LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Biggs Unified School District

CDS Code: 04-61408

School Year: 2024-25

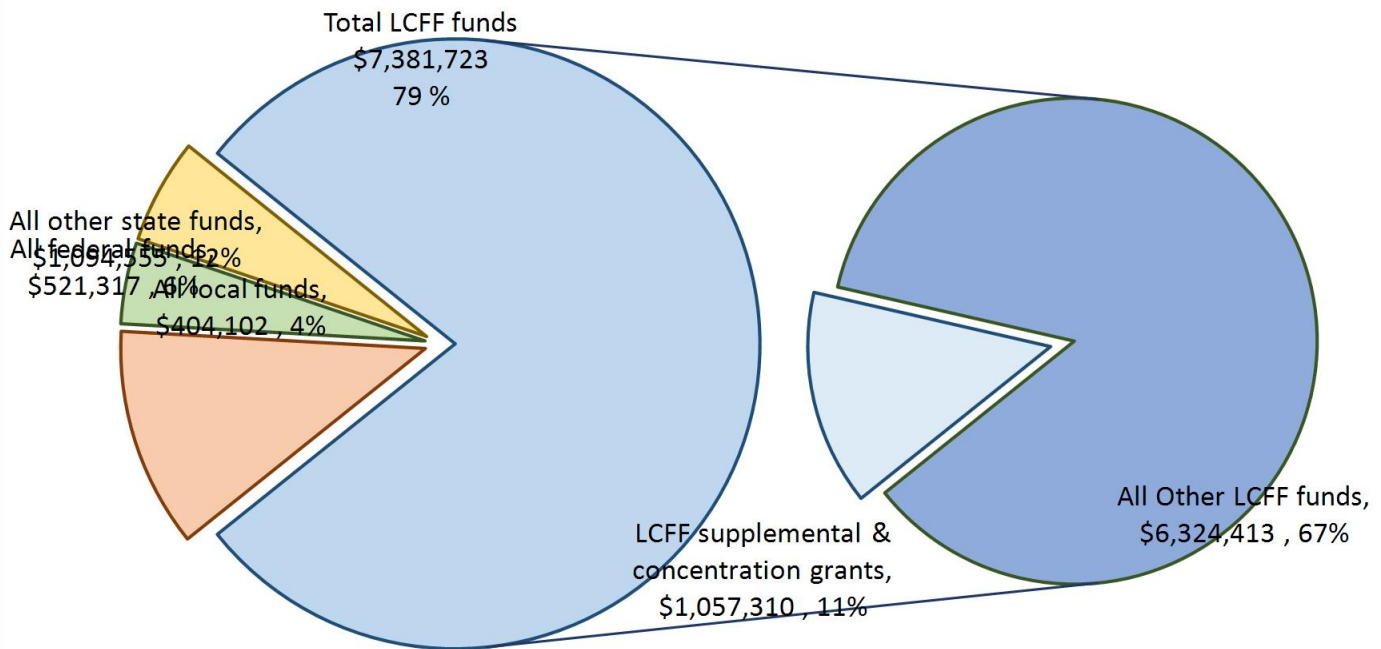LEA contact information:

