

AGENDA
BIGGS UNIFIED SCHOOL DISTRICT
SPECIAL MEETING OF THE BOARD OF TRUSTEES
BOARD ROOM – 300 B Street
AUGUST 30, 2021
4:00 p.m. Open Session
4:30 p.m. Estimated Closed 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 and 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. 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.

- 6. PUBLIC HEARING**

A. Updated LCAP

ADJOURN TO CLOSED SESSION

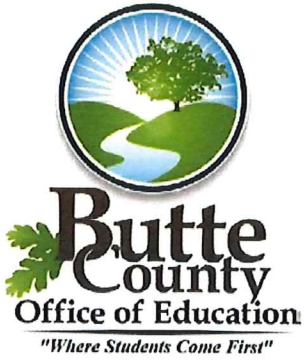
CLOSED SESSION

- 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)**

RECONVENE TO OPEN SESSION

- 7. ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION**
- 8. 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.



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August 9, 2021

Biggs Unified School District Board,

On behalf of our BCOE LCAP Review Team, we wanted to thank you for the time and effort put into the development and submission of your district's LCAP. The strong efforts in stakeholder outreach, data gathering, and goal alignment is commendable. The targeted support you have put into place to support your unduplicated student groups was well defined.

As part of the review process, Ed Code 52070.5 requires county offices ensure each district LCAP adheres to the SBE adopted template, clearly demonstrates how actions and services are designed to meet their unduplicated student group needs, and is in alignment with their adopted budget. The review of Biggs' LCAP indicated the following sections will need to be revised by September 1, 2021. Biggs Unified School District Board shall adopt the revisions using the same process it used for adopting the LCAP initially (specifically the steps set forth in EC Section 52062).

Sections to be revised and amended:

- LCAP budgeted expenditures are in alignment with adopted budget
- LCAP Metrics
- Increased or Improved Services Narrative

Please reach out with any questions.

Sincerely,

Jeanette Spencer
Senior Advisor, LCAP

"WHERE STUDENTS COME FIRST"

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

LCAP Focus Goal 1: Ensure that all students have access to qualified teachers, standards based instructional materials and quality programs that address the needs of all learners

- *Goal 1.1: Physical Infrastructure
- *Goal 1.2: Common Core Implementation
- *Goal 1.3: Technology In Teaching and Learning:
- *Goal 1.4: Literacy Skills in grades TK-6

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Local Indicator/Teacher credential</p> <p>19-20 -100% of all teachers are highly qualified</p> <p>Baseline 98% of all teachers are highly qualified</p>	<p>99% of all teacher meet highly qualified status, one teacher is completing internship program which was completed mid year.</p>
<p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials</p> <p>19-20 -100% of all students have instructional materials</p> <p>Baseline 100% have current ELA/ELD material.</p>	<p>As indicated by the County Office Williams visit 100% of students have instructional materials</p>
<p>Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair</p> <p>19-20</p>	<p>As indicated by the County Office Williams visit all faculties are in good conditions. The district completed 8 millions dollars of modernization this year</p>

