Unified School District, Butte County, City of Biggs, Jack Schreder & Associates.

The District’s estimated modernization need generated by students from new residential development is \$1,214,177. The calculation is included in Table 3.

Table 3:
25 year Modernization Need

Per Pupil Modernization Cost	\$22,909
Students Generated	<u>x 53</u>
Modernization Need	\$1,214,177

Source: Biggs Unified School District, Office of Public School Construction, Jack Schreder & Associates, Butte County, City of Biggs.

Residential Development and Fee Projections

To show a reasonable relationship exists between the construction of new housing units and the need for modernized school facilities, it will be shown that residential construction will create a school facility cost impact on the Biggs Unified School District by students generated from new development.

The Biggs Unified School District is located within the Butte County and City of Biggs planning jurisdictions. The Planning Departments were contacted regarding projected development. According to the Planning Departments, development is expected to continue at about the same rate as the previous five years. According to developer fee records, an average of three new or expanded residential units were constructed per year for the previous five years. According to developer fee records, units average an estimated 1,662 square feet. Based on this information, an estimated 75 (3 x 25) residential units, totaling 124,650 (75 x 1,662) square feet, may be constructed within District boundaries in the next 25 years.

Table 4:
Summary of Projected Residential Square Footage

Projected Units	Average Square Footage	Total Square Footage
75	1,662	124,650

Source: Biggs Unified School District, Jack Schreder & Associates, Butte County, City of Biggs.

Based on the District's modernization need of \$1,214,177 generated by students from residential construction and the total projected residential square footage of 124,650, residential construction will create a facilities cost of \$9.74 per square foot. However, the Level I statutory fee is \$4.79 per square foot. Therefore, the District is justified to collect \$4.79 per square foot of residential construction.

Table 5:
Facilities Cost per SF from Proposed Residential Construction

Modernization Need	Total Square Footage	Facilities Cost
\$1,214,177	/124,650	= \$9.74

Source: Biggs Unified School District, Jack Schreder & Associates, Office of Public School Construction.

Extent of Mitigation of School Facility Costs Provided by Level I Residential Fees

Based on development projections, an estimated 124,650 residential square feet may be constructed in the next 25 years. Based on the statutory Level I fee of \$4.79 per square foot, the District is projected to collect \$597,074 (\$4.79 x 124,650) in residential developer fees. The \$597,074 in total residential Level I fee revenue will cover only 49 percent of the \$1,214,177 in total school facility modernization costs attributable to new residential development over the next 25 years.

Commercial / Industrial Development and Fee Projections

In order to levy developer fees on commercial and industrial development, a district must conduct a study to determine the impact of the increased number of employees anticipated to result from commercial and industrial development upon the cost of providing school facilities within the district. For the purposes of making this determination, the [developer fee justification] study shall utilize employee generation estimates that are calculated on either an individual project or categorical basis. Those employee generation estimates shall be based upon commercial and industrial factors within the district or upon, in whole or part, the applicable employee generation estimates as set forth in the January 1990 edition of "San Diego Traffic Generators," a report of the San Diego Association of Governments. (Education Code Section 17621). The initial study that was completed in January of 1990 (updated annually) identifies the number of employees generated for every 1,000 square feet of floor area for several development categories. These generation factors are shown in Table 6.

Table 6 indicates the number of employees generated for every 1,000 square feet of new commercial and industrial development and the number of District households generated for every employee in 12 categories of commercial and industrial development. The number of District households is calculated by adjusting the number of employees for the percentage of employees that live in the District and are heads of households. School facility costs for development projects not included on the list may be estimated by using the closest employee per 1,000 square feet ratio available for the proposed development.

In addition, an adjustment in the formula is necessary so that students moving into new residential units that have paid residential fees are not counted in the commercial/industrial fee calculation. Forty percent of all employees in the District live in existing housing units. The forty percent adjustment eliminates double counting the impact. This adjustment is shown in the worksheets in Appendix C and in Table 6.

These adjustment factors are based on surveys of commercial and industrial employees in school districts similar to the District. When these figures are compared to the cost to house students, it can be shown that each square foot of commercial and industrial development creates a cost impact greater than the maximum fee, with the exception of mini storage. The data in Table 7 is based on the per student costs shown in Table 1. These figures are multiplied by the student yield factor to determine the number of students generated per square foot of commercial and industrial development. To determine the school facilities square foot impact of commercial and industrial development shown in Table 7, the students per square foot are multiplied by the cost of providing school facilities.

Table 6:
Commercial and Industrial Generation Factors

Type of Development	*Employees per 1,000 sf	**Dist HH Per Emp.	% Emp in Exist HH	Adj.%Emp Dist HH/Emp
Medical Offices	4.27	.2	.4	.08
Corporate Offices	2.68	.2	.4	.08
Commercial Offices	4.78	.2	.4	.08
Lodging	1.55	.3	.4	.12
Scientific R&D	3.04	.2	.4	.08
Industrial Parks	1.68	.2	.4	.08
Industrial/Business Parks	2.21	.2	.4	.08
Neighborhood Shopping Centers	3.62	.3	.4	.12
Community Shopping Centers	1.09	.3	.4	.12
Banks	2.82	.3	.4	.12
Mini-Storage	.06	.2	.4	.08
Agriculture	.31	.5	.4	.20

* Source: San Diego Association of Governments.

** Source: Jack Schreder and Associates. Original Research.

Table 7:
Commercial and Industrial Facilities Cost Impact

Type of Development	Cost Impact Per Sq. Ft.
Medical Offices	\$5.48
Corporate Offices	\$3.44
Commercial Offices	\$6.13
Lodging	\$2.98
Scientific R&D	\$3.90
Industrial/Business Parks	\$2.16
Industrial/Com Park	\$2.84
Commercial Shopping Centers	\$6.97
Community Shopping Centers	\$2.10
Banks	\$5.43
Mini-Storage	\$0.08
Agriculture	\$0.99

*Sources: San Diego Association of Governments and Jack Schreder and Associates, Original Research.

Table 7 shows that all types of commercial and industrial development will create a square foot cost justifying a commercial/industrial fee. Thus, a reasonable relationship between commercial and industrial development and the impact on the District is shown. Based on this relationship, the levying of commercial and industrial developer fees is justified in the District.

Extent of Mitigation of School Facility Costs Provided by Level I Commercial/Industrial Fees

Each square foot of commercial and industrial development creates a school facility cost ranging from \$0.08 to \$6.97 per square foot. The cost per square foot of commercial/industrial construction exceeds the Level I commercial fee of \$0.78 in all categories of construction, with the exception of mini storage. Mini storage should be collected at \$0.08 per square foot of construction. Therefore, the District is justified to collect \$0.78 per square foot of commercial/industrial construction.

Summary

The cost impact on the District imposed by new students to be generated from new or expanded residential, commercial, and industrial development is greater than the maximum allowable fees. Each square foot of residential development creates a school facility cost of \$9.74 per square foot. Each square foot of commercial and industrial development creates a school facility cost ranging from \$0.08 to \$6.97 per square foot. The cost to provide additional school facilities exceeds the amount of residential and commercial/industrial fees to be generated directly and indirectly by residential construction. Therefore, the Biggs Unified School District is justified to collect \$4.79 per square foot of residential construction and \$0.78 per square foot of commercial/industrial construction, with the exception of mini storage. The mini storage category of construction should be collected at the rate of \$0.08 per square foot.

SECTION II: BACKGROUND OF DEVELOPER FEE LEGISLATION

Initially, the allowable developer fee was limited by Government Code Section 65995 to \$1.50 per square foot of covered or enclosed space for residential development

and \$0.25 per square foot of covered or enclosed space of commercial or industrial development. The Level I fee that can be levied is adjusted every two years, according to the inflation rate as listed by the state-wide index for Class B construction set by the State Allocation Board. In February of 2022, the State Allocation Board changed the Level I fee to \$4.79 per square foot of residential construction and \$0.78 per square foot of commercial and industrial construction.

The fees collected are to be used by the school district for the construction or modernization of school facilities and may be used by the district to pay bonds, notes, loans, leases or other installment agreements for temporary as well as permanent facilities.

Assembly Bill 3980 (Chapter 418/Statutes of 1988) added Government Code Section 66006 to require segregation of school facilities fees into a separate capital facilities account or fund and specifies that those fees and the interest earned on those fees can only be expended for the purposes for which they were collected.

Senate Bill 519 (Chapter 1346/Statutes of 1987) added Section 17625 to the Education Code. It provides that a school district can charge a fee on manufactured or mobile homes only in compliance with all of the following:

1. The fee, charge, dedication, or other form of requirement is applied to the initial location, installation, or occupancy of the manufactured home or mobile home within the school district.
2. The manufactured home or mobile home is to be located, installed, or occupied on a space or site on which no other manufactured home or mobile home was previously located, installed, or occupied.
3. The manufactured home or mobile home is to be located, installed, or occupied on a space in a mobile home park, on which the construction of the pad or foundation system commenced after September 1, 1986.

Senate Bill 1151 (Chapter 1037/Statutes of 1987) concerns agricultural buildings and adds Section 17622 to the Education Code. It provides that no school fee may be

imposed and collected on a greenhouse or other space covered or enclosed for agricultural purposes unless the school district has made findings supported by substantial evidence as follows:

1. The amount of the fees bears a reasonable relationship and is limited to the needs for school facilities created by the greenhouse or other space covered or enclosed for agricultural purposes.
2. The amount of the fee does not exceed the estimated reasonable costs of the school facilities necessitated by the structures as to which the fees are to be collected.
3. In determining the amount of the fees, the school district shall consider the relationship between the proposed increase in the number of employees, if any, the size and specific use of the structure, as well as the cost of construction.

In order to levy developer fees, a study is required to assess the impact of new growth and the ability of the local school district to accommodate that growth. The need for new school construction and modernization must be determined along with the costs involved. The sources of revenue need to be evaluated to determine if the district can fund the new construction and modernization. Finally, a relationship between needs and funding raised by the fee must be quantified.

Assembly Bill 181 (Chapter 1109/Statutes of 1989) which became effective October 2, 1989, was enacted to clarify several areas of developer fee law. Assembly Bill 181 provisions include the following:

1. Exempts residential remodels of less than 500 square feet from fees.
2. Prohibits the use of developer fee revenue for routine maintenance and repair, most asbestos work, and deferred maintenance.
3. Allows the fees to be used to pay for the cost of performing developer fee justification studies.

4. States that fees are to be collected at the time of occupancy, unless the district can justify earlier collection. The fees can be collected at the time the building permit is issued if the district has established a developer fee account and funds have been appropriated for which the district has adopted a proposed construction schedule or plan prior to the issuance of the certificate of occupancy.
5. Clarifies that the establishment or increase of fees is not subject to the California Environmental Quality Act.
6. Clarifies that the impact of commercial and industrial development may be analyzed by categories of development as well as an individual project-by-project basis. An appeal process for individual projects would be required if analysis was done by categories.
7. Changes the frequency of the annual inflation adjustment on the Level I fee to every two years.
8. Exempts from fees - development used exclusively for religious purposes, private schools, and government-owned development.
9. Expands the definition of senior housing, which is limited to the commercial/industrial fee and requires the conversion from senior housing to be approved by the city/county after notification of the school district.
10. Extends the commercial/industrial fee to mobile home parks limited to older persons.

SECTION III: REQUIREMENTS OF AB 1600

Assembly Bill 1600 (Chapter 927/Statutes of 1987) adds Section 66000 through 66003 to the Government Code:

Section 66000 defines various terms used in AB 1600:

"Fee" is defined as monetary exaction (except a tax or a special assessment) which is charged by a local agency to the applicant in connection with the approval of a development project for the purpose of defraying all or a portion of the costs of public facilities related to the development project.

"Development project" is defined broadly to mean any project undertaken for purposes of development. This would include residential, commercial, or industrial projects.

"Public facilities" is defined to include public improvements, public services, and community amenities.

Section 66001 (a) sets forth the requirements for establishing, increasing or imposing fees. Local agencies are required to do the following:

1. Identify the purpose of the fee.
2. Identify the use to which the fee is to be put.
3. Determine how there is a reasonable relationship between the fee's use and the type of development project on which the fee is imposed.
4. Determine how there is a reasonable relationship between the need for the public facility and the type of development project on which the fee is imposed.

Section 66001 (c) requires that any fee subject to AB 1600 be deposited in an account established pursuant to Government Code Section 66006. Section 66006 requires that development fees be deposited in a capital facilities account or fund. To avoid any commingling of the fees with other revenues and funds of the local agency, the fees can only be expended for the purpose for which they were collected. Any

income earned on the fees should be deposited in the account and expended only for the purposes for which the fee was collected.

Section 66001 (d) as amended by Senate Bill 1693 (Monteith/Statutes of 1996, Chapter 569), requires that for the fifth year following the first deposit into a developer fee fund, and for every five years thereafter, a school district must make certain findings as to such funds. These findings are required regardless of whether the funds are committed or uncommitted. Formerly only remaining unexpended or uncommitted fees were subject to the mandatory findings and potential refund process. Under this section as amended, relating to unexpended fee revenue, two specific findings must be made as a part of the public information required to be formulated and made available to the public. These findings are:

1. Identification of all sources and amounts of funding anticipated to provide adequate revenue to complete any incomplete improvements identified pursuant to the requirements of Section 66001 (a)(2).
2. A designation of the approximate date upon which the anticipated funding will be received by the school district to complete the identified but as yet, incomplete improvements.

If the two findings are not made, a school district must refund the developer fee revenue on account in the manner provided in Section 66001 (e).

Section 66001 (e) provides that the local agency shall refund to the current record owners of the development project or projects on a prorated basis the unexpended or uncommitted portion of the fees and any accrued interest for which the local agency is unable to make the findings required by Section 66001 (d) that it still needs the fees.

Section 66002 provides that any local agency which levies a development fee subject to Section 66001 may adopt a capital improvement plan which shall be updated annually and which shall indicate the approximate location, size, time of availability and estimates of cost for all facilities or improvements to be financed by the fees.

Assembly Bill 1600 and the Justification for Levying Developer Fees

Effective January 1, 1989, Assembly Bill 1600 requires that any school district which establishes, increases or imposes a fee as a condition of approval of development shall make specific findings as follows:

1. A cost nexus must be established. A cost nexus means that the amount of the fee cannot exceed the cost of providing adequate school facilities for students generated by development. Essentially, it prohibits a school district from charging a fee greater than their cost to construct or modernize facilities for use by students generated by development.
2. A benefit nexus must be established. A benefit nexus is established if the fee is used to construct or modernize school facilities benefiting students to be generated from development projects.
3. A burden nexus must be established. A burden nexus is established if a project, by the generation of students, creates a need for additional facilities or a need to modernize existing facilities.

SECTION IV: REVENUE SOURCES FOR FUNDING FACILITIES

Two general sources exist for funding facility construction and modernization - state sources and local sources. The District has considered the following available sources:

State Sources

State School Facility Program

Senate Bill 50 reformed the State School Building Lease-Purchase Program in August of 1998. The new program, entitled the School Facility Program, provides funding under a "grant" program once a school district establishes eligibility. Funding required from districts will be a 50/50 match for construction projects and 60/40 (District/State) match for modernization projects. Districts may levy the current statutory developer fee as long as a district can justify collecting that fee. If a district desires to collect more than the statutory fee (Level 2 or Level 3), that district must meet

certain requirements outlined in the law, as well as conduct a needs assessment to enable a higher fee to be calculated.

The District received \$9,201,725 in modernization funding through the School Facility Program in 2020 to modernize facilities. The funds assisted with the District's modernization needs but were not sufficient to cover all needs.

Local Sources

Mello-Roos Community Facilities Act

The Mello-Roos Community Facilities Act of 1982 allows school districts to establish a community facilities district in order to impose a special tax to raise funds to finance the construction of school facilities.

1. The voter approved tax levy requires a two-thirds vote by the voters of the proposed Mello-Roos district.
4. If a Mello-Roos district is established in an area in which fewer than twelve registered voters reside, the property owners may elect to establish a Mello-Roos district.

General Obligation Bonds

General Obligation (GO) bonds may be issued by any school district for the purposes of purchasing real property or constructing or purchasing buildings or equipment "of a permanent nature." Because GO bonds are secured by an ad valorem tax levied on all taxable property in the district, their issuance is subject to two-thirds voter approval or 55% majority vote under Proposition 39 in an election. School districts are obligated, in the event of delinquent payments on the part of the property owners, to raise the amount of tax levied against the non-delinquent properties to a level sufficient to pay the principal and interest coming due on the bonds.

The District does not have available bond funds for facility improvements.

Developer Fees

The District's developer fees are dedicated to the current needs related directly to modernization and replacement of school facilities.

School District General Funds

The District's general funds are needed by the District to provide for the operation of its instructional program.

Expenditure of Lottery Funds

Government Code Section 8880.5 states: "It is the intent of this chapter that all funds allocated from the California State Lottery Education Fund shall be used exclusively for the education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing research, or any other non-instructional purpose."

SECTION V: ESTABLISHING THE COST, BENEFIT AND BURDEN NEXUS

In accordance with Government Code Section 66001, the District has established a cost nexus and identified the purpose of the fee, established a benefit nexus, and a burden nexus:

Establishment of a Cost Nexus & Identify Purpose of the Fee

The Biggs Unified School District chooses to replace and/or modernize facilities for the additional students created by development in the district and the cost to replace and/or modernize facilities exceeds the amount of developer fees to be collected.

Based on development projections, an estimated 124,650 residential square feet may be constructed in the next 25 years. Based on the statutory Level I fee of \$4.79 per square foot, the District is projected to collect \$597,074 ($\$4.79 \times 124,650$) in residential developer fees. The \$597,074 in total residential Level I fee revenue will cover only 49 percent of the \$1,214,177 in total school facility modernization costs attributable to new residential development over the next 25 years. Each square foot of commercial and industrial development creates a school facility cost ranging from \$0.08 to \$6.97 per square foot. The cost per square foot of commercial/industrial construction exceeds the \$0.78 per square foot in all categories of construction, with the exception of mini storage. Mini storage should be collected at \$0.08 per square foot of construction. It is clear that when educational facilities are provided for students generated by new residential, commercial and industrial development that the cost of replacing and/or modernizing facilities exceeds developer fee generation, thereby establishing a cost nexus.

Establishment of a Benefit Nexus

Students generated by new residential, commercial and industrial development will be attending District schools. Housing District students in replaced and/or modernized facilities will directly benefit those students from the new development projects upon which the fee is imposed, therefore, a benefit nexus is established.

Establishment of a Burden Nexus

Future residential and commercial/industrial development will cause new families to move into the District and, consequently, will generate additional students in the District. While facilities are currently designed to meet the projected student enrollment, the existing facilities will need to remain in sufficient condition to maintain existing levels of service for the newly generated students. Future residential and commercial/industrial development, therefore, creates a need for the reconstruction and/or modernization of existing school facilities. The fee's use for school facility reconstruction and/or modernization efforts is, therefore, reasonably related to the future residential and commercial/industrial development upon which it is imposed.