Doug Kaelin

Superintendent

dkaelin@biggs.org

530)868-1281 250

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$7,381,723
79 %

All other state funds,
$1,094,555 , 12%

All federal funds,
$521,317 , 6%

All local funds,
$404,102 , 4%

LCFF supplemental & concentration grants,
$1,057,310 , 11%

All Other LCFF funds,
$6,324,413 , 67%

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

The text description for the above chart is as follows: The total revenue projected for Biggs Unified School District is $9,401,697, of which $7,381,723.00 is Local Control Funding Formula (LCFF), $1,094,555.00 is other state funds, $404,102.00 is local funds, and $521,317.00 is federal funds. Of the $7,381,723.00 in LCFF Funds, $1,057,310.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
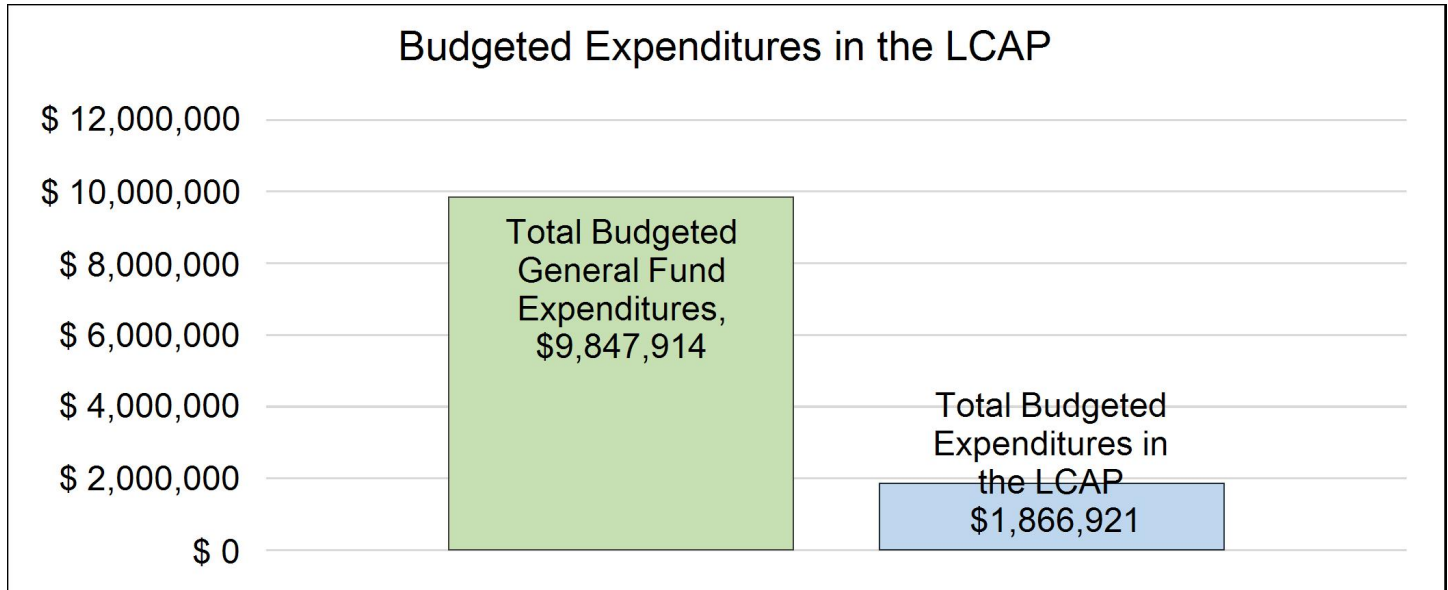
This chart provides a quick summary of how much Biggs Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Biggs Unified School District plans to spend $9,847,914.00 for the 2024-25 school year. Of that amount, $1,866,921.00 is tied to actions/services in the LCAP and $7,980,993 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
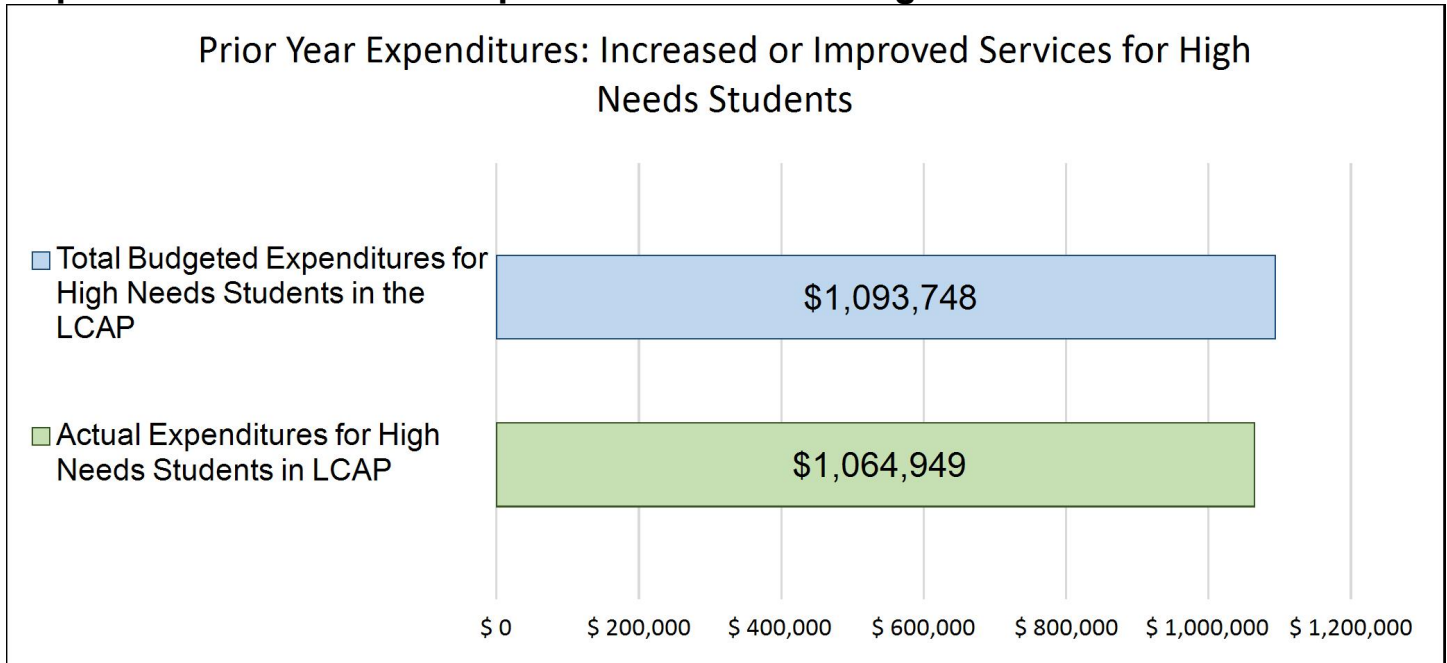
The expenditures not included in the Local Control and Accountability Plan (LCAP) on the General Fund are other programs, administrative and operational costs to operate Biggs Unified School District. These expenditures include educational and operational costs such as Special Education, Grant Programs, contracted
services, utilities, supplies and services.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Biggs Unified School District is projecting it will receive $1,057,310.00 based on the enrollment of foster youth, English learner, and low-income students. Biggs Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Biggs Unified School District plans to spend $1,154,720.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,093,748