Expected	Actual
<p>-All facilities have a good or excellent rating</p> <p>Baseline Based on the Williams Act county visitation all facilities received good to excellent rating</p>	
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 At least 85% of all BUSD students will have access to computer technology at any given time</p> <p>Baseline 68% of all BUSD students have access to technology at any given time.</p>	<p>Currently 100% of all students in the BUSD have been issued chrome books to be used at school and at home.</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 -Provide professional development for CCSS implementation and analyzing data</p> <p>Baseline BUSD will offer 14 early release days for CCSS implantations and Data analyzing</p>	<p>The district provide 14 days of early released for teacher to continue to work on state standards. Staff continued site level planning time dedicated to science and the implantation of piloted instructional materials in grades K-12.</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 -Increase implantation of adopted State standards for all students, including ELD standards and new science.</p> <p>Baseline ELA/ELD was adopted in 2016</p>	<p>Science was piloted this year and will be adopted for the 2021-2022 school year</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Complete needs assessment for facilities and plan up dates. Once the needs assessment is complete use that data to completed project within the district to improve facilities on a priority bases of student safety</p>	<p>As needed 4000-4999: Books And Supplies Base \$5,000 5000-5999: Services And Other Operating Expenditures Base \$48,000 6000-6999: Capital Outlay S&C \$32,500 6000-6999: Capital Outlay Base \$24,504</p>	<p>4000-4999: Books and Supplies S&C 5,000.00 5000-5999: Services and Other Operating Expenditures Other 48,000. 6000-6999: Capital Outlay S&C 32,500 6000-6999: Capital Outlay Base 24,505.00</p>
<p>Continue to purchase technology to update chrome books carts for CAASPP tests and 21st century learning, maintaining fully functioning carts at all sites replacing servers, hardware and software. Continue to add chrome books to grade level teams. Replace ageing white boards.</p>	<p>Continue to improve labs at sites 6000-6999: Capital Outlay S&C \$75,000 Technology updates and equipment 6000-6999: Capital Outlay S&C \$53,500 4000-4999: Books And Supplies Title I \$5,279</p>	<p>The district purchase chrome books and other technology for distance learning 6000-6999: Capital Outlay S&C 75,000.00 Replace white boards with view screens 6000-6999: Capital Outlay S&C 53,500.00 4000-4999: Books and Supplies Title I 5,279.00</p>
<p>Professional development and release time for faculty and staff that include implementation of CCSS, analyzing formative and summative assessments to determine student placement in RTI model or advanced course placement, and pacing guides were developed and implemented for all subjects. Explore additional materials and resources to support RTI interventions.</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits Base \$19,785 5000-5999: Services And Other Operating Expenditures S&C \$10,000 5000-5999: Services And Other Operating Expenditures Title I \$11,000 4000-4999: Books and Supplies Title I \$5,924</p>	<p>1000-1999: Certificated Personnel Salaries Base 19,785.00 5000-5999: Services and Other Operating Expenditures S&C 10,00.00 5000-5999: Services and Other Operating Expenditures Title I 11,000.00 4000-4999: Books and Supplies Title I 5,924.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Review credentials and assignments	No additional costs incurred Base 0	No additional costs 0
Professional development and training in technology in 21st century classrooms and developing technology courses at each grade level to ensure student development of measurable skills for 21st century learning. Provide a high school technology course to provide equity in technical skills for EL, Foster Youth and Low Income Students.	4000-4999: Books And Supplies Base \$5,000 5000-5999: Services And Other Operating Expenditures Base \$4,365 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$20,140 1000-1999, 3000-3999: Certificated Salaries and Benefits Base \$32,522	4000-4999: Books and Supplies Base 5,000.00 5000-5999: Services and Other Operating Expenditures Base 4,365.00 2000-3999: Classified Salaries and Benefits S&C 20,140.00 3000-3999 Employee Benefits Base 32,522.00
Planned CCSS book adoption for Social Science, Science and professional development and training surrounding adopted curriculum.	4000-4999: Books And Supplies Base \$125,000	Book adoption was not completed, will be completed during the summer of 2021 0
Professional development for teachers in ELD standards with adopted ELA curriculum. Revised master schedules to reflect ELD pull out program. ELD student data will be monitored and tracked for academic progress for EL students.	4000-4999: Books And Supplies S&C \$20,000 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$2,000 5000-5999: Services And Other Operating Expenditures S&C \$10,000 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$5,814	ELD curriculum 4000-4999: Books and Supplies 15,000.00 4000-4999: Books and Supplies 1,000.00 5000-5999: Services and Other Operating Expenditures 2,000.00 5000-5999: Services and Other Operating Expenditures S&C 10,000.00 1000-1999, 3000-3999: Certificated Salaries and Benefits 5,814.00 4000-4999: Books and Supplies 30,786.00
Daily academic literacy/math intervention, remediation, and support provided and supplementary materials for literacy/math purchased. Professional development for paraprofessionals and teachers in the		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Direct Instruction. Literacy support through reading, writing, and interventions provided to Foster Youth, Low Income and EL students.	4000-4999: Books And Supplies Lottery \$30,786 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$2,919 2000-3999: Classified Salaries and Benefits S&C \$4,500 2000-3999: Classified Salaries and Benefits Title I \$112,968	1000-1999, 3000-3999: Certificated Salaries and Benefits 3,000.00 2000-3999: Classified Salaries and Benefits 4,500.00 1000-1999: Certificated Personnel Salaries Title I 112,968.00
Maintain Library Services at same levels to support student needs.	2000-3999: Classified Salaries and Benefits S&C \$33,553 4000-4999: Books And Supplies S&C \$2,650	2000-3999: Classified Salaries and Benefits 10,000.00 4000-4999: Books and Supplies 2,700.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

This year was especially unusual in that with schools being shut down to in-person learning in March, a number of actions and services that were planned were not able to occur, in person trainings and associated travel did not happen, money that was allotted to cover subs for teacher training was not used because staff could not attend the trainings. Staff use of sick time was not used because teacher were working from home and did not use the normal about of time. This led to considerable cost saving to the district in several areas, but increased cost in others. Some planned project such as book adoptions were pushed off to the next year when staff could meet with publisher and go through the materials. Library service were modified with the closure of the schools. When schools reopen the Liberian had move on and the county office was contracted with to provided services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Aside from the school closures in the second half of the school year, some challenges faced in accomplishing this goal to the degree desired included some later in year hires that slowed progress due to the need to train individuals new to their positions and or at times not being able to find qualified candidates to fill them. Another reported challenges from multiple staff was fatigue on the part of staff in several areas.

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Goal 2

LCAP Focus Goal 2: Raise post-high school preparation, including college and career readiness for all students

- *Goal 2.1: Define higher education expectations
- *Goal 2.2: Equity and Access in Academic Options for all.
- *Goal 2.3: Increase the number of students entering High School at grade level in ELA and Math.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 Provide academic interventions and supports for students K-12 to increase percentage of students taking SAT/ACT, EAP exams by 7% over baseline</p> <p>Baseline Provided a minimum of three days a week of after school tutoring for students at all sites. 25% of high school student took the SAT/ACT in 2016-2017</p>	<p>Prior to students returning to in person learning staff were tutoring students in the afternoons of each day through zoom meeting. 7th & 8th grade teacher had struggling student attend in person tutoring in the afternoon. When BUSD return to in person learning, tutoring was offer for one hour after school for in person learning four days a week. High school teachers have continued to offer tutoring to students with the goal of passing all classes.</p>
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 Increasing attendance at events such as college nights, admissions counseling, essay writing for applications and FAFSA training by 3% over previous year.</p>	<p>With COVID 19 restrictions in place these events were limited to zoom meeting. 83% of seniors attended the zoom meeting for FAFSA.</p>