The need for reconstructing and/or modernizing facilities will be, in part, satisfied by the levying of developer fees on new residential and commercial/industrial developments, therefore, a burden nexus is established.

SECTION VI: FACILITY FUNDING ALTERNATIVES

The District does not currently have funds to provide for the shortfall in modernization costs. We suggest the District continue to consider and pursue all State funding sources for the modernization of facilities.

STATEMENT TO IDENTIFY PURPOSE OF FEE

It is a requirement of AB 1600 that the District identify the purpose of the fee. The purpose of fees being levied shall be used for the replacement and/or modernization of school facilities. The District will provide for the replacement and/or modernization of school facilities, in part, with developer fees. The District plans to use developer fees to replace aging portables at Biggs Elementary, update technology, upgrade air filtration and distribution systems, modernize classrooms, repair roofs and expand outdoor playground structures for physical education. Projects will be funded as developer fee revenue is generated.

ESTABLISHMENT OF A SPECIAL ACCOUNT

Pursuant to Government Code section 66006, the District has established a special account in which fees for capital facilities are deposited. The fees collected in this account will be expended only for the purpose for which they were collected. Any interest income earned on the fees that are deposited in such an account must remain with the principal. The school district must make specific information available to the public within 180 days of the end of each fiscal year pertaining to each developer fee fund. The information required to be made available to the public by Section 66006 (b) (1) was amended by SB 1693 and includes specific information on fees expended and refunds made during the year.

RECOMMENDATION

Based on the fee justification provided in this report, it is recommended that the Biggs Unified School District levy residential development fees and commercial/industrial fees up to the statutory fee for which justification has been determined.

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APPENDIX A
CONSTRUCTION COSTS

Elementary School Facility Construction Costs - Permanent Construction		
I. Allowable Building Area		
	A. Total Student Capacity	
	B. Building Area	
	600 students @ 71sf/student	42,600
	Speech/Resource Specialist	600
	Total	43,200
II. Site Requirements		
	A. Purchase Price of Property (10 Acres)	
	Cost per Acre	\$0
	B. Appraisals	\$0
	C. Costs Incurred in Escrow	\$0
	D. Surveys	\$0
	E. Other Costs, Geo. and Soils Reports	\$0
	Total-Acquisition of Site	\$0
III. Plans		
	A. Architect's Fee for Plans	\$2,173,690
	B. DSA Plans Check Fee	\$169,065
	C. School Planning, Plans Check Fee	\$9,243
	D. Preliminary Tests	\$8,362
	E. Other Costs, Energy Cons. & Advertising	\$62,226
		\$2,422,586
IV. Construction Requirements		
	A. Utility Services	\$595,164
	B. Off-site Development	\$892,744
	C. Site Development, Service	\$1,428,389
	D. Site Development, General	\$952,259
	E. New Construction	\$19,472,832
	F. Unconventional Energy Source	\$810,726
	Total Construction	\$24,152,114
	Total Items II, III and IV	\$26,574,700
	Contingency 10%	\$2,657,470
	Construction Tests	\$181,141
	Inspection	\$241,521
	TOTAL ESTIMATED PROJECT COSTS	\$29,654,832
	ESTIMATED COST PER STUDENT	\$49,425
*Source: California Department of Education, Jack Schreder & Associates.		

Middle School Facility Construction Costs - Permanent Construction		
I. Allowable Building Area		
	A. Total Student Capacity	
	B. Building Area	
	1000 students @ 85sf/student	85,000
	Speech/Resource Specialist	<u>1,360</u>
	Total	86,360
II. Site Requirements		
	A. Purchase Price of Property (20 Acres)	
	Cost per Acre	\$0
	B. Appraisals	\$0
	C. Costs Incurred in Escrow	\$0
	D. Surveys	\$0
	E. Other Costs, Geo. and Soils Reports	<u>\$0</u>
	Total-Acquisition of Site	\$0
III. Plans		
	A. Architect's Fee for Plans	\$4,287,237
	B. OSA Plans Check Fee	\$333,452
	C. School Planning, Plans Check Fee	\$10,611
	D. Preliminary Tests	\$11,789
	E. Other Costs, Energy Cons. & Advertising	<u>\$90,784</u>
		\$4,733,873
IV. Construction Requirements		
	A. Utility Services	\$873,189
	B. Off-site Development	\$982,715
	C. Site Development, Service	\$2,714,467
	D. Site Development, General	\$1,936,195
	E. New Construction	\$39,742,872
	F. Unconventional Energy Source	<u>\$1,386,533</u>
	Total Construction	\$47,635,971
	Total Items II, III and IV	\$52,369,844
	Contingency	\$5,236,984
	Construction Tests	\$357,270
	Inspection	\$476,360
	TOTAL ESTIMATED PROJECT COSTS	\$58,440,458
	ESTIMATED COST PER STUDENT	\$58,440
*Source: California Department of Education, Jack Schreder & Associates.		

APPENDIX B
PER PUPIL GRANT AMOUNTS

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022

Grant Amount Adjustments

New Construction	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-21	Adjusted Grant Per Pupil Effective 1-1-22
Elementary	1859.71	\$12,628	\$14,623
Middle	1859.71	\$13,356	\$15,466
High	1859.71	\$16,994	\$19,679
Special Day Class – Severe	1859.71.1	\$35,484	\$41,090
Special Day Class – Non-Severe	1859.71.1	\$23,731	\$27,480
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	\$15	\$17
Automatic Fire Detection/Alarm System – Middle	1859.71.2	\$20	\$23
Automatic Fire Detection/Alarm System – High	1859.71.2	\$34	\$39
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	\$63	\$73
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	\$45	\$52
Automatic Sprinkler System – Elementary	1859.71.2	\$212	\$245
Automatic Sprinkler System – Middle	1859.71.2	\$252	\$292
Automatic Sprinkler System – High	1859.71.2	\$262	\$303
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	\$668	\$774
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	\$448	\$519

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022

Grant Amount Adjustments

	Modernization	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-21	Adjusted Grant Per Pupil Effective 1-1-22
Elementary		1859.78	\$4,808	\$5,568
Middle		1859.78	\$5,085	\$5,888
High		1859.78	\$6,658	\$7,710
Special Day Class - Severe		1859.78.3	\$15,325	\$17,746
Special Day Class – Non- Severe		1859.78.3	\$10,253	\$11,873
State Special School – Severe		1859.78	\$25,543	\$29,579
Automatic Fire Detection/Alarm System – Elementary		1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System – Middle		1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System – High		1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System – Special Day Class – Severe		1859.78.4	\$430	\$498
Automatic Fire Detection/Alarm System – Special Day Class – Non- Severe		1859.78.4	\$288	\$334
Over 50 Years Old – Elementary		1859.78.6	\$6,680	\$7,735
Over 50 Years Old – Middle		1859.78.6	\$7,065	\$8,181
Over 50 Years Old – High		1859.78.6	\$9,248	\$10,709
Over 50 Years Old – Special Day Class – Severe		1859.78.6	\$21,291	\$24,655
Over 50 Years Old – Special Day Class – Non-Severe		1859.78.6	\$14,237	\$16,486
Over 50 Years Old – State Special Day School – Severe		1859.78.6	\$35,483	\$41,089

APPENDIX C

**COMMERCIAL/INDUSTRIAL
CALCULATIONS**

Biggs Unified School District						
Commercial/Industrial Calculations						
	EMP/ 1000 SQ.FT	DIST.HH/ EMP	HH/SF	% EMP IN EXIST HH	ADJUSTED HH/SF	ADJ % DIST HH/EMP
MEDICAL	4.27	0.2	0.000854	0.4	0.0003416	0.08
CORP. OFFICE	2.68	0.2	0.000536	0.4	0.0002144	0.08
COM. OFFICE	4.78	0.2	0.000956	0.4	0.0003824	0.08
LODGING	1.55	0.3	0.000465	0.4	0.0001860	0.12
R&D	3.04	0.2	0.000608	0.4	0.0002432	0.08
IN. PARK	1.68	0.2	0.000336	0.4	0.0001344	0.08
IN/COM PARK	2.21	0.2	0.000442	0.4	0.0001768	0.08
NBHD COMM SC	3.62	0.3	0.001086	0.4	0.0004344	0.12
COMMUNITY SC	1.09	0.3	0.000327	0.4	0.0001308	0.12
BANKS	2.82	0.3	0.000846	0.4	0.0003384	0.12
MINI-STORAGE	0.06	0.2	0.000012	0.4	0.0000048	0.08
AGRICULTURE	0.31	0.5	0.000155	0.4	0.0000620	0.20
STUDENT GENERATION RATE			MODERNIZATION COST PER STUDENT			
TK-12	0.7000		TK-12	\$22,909		
STUDENTS PER SQUARE FOOT						
(YIELD FACTORS X ADJ HH/SQ. FT IN COLUMN F)						
	TK-12					
MEDICAL	0.000239					
CORP. OFFICE	0.000150					
COM. OFFICE	0.000268					
LODGING	0.000130					
R&D	0.000170					
IN. PARK	0.000094					
IN/COM PARK	0.000124					
COM. SC.	0.000304					
COMMUNITY SC	0.000092					
BANKS	0.000237					
MINI STORAGE	0.000003					
AGRICULTURE	0.000043					
COSTS PER SQUARE FOOT						
(STUDENTS/ SQ. FOOT X STUDENT COST/SQ. FOOT IN EACH CATEGORY)						
	TK-12					
MEDICAL	\$5.48					
CORP. OFFICE	\$3.44					
COM. OFFICE	\$6.13					
LODGING	\$2.98					
R&D	\$3.90					
IN. PARK	\$2.16					
IN/COM PARK	\$2.84					
COM. SC.	\$6.97					
COMMUNITY SC	\$2.10					
BANKS	\$5.43					
MINI STORAGE	\$0.08					
AGRICULTURE	\$0.99					

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: May 4, 2022

Item Number: 7A
Item Title: Inter-district Agreement Request(s)
Presenter: Doug Kaelin, Superintendent & Donna Cyr, Admin. Assistant/HR Officer
Attachment: None
Item Type: Consent Agenda Action Report Work Session Other:

Background/Comments:

We have received the following interdistrict transfer requests. After reviewing each one with Board Policy and Administration Regulations 5117, we make the following recommendations.

<u>2022-2023 School Year</u>	<u>From:</u>	<u>To:</u>	<u>Action</u>	<u>New/Ongoing:</u>
1. (9 th grade)	Biggs	Gridley	Denied	New
2. (7 th grade)	Biggs	Gridley	Denied	New
3. (Kinder.)	Gridley	Biggs	Accept	New
4. (9 th grade)	Gridley	Biggs	Accept	New
5. (Kinder.)	Gridley	Biggs	Accept	New
6. (1 st grade)	Thermalito	Biggs	Accept	Ongoing
7. (Kinder.)	Thermalito	Biggs	Accept	New
8. (10 th grade)	Biggs	Gridley	Denied	New
9. (11 th grade)	Biggs	Gridley	Denied	New
10. (Kinder.)	Biggs	Gridley	Release	New
11. (12 th grade)	Oroville	Biggs	Accept	Ongoing
12. (10 th grade)	Gridley	Biggs	Accept	New
13. (Kinder.)	Biggs	Gridley	Release	New

Fiscal Impact: We will have a loss of ADA for those outgoing transfer requests and an increase of ADA for those incoming transfer requests.

Recommendation: The Superintendent recommends action as indicated.

ReqPay04a

Check Register

Register 000357 - 01/06/2022

Bank Account COUNTY - US Bank

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-218541	137.06	Printed	01		Chambers, Jaime (001147 - Emp)
3005-218542	67.00	Printed	01		Williams, Brian D (001421 - Emp)
3005-218543	807.90	Printed	01		A Z Bus Sales Inc (100057/4)
3005-218544	217.88	Printed	01		ALHAMBRA SIERRA SPRINGS (100070/1)
3005-218545	760.82	Printed	01		ANDES POOL SUPPLY (100077/1)
3005-218546	24.20	Printed	01		AT&T (100086/1)
3005-218547	15.00	Printed	01		BUCKMASTER OFFICE SOLUTIONS (100112/1)
3005-218548	45.92	Printed	01		BUTTE AUTO PARTS (100115/1)
3005-218549	88.35	Printed	13		CA DEPT OF EDUCATION/FOOD DIST CASHIER'S OFFICE (100129/1)
3005-218550	235.16	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-218551	1,535.50	Printed	01		CDW GOVERNMENT INC (100151/1)
3005-218552	6,221.84	Printed	13		DANIELSEN COMPANY (100182/1)
3005-218553	33.00	Printed	01		FGL ENVIRONMENTAL (100221/1)
3005-218554	77.23	Printed	01		FS.COM INC (100801/1)
3005-218555	2,850.00	Printed	01		GAYNOR TELESYSTEMS (100233/1)
3005-218556	2,039.07	Printed	01		GOLD COUNTRY BANK CARD SERVICE CENTER (100235/1)
3005-218557	318.79	Printed	01		GRAINGER INC (100240/1)
3005-218558	1,406.00	Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-218559	300.00	Printed	73		KARSYN MCLEAN (100294/1)
3005-218560	2,914.67	Printed	01		LAKEVIEW PETROLEUM CO. (100304/2)
3005-218561	586.66	Printed	01		MAX S DIESEL SERVICE (100324/1)
3005-218562	2,273.27	Cancelled	01	AP02242022A	OFFICE DEPOT (100358/1)
3005-218563	5,332.04	Printed	01		PG&E (100369/1)
3005-218564	1,401.13	Printed	13		PRO PACIFIC FRESH (100376/1)
3005-218565	87.00	Printed	01		RIGHT WAY PEST CONTROL (100393/1)
3005-218566	363.40	Printed	01		SCHOOL NURSE SUPPLY (100410/1)
3005-218567	169.10	Printed	01		SFS OF SACRAMENTO, INC (100443/2)
3005-218568	484.20	Printed	01		TPX COMMUNICATIONS (100764/1)
3005-218569	911.81	Printed	01		U S BANK OFFICE EQUIP FINANCE SERVICES (100458/1)
3005-218570	289.00	Printed	01		Wilson Language Training Corp (100786/1)

31,993.00

Number of Items

30 Totals for Register 000357

2022 FUND-OBJ Expense Summary / Register 000357

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Starting Check Date = 1/1/2022, Ending Check Date = 4/21/2022, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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2022 FUND-OBJ Expense Summary / Register 000357 (continued)

01-4100	363.40	
01-4300	1,693.17	
01-4303	2,914.67	
01-4400	3,824.50	
01-5503	5,332.04	
01-5606	926.81	
01-5607	2,850.00	
01-5800	1,735.42	
01-5807	67.00	
01-5808	87.00	
01-5900	508.40	
01-9110*		20,302.41-
Totals for Fund 01	20,302.41	20,302.41-
13-4300	355.17	
13-4700	8,762.15	
13-9110*		9,117.32-
Totals for Fund 13	9,117.32	9,117.32-
73-5800	300.00	
73-9110*		300.00-
Totals for Fund 73	300.00	300.00-
Totals for Register 000357	29,719.73	29,719.73-

* denotes System Generated entry

Net Change to Cash 9110 29,719.73- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-219152	434.02	Printed	01		ANTHEM SPORTS (100081/1)
3005-219153	145.31	Printed	01		BUTTE AUTO PARTS (100115/1)
3005-219154	245.71	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-219155	1,185.00	Printed	01		CASBO PROFESSIONAL DEVELOPMENT ACCOUNTS RECEIVABLE (100148/1)
3005-219156	1.69	Printed	01		CENTURYLINK COMMUNICATIONS (100153/1)
3005-219157	144.00	Printed	01		CHICO RENT-A-FENCE (100158/1)
3005-219158	7,209.18	Printed	01		CITY OF BIGGS (100164/1)
3005-219159	111.14	Printed	01		GRIDLEY COUNTRY FORD (100242/1)
3005-219160	36,000.00	Printed	35		HANKINS ELECTRICAL CONTRACTING (100247/1)
3005-219161	323.50	Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-219162	318.47	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-219163	300.00	Printed	73		JOSUE ROMO (100550/1)
3005-219164	203.69	Printed	01		LES SCHWAB (100308/1)
3005-219165	317.58	Printed	01		MACS MARKET (100318/1)
3005-219166	27.50	Printed	01		MINASIAN MEITH ET AL (100335/1)
3005-219167	76.23	Printed	01		PETERSON TRACTOR (100368/1)
3005-219168	1,309.04	Printed	01		RECOLOGY BUTTE COLUSA (100384/1)
3005-219169	260.46	Printed	01		Super Duper Inc. (100803/1)
3005-219170	1,061.34	Printed	13		SFS OF SACRAMENTO, INC (100443/2)
3005-219171	1,004.81	Printed	01		VALLEY TRUCK & TRACTOR CO (100463/1)
3005-219172	155.89	Printed	01		VERIZON WIRELESS (100467/1)
3005-219173	21.95	Printed	01		ZOO PHONICS (100757/1)

50,856.51

Number of Items

22 Totals for Register 000358

2022 FUND-OBJ Expense Summary / Register 000358

01-4300	3,283.37	
01-5200	1,185.00	
01-5502	7,209.18	
01-5504	1,309.04	
01-5802	27.50	
01-5900	157.58	
01-9110*		13,171.67-
Totals for Fund 01	13,171.67	13,171.67-

2022 FUND-OBJ Expense Summary / Register 000358 (continued)

13-4700	1,384.84	
13-9110*		1,384.84-
Totals for Fund 13	1,384.84	1,384.84-
35-5800	36,000.00	
35-9110*		36,000.00-
Totals for Fund 35	36,000.00	36,000.00-
73-5800	300.00	
73-9110*		300.00-
Totals for Fund 73	300.00	300.00-
Totals for Register 000358	50,856.51	50,856.51-

* denotes System Generated entry

Net Change to Cash 9110 50,856.51- Credit

Number	Amount Status	Fund	Cancel Register Id	Payee
3005-219497	44.99 Printed	13		Strattard, John (001201 - Emp)
3005-219498	745.11 Printed	01		Mudd, Lorelle L (001392 - Emp)
3005-219499	15.00 Printed	01		BUCKMASTER OFFICE SOLUTIONS (100112/1)
3005-219500	49.00 Printed	01		CA STATE DEPT OF JUSTICE ACCOUNTING OFFICE (100132/1)
3005-219501	1,500.00 Printed	01		CSU Chico (100563/2)
3005-219502	2,700.00 Printed	01		Intl Academy of Science (100784/1)
3005-219503	25.39 Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-219504	169.37 Printed	01		MJB SALES & SERVICE (100336/1)
3005-219505	609.65 Printed	01		OFFICE DEPOT (100358/1)
3005-219506	15,889.00 Printed	01		QUALITY FENCE & REPAIR (100378/1)
3005-219507	87.00 Printed	01		RIGHT WAY PEST CONTROL (100393/1)
3005-219508	18,788.40 Printed	01		RIO BONITO RANCH INC (100394/1)
3005-219509	1,662.50 Printed	01		STLR dba Ryland (100804/1)