☐ Actual Expenditures for High Needs Students in LCAP — $1,064,949

(X-axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000, $ 1,000,000, $ 1,200,000)

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

The text description of the above chart is as follows: In 2023-24, Biggs Unified School District's LCAP budgeted $1,093,748.00 for planned actions to increase or improve services for high needs students. Biggs Unified School District actually spent $1,064,949.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $28,799 had the following impact on Biggs Unified School District's ability to increase or improve services for high needs students:

This difference did not impact the actions and services for high needs students in 2023-2024 because we were able to use Esser money in order to provide those services outlined in the LCAP. The only action we were unable to provide was funding an elementary school counselor. We were unable to fill the position and that impacted the actual expenditures.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Biggs Unified School District	Doug Kaelin Superintendent	dkaelin@biggs.org 530)868-1281 250

Goals and Actions

Goal

Goal #	Description
1	Biggs Unified School District will provide conditions of learning that will develop College and Career Ready students. Priority 1, 2 and 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A - teachers properly credentialed and appropriately assigned	98% 2020-21 school year	98% full credentialed	99% full credentialed	86.11% full credentialed	100%
1B - access to standards aligned instructional materials Source: SARC/Williams visit	100% 2022-21 school year	100% of students have access to SAIM	100% of students have access to SAIM	100% of students have access to SAIM	Maintain 100%
1C - Facilities maintained in good repair Source: Facilities Inspection 2020	Good Rating 2020-21 Williams visit BCOE	Per the 2021 Williams visit all facilities are in excellent condition	All facilities are in excellent condition considering the age of the facilities	All facilities are in excellent condition considering the age of the facilities	Maintain good rating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A - Implementation of State Standards Source: Local Indicator Tool Priority	Beginning Development (2) on instructional materials in science 2021-22 school year (3-5) on providing professional learning in math 2019	3 on science instructional materials. Did not provide professional learning in Math	Science materials adopted, the district could not find a math coach, but articulation between High School and Middle school teacher has improved greatly	Full Implementation (4) on science and math. Full Implementation (4) on professional learning in math and science	Full Implementation and Sustainability (5) Full Implementation and Sustainability
7A - Access to and enrolled in a Broad Course of Study	Current Biggs High School has 3 CTE pathways. All 9th grade students are enrolled in the beginning class of a pathway (2020-21 master schedule)	District Maintain Broad Course of Study through the Master schedule in 2020-2021	The district continues to maintain broad course of study in the master schedule and is looking at adding music.	The district maintains a broad course of study through the master schedule in 2023-2024. BUSD offers six CTE pathways	By 2023-2024 BUSD will offer four CTE pathways
7B/7C - Programs and services developed and provided to unduplicated students and students with exceptional needs	All K-8th grade students have a counselor available 5 days a week (elementary) 2020-21	District Maintain K-8th counselor five days a week	District Maintain K-8th counselor five days a week	The district is continually posting and actively searching for a qualified k-8 counselor for five days a week.	5 days a week
Priority 4-Pupil Achievement AP Enrollment and Pass Rate	From DataQuest, Pre-COVID (2018-19) 23 AP test were taken, 0% of the students passed with a 3 or higher	Do not have 2022 DATA, 8 students took AP test	3 student passed AP exam with a score of 3 or higher	66.6% of students who took the AP exam passed with a score of 3 or higher	50% of the student who take AP test will pass with 3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career Ready California Dash Board	2018-2019 Data 24.1% of seniors Prepared 32.8% Approaching Prepared 43.1% Not Prepared	2019-20 25.3% prepared 37.1% approaching prepared 27.6 not prepared	2021-2022 32% prepared 41% approaching prepared 27% not prepared	2022-2023 12.9% prepared 61.3% approaching prepared 25.8% not prepared	50% Prepared 40% Approaching Prepared 10% Not prepared
Graduation Rate	Dashboard 2019 - 94.8% Local Data 2020 - 96%	2021 96% (47 students in class)	2022 96%	2023 96.8%	98%
Graduates Meeting UC/CSU Requirements California Dash Board	2019 - 24%	2021 19% (47) students in class	2022 21 %	2023 96.82% Pupils Enrolled 2022 18.37% Completed all courses (SARC)	50%
High School and Middle School Drop out Rate:	2018-2019 High School - 3.1 % Middle School - 1.%	2020-2021 High School 4.3% Middle School 1%	2021-22 High School 2.3 % Middle School 1%	2022-2023 High school 1% Middle School 0%	1.% 0.%
CTE sequence completers	2019 24% Dash Board	2021-2022 76%	2022 10 %	2023 65.5% CTE sequence completers SARC	50% CTE sequence completers
11th Grade EAP	2019 3% of test takes	2020 3.1%	2022 13%	2023 36 %	25% of test takers