Expected	Actual
<p>Baseline In 2016/2017 75% of the senior class attended the FAFSA night</p> <p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 Master Schedule designed to increase course access to ELD, Foster Youth and Low Income Students and students with disabilities</p> <p>Baseline In 2017 a computer based program will be added to a zero period. All students will be allowed to take a credit recovery class or a enrichment class</p> <p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates</p> <p>19-20 Increase the percent of EL students being reclassified by additional 5% of total number of EL students in base year</p> <p>Baseline In 2016 14 students were reclassified out of 67 EL students.</p> <p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates</p> <p>19-20 Increase the number of EL students who make progress towards English proficiency as demonstrated by growth of at least one level on the ELPAC by 2% when compared to previous year</p> <p>Baseline 39% of EL progress one or more levels on the CELDT test in 2016.</p>	<p>With the restrictions of COVID students were offered an on line program "ACELLUS" . Through this program students we able to completed credit at a higher rate and take enrichment class. When students return to in-person learning some student choose to remain in distance learning. A class was offered in the master schedule for students to take regular schedule classes and credit recovery classes during the regular schedule day.</p> <p>In 2019-2020 4% of the EL students were reclassified based on CELDT test results and district criteria. For the 2020-2021 school year data has not been return from the state.</p> <p>The results from the current CELDT testing has not return to the district, based on local assessment's students appear to be making progress.</p>

Expected	Actual
<p>Metric/Indicator Priority 7: Local Metric/A broad course of study</p> <p>19-20 Increase access to a broad course of study as described in Ed code 51220 and per Board Policy for all students by subgroup</p> <p>Baseline The current master schedule allows for a broad course of study for all students.</p>	<p>With 43% of high school students spending 40% of the academic year on distance learning, more students were able to take a broad array of course through ACELLUS. When students return to in person learning, they were allowed to continue on ACELLUS to take course that were not offered for in person learning</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</p> <p>19-20 Increase the percentage of students meeting or exceeding the standards by 3% over the previous year in grades 3-8 as evidenced by the CAASPP testing in ELA</p> <p>Baseline The dash board indicates that out of 252 students tested our status was very low 73.8 points below level 3</p>	<p>During the spring of the 2019-2020 CAASPP testing was suspended so no result are available</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</p> <p>19-20 Increase the percentage of students meeting or exceeding the standards by 3% over the previous year in grades 3-8 as evidenced by the CAASPP testing in Math</p> <p>Baseline The dash board indicates that out of 250 students tested our status was Low with 93.8 points below level 3</p>	<p>During the spring of the 2019-2020 SBAC testing was suspended so no result are available</p>
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/AP pass rate</p>	<p>During the spring of the 2019-2020 school year advance placement (AP) testing was suspended so no results were available</p>

Expected	Actual
<p>19-20 Increase the number of students who have passed an advancement placement examination with a score of 3 or higher by 2% over the previous year</p> <p>Baseline Zero Biggs High Student scored 3 or higher on advancement placement test in 2016</p>	
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</p> <p>19-20 Increase the percentage of students meeting or exceeding the standards by 3% over the previous year in 11th grade as evidenced by the EAP - CAASPP scores</p> <p>Baseline The data from 2016 shows 16 out of 43 juniors took the EAP writing test, their scores are not back at this time</p>	<p>During the spring of the 2019-2020 school year testing was suspended so no results were available</p>

Actions / Services	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase higher level course offerings and access to rigorous courses in high school and increase access for EL, Foster Youth and, Low Income and Special Education students in a-g courses as well as CTE courses and teacher trainings.</p>		<p>1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$3,811</p> <p>4000-4999: Books And Supplies S&C \$27,000</p> <p>5000-5999: Services And Other Operating Expenditures S&C \$5,410</p>	<p>3000-3999 Employee Benefits S&C 3,811.00</p> <p>4000-4999: Books and Supplies S&C 27,000.00</p> <p>5000-5999: Services and Other Operating Expenditures S&C 5,410.00</p>
<p>Raise post-high school preparation, including college and career readiness for all students by FAFSA, college visits, essay and application writing workshops, a-g requirements, advisement and test</p>		<p>1000-1999, 3000-3999: Certificated Salaries and Benefits Base \$2,500</p>	<p>3000-3999 Employee Benefits Base 2,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>prep for PSAT/SAT and admissions process to increase the number of career and college ready students including EL, foster youth and low-income students. The high school will add CTE pathways with completion certificate being available</p>	<p>2000-3999: Classified Salaries and Benefits Base \$2,500 4000-4999: Books And Supplies Base \$1,000 5000-5999: Services And Other Operating Expenditures Base \$4,500</p>	<p>2000-2999: Classified Personnel Salaries Base 2,500.00 4000-4999: Books and Supplies Base 1,000.00 5000-5999: Services and Other Operating Expenditures Base 4,500.00</p>
<p>Teachers and paraprofessionals trained to differentiate instruction for remediation purposes for all students including foster youth, EL students, low-income students and students with disabilities. Provide intervention courses for all students' k-12th grades. Maintain and increase teacher and aide support for EL students, foster youth and low-income students. Add CTE certificate online courses.</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$96,475 2000-3999: Classified Salaries and Benefits S&C \$89,126 5000-5999: Services And Other Operating Expenditures S&C \$8,500 4000-4999: Books And Supplies S&C \$18,806 1000-1999, 3000-3999: Certificated Salaries and Benefits Title I \$111,785</p>	<p>maintain cte course 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C 96,475.00 CTE course bhs 2000-2999: Classified Personnel Salaries S&C 89,126.00 5000-5999: Services and Other Operating Expenditures 8,500.00 4000-4999: Books and Supplies S&C 12,806.00 1000-1999, 3000-3999: Certificated Salaries and Benefits Title I 111,785.00</p>
<p>Professional development with regard to ELD standards and SADIE/GLAD strategies and provide ELD support class which will increase reclassification rates of EL students.</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$4,551 5000-5999: Services And Other Operating Expenditures S&C \$5,630 2000-3999: Classified Salaries and Benefits S&C \$6,949</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits S&C 4,551.00 5000-5999: Services and Other Operating Expenditures S&C 5,639.00 2000-3999: Classified Salaries and Benefits S&C 6,949.00</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No major adjustment to budgeted actions and service. The funds that were not used do to COVID and lack on onsite training will be used this year to provide more in-depth training.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure began on March 13, 2020 due to COVID 19 Guidelines. This abrupt closure resulted in some redesign of curriculum and the delivery to include a combination of work packets and distance learning through technology. Support of students and stragies used had to change for on line learning.