42,285.41

Number of Items

13 Totals for Register 000359

2022 FUND-OBJ Expense Summary / Register 000359

01-4100	1,500.00	
01-4300	16,693.41	
01-4400	2,700.00	
01-5200	745.11	
01-5606	15.00	
01-5800	20,450.90	
01-5807	49.00	
01-5808	87.00	
01-9110*		42,240.42-
Totals for Fund 01	42,240.42	42,240.42-
13-4300	44.99	
13-9110*		44.99-
Totals for Fund 13	44.99	44.99-
Totals for Register 000359	42,285.41	42,285.41-

* denotes System Generated entry

Net Change to Cash 9110

42,285.41- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-220147	.03	Printed	01		CalPERS (CalPERS - Payee)
3005-220148	201.66	Printed	01		Boyes, Stephen A (001054 - Emp)
3005-220149	179.00	Printed	13		Strattard, John (001201 - Emp)
3005-220150	75.14	Printed	01		A Z Bus Sales Inc (100057/4)
3005-220151	1,000.00	Printed	01		ACSA (100010/1)
* Break in sequence					
3005-220153	250.43	Printed	01		BUCKMASTER OFFICE SOLUTIONS (100112/1)
3005-220154	99.84	Printed	01		BUTTE AUTO PARTS (100115/1)
3005-220155	87.95	Printed	01		FS.COM INC (100801/1)
3005-220156	2,242.86	Printed	01		GOLD COUNTRY BANK CARD SERVICE CENTER (100235/1)
3005-220157	43.04	Printed	01		GRAINGER INC (100240/1)
3005-220158	1,308.15	Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-220159	300.00	Printed	73		JARED MUNANUI (100640/1)
3005-220160	612.78	Printed	01		LAKEVIEW PETROLEUM CO. (100304/2)
3005-220161	19.78	Printed	01		MACS MARKET (100318/1)
3005-220162	252.01	Printed	01		Ivy Business Forms, INC (100805/1)
* Break in sequence					
3537-220152	145.44	Printed	76		AMERICAN FIDELITY FLEX ACCOUNT ADMINISTRATION (100042/1)

6,818.11

Number of Items

16 Totals for Register 000360

2022 FUND-OBJ Expense Summary / Register 000360

01-4300	838.89	
01-4303	612.78	
01-4400	2,000.00	
01-5200	201.66	
01-5300	1,000.00	
01-5606	250.43	
01-5800	.03	
01-9110*		4,885.52-
01-9580*		18.27-
Totals for Fund 01	4,903.79	4,903.79-
13-4700	1,308.15	
13-5800	179.00	
13-9110*		1,487.15-

2022 FUND-OBJ Expense Summary / Register 000360 (continued)

Totals for Fund 13	1,487.15	1,487.15-
73-5800	300.00	
73-9110*		300.00-
Totals for Fund 73	300.00	300.00-
76-9110*		145.44-
76-9509	145.44	
Totals for Fund 76	145.44	145.44-
Totals for Register 000360	6,836.38	6,836.38-

* denotes System Generated entry

Net Change to Cash 9110 6,818.11- Credit

Number	Amount Status	Fund	Cancel Register Id	Payee
3005-221314	85.76 Printed	01		Callaway, Clara Hernandez P (001185 - Emp)
3005-221315	171.34 Printed	01		Ulrich, LaQuita (001238 - Emp)
3005-221316	399.65 Printed	01		Mudd, Lorelle L (001392 - Emp)
3005-221317	201.23 Printed	01		A Z Bus Sales Inc (100057/4)
3005-221318	54.60 Printed	01		PACIFIC STORAGE COMPANY AMERICAN MOBILE SHREDDING (100075/1)
3005-221319	753.88 Printed	01		ANDES POOL SUPPLY (100077/1)
3005-221320	697.72 Printed	01		BUTTES CENTER STATE P&S (100127/1)
3005-221321	32.00 Printed	01		CA STATE DEPT OF JUSTICE ACCOUNTING OFFICE (100132/1)
3005-221322	229.00 Printed	01		CALIF. RURAL WATER ASSOC. (100139/1)
3005-221323	587.10 Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-221324	6,930.92 Printed	01		CITY OF BIGGS (100164/1)
3005-221325	3,700.13 Printed	01		CONTINENTAL ATHLETICS (100170/1)
3005-221326	6,600.00 Printed	01		Intl Academy of Science (100784/1)
3005-221327	9,560.47 Printed	13		DANIELSEN COMPANY (100182/1)
3005-221328	65.20 Printed	01		Dan's Electrical Supply (100183/2)
3005-221329	1,124.75 Printed	01		GRAINGER INC (100240/1)
3005-221330	3,083.19 Printed	13		Harris School Solutions (100249/3)
3005-221331	4,800.00 Printed	01		HEIDI KOSKI CONSULTING (100696/1)
3005-221332	1,339.50 Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-221333	2,594.25 Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-221334	1,360.64 Printed	01		LAKEVIEW PETROLEUM CO. (100304/2)
3005-221335	150.00 Printed	73		Megan Shelton (100794/1)
3005-221336	88.04 Printed	01		OFFICE DEPOT (100358/1)
3005-221337	411.52 Printed	01		PAYLESS BUILDING SUPPLY (100363/1)
3005-221338	5,506.74 Printed	01		PG&E (100369/1)
3005-221339	2,369.26 Printed	13		PRO PACIFIC FRESH (100376/1)
3005-221340	1,309.04 Printed	01		RECOLOGY BUTTE COLUSA (100384/1)
3005-221341	6,064.46 Printed	01		Resilite Sports Products, Inc. (100797/1)
3005-221342	344.31 Printed	01		SUNRISE ENVIRONMENTAL SCIENTIF (100439/1)
3005-221343	2,958.00 Printed	01		SUTTER COUNTY SCHOOLS (100442/1)
3005-221344	2,267.76 Printed	13		SFS OF SACRAMENTO, INC (100443/2)
3005-221345	480.25 Printed	01		TPX COMMUNICATIONS (100764/1)
3005-221346	550.00 Printed	01		TROY FARMS (100692/1)
3005-221347	1,501.36 Printed	01		U S BANK OFFICE EQUIP FINANCE SERVICES (100458/1)

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Starting Check Date = 1/1/2022, Ending Check Date = 4/21/2022, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

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Number	Amount Status	Fund	Cancel Register Id	Payee
3005-221348	155.81 Printed	01		VERIZON WIRELESS (100467/1)
3005-221349	299.00 Printed	01		WEVIDEO (100747/1)

68,826.88 Number of Items 36 Totals for Register 000361

2022 FUND-OBJ Expense Summary / Register 000361

01-4100	320.68	
01-4300	16,657.96	
01-4303	1,360.64	
01-4400	6,600.00	
01-4700	894.12	
01-5200	399.65	
01-5300	229.00	
01-5502	6,930.92	
01-5503	5,506.74	
01-5504	1,309.04	
01-5606	1,501.36	
01-5800	5,608.48	
01-5807	32.00	
01-5900	636.06	
01-8096	2,958.00	
01-9110*		50,950.82-
01-9580*	6.17	
Totals for Fund 01	50,950.82	50,950.82-
13-4300	3,379.35	
13-4700	14,346.71	
13-9110*		17,726.06-
Totals for Fund 13	17,726.06	17,726.06-
73-5800	150.00	
73-9110*		150.00-
Totals for Fund 73	150.00	150.00-
Totals for Register 000361	68,826.88	68,826.88-

2022 FUND-OBJ Expense Summary / Register 000361 (continued)

* denotes System Generated entry

Net Change to Cash 9110

68,826.88- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-221858	11,813.72	Printed	01		AT&T (100086/1)
3005-221859	38.00	Printed	01		BUTTE COUNTY SHERRIF S OFFICE RECORDS DIVISION (100125/1)
3005-221860	510.00	Printed	01		CALIFORNIA FFA ASSOCIATION (100136/1)
3005-221861	530.00	Printed	01		CASBO PROFESSIONAL DEVELOPMENT ACCOUNTS RECEIVABLE (100148/1)
3005-221862	2.03	Printed	01		CENTURYLINK COMMUNICATIONS (100153/1)
3005-221863	19.61	Printed	01		CINTAS CORPORATION NO. 2 (100749/1)
3005-221864	625.00	Printed	01		Intrinsic Admin Corp (100795/1)
3005-221865	203.70	Printed	01		HUGHES PLYWOOD (100263/1)
3005-221866	605.00	Printed	01		MINASIAN MEITH ET AL (100335/1)
3005-221867	463.13	Printed	01		OFFICE DEPOT (100358/1)
3005-221868	337.15	Printed	01		PAYLESS BUILDING SUPPLY (100363/1)
3005-221869	1,312.50	Printed	01		STLR dba Ryland (100804/1)
3005-221870	812.50	Printed	01		SUTTER COUNTY SCHOOLS (100442/1)
3005-221871	34,068.00	Printed	01		TERRY WILLIAMS FARMING (100446/1)

51,340.34

Number of Items

14 Totals for Register 000362

2022 FUND-OBJ Expense Summary / Register 000362

01-4300	1,023.59	
01-5200	1,040.00	
01-5800	36,193.00	
01-5802	605.00	
01-5805	625.00	
01-5807	38.00	
01-5900	11,815.75	
01-9110*		51,340.34-
Totals for Register 000362	51,340.34	51,340.34-

* denotes System Generated entry

Net Change to Cash 9110

51,340.34- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-222527	435.89	Printed	01		ALHAMBRA SIERRA SPRINGS (100070/1)
3005-222528	20.00	Printed	01		BUCKMASTER OFFICE SOLUTIONS (100112/1)
3005-222529	576.00	Printed	13		BUTTE COUNTY PUBLIC HEALTH DIV OF ENVIRONMENTAL HEALTH (100123/1)
3005-222530	72.00	Printed	01		CHICO RENT-A-FENCE (100158/1)
3005-222531	58.11	Printed	01		Dan's Electrical Supply (100183/2)
3005-222532	917.78	Printed	01		Direct Sports, Inc (100770/1)
3005-222533	659.00	Printed	01		FRRPD (100707/1)
3005-222534	4,558.87	Printed	01		GOLD COUNTRY BANK CARD SERVICE CENTER (100235/1)
3005-222535	1,083.00	Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-222536	77.54	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-222537	479.88	Printed	01		LAMINATING USA LLC (100305/1)
3005-222538	674.73	Printed	01		LES SCHWAB (100308/1)
3005-222539	25.77	Printed	01		MACS MARKET (100318/1)
3005-222540	100.00	Printed	01		Manzanita Booster Club Manzanita Elementary School (100726/1)
3005-222541	358.12	Printed	01		MJB SALES & SERVICE (100336/1)
3005-222542	7,904.20	Printed	01		PG&E (100369/1)
3005-222543	1,150.00	Printed	01		Quest Diagnostics (100806/1)
3005-222544	87.00	Printed	01		RIGHT WAY PEST CONTROL (100393/1)
3005-222545	420.00	Printed	01		SHARON LEE WEDIN (100470/1)
3005-222546	300.00	Printed	73		BRENDEN SMITH (100429/1)
3005-222547	555.42	Printed	01		The Hose Shop (100807/1)
3005-222548	1,233.19	Printed	01		Wilson Language Training Corp (100786/1)

21,746.50

Number of Items

22 Totals for Register 000363

2022 FUND-OBJ Expense Summary / Register 000363

01-4300	4,966.47
01-4400	3,233.19
01-5200	946.00
01-5503	7,904.20
01-5606	20.00
01-5800	1,514.89
01-5807	1,150.00
01-5808	87.00

2022 FUND-OBJ Expense Summary / Register 000363 (continued)

01-9110*		19,787.50-
01-9580*		34.25-
Totals for Fund 01	19,821.75	19,821.75-
13-4700	1,083.00	
13-5800	576.00	
13-9110*		1,659.00-
Totals for Fund 13	1,659.00	1,659.00-
73-5800	300.00	
73-9110*		300.00-
Totals for Fund 73	300.00	300.00-
Totals for Register 000363	21,780.75	21,780.75-

* denotes System Generated entry

Net Change to Cash 9110 **21,746.50- Credit**

Number	Amount Status	Fund	Cancel Register Id	Payee
3005-222861	2,273.27 Printed	01		OFFICE DEPOT (100358/1)

2,273.27 Number of Items 1 Totals for Register 000364

2022 FUND-OBJ Expense Summary / Register 000364

01-4300	2,273.27	
01-9110*		2,273.27-
Totals for Register 000364	2,273.27	2,273.27-

* denotes System Generated entry

Net Change to Cash 9110 2,273.27- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-223472	6,355.00	Printed	01		BOESE CONSULTING (BOESE CONSU - Payee)
3005-223473	150.00	Printed	73		Madison Roles (Madison Rol - Payee)
3005-223474	153.01	Printed	01		Mudd, Lorelle L (001392 - Emp)
3005-223475	57.50	Printed	01		McKiernan, Chaz E (001424 - Emp)
3005-223476	2,734.46	Printed	01		A Z Bus Sales Inc (100057/4)
3005-223477	1,146.99	Printed	01		AT&T (100086/1)
3005-223478	20.00	Printed	01		BUCKMASTER OFFICE SOLUTIONS (100112/1)
3005-223479	26.84	Printed	01		BUTTE AUTO PARTS (100115/1)
3005-223480	513.76	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-223481	3,250.00	Printed	01		CDW GOVERNMENT INC (100151/1)
3005-223482	9,033.57	Printed	01		CITY OF BIGGS (100164/1)
3005-223483	30.00	Printed	01		FGL ENVIRONMENTAL (100221/1)
3005-223484	106.10	Printed	01		GOLD COUNTRY BANK CARD SERVICE CENTER (100235/1)
3005-223485	47.12	Printed	01		MACS MARKET (100318/1)
3005-223486	564.72	Printed	01		OFFICE DEPOT (100358/1)
3005-223487	83.98	Printed	01		THERAPY SHOPPE INC (100450/1)
3005-223488	493.42	Printed	01		TPX COMMUNICATIONS (100764/1)
3005-223489	911.81	Printed	01		U S BANK OFFICE EQUIP FINANCE SERVICES (100458/1)

25,678.28

Number of Items

18 Totals for Register 000365

2022 FUND-OBJ Expense Summary / Register 000365

01-4100	209.13	
01-4300	3,783.87	
01-4400	3,250.00	
01-5200	153.01	
01-5502	9,033.57	
01-5606	931.81	
01-5800	6,463.30	
01-5807	57.50	
01-5900	1,640.41	
01-9110*		25,528.28-
01-9580*	5.68	
Totals for Fund 01	25,528.28	25,528.28-
73-5800	150.00	

2022 FUND-OBJ Expense Summary / Register 000365 (continued)

73-9110*		150.00-
Totals for Fund 73	150.00	150.00-
Totals for Register 000365	25,678.28	25,678.28-

* denotes System Generated entry

Net Change to Cash 9110 25,678.28- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-223784	67.95	Printed	01		PAPE MACHINERY (PAPE MACHIN - Payee)
3005-223785	85.15	Printed	01		Strattard, John (001201 - Emp)
3005-223786	905.80	Printed	01		ANDES POOL SUPPLY (100077/1)
3005-223787	238.02	Printed	01		BUTTE AUTO PARTS (100115/1)
3005-223788	32.00	Printed	01		CA STATE DEPT OF JUSTICE ACCOUNTING OFFICE (100132/1)
3005-223789	141.32	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-223790	600.00	Printed	01		Intl Academy of Science (100784/1)
3005-223791	1,187.75	Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-223792	41.14	Printed	01		JACKSONS GLASS CO (100277/1)
3005-223793	182.26	Printed	01		MJB SALES & SERVICE (100336/1)
3005-223794	675.00	Printed	01		QUALITY FENCE & REPAIR (100378/1)
3005-223795	1,309.04	Printed	01		RECOLOGY BUTTE COLUSA (100384/1)
3005-223796	4,811.75	Printed	13		SFS OF SACRAMENTO, INC (100443/2)
3005-223797	750.00	Printed	01		TROY FARMS (100692/1)
3005-223798	155.85	Printed	01		VERIZON WIRELESS (100467/1)

11,183.03

Number of Items

15 Totals for Register 000366

2022 FUND-OBJ Expense Summary / Register 000366		
01-4300	1,811.69	
01-4400	600.00	
01-5504	1,309.04	
01-5800	1,275.00	
01-5807	32.00	
01-5900	155.85	
01-9110*		5,183.53-
01-9580*		.05-
Totals for Fund 01	5,183.58	5,183.58-
13-4300	973.60	
13-4700	5,025.90	
13-9110*		5,999.50-
Totals for Fund 13	5,999.50	5,999.50-
Totals for Register 000366	11,183.08	11,183.08-

2022 FUND-OBJ Expense Summary / Register 000366 (continued)

* denotes System Generated entry

Net Change to Cash 9110

11,183.03- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-224017	79.11	Printed	01		A Z Bus Sales Inc (100057/4)
3005-224018	20.00	Printed	01		BUCKMASTER OFFICE SOLUTIONS (100112/1)
3005-224019	113.34	Printed	01		BUTTE AUTO PARTS (100115/1)
3005-224020	2.21	Printed	01		CENTURYLINK COMMUNICATIONS (100153/1)
3005-224021	22.31	Printed	01		CLARK & SONS (100165/1)
3005-224022	8,723.38	Printed	13		DANIELSEN COMPANY (100182/1)
3005-224023	30.00	Printed	01		FGL ENVIRONMENTAL (100221/1)
3005-224024	1,057.17	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-224025	267.57	Printed	01		OFFICE DEPOT (100358/1)
3005-224026	467.28	Printed	01		Pitney Bowes Inc (100371/2)

10,782.37

Number of Items

10 Totals for Register 000367

2022 FUND-OBJ Expense Summary / Register 000367		
01-4300	1,539.50	
01-5600	467.28	
01-5606	20.00	
01-5800	30.00	
01-5900	2.21	
01-9110*		2,058.99-
Totals for Fund 01	2,058.99	2,058.99-
13-4300	37.75	
13-4700	8,685.63	
13-9110*		8,723.38-
Totals for Fund 13	8,723.38	8,723.38-
Totals for Register 000367	10,782.37	10,782.37-