Goal Analysis

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

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

During the 2023-2024 school year we had many successes. We have 100% of our students accessing standards aligned instructional materials (1.2). We hosted a family science night (1.3) which was well attended and students were engaged and excited about science. All students had access to their own Chromebooks (1.4) and had access to hot spots if needed (1.5). Teachers were provided one week a month to analyze the data and work with vertically and horizontally to drive instruction (1.8). We purchased "Wayfinder" SEL curriculum and provided professional development for teachers districtwide. We purchased filling stations, replaced TK-K play structures, and kept up the facilities and athletic fields (1.12) Independent study curriculum was provided (1.13) Get Focused- Stay Focused curriculum and Vista Higher learning AP Spanish Support were utilized at the high school (1.14, 1.15) All new teachers had access to the induction program to clear their credentials (1.16) We also provided classified to staff to support teachers and provide supervision on the playground (1.17).

We had some planned actions that had substantive differences. We made made every attempt to hire fully credentialled and appropriately assigned teachers, but we struggled to find qualified applicants and in some cases had to hire interns in order to fill the position (1.1). Teachers were provided collaboration time with their grade level team to develop science and math prerequisite skills. Due to the hiring of two new principals and the challenges of running a new school, this was not enforced with fidelity for all teachers. In addition, we were unable to secure enough professional development for science, social studies, and math. We did utilize webinars for the new science and social studies curriculum, which we gave teachers access to, but it was not utilized enough. We also brought in outside vendors to help improve math instruction, but teachers still need more support. BCOE provided training for designated and integrated ELD (1.6, 1.7). Efforts were made for professional development and vertical/ horizontal planning, but we plan to improve these actions over the next few years to provide more support for teachers and more guidance in developing scope and sequence. We were unable to find a qualified counselor for BES (1.9) but are making it a priority for next year.

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

While almost all our actions were implemented to some degree, there were some material differences between budgeted expenditures and estimated actual expenditures. We overspent by $184,934 on certificated staff (1.1). Our standards aligned instructional materials came in at $104,736, but we had other funding sources and all necessary material was provided for students and teachers (1.2). Technology(1.4) was $41,729 less than anticipated, but was provided for all students. Professional development for science, math, and ELD (1.7) was $52,095 less than anticipated because BCOE offered free training, and McGraw Hill provided free webinars. We were unable to find a counselor (1.9) despite our best efforts and that was a savings of $20,000. We provided "Wayfinder" curriculum, but used other funding sources which was $3000 less than anticipated. We spent $85,050 more on facilities than anticipated (1.12) but were able to purchase filling stations, keep up the school, and provide new play structures for BES and RES. AP Spanish (1.15) was provided, but we had no cost as we

had a prior contract that we paid. Classified staff (1.17) was more expensive than anticipated by $33,197 but was necessary due to student and teacher needs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Many of our actions were effective over the three year LCAP Cycle, but there is room for improvement.