At the start of the 2020-21 school year student remained in a distance learning mode. The district return to in-person learning mid year which allowed for the actions and services to be achieved for the most part.

Goal 3

LCAP Focus Goal 3: Create a Safe, Supportive and Welcoming School Climate to enhance the academic, social and emotional environment for student success.

*Goal 3.1: Create a Supportive and Safe School Climate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 6: Local Indicator/Local tool for school climate</p> <p>19-20 Improve process and time for re-enrollment by 7% above baseline</p> <p>Baseline Currently it take less than one day to enroll a new student</p>	<p>the district continue with its fast time line to enroll new students. all school site office remain open during COVID 19. New students were able to be enrolled within a day of parents turning in forms.</p>
<p>Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator</p> <p>19-20 Find alternatives to suspensions and reduce by 1% each year of LCAP</p> <p>Baseline 2016-2017 Suspension rate was 5.2% which was reduced from prior year's rate of 12.2%</p>	<p>With the majority of students spending 40% of the school year on distance learning, suspensions or behavior that would create a suspension did not happen. Since returning to in person learning the % of students being suspended has been less then one percent of all students</p>
<p>Metric/Indicator Priority 6: Local Metric/Expulsion rate</p> <p>19-20</p>	<p>The district continue to maintain a 0% of students being expelled from the district during the 2019-2020 school year.</p>

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Expected	Actual
<p>Maintain less than 2% expulsion rate</p> <p>Baseline In 2016/2017 zero students were expelled from the district. Two students had expulsions suspended</p> <p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates</p> <p>19-20 Increase District attendance by .5% each year each year</p> <p>Baseline Attendance rate 93% for BUSD for 2016-2017</p>	<p>The district was not able to meet this goal with COVID 19. Students on distance learning struggle to maintain connection through poor available inter-net access in the south part of Butte County.</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>19-20 Reduce District wide student chronic absenteeism by 1% each year of LCAP</p> <p>Baseline Chronic absenteeism rates for 2016-2017 were 6.91% for BUSD</p>	<p>The percent of chronic absenteeism increase due to COVID 19 distance learning. Teacher made daily contract with students however the percent of student completing assignment decreased during this time.</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p>19-20 Reduce High School Drop Out Rates by 1% over previous year</p> <p>Baseline Drop out rate was 7% in 2015-2016</p>	<p>The school year has not be completed but base on current data in would appear the district reached this goal by have less then 7% drop out rate</p>
<p>Metric/Indicator Priority 5: Local Metric/Middle school dropout rate</p> <p>19-20 Maintain less than 2% drop out rate</p>	<p>The school year has not be completed but base on current data in would appear the district reached this goal by have less then 2% drop out rate</p>

	Expected	Actual
Baseline		
	Biggs Elementary had 0% drop out rate	
Metric/Indicator		
	Priority 5: Local Metric/Student Engagement/School attendance rates	

Actions / Services	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Professional development for faculty and staff, and parents regarding positive behavior intervention via Conscious Discipline training. Instructional Assistants trained in Nurtured Heart Approach. Implementing PBIS and connecting character traits to incentives. Develop alternative discipline options in lieu of suspensions. Celebrate student success through monthly reward assemblies, attendance incentives, and recognize student success through websites and local media. Increase student rewards program.</p>	<p>Saturday School 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$3,170 2000-3999: Classified Salaries and Benefits S&C \$3,378 4000-4999: Books And Supplies Base \$2,000 5000-5999: Services And Other Operating Expenditures Base \$2,500</p>	<p>1000-1999: Certificated Personnel Salaries S&C 3,170.00 2000-2999: Classified Personnel Salaries S&C 3,378 4000-4999: Books and Supplies Base 2,000.00 5000-5999: Services and Other Operating Expenditures Base 2,500.00</p>
	<p>Providing home to school transportation which will increase student attendance and provides a better learning atmosphere. Funding from the State is not sufficient to cover the cost of transportation services and the additional cost is an encroachment on the General Fund.</p>	<p>2000-3999: Classified Salaries and Benefits S&C \$135,726 4000-4999: Books And Supplies S&C \$66,500 5000-5999: Services And Other Operating Expenditures S&C \$20,700</p>	<p>2000-3999: Classified Salaries and Benefits S&C 135,726.00 4000-4999: Books and Supplies S&C 66,500.00 5000-5999: Services and Other Operating Expenditures S&C 20,700.00</p>
	<p>For EL, foster youth, and low-income students provide after school activities to support families and students to understand educational process.</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits Title I \$7,183</p>	<p>1000-1999, 3000-3999: Certificated Salaries and Benefits Title I 7,183.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-3999: Classified Salaries and Benefits Title I \$4,200 4000-4999: Books And Supplies S&C \$25,500 5000-5999: Services And Other Operating Expenditures S&C \$8,500 5000-5999: Services And Other Operating Expenditures Title I \$8,901 2000-3999: Classified Salaries and Benefits S&C \$5,707	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I 4,200.00 4000-4999: Books and Supplies S&C 25,500.00 5000-5999: Services and Other Operating Expenditures S&C 8,500.00 5000-5999: Services and Other Operating Expenditures Title I 8,901.00 2000-3999: Classified Salaries and Benefits S&C 5,707.00
Provide counselor on Biggs Elementary campus full time	BES Counselor 1000-1999, 3000-3999: Certificated Salaries and Benefits Title I \$66,794	1000-1999, 3000-3999: Certificated Salaries and Benefits Title I 66,794.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and service were implemented. The district transportation cost increased due to several not public school placement of students with IEPs