* denotes System Generated entry

Net Change to Cash 9110

10,782.37- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-225160	1,673.74	Printed	01		Clearlake Lava, Inc (Clearlake L - Payee)
3005-225161	153.01	Printed	01		Mudd, Lorelle L (001392 - Emp)
3005-225162	210.59	Printed	01		A Z Bus Sales Inc (100057/4)
3005-225163	250.92	Printed	01		ALHAMBRA SIERRA SPRINGS (100070/1)
3005-225164	518.66	Printed	01		AT&T (100086/1)
3005-225165	327.11	Printed	01		BI-COUNTY IRRIGATION (100498/1)
3005-225166	344.51	Printed	01		BUTTES CENTER STATE P&S (100127/1)
3005-225167	2,500.00	Printed	01		CALIFORNIA FFA ASSOCIATION (100136/1)
3005-225168	668.21	Printed	01		DECKER EQUIPMENT/SCHOOL FIX (100504/1)
3005-225169	300.00	Printed	73		Elaine Vera-Aguilera (100789/1)
3005-225170	2,000.00	Printed	01		GOLD COUNTRY BANK CARD SERVICE CENTER (100235/1)
3005-225171	67.99	Printed	01		GRAINGER INC (100240/1)
3005-225172	386.74	Printed	13		HAYDEN FIRE PROTECTION (100253/1)
3005-225173	6,000.00	Printed	01		HEIDI KOSKI CONSULTING (100696/1)
3005-225174	1,676.00	Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-225175	439.01	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-225176	55.00	Printed	01		JACKSONS GLASS CO (100277/1)
3005-225177	9,533.69	Printed	01		LAKEVIEW PETROLEUM CO. (100304/2)
3005-225178	157.39	Printed	01		NEFF (100348/3)
3005-225179	439.65	Printed	01		NORMAC (100353/2)
3005-225180	89.61	Printed	01		OFFICE DEPOT (100358/1)
3005-225181	6,811.72	Printed	01		PG&E (100369/1)
3005-225182	3,068.91	Printed	13		PRO PACIFIC FRESH (100376/1)
3005-225183	647.88	Printed	01		RICHVALE SANITARY DISTRICT (100392/1)
3005-225184	87.00	Printed	01		RIGHT WAY PEST CONTROL (100393/1)
3005-225185	264.00	Printed	01		SUNRISE ENVIRONMENTAL SCIENTIF (100439/1)
3005-225186	1,964.26	Printed	13		SFS OF SACRAMENTO, INC (100443/2)
3005-225187	2,185.74	Printed	01		U S BANK OFFICE EQUIP FINANCE SERVICES (100458/1)

42,821.34

Number of Items

28 Totals for Register 000368

2022 FUND-OBJ Expense Summary / Register 000368

01-4300	4,700.95
01-4303	9,533.69

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Starting Check Date = 1/1/2022, Ending Check Date = 4/21/2022, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ESCAPE ONLINE

Page 1 of 2

2022 FUND-OBJ Expense Summary / Register 000368 (continued)

01-4400	2,000.00	
01-5200	2,653.01	
01-5502	647.88	
01-5503	6,811.72	
01-5600	55.00	
01-5606	2,185.74	
01-5800	6,250.92	
01-5808	87.00	
01-5900	518.66	
01-9110*		35,425.43-
01-9580*		19.14-
Totals for Fund 01	35,444.57	35,444.57-
13-4300	27.65	
13-4700	6,681.52	
13-5800	386.74	
13-9110*		7,095.91-
Totals for Fund 13	7,095.91	7,095.91-
73-5800	300.00	
73-9110*		300.00-
Totals for Fund 73	300.00	300.00-
Totals for Register 000368	42,840.48	42,840.48-

* denotes System Generated entry

Net Change to Cash 9110 42,821.34- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-225967	1,065.30	Printed	01		Boyes, Stephen A (001054 - Emp)
3005-225968	18.99	Printed	01		Morch, Casey Y (001100 - Emp)
3005-225969	34.36	Printed	01		Strattard, John (001201 - Emp)
3005-225970	36.00	Printed	01		Montana, Karen K (001326 - Emp)
3005-225971	1,550.59	Printed	01		Mudd, Lorelle L (001392 - Emp)
3005-225972	1,558.92	Printed	01		A Z Bus Sales Inc (100057/4)
3005-225973	54.60	Printed	01		PACIFIC STORAGE COMPANY AMERICAN MOBILE SHREDDING (100075/1)
3005-225974	875.16	Printed	01		ANDES POOL SUPPLY (100077/1)
3005-225975	54.15	Printed	13		CA DEPT OF EDUCATION/FOOD DIST CASHIER'S OFFICE (100129/1)
3005-225976	339.63	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-225977	280.00	Printed	01		CALIFORNIA AG TEACHERS ASSN. (100140/1)
3005-225978	72.00	Printed	01		CHICO RENT-A-FENCE (100158/1)
3005-225979	48.21	Printed	01		CLARK & SONS (100165/1)
3005-225980	100.00	Printed	01		COLLABORATIVE CLASSROOM (100695/1)
3005-225981	9,760.77	Printed	13		DANIELSEN COMPANY (100182/1)
3005-225982	176.00	Printed	01		E P E S (100199/1)
3005-225983	90.50	Printed	01		GAGER S INC (100232/1)
3005-225984	1,329.00	Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-225985	1,976.68	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-225986	3,934.00	Printed	25		JACK SCHREDER & ASSOCIATES INC (100276/1)
3005-225987	27.87	Printed	01		LES SCHWAB (100308/1)
3005-225988	31.31	Printed	01		MACS MARKET (100318/1)
3005-225989	250.00	Printed	01		MESSENGER PUBLISHING GROUP (100621/1)
3005-225990	1,666.38	Printed	01		MINASIAN MEITH ET AL (100335/1)
3005-225991	367.73	Printed	01		MJB SALES & SERVICE (100336/1)
3005-225992	854.47	Printed	01		OFFICE DEPOT (100358/1)
3005-225993	214.34	Printed	01		PAYLESS BUILDING SUPPLY (100363/1)
3005-225994	6,359.29	Printed	01		PETERSON TRACTOR (100368/1)
3005-225995	3,851.02	Printed	13		PRO PACIFIC FRESH (100376/1)
3005-225996	1,309.04	Printed	01		RECOLOGY BUTTE COLUSA (100384/1)
3005-225997	493.90	Printed	01		TPX COMMUNICATIONS (100764/1)
3005-225998	155.85	Printed	01		VERIZON WIRELESS (100467/1)
3005-225999	446.80	Printed	01		WILCO SUPPLY CO. (100475/1)

Number	Amount Status	Fund	Cancel Register Id	Payee
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39,382.86 Number of Items 33 Totals for Register 000369

2022 FUND-OBJ Expense Summary / Register 000369

01-4100	74.16	
01-4300	12,853.10	
01-5200	2,615.89	
01-5300	280.00	
01-5504	1,309.04	
01-5800	579.60	
01-5801	250.00	
01-5802	1,666.38	
01-5900	825.75	
01-9110*		20,453.92-
Totals for Fund 01	20,453.92	20,453.92-
13-4300	944.99	
13-4700	14,049.95	
13-9110*		14,994.94-
Totals for Fund 13	14,994.94	14,994.94-
25-5800	3,934.00	
25-9110*		3,934.00-
Totals for Fund 25	3,934.00	3,934.00-
Totals for Register 000369	39,382.86	39,382.86-

* denotes System Generated entry

Net Change to Cash 9110 39,382.86- Credit

2022 FUND-OBJ Expense Summary / Register 000369 (continued)

405,987.90

Number of Items

258 Totals for Org 006 - Biggs Unified School District

Biggs Unified School District 2022/2023 Calendar

Doug Kaelin, Superintendent

2022

July						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4*	5*	6*	7*	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21***	22	23	24
25	26	27	28	29	30	31

2023

January						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June						
Su	Mo	Tu	We	Th	Fr	Sa
				1**	2***	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

8/11/2022 - First Day of School	
06/02/2023 - Last Day of School	
District designated holidays per Ed Code 37220 & 45205	
Jul 4	Independence Day observed
Sept 5	Labor Day
Nov 11	Veterans Day observed
Nov 24	Thansgiving Day
Nov. 25	Local Holiday
Dec. 23	Local Holiday
Dec 26	Christmas Holiday
Jan 2	New Year's Holiday
Jan 16	Martin Luther King Day
Feb 20	Presidents' Day
Apr 10	Local Holiday
Mar. 17	11 Mo. Student/Teacher/Staff
May 29	Memorial Day
June 19	Juneteenth Holiday (12 month emp.)
Oct. 3rd	11 Mo. Classified Alternate
Dec. 30	12 Mo. Classified Alternate

06/01/23 - BES Graduation
06/02/23 - H.S. Graduation
All Schools
Winter Recess: 12/22/22 - 01/10/23
Break: 02/17/23- 02/20/23 Spring Recess: 04/10/23 - 04/14/23 (Easter April 9th)
Staff Return Dates
8/08 - Teachers Return
8/09 - 11 mo. Classified Return
ELEMENTARY GRADING PERIODS
First Trimester Nov. 4th 61 days
Second Trimester March 3rd 61 days
Third Trimester June 2nd 58 days
SECONDARY GRADING PERIODS
First Semester Dec. 21st 87 days
Second Semester June 2nd 93 days

Non-School Days - Staff Days	
* Minimum Days (grades K-8)	
** Minimum Days (Grades 9-12)	
*** Minimum Day ALL Grades	
er	Early Release Days
Board approved: 03/03/2021 Update approved: 05/04/2022	

RESOLUTION NO. 2021/2022 #10
A RESOLUTION OF THE GOVERNING BOARD OF THE
BIGGS UNIFIED SCHOOL DISTRICT
INCREASING SCHOOL FACILITIES FEES AS AUTHORIZED BY
GOVERNMENT CODE SECTION 65995 (b) 3

WHEREAS, Statute AB 2926 (Chapter 887/Statutes of 1986) authorizes the governing board of any school district to levy a fee, charge, dedication or other form of requirement against any development project for the reconstruction of school facilities; and,

WHEREAS, Government Code Section 65995 establishes a maximum amount of fee that may be charged against such development projects and authorizes the maximum amount set forth in said section to be adjusted for inflation every two years as set forth in the state-wide cost index for Class B construction as determined by the State Allocation Board at its January meeting; and,

WHEREAS, at its February 23, 2022, meeting, the State Allocation Board approved the maximum fee authorized by Education Code Section 17620 to \$4.79 per square foot of residential construction described in Government Code Section 65995(b)(1) and \$0.78 per square foot against commercial and industrial construction described in Government Code Section 65995(b)(2); and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on residential projects in the amount of up to \$4.79 per square foot as authorized by Education Code Section 17620; and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on commercial and industrial development projects in the amount of up to \$0.78 per square foot as described in Government Code Section 65995(b)(2). The mini-storage category of commercial/industrial justification has less impact than the statutory \$0.78 per square foot commercial/industrial justification and should be collected at the justified rate of \$0.08 per square foot.

NOW, THEREFORE, BE IT HEREBY RESOLVED by the Governing Board of the Biggs Unified School District as follows:

1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at which oral and written presentations were made, as part of the Board's regularly scheduled **May 4, 2022**, meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered, has been published twice in a newspaper in accordance with Government Code Section 66016, and a notice, including a statement that the data required by Government Code Section 66016 was available, was mailed at least 30 days prior to the meeting to any interested party who had filed a written request with the District for mailed notice of the meeting on new fees or service charges within the period specified by law. Additionally, at least 30 days prior to the meeting, the District made available to the public, data indicating the amount of the cost, or estimated cost, required to provide the service for which the fee or service charge is to be adjusted pursuant to this Resolution, and the revenue sources anticipated to provide this service. By way of such public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the District's Developer Fee Implementation Study dated **March 22, 2022**, (hereinafter referred to as the "Plan") and which formed the basis for the action taken pursuant to this Resolution.
2. Findings. The Board has reviewed the Plan as it relates to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, hereby makes the following findings:

- A. Additional development projects within the District, whether new residential construction or residential reconstruction involving increases in assessable area greater than 500 square feet, or new commercial or industrial construction will increase the need for reconstruction of school facilities.
 - B. Without reconstruction of present school facilities, any further residential development projects or commercial or industrial development projects within the District will result in a significant decrease in the quality of education presently offered by the District;
 - C. The fees proposed in the Plan and the fees implemented pursuant to this Resolution are for the purposes of providing adequate school facilities to maintain the quality of education offered by the District;
 - D. The fees proposed in the Plan and implemented pursuant to this Resolution will be used for the reconstruction of school facilities as identified in the Plan;
 - E. The uses of the fees proposed in the Plan and implemented pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;
 - F. The fees proposed in the Plan and implemented pursuant to this Resolution bear a reasonable relationship to the need for reconstructed school facilities created by the types of development projects on which the fees are imposed;
 - G. The fees proposed in the Plan and implemented pursuant to this Resolution do not exceed the estimated amount required to provide funding for the reconstruction of school facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues;
 - H. The fees imposed on commercial or industrial development bear a reasonable relationship and are limited to the needs of the community for schools and are reasonably related and limited to the need for reconstructed school facilities caused by the development;
 - I. The fees will be collected for school facilities for which an account has been established and funds appropriated and for which the district has adopted a reconstruction schedule and/or to reimburse the District for expenditures previously made.
3. Fee. Based upon the foregoing findings, the Board hereby increases the previously levied fee to the amount of up to **\$4.79 per square foot** for assessable space for new residential construction and for residential reconstruction to the extent of the resulting increase in assessable areas; and to the amount of up to **\$0.78 per square foot** for new commercial or industrial construction. The mini-storage category of commercial/industrial justification has less impact than the statutory **\$0.78 per square foot** commercial/industrial justification and should be collected at the justified rate of **\$0.08 per square foot**.
4. Fee Adjustments and Limitation. The fees adjusted herewith shall be subject to the following:
- A. The amount of the District's fees as authorized by Education Code Section 17620 shall be reviewed every two years to determine if a fee increase according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board is justified.
 - B. Any development project for which a final map was approved and construction had commenced on or before September 1, 1986, is subject only to the fee, charge, dedication or other form of requirement in existence on that date and applicable to the project.

C. The term "development project" as used herein is as defined by Section 65928 of the Government Code.

5. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code Section 53311, et seq.) and such other funding mechanisms. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.
6. Implementation. For residential, commercial or industrial projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.
7. California Environmental Quality Act. The Board hereby finds that the implementation of Developer Fees is exempt from the California Environmental Quality Act (CEQA).
8. Commencement Date. The effective date of this Resolution shall be **July 2, 2022** which is 60 days following its adoption by the Board.
9. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution and a Map of the District to the Planning Commission and Board of Supervisors of Butte County and to the Planning Commission and City Council of the City of Biggs.
10. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of the Biggs Unified School District this 4th day of May, 2022, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Governing Board
Biggs Unified School District

ATTEST:

Secretary, Governing Board
Biggs Unified School District

Biggs Unified School District

RESOLUTION #2021/22-# 11

**NOTICE OF PARTICIPATION
IN BUTTE SCHOOLS SELF-FUNDED PROGRAMS WORKERS
COMPENSATION PROGRAM**

WHEREAS, the Biggs Unified School District (BUSD) is a member of Butte Schools Self-Funded Programs (BSSP); and,

WHEREAS, effective July 1, 2022, BSSP will be operating a workers' compensation program;

NOW, THEREFORE, BE IT HEREBY RESOLVED, that the Board of Trustees of BUSD approves this Notice of Participation in Butte Schools Self-Funded Programs' Workers' Compensation Program effective July 1, 2022.

APPROVED, PASSED and ADOPTED by the Board of Trustees of Biggs Unified School District this 4th day of May, 2022, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Presiding President

ATTEST:

Doug Kaelin, Secretary

Butte Schools Self-Funded Programs Joint Powers Authority

RESOLUTION NO. 22-01

RESOLUTION OF THE GOVERNING BOARD OF THE BUTTE SCHOOLS SELF-FUNDED PROGRAMS JOINT POWERS AUTHORITY TO BECOME A MEMBER OF NORTH BAY SCHOOLS INSURANCE AUTHORITY AND TO JOIN ITS WORKERS' COMPENSATION PROGRAM, FOR THE BENEFIT OF ITS PARTICIPATING MEMBERS, AND PARTICIPATING MEMBERS' STATEMENT OF AGREEMENT

The Butte Schools Self-Funded Programs Joint Powers Authority (BSSP), a joint powers authority formed and operating pursuant to Government Code Section 6500 and its governing documents, desires to become a member of North Bay Schools Insurance Authority (NBSIA), a joint powers authority formed and operating pursuant to Government Code Section 6500 and its governing documents, in order to allow BSSP and its participating Member school districts and county office of education the opportunity to:

- a. Receive benefits through NBSIA's Workers' Compensation Program (Program), subject to the NBSIA Memorandum of Workers' Compensation Coverage (MWCC), and rates and contributions as determined by the NBSIA Board of Directors in keeping with NBSIA's adopted practices for rating and collecting contribution obligations by its Members, and
- b. Obtain claims administration and risk management and loss prevention support intended to reduce the exposures to workers' compensation claims by NBSIA, BSSP, and BSSP's participating Members.

By this Resolution, which has been approved by NBSIA as to all the foregoing terms and conditions, BSSP, for itself and its members, understands and agrees as follows:

- a. BSSP shall be entitled to all rights, privileges, and obligations of membership in NBSIA, including representation on NBSIA's Board of Directors, as set forth in NBSIA's Joint Powers Authority Agreement, By-Laws, board and administrative policies and procedures, and MWCC.
- b. BSSP shall become a member of NBSIA upon the adoption of this Resolution and executive of this Resolution by each initially participating Member. At that point, they would be eligible for certain risk management and loss prevention support as agreed between BSSP and NBSIA and subject to payment of any related costs. Coverage and claims administration and related programs in the NBSIA Workers' Compensation Program will commence on July 1, 2022.
- c. BSSP shall be obligated to, and shall ensure that its participating Members individually, comply with all conditions of coverage under the NBSIA MWCC, any excess workers' compensation insurance program purchased or group purchased by or through NBSIA, and any risk management or loss prevention protocols as may be generally imposed on NBSIA Members participating in the NBSIA Workers' Compensation Program.

- d. BSSP will identify all BSSP Members that will participate in NBSIA's Workers' Compensation Program and have each member designate an authorized representative (who may/may not be a BSSP Board Member) to execute this Resolution, acknowledging their agreement to be bound by the claim, cooperation, and risk management and loss prevention programs covered by this Resolution and the NBSIA's Joint Powers Authority Agreement, By-Laws, board and administrative policies and procedures, and MWCC.
- e. BSSP and its Members will accept and timely pay all contributions and rates as agreed and approved by NBSIA pursuant to its processes and procedures, including claim administration and loss funding.
- f. Funds paid from BSSP to NBSIA will be held in segregated bank and/or investment accounts. Funds needed to pay current losses will be held in a trust checking account. Excess funds will be invested according to California law governing the investment of public funds by a local agency. BSSP acknowledges that NBSIA is not a professional investment advisor.
- g. NBSIA shall provide to BSSP reasonable reports and information to assist BSSP and its members in evaluating claim trends and loss prevention strategies. BSSP shall be entitled to the same access to information as any other NBSIA member. BSSP's Members, because they do not have a direct relationship with NBSIA, must make requests for information (other than with respect to individual claim and/or return to work specific information necessary for the BSSP Member to fulfill its legal duties) through BSSP. BSSP shall be responsible for timely passing along any such requests, and then sharing with the requesting member only that information allowed by law, with the goal of encouraging and supporting prudent risk management and accident/injury/illness avoidance.
- h. Should a BSSP Member fail to positively or productively support NBSIA's risk management and/or loss prevention programs, or positively or productively comply with claim investigation, management, or return to work programs intended to comply with laws and regulations, manage expenses, and/or expedite the resolution of claims, NBSIA shall contact BSSP's Executive Director and request that the Executive Director or designee intercede with the BSSP Member and support or direct compliance with its Member's obligations under this agreement. Upon repeat violations of the applicable standards and expectations, NBSIA may request or require that the BSSP Member be removed from participation in this program and/or BSSP and NBSIA may agree as to any reasonable or necessary measures to support the intent and purposes of this Resolution.
- i. BSSP members not presently participating in this program and executing this Resolution may later be added upon the agreement of both BSSP and NBSIA, at which time they will execute an addendum to this Resolution agreeing to be bound by its terms. To be considered for participation, the BSSP Board will be required to first review and approve the request for participation.
- j. As a member of NBSIA, BSSP may hereafter request to join or participate in other NBSIA programs upon request, and subject to the general rules of program participation applicable all other NBSIA members.