A description of the successes and challenges in implementing the actions/services to achieve the goal.
 Home to school transportation took place the second half of the year, finding professional development that was not online was very difficult. With the amount of time teachers spent online with students it was difficult for teacher and other staff to spend more time online for professional development. A big challenge for the district is finding drivers to transport students to special programs

Goal 4

LCAP Focus Goal 4: Design programs and activities to address diverse student academic needs
 *Goal 4.1: Support programs based on student performance data

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)</p> <p>19-20 Results of common assessments will be analyzed to guide instruction, intervention and remediation.</p> <p>Baseline Assessment calendar was designed and will be implemented for 2017-2018</p>	<p>Staff have been analyzing bench mark assessments three times a year to determine which students should be encouraged to attend interventions and remediation. Teachers are using the assessments to guide student learning and revisit standards.</p>
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 Tutoring services to include before/after school services</p> <p>Baseline Intervention, remediation and tutoring courses were offered in 2016-2017.</p>	<p>Individual teachers are offering tutoring before and after school. high school teacher offer tutoring for any student to drop into their classroom for one hour after the last bell. 43% of high school students and 75% of 7th and 8th grade students have attended tutoring</p>

Expected	Actual
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)</p> <p>19-20 Reduction of D/F grades by 7% of base line number</p> <p>Baseline Baseline of BHS for 2016-2017 Grades: Fall: D's 34.7 % --F's 12.8 % Spring: D's 3.9 % --F's 14.2 %</p>	<p>The district failed to meet this goal with the amount of students on distance learning. the district saw an increase of students failing the second semester of last year and the fall semester of this year. A new base line will need to be established</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p>19-20 Increase Graduation rates by 1% over previous year</p> <p>Baseline 93% of seniors who started the year at BHS graduated</p>	<p>In 2019 100% of the BUSD students graduated. In 2020 one student received a completion certificate based on his IEP which drop the overall graduation rate. The five year graduations rate remains above 90%</p>
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)</p> <p>19-20 As measured by the California Physical Fitness Test, the number of 5th, 7th, and 9th grade students meeting 4 out of goals on the PFT will increase by 1% each year</p> <p>Baseline 27.8% of 5th graders met 4 or more of the fitness standards 53.6% of 7th graders met 4 or more of the fitness standards 87.7% of 9th graders met 4 or more of fitness standards</p>	<p>Due to COVID 19 the Physical Fitness Test was not given in 2020.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teacher release time to revise formative and summative assessments and analyze student data.	Development of assessment 4000-4999: Books And Supplies S&C \$5,000 5000-5999: Services And Other Operating Expenditures S&C \$8,000 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$28,192	4000-4999: Books and Supplies S&C 5,000.00 5000-5999: Services and Other Operating Expenditures S&C 8,000.00 1000-1999, 3000-3999: Certificated Salaries and Benefits S&C 28,192.00
Maintain 7 period day AT HIGH SCHOOL to offer remediation and intervention courses offered as well as summer school, before/after school tutoring for all students including EL, foster youth, and low income pupils.	1000-1999, 3000-3999: Certificated Salaries and Benefits S&C \$11,840 4000-4999: Books And Supplies S&C \$26,000 5000-5999: Services And Other Operating Expenditures S&C \$18,000	1000-1999, 3000-3999: Certificated Salaries and Benefits S&C 11,840.00 4000-4999: Books and Supplies S&C 26,000.00 5000-5999: Services and Other Operating Expenditures S&C 18,000.00
Explore NGSS Standards to review curriculum adoption and increase student engagement through teacher training and implementation of Project Lead the Way (PLTW).	MTSS Grant 5000-5999: Services and Other Operating Expenditures Other \$10,000	Other 0
Provide on line CTE Certificate pathway	5000-5999: Services and Other Operating Expenditures Base 5,000	5000-5999: Services and Other Operating Expenditures Base 5,000.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds that were allocated for NGSS were used to provide online classes for students in science during the COVID 19 closure

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The teachers at the high school did an amazing job maintaining contact with students and parents during the COVID 19 closure. When school re-open mid year, teachers went above spending time with student before and afterschool to reconnect. Student and families stated they felt staff supported the students both emotional and academic.

Goal 5

LCAP Focus Goal 5: Create a celebratory school environment that engages staff, students, parents and the community

*Goal 5.1: Parent Support and Partnership:

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 Increase parent participation at school functions by 5% over previous year</p> <p>Baseline Baseline for Back to School Night is 79% at BES and RES, 80% attended Open House, and 74% attended STEAM night at BES. Baseline for BHS Back to School Night is 67% and Open House is 75%.</p>	<p>With the shut down of in person learning and local health department not allowing in person events these activities did not take place as normal. However when in person learning started up and the district was allowed to conduct in person events the participation rate has increase.</p>
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 Provide parent trainings with regards to Nurtured Heart Approach and "Wolverine Committed" program</p> <p>Baseline</p>	<p>The district provide Wolverine Committed training through a zoom meeting. The elementary counselor conduction Nurtured Heart trainings through zoom</p>

Expected	Actual
Two Nurtured Heart Trainings were provided and two Wolverine Committed Trainings in 2016-2017	
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool 19-20 Engage 100% of students and parents in annual post-secondary planning process Baseline 100% of students met with high school counselor for post-secondary planning.	The high school counselor made contract with 100% of the senior class through phone call to plan post secondary goals

Actions / Services	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide parent trainings with regards to the following: college course requirements, scholarship and FAFSA Parent Connect through Aeries Academic Programs to support student learning Wolverine Committed Program Aries parent portal training Parent Training in Conscious Discipline		4000-4999: Books And Supplies Title I \$2,157 5000-5999: Services And Other Operating Expenditures Base \$3,000 4000-4999: Books And Supplies S&C \$5,000 5000-5999: Services And Other Operating Expenditures Title I \$1,000	4000-4999: Books and Supplies Title I 2,157.00 5000-5999: Services and Other Operating Expenditures Base 3,000. 4000-4999: Books and Supplies S&C 5,000.00 5000-5999: Services and Other Operating Expenditures Title I 1,000.00
Increase parental attendance at school functions by 3% over baseline		4000-4999: Books And Supplies Base \$1,000	4000-4999: Books and Supplies Base 1,000.00
Celebrate student success through local media, newsletters, website, and monthly reward assemblies and activities.		4000-4999: Books And Supplies Base \$2,000	4000-4999: Books and Supplies Base 2,000.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

no major changes, with the return to in person learning the district was able to provide monthly rewards with outside assemblies and end of the year assemblies and awards

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district work to keep students connected to school. Once school return to in person, parent attendance at events was at an all time high. Parents and students took advantage to being back and attended events throughout the spring semester.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.</p> <p>Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.</p> <p>Disinfecting Materials: Additional materials to support effective, routine disinfection of highbottles, disinfectant, paper towels, gloves, goggles, and masks. -touch surfaces such as spray</p>	\$30,000	30,000.00	Yes
<p>Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families , and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.</p> <p>Custodians: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.</p> <p>HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.</p>	\$20,000	20,000.00	Yes
	\$94,760	94,760.00	Yes
	\$2,500	2,500.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	\$20,000	20,000.00	Yes
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk. Student desk have individual barriers.	\$30,000	30,000.00	Yes
Handwashing Stations; Additional hand washing stations for location where sinks access is insufficient	\$20,000	20,000.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The substantive differences between planned actions and budgeted expenditures were due to additional amounts of items needing to be purchased:
 Action 1 -Personal Protective Equipment: Items cost more then budgeted
 Action 2 - Signage, posters, etc. -additional items were needed
 Action 3 -Disinfecting Materials - More items were needed that budgeted
 Action 4 - Custodians, Additional maintenance time and staff were needed
 Action 5 - Individual Supplies - Additional supplies to limit the number of individuals using shared objects
 Action 6 - Plexiglass - Additional items were needed

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The success and challenges were great during the 20-21 school year.

Successes

Our staff and families have been patient and flexible through this COVID time. We Collected feedback from all of our stakeholders and used it to guide our decisions with our distance learning program, pupil learning loss, the need for mental health and social emotional needs, and families and student engagement and outreach.

As a school district team we have develop a strong Distance Learning program that provided full use of Goggle Classroom platform and other online resources.

Our teachers provided interactive lessons in addition to daily office hours. As a staff we have made communications one of our top priorities.

In October we begin our reopening of in-person learning from bring TK-8th grade students back on a four day a week rotations. High school students we brought back on a four period a day rotation. Distance learning we done on Wednesdays for deeper cleaning of classrooms.

In January of 2021 students were moved to five days a week of in-person learning and by February all student return to full time in-person learning.

A independent/distance learning program was maintain for parents who wished to keep students in that learning platform.

During the hybrid model we schedule families in the same model and provided transportations for those students within our district, All students were also provided a school meal each day.

Challenges:

Providing an Independent Study program for families not wanting to return to in-person learning. Incorporating the needed components in the independent study programs to provide useful checks and balance on work completed and reasonable re-engagement plan. Providing meals in a flexible program was a challenges with staff shortages.

Keeping current with state and local requirements to open to in-person learning in a small TK-12 district.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	\$21,000	21,000.	Yes
Support Distance Learning: Wifi hotspots, headsets, camera's and laptops/devices for staff.	\$45,000	45,000.	Yes
Multilingual Literacy Department: Maintain staffing and designated/integrated ELD implementation, newcomer programs, and language immersion programs.supports that specifically address English Learner needs including	\$28,097	28,097.00	Yes
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.	\$110,245	110,245.00	Yes
Training: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration practices, use of learning management system, and implementation of targeted small group and individual sessions. Collaboration Time: Continue weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students.	\$288,694	288,694.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>particularly those who are most vulnerable to disproportionate impacts as a result of COVID. The district added a sixth grade teacher to lower the number of students in those class for spacing</p>			
<p>Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context</p>	\$100,872	100,872	No
<p>Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to to devices and connectivity, particularly during any transitions between living situations and provide access</p>	\$28,643	28,643	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Actions - More Chromebook and hot spots were needed along with devices for teachers to provided distance learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instructions:

Successes:

- Teachers used Google Classroom, Seesaw, and Google Meets as their online learning platforms.
- Teachers provided synchronous instruction through instructional videos, assignments, and learning projects.
- Teachers were available daily for one on one and small group instruction and as necessary.
- Teachers kept consistent office hours to ensure communication with parents and students.
- Teachers used the same curriculum as they used in their on site classrooms to ensure a smooth transition should students be able to come back to in-person learning.

Challenges:

Providing an online option that met state standards for those families not wanting to return to in-person learning. Keeping students engaged in daily lessons.

Access to Devices:

Successes:

Biggs Unified School District ensured access to devices and connectivity for all pupils to support distance learning. A device checkout form is located on our website to ensure that all students had internet access and resources to the internet.

The District has purchased Chromebook and laptops devices to all students. Teachers computers were updated with camera's to provide a better learning environment.

Teachers followed up through phone calls and emails to make sure each student had access and pick up a Chromebook and hot spot if needed.

Challenges:

Troubleshooting errors for students was difficult.

Pupil participation and progress was difficult to measure.