- k. This Resolution is intended to constitute the completion of a binding agreement with NBSIA, and to incorporate all relevant statutes and regulations to the extent they may or might apply, including Government Code Sections 6500, et seq. and California Labor Code Section 3700 et seq. To the extent any provision of this Resolution would be contrary to any governing law or regulation, this Resolution is deemed to automatically be modified or amended to ensure conformity with all governing laws or regulations.
- l. Any disputes arising from the formation or operation of this Resolution between BSSP and NBSIA shall be governed by the NBSIA member dispute resolution processes. Any dispute arising from the formation or operation of this Resolution between BSSP and its members shall be governed by BSSP's dispute resolution processes.
- m. The participating Members' execution of this Resolution, confirming their obligations and agreements, may be executed in one or more duplicates or counterparts and shared for additional signatures via facsimile, email, or scanning technologies, which when joined together sequentially after all signatures have been obtained shall constitute one single instrument, having the same force and effect as though each of the signatories had executed the same document.
- n. This Resolution contains the sole, complete, and entire agreement and understanding of BSSP and NBSIA, and between BSSP and its members, regarding the subject matter of this agreement, with this Resolution superseding and negating all prior agreements, statements, and understandings.

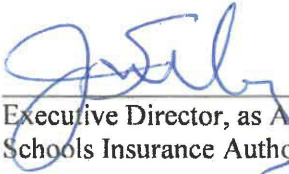
ADOPTED, SIGNED, AND APPROVED by the Governing Board of the Butte Schools Self-Funded Programs Joint Powers Authority on 8th day of March, 2022, by the following vote:

17 directors and 71 votes in favor, 3 directors with 3 votes absent and no votes against.



 Chairperson of the Board

Approved as to Form, on behalf of North Bay Schools Insurance Authority:



 Executive Director, as Authorized Agent for the North Bay
 Schools Insurance Authority Board of Directors

PARTICIPATING PROGRAM MEMBERS

We are members of the Butte Schools Self-Funded Programs Joint Powers Authority, who desire and agree to participate in the North Bay Schools Insurance Authority program on the terms and conditions set forth above, to the extent they relate to our obligations.

Dated: _____

Biggs Unified School District

By: _____
Its Duly Authorized Representative

State of California
Department of Industrial Relations
Office of Self-Insurance Plans
11050 Olson Drive, Suite 230
Rancho Cordova, Ca. 95670
Phone (916) 464-7000
Fax (916) 464-7007



State of California
Department of Industrial Relations
OFFICE OF SELF-INSURANCE PLANS

**APPLICATION FOR CERTIFICATE OF CONSENT
TO SELF-INSURE AS A PUBLIC AGENCY EMPLOYER SELF-INSURER**
All questions must be answered. If not applicable, enter "N/A".

To the Director of the Department of Industrial Relations: The public agency employer identified below submits the following information to obtain a Certificate of Consent to Self-Insure the payment of workers' compensation under California Labor Code Section 3700.

LEGAL NAME OF APPLICANT (Show exactly as on Charter or other official documents):

Biggs Unified School District

Address: 300 B Street

City: Biggs State: CA Zip + 4: 95917 -

Federal Tax ID # of Group: ⁶⁹⁴⁻⁶⁰⁰²¹²⁶

CONTACT - Who Should Correspondence Regarding This Applicant Be Addressed To:

Name: Christy Patterson Title: Executive Director

Company Name: Butte Schools Self-Funded Programs

Address: 500 Cohasset Road, Suite 24

City: Chico State: CA Zip + 4: 95926 -

Phone: (530) 879-7438 E-Mail: cpatters@bsspjpa.org

TYPE OF PUBLIC ENTITY (Check one):

- City and/or County
- School District
- Police and/or Fire District
- Hospital District
- Joint Powers Authority
- Other (describe):

TYPE OF APPLICATION (Check one):

- New Application
- Reapplication (Merger/Unification)
- Reapplication (Name Change)
- Other (describe):

Date Self-Insurance Program will begin: 07/01/2022

CURRENT WORKERS' COMPENSATION PROGRAM

- Currently Insured with State Fund Policy # _____ Expiration Date: _____
- Currently Self Insured, Certificate # _____
- Other (describe): Member of NVSIG, affiliate certificate number 5533-062-13

CLAIMS ADMINISTRATION

Who will be administering your agency's workers' compensation claims? (Check one)

- JPA will administer
- Third Party Administrator, TPA Certificate # 171
- Public entity will self-administer
- Insurance Carrier will administer

Name of Third Party Administrator:

Name: Kami Linan Title: Workers' Compensation Manager

Company Name: North Bay Schools Insurance Authority

Address: 380 Chadbourne Road, Suite A

City: Fairfield State: CA Zip + 4: 94534 - _____

Phone: (707) 428-1830 E-Mail: KamiL@nbsia.org

of claims reporting locations to be used to handle Agency's claims: 1

Does applicant currently have a California Certificate of Consent to Self-Insure? Yes No

If yes, what is the current Certificate Number: 5533-004

Total Number of Affiliate's California employees to be covered by Group: 80

AGENCY EMPLOYER

Current # of Agency Employees: 80 # of Public Safety Employees (police//fire): 0

If school District, # of certificated employees: 42

Will all Agency employees be covered by this self-insurance plan? Yes No

If 'No', explain who is not covered and how workers' compensation coverage will be provided to the excluded employees:

JOINT POWERS AUTHORITY

Will applicant be a member of a JPA for workers' compensation ?

Yes No (If 'yes', complete the following)

Effective date of JPA Membership: 07/01/2022 JPA Certificate # _____

Name of JPA: Butte Schools Self-Funded Programs

AGENCY SAFETY PROGRAM

Does the Agency have a written Injury and Illness Prevention Program (IIPP)? Yes No

Individual responsible for Agency workplace safety and IIPP program:

Name: Doug Kaelin Title: Superintendent

Company Name: Biggs Unified School District

Address: 300 B Street

City: Biggs State: CA Zip + 4: 95917 - _____

Phone: (530) 868-1281 E-Mail: dkaelin@biggs.org

SUPPLEMENTAL COVERAGE

1.) Will your program be supplemented by any insurance or pooled coverage under a **STANDARD** workers' compensation insurance policy? Yes No (If 'Yes', complete the following):

Name of Excess Pool/Carrier: _____

Policy #: _____ Effective Date of Coverage: _____

2.) Will your program be supplemented by any insurance or pooled coverage under a **SPECIFIC EXCESS** workers' compensation insurance policy? Yes No (If 'Yes', complete the following):

Name of Excess Pool/Carrier: Safety National

Policy #: SP 4064681 Effective Date of Coverage: 07/01/2022

Retention Limits: \$750,000

3.) Will your program be supplemented by any insurance or pooled coverage under an **AGGREGATE EXCESS** (stop loss) specific excess workers' compensation insurance policy? Yes No (If 'Yes', complete the following):

Name of Excess Pool/Carrier: _____

Policy #: _____ Effective Date of Coverage: _____

Retention Limits: _____

RESOLUTION FROM GOVERNING BOARD

Attach a properly executed Governing Board Resolution. See attached sample resolution on page 5.

CERTIFICATION

The undersigned on behalf of the applicant hereby applies for a Certificate of Consent to Self-Insure the payment of workers' compensation liabilities pursuant to Labor Code Section 3700. The above information is submitted for the purpose of procuring said Certificate from the Director of Industrial Relations, State of California. If the Certificate is issued, the applicant agrees to comply with applicable California statutes and regulations pertaining to the payment of compensation that may become due to the applicant's employees covered by the Certificate.

X _____ DATE: _____
SIGNED: Authorized Official / Representative

Doug Kaelin

Printed Name

Superintendent

Title

Biggs Unified School District

Agency Name

RESOLUTION 2021/2022 #12
A RESOLUTION AUTHORIZING APPLICATION
TO THE DIRECTOR OF INDUSTRIAL RELATIONS, STATE OF CALIFORNIA
FOR A CERTIFICATE OF CONSENT TO SELF-INSURE
WORKERS' COMPENSATION LIABILITIES

At a meeting of the Board of Trustees
(Enter Name of the Board)

of the Biggs Unified School District
(Enter Name of Public Agency, District, Etc.)

a School District organized and existing under the
(Enter Type of Agency, i.e., County, City, School District, etc.)

laws of the State of California, held on the 4th day of May, 2022,

the following resolution was adopted:

RESOLVED, that the above named public agency is authorized and empowered to make application to the Director of Industrial Relations, State of California, for a Certificate of Consent to Self-Insure workers' compensation liabilities and representatives of Agency are authorized to execute any and all documents required for such application.

IN WITNESS WHEREOF: I HAVE SIGNED AND AFFIXED THE AGENCY SEAL.

X _____ DATE: _____
SIGNED: Board Secretary or Chair

Doug Kaelin
Printed Name

Board Secretary
Title

Biggs Unified School District
Agency Name

Affix Seal Here

2021 Consumer Confidence Report

Water System Information

Water System Name: Richvale School Water system #04-00062

Report Date: 4/25/2022

Type of Water Source(s) in Use: Well Groundwater

Name and General Location of Source(s): **Richvale School Water System #04-00062 @ 5236 Church St. Richvale Ca. 95974 County Public Health Department (530) 538-6773**

Drinking Water Source Assessment Information: **Developed in Sept. 2002 Update June 2010 Available at Butte**

Time and Place of Regularly Scheduled Board Meetings for Public Participation: **First Wednesday Of the month @ 7:00 P.M**

For More Information, Contact: **David Browning 530 868-1281 Ex 8228**

About This Report

We test the drinking water quality for many constituents as required by state and federal regulations. This report shows the results of our monitoring for the period of January 1 to December 31, **2021** and may include earlier monitoring data.

Importance of This Report Statement in Five Non-English Languages (Spanish, Mandarin, Tagalog, Vietnamese, and Hmong)

Language in Spanish: Este informe contiene información muy importante sobre su agua para beber. Favor de comunicarse **Richvale School Water System #04-00062 @ 5236 Church St. Richvale Ca. 95974 530 868-1281 Ex 8228** para asistirlo en español.

Language in Mandarin: 这份报告含有关于您的饮用水的重要讯息。请用以下地址和电话联系 [Enter Water System Name] 以获得中文的帮助: **Richvale School Water System #04-00062 @ 5236 Church St. Richvale Ca. 95974 530 868-1281 Ex 8228**

Language in Tagalog: Ang pag-uulat na ito ay naglalaman ng mahalagang impormasyon tungkol sa inyong inuming tubig. Mangyaring makipag-ugnayan sa [Enter Water System's Name and Address] o tumawag sa **Richvale School Water System #04-00062 @ 5236 Church St. Richvale Ca. 95974 530 868-1281 Ex 8228** para matulungan sa wikang Tagalog.

Language in Vietnamese: Báo cáo này chứa thông tin quan trọng về nước uống của bạn. Xin vui lòng liên hệ [Enter Water System's Name] tại **Richvale School Water System #04-00062 @ 5236 Church St. Richvale Ca. 95974 530 868-1281 Ex 8228** để được hỗ trợ giúp bằng tiếng Việt.

Language in Hmong: Tsab ntawv no muaj cov ntsiab lus tseem ceeb txog koj cov dej haus. Thov hu rau **Richvale School Water System #04-00062 @ 5236 Church St. Richvale Ca. 95974 530 868-1281 Ex 8228** ntawm [Enter Water System's Address or Phone Number] rau kev pab hauv lus Askiv.

Terms Used in This Report

Term	Definition
Level 1 Assessment	A Level 1 assessment is a study of the water system to identify potential problems and determine (if possible) why total coliform bacteria have been found in our water system.
Level 2 Assessment	A Level 2 assessment is a very detailed study of the water system to identify potential problems and determine (if possible) why an <i>E. coli</i> MCL violation has occurred and/or why total coliform bacteria have been found in our water system on multiple occasions.
Maximum Contaminant Level (MCL)	The highest level of a contaminant that is allowed in drinking water. Primary MCLs are set as close to the PHGs (or MCLGs) as is economically and technologically feasible. Secondary MCLs are set to protect the odor, taste, and appearance of drinking water.
Maximum Contaminant Level Goal (MCLG)	The level of a contaminant in drinking water below which there is no known or expected risk to health. MCLGs are set by the U.S. Environmental Protection Agency (U.S. EPA).
Maximum Residual Disinfectant Level (MRDL)	The highest level of a disinfectant allowed in drinking water. There is convincing evidence that addition of a disinfectant is necessary for control of microbial contaminants.
Maximum Residual Disinfectant Level Goal (MRDLG)	The level of a drinking water disinfectant below which there is no known or expected risk to health. MRDLGs do not reflect the benefits of the use of disinfectants to control microbial contaminants.
Primary Drinking Water Standards (PDWS)	MCLs and MRDLs for contaminants that affect health along with their monitoring and reporting requirements, and water treatment requirements.
Public Health Goal (PHG)	The level of a contaminant in drinking water below which there is no known or expected risk to health. PHGs are set by the California Environmental Protection Agency.
Regulatory Action Level (AL)	The concentration of a contaminant which, if exceeded, triggers treatment or other requirements that a water system must follow.
Secondary Drinking Water Standards (SDWS)	MCLs for contaminants that affect taste, odor, or appearance of the drinking water. Contaminants with SDWSs do not affect the health at the MCL levels.

Term	Definition
Treatment Technique (TT)	A required process intended to reduce the level of a contaminant in drinking water.
Variances and Exemptions	Permissions from the State Water Resources Control Board (State Board) to exceed an MCL or not comply with a treatment technique under certain conditions.
ND	Not detectable at testing limit.
ppm	parts per million or milligrams per liter (mg/L)
ppb	parts per billion or micrograms per liter (µg/L)
ppt	parts per trillion or nanograms per liter (ng/L)
ppq	parts per quadrillion or picogram per liter (pg/L)
pCi/L	picocuries per liter (a measure of radiation)

Sources of Drinking Water and Contaminants that May Be Present in Source Water

The sources of drinking water (both tap water and bottled water) include rivers, lakes, streams, ponds, reservoirs, springs, and wells. As water travels over the surface of the land or through the ground, it dissolves naturally-occurring minerals and, in some cases, radioactive material, and can pick up substances resulting from the presence of animals or from human activity.

Contaminants that may be present in source water include:

- Microbial contaminants, such as viruses and bacteria, that may come from sewage treatment plants, septic systems, agricultural livestock operations, and wildlife.
- Inorganic contaminants, such as salts and metals, that can be naturally-occurring or result from urban stormwater runoff, industrial or domestic wastewater discharges, oil and gas production, mining, or farming.
- Pesticides and herbicides, that may come from a variety of sources such as agriculture, urban stormwater runoff, and residential uses.
- Organic chemical contaminants, including synthetic and volatile organic chemicals, that are byproducts of industrial processes and petroleum production, and can also come from gas stations, urban stormwater runoff, agricultural application, and septic systems.
- Radioactive contaminants, that can be naturally-occurring or be the result of oil and gas production and mining activities.

Regulation of Drinking Water and Bottled Water Quality

In order to ensure that tap water is safe to drink, the U.S. EPA and the State Board prescribe regulations that limit the amount of certain contaminants in water provided by public water systems. The U.S. Food and Drug Administration regulations and California law also establish limits for contaminants in bottled water that provide the same protection for public health.

About Your Drinking Water Quality

Drinking Water Contaminants Detected

Tables 1, 2, 3, 4, 5, 6, and 8 list all of the drinking water contaminants that were detected during the most recent sampling for the constituent. The presence of these contaminants in the water does not necessarily indicate that the water poses a health risk. The State Board allows us to monitor for certain contaminants less than once per year because the concentrations of these contaminants do not change frequently. Some of the data, though representative of the water quality, are more than one year old. Any violation of an AL, MCL, MRDL, or TT is asterisked. Additional information regarding the violation is provided later in this report.

Table 1. Sampling Results Showing the Detection of Coliform Bacteria

Complete if bacteria are detected.

Microbiological Contaminants	Highest No. of Detections	No. of Months in Violation	MCL	MCLG	Typical Source of Bacteria
<i>E. coli</i>	2021 None	None	(a)	0	Human and animal fecal waste

(a) Routine and repeat samples are total coliform-positive and either is *E. coli*-positive or system fails to take repeat samples following *E. coli*-positive routine sample or system fails to analyze total coliform-positive repeat sample for *E. coli*.

Table 1.A. Compliance with Total Coliform MCL between January 1, 2021 and June 30, 2021 (inclusive)

Microbiological Contaminants	Highest No. of Detections	No. of Months in Violation	MCL	MCLG	Typical Source of Bacteria
Total Coliform Bacteria	None	None	1 positive monthly sample (a)	0	Naturally present in the environment
Fecal Coliform and <i>E. coli</i>	None	None	0	None	Human and animal fecal waste

(a) For systems collecting fewer than 40 samples per month: two or more positively monthly samples is a violation of the total coliform MCL

For violation of the total coliform MCL, include potential adverse health effects, and actions taken by water system to address the violation: [Enter information]

Table 2. Sampling Results Showing the Detection of Lead and Copper

Complete if lead or copper is detected in the last sample set.