Successes:

Biggs Unified School District teacher assessed student progress through synchronous and asynchronous instructional minutes. Teachers used Google Classroom for their distance learning classrooms.

Teachers collaborated and provided consistent instruction as grade level teams

Teachers met as class daily through Google Meets.

Teachers took attendance, provided instruction, and provided time to assist students and answer their questions daily.

Challenges:

Keeping students engaged and connected with their peers was difficult.

Distance Learning Professional Development

Successes;

Biggs Unified School District staff was provided multiple opportunities for the professional development and technological support necessary to facilitate distance learning.

Teachers were given additional paid time prepare lessons and presentations and create their Google Classroom. Professional development on Google Classroom has been available to our staff through BCOE. The District purchase teacher laptops, microphones, Go Guardian, television monitors to facilitate smoother online instructions.

Teachers have access to a Google Site that contains recorded professional development on Google Classroom, and to a calendar of future professional development opportunities and all forms necessary for Distance Learning.

Challenges:

Making time to continue expanding our knowledge of distance learning practices was a challenge.

Staff Roles and Responsibilities

Successes:

All teachers have been required to learn new technology including Google Classroom, See Saw and Go Guardian to enhance distance learning.

Teachers completed a survey to identify their technology needs and needs for additional training.

Biggs Unified School District administration continued to monitor and assess the needs of the teachers and respond by providing training and addressing their technology needs.

Challenges:

Classified staff such as yard duty, paraprofessionals received laid off notice, no one was actual laid off. How ever when it was time to return to full in-person learning several decided to remain laid off and not return.

Support for Students with Unique Needs

Successes:

Appropriate support for students receiving Special Education support.

We ensure that students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

Targeted student support and intervention:

Supports and instruction were provided for small groups of student who need additional instructional and/or social and emotional attentions.

Support of English Learners:

Designated and integrated instruction in English Language Development including assessment of progress toward language proficiency and targeted support to access curriculum were provide by ELD teachers. English Learners received both intergraded English Language Development (ELD) instruction during distance and in-person learning. English Learners received regular instruction targeted at their proficiencies level and based on California ELD standards. Designated ELD Instruction met or exceeded the following amounts:

TK/K: 40 minutes/week
Grades 1-8: 60 minutes/week
Grades 9-12 60 minutes/week

Students with Disabilities;

Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remand in effect until school resumed to face to face model. Per new legislation district IEPs will, moving forward, address both proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physicals school closure in excess of ten school days.

Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determinations of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of instruction to be provided. If resumes in a face to face model. Per new legislation district IEPs will. moving forward, address both a proposed IEP program in the event of full in-person learning a plan outlining the student's program in the event of future physical school closure in excess of ten school days.

Ensuring a Free and ?Appropriate Public Education(FABE) in the Least Restrictive Environment (LRE): IEP statements outlying the educational plan in the event of physical school closures (in excess of ten days) guided the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments were utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This applied to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed , student's were provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Challenges:

None noted at this time. Biggs Unified School District will continue to meet the academic needs of students with unique need in the areas of English Language arts, English language development, and math.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
High School Credit Recovery Summer Program: Online credit recovery program operated at the comprehensive high schools. After school tutoring, Collaboration Time, supplemental instructional materials	\$24,000	24,000.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions and budgeted expenditure.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

With the end of the school year coming, Benchmarks assessments are being completed to address Learning Recovery rather than learning loss. High School students who have are credit lacking are being enrolled in summer school. Assessment will be given by teacher with the first weeks of school so that baseline information on each students can be recorded and appropriate instruction is given to students. This data will also be used to determine interventions groups K-8.

Challenges:

Addressing Learning Recovery rather than Learning Loss.

Accelerating Learning for when the students are while continuing to teach grade level materials

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

Our priority for creating an effective learning addressing mental health and social emotions well-being was to first focus on students and family safety and well-being. Only when students felt safe would they be able to successfully tackle learning. The BUSD staff worked together with our on site counselor to coordinate a District-Wide plan to support students and staff to address trauma and other impacts of COVID 19. All staff worked together to integrate positive behavior support, social-emotional learning and response to intervention strategies in the new working environment. Maintaining existing relationships, and building new ones was a key to building a positive school climate that promoted success. We were successful in offering services to transition back to campus as seamlessly as possible. Families and school staff worked together to remain flexible and collaborative in assessing individual students needs.

Challenges:

Distance learning was stressful for teachers.
During distance learning teachers and staff missed the interaction with students and one another.
Students missed the physical interaction with peers and teachers
Distance learning was stressful for families, especially working parents.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

The District has created a Daily Student Engagement Log for all students. Teachers fill out a daily student engagement log which monitors synchronous and asynchronous participation , student contact , and assignments completed.

Teachers report this information weekly to the front office through daily student engagement reports. It is then transferred into ARIES.

Front office and teachers utilize new codes for engagement within ARIES.

Teachers monitor student engagement and reached out to students and parents who are absent , or not engaged.

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The District provided training to teachers on attendance and engagement monitoring.

Challenges

Biggs Unified School District develop a plan to monitor pupil engagement and outreach through Multi - tiered re-engagement strategies for those who are absent, but full implementation was a challenging.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

During distance learning Biggs Unified provide student with free breakfast and lunch daily through a drive through model.

Challenges:

Finding items of food that could be served through this type of model.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Supplies for meal preparation	2,000	2,000.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No additional actions were implemented aside from those already noted.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

The leadership intends for the LCAP to reflect where the district was already going before the events of 2020-21 school year. As such, there were minimal changes to the LCAP planned that can be said to have been affected by the COVID pandemic. As a three year plan, it is the intent of BUSD to return to complete "normalcy" as quickly as possible, and picking up "where we left off" is the direction to see our three year plan continue. What lesson we learned from COVID is that at the drop of a hat, the district can change direction and do what is best for all involved with students being at the front of change. The district will use ELO grant funds to develop shorter plans to address learning loss while using the LCAP for long term planning

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs.

As a result of COVID, part of the the new three year planning cycle is the intentional exportation and adoption of local assessments of data for which can be readily accessed and used in planning both by teachers and by administrators.

Assessment data gathered in the delivery of the spring CASASPP and ELPAC as well as the locally assessment will be key in targeting class compositions for the coming school year and in the planning assessments and interventions. The district is also positioned to explore assessments as well, as the influx of funds to support distance leaning and COVID needs during the last year allowed the district to complete or get underway with several upgrades to staff and students technology that would have taken longer without those funds.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned and implemented services targeted to meeting the requirements to increase or improve services. Any differences noted reflected changes in the source of the money, as several funding sources became available during 20-21 school year that were used instead of the original LCFF supplemental and concentrations dollars outlined at the beginning of the year in the Learning Continuity and Attendance Plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The success and challenges were great during the 19-20 and 20-21 school years. We are pleased with the way our staff and families have been patient and flexible through COVID times. Throughout the time we have collected feedback from all of our stakeholders that has guided our decisions with our distance learning program, pupil learning loss, the need for mental health and social and emotional needs, and families and students engagement and outreach. The information collected has been key in developing our LCAP goals and action moving forward. Through stakeholder meeting it was determined that have five (5) goals was not allow the district to focus on the key elements of coming back from COVID 19. The goal was to narrow the focus to three goals for all stakeholders to have a stronger focus. Elements from the previous five goals were incorporated into the three.

Biggs Unified School District is addressing pupil learning loss by providing the use of our paraprofessionals in the classrooms. Our goal for the 21-22 school year we are adding in an RTI/Intervention teacher for K-6th grade. In addition a independent study teacher will be added for student who still wish to reman in distance learning. We will also be using a data collection to help provided assessment data to provide the best intervention to close the gap created in pupil learning loss in the 20-21 school year.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,579,200.00	1,384,588.00
	0.00	83,300.00
Base	293,176.00	112,177.00
Lottery	30,786.00	0.00
Other	10,000.00	48,000.00
S&C	908,047.00	803,920.00
Title I	337,191.00	337,191.00

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Total Expenditures by Object Type	
	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,579,200.00	1,384,588.00
	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	417,481.00	339,834.00
1000-1999: Certificated Personnel Salaries	0.00	135,923.00
2000-2999: Classified Personnel Salaries	0.00	95,004.00
2000-3999: Classified Salaries and Benefits	398,607.00	183,022.00
3000-3999 Employee Benefits	0.00	38,833.00
4000-4999: Books and Supplies	382,602.00	246,652.00
5000-5999: Services And Other Operating Expenditures	195,006.00	159,815.00
6000-6999: Capital Outlay	185,504.00	185,505.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,579,200.00	1,384,588.00
		0.00	0.00
	Base	0.00	0.00
	Other	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits		0.00	8,814.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Base	54,807.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	S&C	176,912.00	141,058.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Title I	185,762.00	189,962.00
1000-1999: Certificated Personnel Salaries	Base	0.00	19,785.00
1000-1999: Certificated Personnel Salaries	S&C	0.00	3,170.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	112,968.00
2000-2999: Classified Personnel Salaries	Base	0.00	2,500.00
2000-2999: Classified Personnel Salaries	S&C	0.00	92,504.00
2000-2999: Classified Personnel Salaries		0.00	14,500.00
2000-3999: Classified Salaries and Benefits	Base	2,500.00	0.00
2000-3999: Classified Salaries and Benefits	S&C	278,939.00	168,522.00
2000-3999: Classified Salaries and Benefits	Title I	117,168.00	0.00
3000-3999 Employee Benefits	Base	0.00	35,022.00
3000-3999 Employee Benefits	S&C	0.00	3,811.00
4000-4999: Books and Supplies		0.00	49,486.00
4000-4999: Books and Supplies	Base	142,000.00	11,000.00
4000-4999: Books And Supplies	Lottery	30,786.00	0.00
4000-4999: Books And Supplies	S&C	196,456.00	172,806.00
4000-4999: Books and Supplies	Title I	13,360.00	13,360.00
5000-5999: Services and Other Operating Expenditures		0.00	10,500.00
5000-5999: Services and Other Operating Expenditures	Base	69,365.00	19,365.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services and Other Operating Expenditures	Other	10,000.00	48,000.00
5000-5999: Services and Other Operating Expenditures	S&C	94,740.00	61,049.00
5000-5999: Services And Other Operating Expenditures	Title I	20,901.00	20,901.00
6000-6999: Capital Outlay	Base	24,504.00	24,505.00
6000-6999: Capital Outlay	S&C	161,000.00	161,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Goal	Total Expenditures by Goal	
	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	703,709.00	541,288.00
Goal 2	388,543.00	382,552.00
Goal 3	360,759.00	360,759.00
Goal 4	112,032.00	85,832.00
Goal 5	14,157.00	14,157.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020-21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$217,260.00	\$199,260.00
Distance Learning Program	\$622,551.00	\$622,551.00
Pupil Learning Loss	\$24,000.00	\$24,000.00
Additional Actions and Plan Requirements	\$2,000.00	\$2,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$865,811.00	\$847,811.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$100,872.00	\$100,872.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$100,872.00	\$100,872.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$217,260.00	\$199,260.00
Distance Learning Program	\$521,679.00	\$521,679.00
Pupil Learning Loss	\$24,000.00	\$24,000.00
Additional Actions and Plan Requirements	\$2,000.00	\$2,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$764,939.00	\$746,939.00