Lead and Copper	Sample Date	No. of Samples Collected	90 th Percentile Level Detected	No. Sites Exceeding AL	AL	PHG	No. of Schools Requesting Lead Sampling	Typical Source of Contaminant
Lead (ppb)	06/18/19	5	N/D	0	15	0.2		Internal corrosion of household water plumbing systems; discharges from industrial manufacturers; erosion of natural deposits
Copper (ppm)	06/18/19	5	N/D	0	1.3	0.3	Not applicable	Internal corrosion of household plumbing systems; erosion of natural deposits; leaching from wood preservatives

Table 3. Sampling Results for Sodium and Hardness

Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	MCL	PHG (MCLG)	Typical Source of Contaminant
Sodium (ppm)	10/06/92	8.0	N/D	None	None	Salt present in the water and is generally naturally occurring
Hardness (ppm)	10/06/92	79	N/D	None	None	Sum of polyvalent cations present in the water, generally magnesium and calcium, and are usually naturally occurring

Table 4. Detection of Contaminants with a Primary Drinking Water Standard

Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	MCL [MRDL]	PHG (MCLG) [MRDLG]	Typical Source of Contaminant
Gross Alpha Particle Activity pCi/L	11/14/16	.0466	NA	15	(0)	Erosion of natural deposits
Nitrate as (N)mg/L	03/23/2021	1.1	NA	10	10	Runoff and leaching from fertilizer use; leaching from septic tanks and sewage; erosion of natural deposits

Nitrite (as nitrogen, N)	03/09/20	N/D	NA	1	1	Runoff and leaching from fertilizer use; leaching from septic tanks and sewage; erosion of natural deposits
Arsenic µg/L	03/09/20	2	NA	10	0.004	Some people who drink water containing arsenic in excess of the MCL over many years may experience skin damage or circulatory system problems, and may have an increased risk of getting cancer.
Perchlorate µg/L	03/15/2021	N/D	NA	6	1	Perchlorate is an inorganic chemical used in solid rocket propellant, fireworks, explosives, flares, matches, and a variety of industries. It usually gets into drinking water as a result of environmental contamination from historic aerospace or other industrial operations that used or use, store, or dispose of perchlorate and its salts.
Hexavalent Chromium ppb	03/20/17	5.2	NA	1	0.02	Discharge from electroplating factories, leather tanneries, wood preservation, chemical synthesis, refractory production, and textile manufacturing facilities; erosion of natural deposits.
Chromium ppb	03/20/17	N/D	NA	50	100	Discharge from steel and pulp mills and chrome plating; erosion of natural deposits
1,2,3-Trichloropropane ng/L	03/23/20	N/D	NA	0.005	0.7	Discharge from industrial and agricultural chemical factories; leaching from hazardous waste sites; used as cleaning and maintenance solvent, paint and varnish remover, and cleaning and degreasing agent; byproduct during the production of other compounds and pesticides
Glyphosate ppb	03/09/20	N/D	NA	700	900	Runoff from herbicide use

Table 5. Detection of Contaminants with a Secondary Drinking Water Standard

Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	SMCL	PHG (MCLG)	Typical Source of Contaminant
None						

Table 6. Detection of Unregulated Contaminants

Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	Notification Level	Health Effects
Vanadium ppb	03/20/2017	27	NA	50ppb	Vanadium exposures resulted in developmental and reproductive effects in rats.

Additional General Information on Drinking Water

Drinking water, including bottled water, may reasonably be expected to contain at least small amounts of some contaminants. The presence of contaminants does not necessarily indicate that the water poses a health risk. More information about contaminants and potential health effects can be obtained by calling the U.S. EPA's Safe Drinking Water Hotline (1-800-426-4791).

Some people may be more vulnerable to contaminants in drinking water than the general population. Immuno-compromised persons such as persons with cancer undergoing chemotherapy, persons who have undergone organ transplants, people with HIV/AIDS or other immune system disorders, some elderly, and infants can be particularly at risk from infections. These people should seek advice about drinking water from their health care providers. U.S. EPA/Centers for Disease Control (CDC) guidelines on appropriate means to lessen the risk of infection by *Cryptosporidium* and other microbial contaminants are available from the Safe Drinking Water Hotline (1-800-426-4791).

Lead-Specific Language: If present, elevated levels of lead can cause serious health problems, especially for pregnant women and young children. Lead in drinking water is primarily from materials and components associated with service lines and home plumbing. [Enter Water System's Name] is responsible for providing high quality drinking water, but cannot control the variety of materials used in plumbing components. When your water has

been sitting for several hours, you can minimize the potential for lead exposure by flushing your tap for 30 seconds to 2 minutes before using water for drinking or cooking. [Optional: If you do so, you may wish to collect the flushed water and reuse it for another beneficial purpose, such as watering plants.] If you are concerned about lead in your water, you may wish to have your water tested. Information on lead in drinking water, testing methods, and steps you can take to minimize exposure is available from the Safe Drinking Water Hotline (1-800-426-4791) or at <http://www.epa.gov/lead>.

Additional Special Language for Nitrate, Arsenic, Lead, Radon, and *Cryptosporidium*: [Enter Additional Information Described in Instructions for SWS CCR Document]

State Revised Total Coliform Rule (RTCR): Not detectable at testing limit N/D

Summary Information for Violation of a MCL, MRDL, AL, TT, or Monitoring and Reporting Requirement

Table 7. Violation of a MCL, MRDL, AL, TT or Monitoring Reporting Requirement

Violation	Explanation	Duration	Actions Taken to Correct Violation	Health Effects Language
Synthetic organic chemical waver	SOC Monitoring	03/01/2023	Fill out the waver on 2/12/21	NA

For Water Systems Providing Groundwater as a Source of Drinking Water

Table 8. Sampling Results Showing Fecal Indicator-Positive Groundwater Source Samples

Microbiological Contaminants (complete if fecal-indicator detected)	Total No. of Detections	Sample Dates	MCL [MRDL]	PHG (MCLG) [MRDLG]	Typical Source of Contaminant
<i>E. coli</i>	None	None	0	(0)	Human and animal fecal waste
Enterococci	None	None	TT	N/A	Human and animal fecal waste
Coliphage	none	none	TT	N/A	Human and animal fecal waste

Summary Information for Fecal Indicator-Positive Groundwater Source Samples, Uncorrected Significant Deficiencies, or Violation of a Groundwater TT

Special Notice of Fecal Indicator-Positive Groundwater Source Sample: None

Special Notice for Uncorrected Significant Deficiencies: None

Table 9. Violation of Groundwater TT

Violation	Explanation	Duration	Actions Taken to Correct Violation	Health Effects Language
None	[Enter Explanation]	[Enter Duration]	[Enter Actions]	[Enter Language]
None	[Enter Explanation]	[Enter Duration]	[Enter Actions]	[Enter Language]



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022/2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Biggs Unified School District District CDS Code: 61408

Name of County: Butte County CDS Code: 04

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 05/04/2022 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Doug Kaelin Superintendent

Name

Signature

Title

530-868-1615

530-868-1281

May 6, 2022

Fax Number

Telephone Number

Date

300 B Street, Biggs, CA 95917

Mailing Address

dkaelin@biggs.org

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

3

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

2

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. We use California State University, Chico

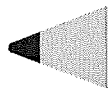
Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 2

If yes, list each college or university with which you participate in an internship program.

- California State University, Sacramento
- Brandman University
- California State University, Chico

If no, explain why you do not participate in an internship program.



CHRISTY WHITE

Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

March 25, 2022

Governing Board and Management
Biggs Unified School District
300 B St.
Biggs, CA 94917-9732

We are pleased to confirm our understanding of the services we are to provide Biggs Unified School District for the fiscal years ending June 30, 2022, 2023 and 2024.

Audit Scope

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of Biggs Unified School District as of and for the fiscal years ending June 30, 2022, 2023 and 2024. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Biggs Unified School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Biggs Unified School District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion & Analysis
2. Budgetary Comparison Schedule
3. Schedule of Changes in OPEB Liability and Related Ratios
4. Schedules of District's Proportionate Share of Net Pension Liability
5. Schedules of District Contributions

We have also been engaged to report on supplementary information other than RSI that accompanies Biggs Unified School District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements.

1. Schedule of expenditures of federal awards (if Uniform Guidance applies*).
2. Other schedules and/or information as required by the State Controller's Office.

**A Federal Single Audit under Uniform Guidance is applicable in any year that Biggs Unified School District expends more than \$750,000 in Federal funds.*

348 Olive Street
San Diego, CA
92103
O: 619-270-8222
F: 619-260-9085
christywhite.com

Audit Objectives

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), if applicable.
- An opinion (or disclaimer of opinion) on the District's compliance with the types of compliance requirements described in the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810.

Auditor's Responsibilities

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; the provisions of the Uniform Guidance (if applicable), and the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance (if applicable), and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the school district or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention.

We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the school district's ability to continue as a going concern for a reasonable period of time.

Audit Procedures – Internal Controls

We will obtain an understanding of the school district and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance (if applicable), we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Biggs Unified School District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

When applicable, the Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the OMB Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of Biggs Unified School District 's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Biggs Unified School District 's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of Biggs Unified School District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Management Responsibilities

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and complete-ness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance (if applicable); (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the school district involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the school district received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the school district complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, when required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance (if applicable). You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance (if applicable); (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance (if applicable); (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information on the website with the original document.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Reporting

We will issue written reports upon completion of our audit. Our reports will be addressed to the Governing Board of Biggs Unified School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. If issued, the Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

With regard to including the auditor's report in an exempt offering document, you agree that the aforementioned auditor's report, or reference to Christy White, Inc, will not be included in any such offering document without our prior permission or consent. Any agreement to perform work in connection with an exempt offering document, including an agreement to provide permission or consent, will be a separate engagement.

Audit Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing. We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If, for whatever reason, your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide an electronic and up to ten copies of our reports to the school district; however, management is responsible for distribution of the reports and the financial statements. We will file the report with the Office of the State Controller, California Department of Education, and the Butte County Office of Education by the published deadline. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

By your signature below, you acknowledge the audit documentation for this engagement is the property of Christy White, Inc and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Office of the State Controller or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Christy White, Inc personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the Office of the State Controller. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation. Christy White, Inc does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. It is your responsibility to retain and protect your records (which includes any work product we provide to you as well as any records that we return) for possible future use, including potential examination by any government or regulatory agencies. Christy White, Inc does not accept responsibility for hosting client information; therefore, you have the sole responsibility for ensuring you retain and maintain in your possession all your financial and non-financial information, data and records.

We expect to begin our audit as soon as possible and to issue our reports by the published deadline. The maximum annual fee for auditing services under the terms of this agreement shall not exceed the following agreed upon amounts:

	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Annual Audit Fees	\$ 26,750	\$ 28,088	\$ 29,492

The maximum annual fee for auditing services shall not exceed the above amounts, with the exception that any auditing services provided for (1) significant changes in District audit requirements as stated in *Government Auditing Standards* or the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* issued by the Education Audit Appeals Panel, or (2) any changes in the number of funds or accounts maintained by the Biggs Unified School District during the period under this agreement, shall be in addition to the above maximum fee.

Our invoices for these fees will be rendered upon completion of fieldwork as follows: 25% of contract upon completion of site testing and/or planning, 25% of contract upon completion of interim testing and 50% of contract upon completion of year end fieldwork and are payable on presentation. In accordance with Education Code Section 14505 as amended, ten percent (10%) of the audit fee shall be withheld pending certification of the audit report by the Office of the State Controller and fifty percent (50%) of the audit fee shall be withheld for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to the reporting provisions of the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination.

If any dispute arises among the parties hereto, the parties agree to first try in good faith to settle the dispute by mediation under Rules for Professional Accounting and Related Services Disputes before resorting to litigation. Costs of any mediation proceeding shall be shared equally by all parties.

Client and accountant both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration. Such arbitration shall be binding and final. In agreeing to arbitration, we both acknowledge that in the event of a dispute over fees charged by the accountant, each of us is giving up the right to have the dispute in a court of law before a judge or jury and instead we are accepting the use of arbitration for resolution.

This audit contract is null and void if the firm is declared ineligible to audit K-12 school districts pursuant to subdivision (c) of Education Code Section 41020.5. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

The first period to be audited shall be for the fiscal year ending June 30, 2022 and is subject to extension for up to two additional fiscal years, if agreeable to the auditors and the District. The agreement may be cancelled annually if notified by the client or auditor by February 15 of each year. Additional extensions beyond 2024 may be secured on a year by year basis, subject to the agreement of the District and the auditor.

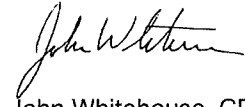
Professional standards require us to be independent with respect to the company. Any discussions with our personnel regarding employment could pose a threat to our independence. Therefore, you agree to inform the engagement partner before having any such discussions.

In accordance with *Government Auditing Standards*, upon request, we will provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract.

Christy White, Inc has a non-licensee owner who may provide client services in your contract under the supervision of licensed owner.

We appreciate the opportunity to be of service to the Biggs Unified School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



John Whitehouse, CPA
Partner
Christy White, Inc

RESPONSE:

This letter correctly sets forth the understanding of Biggs Unified School District.



Lorelle Mudd (Apr 4, 2022 09:18 PDT)

Signature

CBO

Title

Apr 4, 2022

Date

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

**UPK Planning Template
Self-Certification**

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Biggs Unified School District	Doug Kaelin, Superintendent	dkaelin@biggs.org	530)868-1281

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

[Empty text box for answer]

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	14	7	12	14	16	16
CSPP (if applicable)						

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	1	1	1	1	1
CSPP Classrooms	0	0	0	0	0	0
Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	1	1	1	1
TK Teacher's Assistants	1	1	1	1	1	1

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	0					
Other CSPP Classroom Staff (if applicable)	0					
Early Education District-level staffing (if applicable)	0					

- As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
4	3	3	3	3	3

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Head Start						
ASES Program/ELO-P						

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?

Transitional Kindergarten (TK) provides a critical pathway between pre-school and Kindergarten. The district's vision is to provide a quality education for small groups of TK students, in order to build a strong foundation for future academic learning.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

Local extended learning program partnerships will include the following agencies: After School Program (ASP).

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

The partner organization(s) and the LEA will meet 3 times a year to ensure students within district are receiving the appropriate extended learning support as outline by code.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

The Superintendent will oversee the UPK program, including the development and implementation of approved TK curriculum. The site principal will monitor the TK class and work with the teacher on a regular basis to ensure both social/emotional and academic curriculum presented aligns with the California Preschool Curriculum Framework. The Director of Student Supports and Services will be the contact person for ensuring our TK students with Individualized Education Plans (IEPs) are served appropriately. The Human Resource Department will ensure each TK credentialed teacher has the proper credential or qualifications to teach TK. The facilities department will work closely with all sites that have a TK program to ensure that each classroom's needs are met. The classroom teacher will administer and collect data to monitor and plan next steps for student academic growth. In addition, the teacher will be responsible for ensuring any English Language Learner is provided the appropriate English Language Development (ELD) Standards during lessons. The Superintendent, site principal and the partnering agency will meet on a regular basis to discuss how the support for students attending the extended learning opportunities is progressing

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

The site principal and/or district leadership will conduct community meetings to gather information to inform decision making. Meetings with TK staff and the site principal will be on-going when making decision are necessary. When necessary, the School Board will be presented with information and updates for the UPK program.

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

The TK program will be aligned with the following goals from the district LCAP:

Goal 1: Provide an equitable and rigorous standards-based curriculum fully aligned with the California State Content Standards. (CA Preschool Curriculum Frameworks)

Goal 2: Provide standards-based curriculum that inspires all students to achieve college/career readiness and grade level/subject proficiency, through a multi-tiered system of support.

Goal 3: Create a culture of excellence (students, staff, parents) that elevates opportunities that foster a positive, unified school community reflective of a strong attendance rate and low chronic absenteeism, dropout, suspension and expulsion rates

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

Identified Special Education TK students will be provided a Free and Appropriate Public Education (FAPE) like all other eligible TK students. Students in need of additional supports identified in their IEPs will be provided with the appropriate services. The TK teacher will work closely with the SPED teacher to provide any necessary accommodations or modifications needed. If additional training is needed for the general education teacher, the Student Support and Services department will provide the professional development.

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

The district will provide time for collaborative partnership meetings between all involved partners to discuss any concerns, changes, or next steps needed to support the program.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK and kindergarten combination classes

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Full Day TK

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

Biggs Unified has only one elementary school in the district that serves TK-K students. The elementary school has been offering a full day TK class for the past eight years.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

a. 2022–23 (Birthdays February 3 or after) [select one]

Maybe

b. 2023–24 (Birthdays April 3 or after) [select one]

Maybe

c. 2024–25 (Birthdays June 3 or after) [select one]

Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA’s UPK Plan prioritize parental needs and choices?

The LEA will work closely with our parent, community members to ensure parent needs and learning choices are met. Available options for community based programs will be available for parent to review.

2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA’s UPK Plan?

Community engagement meetings with all partners will be scheduled to discuss the development of the UPK plan. The meeting will include time for each organization/program to share their thoughts and ideas on social/emotional and academic learning activities that would be most beneficial for the overall development of the TK student.

3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA’s attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?

Outreach meetings will be scheduled with local providers within the LEA's attendance boundaries. During these outreach meetings, an action plan will be developed that would include resources that parents could access for the various program opportunities within the community

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

The district plans to offer an open door communication process to develop a strong partnership between our early learning and care providers serving our students with disabilities. This partnership will strengthen all partners understanding of how best to support academic curriculum and enrichment activities that may not be available during the school day;

5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.

The TK instructional day will be as follows:

School hours will be from 8:15-2:10.

ELO-P hours will be offered from 2:10-5:15

The 30 additional days of learning opportunities will be a blend of summer school and intersession days.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

Parent Teacher Association Meetings

Family or parent surveys

District English Learner Advisory Committee (DELAC)

LCAP educational partners input sessions

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

The district currently employs one teacher in the TK program. Should any additional TK credentialed staff be needed, the LEA will work with Chico State University or any other Private College Teacher Credential Programs, to partner and recruit potential candidates for an open TK position. Qualified para professionals who meet district hiring criteria will be considered for support in the TK classrooms. When possible, candidates will have early childhood education experience

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

The LEA will invite the early learning and care provider partners to participate in professional district learning opportunities.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:
 - a. Who will receive this professional learning?
 - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)

- ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
- b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions
 - ii. Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
 - iii. Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
 - iv. Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
 - v. Implicit bias and culturally- and linguistically-responsive practice
 - vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
 - vii. Curriculum selection and implementation
 - viii. Creating developmentally-informed environments
 - ix. Administration and use of child assessments to inform instruction
 - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - xii. Engaging culturally- and linguistically-diverse families
- c. How will professional learning be delivered?
 - i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. Internally-delivered professional learning workshops and trainings
 - v. Operating an induction program
 - vi. Partnerships with local QCC professional learning in CSPP settings
 - vii. In mixed groupings (for example, TK and CSPP teachers)

Professional learning opportunities will be provided to all staff (certificated and classified, as well as community partners for extended learning) that would benefit from the professional learning topic. Social Emotional Learning (SEL) strategies and curriculum design will be offered according to the Pre School Curriculum Frameworks or grade level content for higher grades. The professional learning will be offered mainly after school and delivered in an interactive session.

- 4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

The LEA will facilitate a district early education leadership team that includes TK-3 (as the program expands) the site principal and classified who work within the programs,

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

- 1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

LEA-based, grade level benchmarks and a report card

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Effective adult-child interactions

Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

Administration and use of child assessments to inform instruction

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

The curriculum for UPK classrooms will be designed using the CA Preschool Learning Foundations and CA Preschool Curriculum Frameworks. This curriculum will be designed using a combination of slides with embedded content, songs, videos, and visuals to support both SEL and academic content learning.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

The district currently has a TK program and will continue to enhance the present program, meeting with other teachers from other districts to share ideas

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

The district will utilize the school wide focus of Positive Behavior Intervention Strategies to teach and support TK students to interact positively within the classroom and across the school. Routines will be established to provide continuity and effective use of time.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

The TK teacher will meet on a regular basis with the Kindergarten team to plan a scope and sequence and to ensure the programs align with each other.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

The general education classroom teachers and the students services team collaborate, plan, and schedule times when both students with disabilities and general education students work side by side.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

The LEA will continue to monitor both designated and integrated ELD programs to ensure all students progress on the ELPAC until they are ready for reclassification.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

The district does not currently have dual language learners.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

English-only instruction with home-language support

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

English-only instruction with home-language support

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

Provide additional staff to support participation in instruction

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

Other [describe, open response]

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

The school wide PBIS expectations to Be Respectful, Be Responsible, and Be Safe are consistent and are taught to all students for the various areas on campus (bathrooms, classroom, hallways, cafeteria, playground). TK/K students are provided their own recess place and time. In the cafeteria, the students are seated at their assigned tables. Big Buddy classes are assigned between lower/upper grade classes to promote collaboration amongst all students regardless of age.

2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.

The district will offer transportation to and from school, including transition to extended learning.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

The TK students have access to meals that include before school breakfast, mid-morning snack, and a lunch. Snacks are brought to the classroom to be eaten at snack recess.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

The LEA will provide families information to provide parents informed choices in their decision making to access UPK at the school or attend other early education programs.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

Yes

- i. If no, how many more classrooms does the LEA need? [identify number, open response]
[Redacted]
- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]
[Redacted]
3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]
Yes [Redacted]
- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
[Redacted]
4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
Yes [Redacted]
- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
[Redacted]
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
Yes [Redacted]
- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]
[Redacted]
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
Apparatus area [Redacted]
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
Transportation to and from the TK program [Redacted]
8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?
no [Redacted]

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

Support for parent surveys to gauge interest in service delivery models

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)

Technical assistance on how to integrate UPK and P-3 in the district LCAP

Guidance on best practices for smooth transitions through the P-3 continuum

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

Support for parent surveys and engagement activities to understand parent needs and support authentic choice

Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children

Increasing UPK enrollment and parent awareness of programs

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)

Creating professional learning opportunities to provide site leaders with more early childhood knowledge

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Administration and use of child assessments to inform instruction

Curriculum selection and implementation

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Classroom observations and demonstration lessons with colleagues

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

Guidance on how to adopt the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks into a specific UPK setting (for example, mixed-age classrooms)

Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities

Supporting students' home language and English language development

Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?

2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?

yes

3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?

Biggs Unified School District has one school site that houses P-3 students

4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?

The district will communicate throughs web-page, emails and other useful technologies

5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?

2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Biggs Elementary School	04614086002943	April 15, 2021	May 5, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As a Title I Schoolwide Program, Biggs Elementary School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, the i-Ready program, and running records, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with BUSD LCAP goals. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The Biggs Elementary School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A variety of surveys were conducted to gather information about distance learning and technology needs for students, parents, and staff. The data collected showed that all students and staff needed 1:1 devices for at-home learning, and approximately 35% of students needed access to WiFi. Teacher results showed that all teachers needed distance learning training and additional classroom support during hybrid learning.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are made weekly and teacher evaluations were conducted following the evaluation process outlined in the Biggs Unified Teacher's Contract. The summary of findings determined the need to enhance our academic programs and increase the rigor within our core curriculums.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The school uses data from state and local assessments to guide instruction. Assessments include SBAC assessments, grade level benchmark assessments and common teacher-designed formative assessments. Assessments are aligned with state content standards and Common Core standards. Teachers and the principal analyze data collaboratively. The school uses data analysis to support instructional decision-making. (ESEA) (See Local Assessment Measure in the Appendices)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The district uses iReady diagnostics to provide ongoing data for analysis. Trimester SBAC Interim and Benchmark assessment data is analyzed by grade level and formative assessment data are analyzed by teacher teams and individual teachers.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers and instructional aides meet ESEA requirements for highly qualified staff. All teachers have CLAD certification. Recruitment and hiring practices include the requirement of appropriate credentials and certifications.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are provided training on adopted instructional materials at the time of the adoption and for teachers new to the adopted materials. Teachers collaborate on effective program implementation.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is aligned with the LEA plan strategies and an analysis of needs based on student assessment data. All professional development is aligned with the state content standards and effective instructional practices with a focus on improving student achievement. The school conducts a professional development needs survey annually to guide planning. The District Advisory Committee and School Site Council oversee professional development planning and evaluation.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Opportunities for training with the newly adopted iReady program were provided. Content experts are available to coach teachers as needed through district resources Butte County Office of Education.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Specific collaboration time is allocated monthly. The teachers collaborate on an on-going basis.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional material and instructional practices are aligned with state content standards through the use of state-adopted materials and state curriculum frameworks. All adoptions are current and aligned with the state adoption cycle.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school adheres to all instructional minutes as required.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers collaborate on curriculum pacing guides. These pacing guides support the use of common assessments. Essential standards are being defined for each trimester of instruction. The school has a flexible schedule to accommodate for intervention support services.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups are provided standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The district has adopted and implemented state approved instructional materials in all core content areas. Intervention materials include researched-based instructional materials and strategies.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The school uses Response to Intervention (RtI) support on-going intervention. Classroom teachers provide differentiated instruction. Specific intervention programs have been implemented. Small class size and small group instruction and instructional aides are also utilized for academic support to help students meet state standards.

Evidence-based educational practices to raise student achievement

Research based educational practices include: use of data to drive instruction, standards-based instruction, use of interventions for language acquisition, reading fluency, vocabulary and comprehension; and mathematics computation and problem-solving.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The LEA plan and School Parent Involvement Procedures define the requirement for parent involvement opportunities. The school has a School Compact. Back-to School Night and Open House provide parents with information about the instructional program. Numerous opportunities for parent volunteers are offered. Parents are encouraged to participate on the School Site Council and parent association.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The District Advisory Committee, which represents all stakeholders, develops, updates and evaluates the effectiveness of the LEA Plan. The DAC reviews and contributes to the evaluation of categorical programs and annually approves the Consolidated Application for categorical funds. The School Site Council develops and approves the School Plan for Student Achievement (SPSA) and contributes to the annual evaluation of categorical programs that serve the school.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services from categorical funds that support the school include special education and LCFF Supplemental and Concentration Grant Funding. The School Site Council coordinates all available budget resources to accomplish planned improvements for student achievement and to maximize all available resources.

Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized and allocated with the Local Educational Agency Plan (LEA) and the School Plan for Student achievement (SPSA) and the Essential Program Components (EPCs)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results

Nominations for teacher members of the School Site Council were requested to submit names to the school principal. Ballots were sent out in late August voting closed on September 1st and members were announced to staff and families on September 10th. The entire School Site Council met together. Parents were: Kelly Lewis, Chondra Gutierrez, Molly Williams, Angela Closson, and Ashley Tanner. Teachers: Tammie Loftin, Holly Perkins, Renee Personius. Classified/Other Staff: Melissa Green (SLP).

SSC and ELAC Meeting Dates and Topics

September 11, 2019, Overall Budget updates were shared with SSC regarding allocations for the year. Due to the Pandemic, some services could not be completed as planned for. Discussion around school events, activities, DELAC, ELAC, and meeting dates were set for the year.

October 9, 2019 Increase allocations were discussed and the resulting funds were allocated for. ELAC was discussed as well as school events and the ongoing pandemic. Input and discussion with SSC regarding School Parent Involvement Policy And School Compact.

April 11, 2020 The SSC met to finalize the School Plan for the 2020-2021 school year. It was sent to the school board for approval. Student data discussed and reviewed briefly with the interventions listed in the SPSA. Discussion centered on the areas of Distance Learning, Attendance, Academics

(ELA and Math), English Learner Performance, Discussion around school events, activities, DELAC and ELAC (attendance monitoring, attendance incentives).

SSC discussion on SPSA for Next Year Current Strategies were shared:

Goal 1: Academic Improvement in ELA/Math - Strategy 1: Collaboration for Teachers, Strategy 2: Extra Duty Interventions, Strategy 3: Materials (iReady), Strategy 4: Paraprofessionals for Classroom Intervention

Goal 2: Parent Community Partnerships - Strategy 1: Parent Support/Materials/Translation, Strategy 2: Parent Engagement Meetings

Goal 3: Maintain Healthy and Safe Learning Environment, Strategy 1: Supervision Aides/Recess support, Strategy 2: Behavioral Intervention Systems, Strategy 3: School-Wide Counseling Lessons
4: Prevention Specialist

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

At Biggs Elementary School there are many opportunities available to increase the social and academic performance of students. 69.5% of all students that attend the school are Socioeconomically Disadvantaged. Approximately 12% of all students are English Learners. The apparent inequities based on our needs assessment are access to mental health services, access to after-school supports, access to technology and internet services, and postsecondary education opportunities for adults living in the home. Biggs Elementary School has attempted to combat these inequities by partnering with Butte County Victor Counseling services, adding a school site counselor to the campus, providing students with 1:1 devices and hotspots when needed, and opening an after-school program through Butte County Office of Education.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.82%	1.06%	0.9%	3	4	3
African American	3.3%	3.19%	3.9%	12	12	13
Asian	1.92%	1.6%	2.4%	7	6	8
Filipino	%	0%	%		0	
Hispanic/Latino	36.81%	34.57%	40.2%	134	130	136
Pacific Islander	0.55%	0.8%	0.6%	2	3	2
White	56.32%	58.51%	51.8%	205	220	175
Multiple/No Response	0.27%	0.27%	0.3%	1	1	1
Total Enrollment				364	376	338

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	68	66	49
Grade 1	36	44	43
Grade 2	40	37	40
Grade3	39	41	31
Grade 4	37	35	34
Grade 5	25	37	33
Grade 6	33	30	37
Grade 7	48	41	32
Grade 8	38	45	39
Total Enrollment	364	376	338

Conclusions based on this data:

1. enrollment is declining in kindergarten
2. white and Hispanic student are the majority of students

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	49	43	40	13.5%	11.4%	11.8%
Fluent English Proficient (FEP)	28	31	32	7.7%	8.2%	9.5%
Reclassified Fluent English Proficient (RFEP)	1	9	3	1.7%	18.4%	7.0%

Conclusions based on this data:

1. EL population is remaining consistent
2. percent of EL in 2021 drop 10% over 19-20

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37	37	35	37	36	0	37	36	0	100	97.3	0.0
Grade 4	30	39	35	30	38	0	30	38	0	100	97.4	0.0
Grade 5	37	27	32	37	27	0	37	27	0	100	100	0.0
Grade 6	35	31	40	34	31	0	34	31	0	97.1	100	0.0
Grade 7	36	49	32	36	48	0	36	48	0	100	98	0.0
Grade 8	49	45	42	49	42	0	49	42	0	100	93.3	0.0
All Grades	224	228	216	223	222	0	223	222	0	99.6	97.4	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2380.	2384.		2.70	11.11		16.22	19.44		43.24	30.56		37.84	38.89	
Grade 4	2412.	2418.		10.00	7.89		10.00	23.68		26.67	15.79		53.33	52.63	
Grade 5	2431.	2460.		8.11	3.70		18.92	25.93		16.22	29.63		56.76	40.74	
Grade 6	2491.	2480.		8.82	9.68		26.47	25.81		29.41	19.35		35.29	45.16	
Grade 7	2484.	2529.		0.00	10.42		13.89	31.25		50.00	25.00		36.11	33.33	
Grade 8	2513.	2478.		0.00	0.00		32.65	11.90		26.53	38.10		40.82	50.00	
All Grades	N/A	N/A	N/A	4.48	7.21		20.63	22.97		31.84	26.58		43.05	43.24	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.11	13.89		45.95	52.78		45.95	33.33	
Grade 4	13.33	10.53		40.00	47.37		46.67	42.11	
Grade 5	10.81	3.70		37.84	66.67		51.35	29.63	
Grade 6	14.71	19.35		38.24	29.03		47.06	51.61	
Grade 7	5.56	16.67		36.11	41.67		58.33	41.67	
Grade 8	10.20	4.76		36.73	50.00		53.06	45.24	
All Grades	10.31	11.71		39.01	47.30		50.67	40.99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2.70	8.33		54.05	41.67		43.24	50.00	
Grade 4	6.67	5.26		36.67	44.74		56.67	50.00	
Grade 5	13.51	3.70		32.43	66.67		54.05	29.63	
Grade 6	17.65	16.13		52.94	48.39		29.41	35.48	
Grade 7	11.11	22.92		47.22	52.08		41.67	25.00	
Grade 8	8.16	7.14		55.10	47.62		36.73	45.24	
All Grades	9.87	11.26		47.09	49.55		43.05	39.19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.11	13.89		70.27	66.67		21.62	19.44	
Grade 4	10.00	10.53		63.33	60.53		26.67	28.95	
Grade 5	8.11	3.70		45.95	66.67		45.95	29.63	
Grade 6	5.88	16.13		67.65	58.06		26.47	25.81	
Grade 7	0.00	12.50		63.89	62.50		36.11	25.00	
Grade 8	6.12	2.38		61.22	52.38		32.65	45.24	
All Grades	6.28	9.91		61.88	60.81		31.84	29.28	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2.70	11.11		51.35	50.00		45.95	38.89	
Grade 4	6.67	7.89		46.67	55.26		46.67	36.84	
Grade 5	13.51	14.81		35.14	40.74		51.35	44.44	
Grade 6	20.59	9.68		50.00	48.39		29.41	41.94	
Grade 7	0.00	20.83		69.44	47.92		30.56	31.25	
Grade 8	6.12	2.38		67.35	42.86		26.53	54.76	
All Grades	8.07	11.26		54.26	47.75		37.67	40.99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our current state adopted ELA curriculum is not aligned with California Common Core and consequently supplementary materials were purchased to address California Common Core standards and the CAASPP test.
2. Students needed to become more familiar with the format of the test and consequently we will be administering SBAC interim tests this year twice prior to the CAASPP testing session.
3. Data analysis of both the interim tests and curriculum embedded assessments will be utilized to determine student weaknesses and strengths and interventions will be aligned to achieve student mastery of common core standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37	38	35	37	36	0	37	36	0	100	94.7	0.0
Grade 4	30	39	35	30	38	0	30	38	0	100	97.4	0.0
Grade 5	37	27	32	37	27	0	37	27	0	100	100	0.0
Grade 6	35	31	40	34	31	0	34	31	0	97.1	100	0.0
Grade 7	36	49	32	36	48	0	36	48	0	100	98	0.0
Grade 8	49	45	42	49	42	0	49	42	0	100	93.3	0.0
All Grades	224	229	216	223	222	0	223	222	0	99.6	96.9	0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2379.	2383.		2.70	8.33		18.92	16.67		27.03	22.22		51.35	52.78	
Grade 4	2397.	2415.		0.00	7.89		13.33	7.89		36.67	36.84		50.00	47.37	
Grade 5	2418.	2408.		8.11	0.00		2.70	3.70		13.51	18.52		75.68	77.78	
Grade 6	2462.	2414.		5.88	6.45		14.71	9.68		26.47	9.68		52.94	74.19	
Grade 7	2428.	2492.		0.00	8.33		2.78	12.50		13.89	39.58		83.33	39.58	
Grade 8	2470.	2424.		0.00	0.00		14.29	2.38		28.57	11.90		57.14	85.71	
All Grades	N/A	N/A	N/A	2.69	5.41		11.21	9.01		24.22	24.32		61.88	61.26	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.41	11.11		35.14	36.11		59.46	52.78	
Grade 4	3.33	10.53		30.00	23.68		66.67	65.79	
Grade 5	8.11	0.00		8.11	14.81		83.78	85.19	
Grade 6	2.94	6.45		41.18	16.13		55.88	77.42	
Grade 7	0.00	10.42		13.89	39.58		86.11	50.00	
Grade 8	4.08	0.00		32.65	11.90		63.27	88.10	
All Grades	4.04	6.76		26.91	24.77		69.06	68.47	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.11	19.44		37.84	36.11		54.05	44.44	
Grade 4	6.67	7.89		30.00	42.11		63.33	50.00	
Grade 5	8.11	0.00		18.92	25.93		72.97	74.07	
Grade 6	8.82	3.23		41.18	29.03		50.00	67.74	
Grade 7	0.00	12.50		27.78	39.58		72.22	47.92	
Grade 8	2.04	0.00		55.10	16.67		42.86	83.33	
All Grades	5.38	7.66		36.32	31.98		58.30	60.36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.41	5.56		48.65	38.89		45.95	55.56	
Grade 4	3.33	13.16		33.33	39.47		63.33	47.37	
Grade 5	5.41	0.00		24.32	29.63		70.27	70.37	
Grade 6	8.82	0.00		38.24	38.71		52.94	61.29	
Grade 7	2.78	8.33		33.33	50.00		63.89	41.67	
Grade 8	2.04	0.00		46.94	42.86		51.02	57.14	
All Grades	4.48	4.95		38.12	40.99		57.40	54.05	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our current state adopted math curriculum is not aligned with California Common Core and consequently supplementary materials were purchased to address California Common Core standards and the CAASPP test.
2. Students needed to become more familiar with the format of the test and consequently we will be administering SBAC interim tests this year twice prior to the CAASPP testing session.
3. Data analysis of both the interim tests and curriculum embedded assessments will be utilized to determine student weaknesses and strengths and interventions will be aligned to achieve student mastery of common core standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	6
1	*	*	*	*	*	*	*	*	*	*	*	4
2	*	*	*	*	*	*	*	*	*	*	*	9
3	*	*	*	*	*	*	*	*	*	*	*	2
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*	*	*	*	*	*	*	*	*	*	3
6	*	*	*	*	*	*	*	*	*	*	*	5
7	*	*	*	*	*	*	*	*	*	*	*	4
8	*	*	*	*	*	*	*	*	*	*	*	3
All Grades											54	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.48	*	12.50	33.33	*	37.50	25.93	*	27.50	*	*	22.50	54	*	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.30	*	22.50	27.78	*	45.00	*	*	17.50	*	*	15.00	54	*	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	10.00	38.89	*	15.00	31.48	*	37.50	*	*	37.50	54	*	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.85	*	10.00	42.59	*	82.50	*	*	7.50	54	*	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
7	*	*	*		*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	61.11	*	37.50	*	*	45.00	20.37	*	17.50	54	*	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	12.50	55.56	*	37.50	25.93	*	50.00	54	*	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	*	7.50	59.26	*	57.50	*	*	35.00	54	*	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
338	69.5	11.8	1.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	11.8
Foster Youth	4	1.2
Homeless	31	9.2
Socioeconomically Disadvantaged	235	69.5
Students with Disabilities	46	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	3.8
American Indian or Alaska Native	3	0.9
Asian	8	2.4
Filipino		
Hispanic	136	40.2
Two or More Races	1	0.3
Native Hawaiian or Pacific Islander	2	0.6
White	175	51.8

Conclusions based on this data:

1. Percentage of students in each subgroup stayed consistent.

2. Over half of Biggs Elementary School students fall within socioeconomically disadvantage subgroup.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Red	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. All areas on the performance dashboard are of concern.
2. The schools main focus is on math and chronic absenteeism.
3. COVID, school closures, and absences due to illness continue to have an impacted in these areas.

School and Student Performance Data

Academic Performance English Language Arts

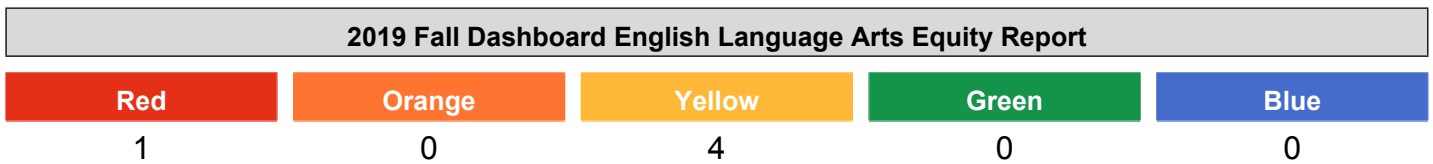
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 50.4 points below standard Increased ++6.7 points 200	<p>English Learners</p> Yellow 61.9 points below standard Increased Significantly ++21.6 points 40	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color 82.1 points below standard Increased Significantly ++10.1 points 22	<p>Socioeconomically Disadvantaged</p> Yellow 58.2 points below standard Increased ++11.1 points 153	<p>Students with Disabilities</p> Red 117.9 points below standard Declined -14.2 points 34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 68.5 points below standard Increased ++4 points 77	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 35.8 points below standard Increased ++4 points 109

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.1 points below standard Increased Significantly ++16.8 points 25	25 points below standard Increased ++13.5 points 15	46.5 points below standard Maintained -0.4 points 149

Conclusions based on this data:

- In 2019, all students ELA scores increased by 6.7 points.
- In 2019, all subgroup data showed an increase in points with the exception of special education which decrease by 14.2.
- In 2019-20, Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the school year, thus no data is available to report for this year.

School and Student Performance Data

Academic Performance Mathematics

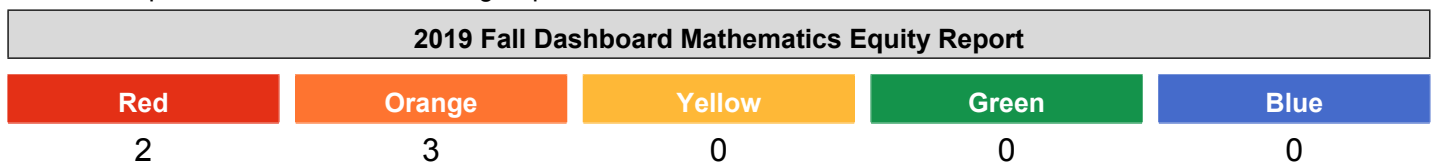
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 98.3 points below standard Increased ++3.2 points 200	<p>English Learners</p> Orange 102.5 points below standard Increased Significantly ++22.8 points 40	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color 111.6 points below standard Increased Significantly ++20.1 points 22	<p>Socioeconomically Disadvantaged</p> Orange 105.6 points below standard Increased ++6.4 points 153	<p>Students with Disabilities</p> Red 156.9 points below standard Maintained 0 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Red 113.1 points below standard Maintained ++1.8 points 77		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 87.8 points below standard Maintained ++2.5 points 109

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
128.6 points below standard Increased Significantly ++22.1 points 25	59 points below standard Increased Significantly ++28.7 points 15	96.4 points below standard Maintained -0.7 points 149

Conclusions based on this data:

1. In 2019, all students math scores increased by 3.2 points.
2. In 2019, all subgroup data showed an increase in points with the exception of special education.
3. In 2019-20, Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the school year, thus no data is available to report for this year.

School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
+8.9 making progress towards English language proficiency
Number of EL Students: 59
Performance Level: Increased

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	11	8	10

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
5	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Red 25.4 Increased Significantly +7 406	<p>English Learners</p> Orange 16.9 Increased +8.9 59	<p>Foster Youth</p> No Performance Color 36.4 11
<p>Homeless</p> Red 32.8 Maintained +0.3 58	<p>Socioeconomically Disadvantaged</p> Red 29 Increased Significantly +8.3 297	<p>Students with Disabilities</p> Red 34.8 Increased +6.5 69

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">14.3</p> <p align="center">Increased +6</p> <p align="center">14</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">4</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">8</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Red</p> <p align="center">26.4</p> <p align="center">Increased +6.4</p> <p align="center">140</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">2</p>	<p align="center"></p> <p align="center">Red</p> <p align="center">26.6</p> <p align="center">Increased Significantly +8.7</p> <p align="center">237</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

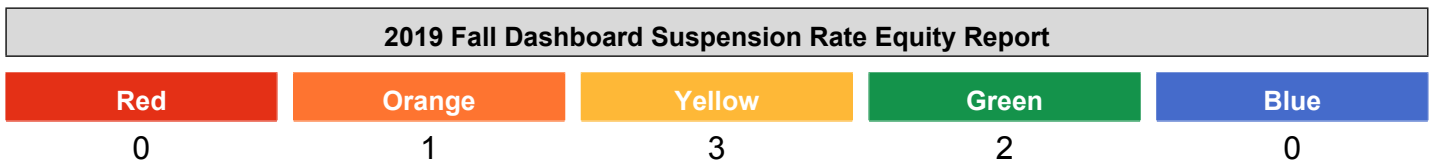
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>3.5</p> <p>Declined Significantly -2.5</p> <p>428</p>	<p>English Learners</p> <p>Yellow</p> <p>1.6</p> <p>Maintained +0.1</p> <p>61</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>14.3</p> <p>Declined -21.4</p> <p>14</p>
<p>Homeless</p> <p>Green</p> <p>3</p> <p>Declined -1.6</p> <p>67</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>4.2</p> <p>Declined Significantly -3.4</p> <p>313</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>5.5</p> <p>Maintained +0.2</p> <p>73</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.9 Declined -10.8 17	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 8	
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.1 Declined -0.3 144	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2	 Yellow 4 Declined Significantly -4.6 251

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6	3.5

Conclusions based on this data:

- Discipline declined over the years which could be do to students not attending COVID

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English/Language Arts

LEA/LCAP Goal

- 1) Biggs Unified will provide quality teachers, materials and facilities.
- 2) Biggs Unified will raise pose high school preparations, including college and career readiness for all students.
- 3) Biggs Unified will create a safe, supportive and welcoming school climate to enhance the academic, social and emotional environment for student success.
- 4) Biggs Unified will design programs and activities to address diverse student academic needs.
- 5) Biggs Unified will create a celebratory school environment that engages staff, students, parents and the community.

Goal 1

All students at Biggs Elementary will meet grade level proficiency using the California standards for all academic subjects through best first instruction, targeted, small group interventions, and the implementation of practices and measures to support instructional strategies

Identified Need

California School Dashboard - English Learner Progress Indicator
All Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results.
Williams Textbook/Materials Compliance

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Biggs Elementary will meet grade level proficiency using the California standards for all academic subjects through best first instruction, targeted, small group interventions, and the implementation of practices and measures to support instructional strategies.

Strategy/Activity

Administration, Teachers, and Support Staff will participate in structured collaboration and Professional Development centered around student achievement. We will meet regularly in data teams and PLCs where the needs of all students will be identified, addressed, and monitored through analysis of multiple assessment measures and the results of these measures. The focus will be on ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
71000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Teacher assigned for training, direct instruction coaching, data analysis
10,000.00	ESSER III Subs for release time, training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Extended learning opportunities will be provided for students in need of academic and behavioral interventions: Counseling, Small Group Instruction, Before school, and Afterschool Monday through Thursday will be offered throughout the school year designed with goals of enhancing the learning for student identified at each grade level that need additional support.

Strategy/Activity

Extended learning opportunities for students were delivered virtually due to the COVID-19 Pandemic. Students were able to log into a Zoom meeting and get extra support in reading and foundational ELA skills. This was provided to students on an ongoing basis in the afternoons and Wednesdays even as some students returned to campus in the hybrid model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
90,145.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Hourly salaries
29,835.00	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students will be supported with the iReady and IXL Program and other online interventions during small group time, and after school.

Strategy/Activity

Students regularly tested in the program and the provided teachers with levels on how students were performing over the course of the year. As well as the purchase of additional peripherals for better interaction with students and teachers on zoom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22,970.00

5000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Software and Intervention Contracts I-ready

ESSER III
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Classroom paraprofessionals will provide support in school for reading and math in grades TK-5 in the form of small group instruction targeted to meet student needs based on academic performance data. Bilingual paraprofessionals will support ELL students in the area of increasing English proficiency across all content areas.

Strategy/Activity

Small groups were run by classroom paraprofessionals in breakout rooms run by non-teaching staff. This support was given to students during the online and hybrid teaching.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

56,502.00

26,349.00

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Emotional support counselor

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
principal sup

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the COVID-19 Pandemic, almost all of the actions could be carried out as intended, however, there were many opportunities for students to engage in extended learning opportunities as evidenced by the number of students that engaged in small group zoom sessions after their teaching sessions and on Wednesdays. Additionally, student progress was tracked through the i-Ready program that gave teachers and families valid data that explained how students were performing at a particular level.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding for the i-Ready program was moved into Title I as it was supplemental to the district's program and was used at Biggs Elementary as a supplemental assessment system to further inform instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

These actions will continue for the 2021-2022 school year to support students and teachers as we attempt to close the learning loss gap created by the COVID-19 Pandemic.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Community Involvement

LEA/LCAP Goal

- 1) Biggs Unified will provide quality teachers, materials and facilities.
- 2) Biggs Unified will raise pose high school preparations, including college and career readiness for all students.
- 3) Biggs Unified will create a safe, supportive and welcoming school climate to enhance the academic, social and emotional environment for student success.
- 4) Biggs Unified will design programs and activities to address diverse student academic needs.
- 5) Biggs Unified will create a celebratory school environment that engages staff, students, parents and the community.

Goal 2

Biggs Elementary is committed to increasing opportunities for families and the community to be meaningful partners in the education of our students. This target includes a focus on providing parent education workshops that will enhance the learning of our students and ensure that all student needs are being met.

Identified Need

Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, and parent conferences. These meetings will be held to inform parents of their child's language acquisition, attendance, achievement data, school year progress, and means by which to assist students at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, and parent conferences. These meetings will be held to inform parents of their child's language acquisition, attendance, achievement data, school year progress, and means by which to assist students at home.

Strategy/Activity

Due to the COVID-19 Pandemic, there were virtual parent engagement meetings that shared information about how to help their students and engage with State and Federal Programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

LCFF
5000-5999: Services And Other Operating Expenditures
Computers, tables, smart boards, headphones & software

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Regular communication regarding COVID implementations, safety plans, and survey feedback are provide to parents and staff.

Strategy/Activity

Due to he COVID-19 Pandemic, a variety of communication calls will be sent to parents and staff. In addition surveys regarding technology, internet needs, hybrid scheduling needs, and general COVID survey will be administered. Data and needs assessments will guide decision during the pandemic.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Biggs Elementary is committed to meaningfully engaging parents in their student's education. Our full time counselor is available before and after school to answer questions and has been a vital communicator during the COVID-19 Pandemic. During the regular year, stressing the importance of daily attendance for students and educating parents on the importance of students coming to school on a daily basis has been a key function of the front office staff.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

These actions will continue for the 2021-2022 school year to support students and teachers as we attempt to close the learning loss gap created by the COVID-19 Pandemic.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

- 1) Biggs Unified will provide quality teachers, materials and facilities.
- 2) Biggs Unified will raise pose high school preparations, including college and career readiness for all students.
- 3) Biggs Unified will create a safe, supportive and welcoming school climate to enhance the academic, social and emotional environment for student success.
- 4) Biggs Unified will design programs and activities to address diverse student academic needs.
- 5) Biggs Unified will create a celebratory school environment that engages staff, students, parents and the community.

Goal 3

Using the Biggs Elementary Code of Conduct as a base, the school administration and school counselor will provide the staff with proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. In this process, a continuum of Positive Behavior Intervention Support (PBIS) for all students within the school will be implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Identified Need

Chronic Absenteeism, behavioral referrals, suspension rates, Williams Act

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Supervision aides and the recess support to provide adequate supervision for students before school and during the morning and lunch recess times to ensure the safety and welfare of all students.

Strategy/Activity

Due to the COVID-19 Pandemic, we repurposed the support of our recess support and aides into providing support for families and students over zoom. This included reaching out to families over zoom, making personal phone calls to let them know what was going on at school, and in assisting with delivering food and items to families in need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Other
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide positive behavior incentives for students to support the proactive strategies defined in order to create and maintain a positive school environment. Incentives are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior outlined in the Biggs Elementary Code of Conduct supported by all staff.

Strategy/Activity

Incentives were mailed and delivered home to continue to engage students as they completed assignments and attended zoom class sessions. This was a whole-school effort in creating a system to recognize and honor students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

16,647

LCFF - Supplemental
4000-4999: Books And Supplies
Instructional Materials for struggle students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

The school counselor with the support of the school administrator will provide the staff with year long professional development on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments based on PBIS implementation with the goal of increasing attendance and decreasing suspensions. The program used is Character Strong.

Strategy/Activity

Our school counselor regularly meets with students as a grade level and in small groups. She monitored our SEL daily check in program and reached out to students and families when students shared that they needed extra assistance, support, or just someone to talk to.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I Part A: Allocation 4000-4999: Books And Supplies Instructional Aide Salaries Same salary and benefit information identified in Goal 1
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Benefits
	LCFF - Supplemental 4000-4999: Books And Supplies
	LCFF - Supplemental 3000-3999: Employee Benefits Benefits

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our Recess support, Supervision Aides, and school counselor were all tasked with supporting teachers and connecting families with resources. This was an invaluable resource as we supported students as they needed support in connecting and accessing resources. This was evidenced by the number of phone calls placed by support staff in using their personal devices to connect with families and being a support to all as weathered the COVID-19 Pandemic together.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Incentives were purchased at a discounted price. Additionally, items were purchased to supplement online teaching and learning as well as additional monitors and attachment "arms" for classroom teacher computers to assist with zoom interaction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

These actions will continue into the next school year and we will be able to more effectively use our supervision staff and school counselor.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ELD Academic

LEA/LCAP Goal

- 1) Biggs Unified will provide quality teachers, materials and facilities.
- 2) Biggs Unified will raise pose high school preparations, including college and career readiness for all students.
- 3) Biggs Unified will create a safe, supportive and welcoming school climate to enhance the academic, social and emotional environment for student success.
- 4) Biggs Unified will design programs and activities to address diverse student academic needs.
- 5) Biggs Unified will create a celebratory school environment that engages staff, students, parents and the community.

Goal 4

20% of student taking ELPAC levels 1-2 will move up a level. 10% increase of EL students reclassified.

Identified Need

2020-2021 CAASPP Scores
ELPAC test

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and staff will benefit from teacher ELD training.

Strategy/Activity

Provide staff annual training to update instructional strategies that have been research-proven to increase the academic performance of ELD students as determined by annual needs assessments.
Understanding the District EL Master Plan and reclassification process, criteria, and follow-up.
Understanding the ELD Frameworks.
Research-based ELD/GLAD instructional strategies
Understanding ELPAC
Communicating effectively with EL parents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Teacher Time, presenter stipends
	5000-5999: Services And Other Operating Expenditures Training, workshops

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Release time/Sub Cost
	Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials, program, training expenses

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty input box for Amount(s)]

Presenter and Program expenses

[Empty input box for Amount(s)]

Presenter and Program expenses

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Provide training in Core and Supplementary curriculums

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty input box for Amount(s)]

Presenter and Program expenses

[Empty input box for Amount(s)]

Presenter and Program expenses supplementary curriculums

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The COVID-19 Pandemic shift the focus to a online/hybrid ELD training need.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was a change in funding to support ELD compliance training during non-contracted hours and additional subs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The COVID-19 Pandemic changed the focus to meeting ELD needs during an online/hybrid environment.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Learning Recovery

LEA/LCAP Goal

- 1) Biggs Unified will provide quality teachers, materials and facilities.
- 2) Biggs Unified will raise pose high school preparations, including college and career readiness for all students.
- 3) Biggs Unified will create a safe, supportive and welcoming school climate to enhance the academic, social and emotional environment for student success.
- 4) Biggs Unified will design programs and activities to address diverse student academic needs.
- 5) Biggs Unified will create a celebratory school environment that engages staff, students, parents and the community.

Goal 5

Due to COVID Biggs Elementary School will hold a three week summer school to address learning recovery needs.

Identified Need

Needs based on data obtained from iReady diagnostic results, CAASPP results, and other school wide assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Biggs Elementary School will hold a 3 week summer school for students to address learning gaps based on school wide data (iReady, CAASPP, and other school side assessments).

Strategy/Activity

All students will have the opportunity to attend summer school. Students performing two grade levels will be specially invited to attend the full 3 weeks of summer school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Student have access to all reading and math intervention materials to support student learning, and have the opportunity to attend an extended day activity program.

Strategy/Activity

Teachers will be provided with intervention materials in both reading and math to support student learning. To ensure that all students have the opportunity, parents will be notified of the extended learning opportunity through flyers, 1:1 conferences, and all calls. In addition, the school will offer an extended activities time through our Butte County After School Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Purchase student rewards

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$350,823.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$243,176.00

Subtotal of additional federal funds included for this school: \$243,176.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
ESSER III	\$15,000.00
LCFF	\$5,000.00
LCFF - Supplemental	\$87,647.00

Subtotal of state or local funds included for this school: \$107,647.00

Total of federal, state, and/or local funds for this school: \$350,823.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
	0.00
ESSER III	15,000.00
LCFF	5,000.00
LCFF - Supplemental	87,647.00
Title I Part A: Allocation	243,176.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,000.00
1000-1999: Certificated Personnel Salaries	82,851.00
2000-2999: Classified Personnel Salaries	90,145.00
3000-3999: Employee Benefits	47,210.00
4000-4999: Books And Supplies	44,617.00
5000-5999: Services And Other Operating Expenditures	76,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	ESSER III	10,000.00
4000-4999: Books And Supplies	ESSER III	5,000.00

5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	16,647.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	71,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	82,851.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	90,145.00
3000-3999: Employee Benefits	Title I Part A: Allocation	47,210.00
4000-4999: Books And Supplies	Title I Part A: Allocation	22,970.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	329,176.00
Goal 2	5,000.00
Goal 3	16,647.00
Goal 5	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

LaQuita Ulrich School Principal

Tammie Loftin Classroom Teachers

Melissa Green Other School Staff

Kelly Lewis Parent or Community Members

Name of Members	Role
LaQuita Ulrich	Principal
Tammie Loftin	Classroom Teacher
Melissa Green	Other School Staff
Molly Williams	Parent or Community Member
Kelly Lewis	Parent or Community Member
Angela Closson	Parent or Community Member
Ashley Tanner	Parent or Community Member
Chondra Gutierrez	Parent or Community Member
Holly Perkins	Classroom Teacher
Renee Personius	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, LaQuita Ulrich on June 7, 2021
SSC Chairperson, Kelly Lewis on June 7, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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