Action 1.1 Certificated Staff was not effective. We did not reach our desired outcome of having 100% of our certificated staff fully credentialled and appropriately assigned. We were at about 98-99% for the first two years. However, due to teaching shortages we were only able to get 86.11%. We will continue to hire the most qualified teachers available to us and hope to have this rate increase.

Action 1.2 Standards Aligned Instructional Materials was effective because we had standards aligned instructional materials available for 100% of students districtwide and are at full implementation of state standards on the local indicator tool.

Action 1.3 Increase Engagement of NGSS Standards was effective for increasing student access to the NGSS Science Standards. Educational partners agree that Science Night is a priority for BES and RES. We are at "Full Implementation" of State Standards (4) on the local indicator tool and have made progress over the last few years. We anticipate moving to (5) full implementation and sustainability in the next year.

Action 1.4 Technology was effective because maintaining a ration of 1 to 1 devices helps 100 % students to access state standards and standards aligned instructional materials.

Action 1.5 Internet Access was effective in making progress helping students to become college and career ready because they could access online assignments from home. This is reflected in the graduation rate of 96.8% attendance and full implementation of state standards on the local indicator tool.

Actions 1.6 and 1.7 Professional Development for Science Math and ELD Teacher were somewhat effective in helping us reach our goal. 100% of students had access to standards aligned instructional materials and we are at full implementation of state standards. Where we fell short was implementing this with fidelity. Due to a high turn over in staff and new administration, teachers were not given enough guidance to implement this properly. We plan to train teachers on how to work vertically and horizontally to develop scope and sequence and match curriculum with pre-requisite skills. In addition, we did not have enough professional development days to provide enough training for science, math and ELD. Grades 6-12 were involved in UDL training and the lower grades were involved in LTRS training. We also spent a lot of time working as a team to improve student behavior. Moving forward, professional development in math, science, and ELD will become a priority. This should help us improve our college and career ready from 12.9% prepared to 50% prepared. It also should help improve the number of students who complete all courses for UC and CSU requirements from 18.37% to 50%.

Action 1.8 Using Data to Meet Student Needs was somewhat effective in that teachers were provided time in order to analyze data. However, teachers need more training and direction in order to implement this with fidelity. Our benchmark and test scores improved over

the course of three years, but more attention to data driven instruction should help further our progress. Our college and career ready rate was only 12.9%, when the target was 50%. Providing data driven instruction and intervention with fidelity should improve this rate.

Action 1.9 Counseling Support was not effective. We were unable to find a qualified counselor. This would help us to reach our goal of helping students to be college and career ready because students whose SEL needs are met perform better in school. Many students at the elementary could benefit from social groups and counseling for tier 2 behaviors in order to be more successful in the classroom.

Action 1.10 SEL Curriculum was effective. Teachers and students expressed that 'Wayfinder" curriculum was helpful for helping students with social emotional learning. By meeting students social and emotional needs, they should be better able to focus on academics. This is evident in the 96.8% graduation rate and 1% high school drop out rate.

Action 1.11 Family Literacy Night was effective, but needs to be improved to bring more family involvement and distribute more books. However, this helped us to reach full implementation of state standards.

Action 1.12 Facilities was effective as evidenced by the facilities indicator tool "excellent condition".

Action 1.13 Independent Study was effective. We were able to provide access to independent study for many students who benefited by working independently at home. Our high school and middle school drop out rate reached the target for 0% middle school and 1% high school. In addition, we had a 96.8% graduation rate, which was close to target. Allowing students the option of independent study helped maintain these rates.

Action 1.14 Get Focused-Stay Focused Curriculum for High School was effective to helping high school students become college and career ready. We had 62.5 % CTE completers which was 12% above target, we also had 36% 11th grade EAP, which was 11% above target.

Action 1.15 AP Spanish was effective as we increased the rate of students passing AP tests from 13% to 36% passing at a 3 or higher. This was 11% above target.

Action 1.16 New Teacher Support was effective in that our new teachers improved in their skills and worked toward clearing their credentials. This is not reflected in the 86.11% fully credentialled rate, but will improve our rate as we move forward and support our new teachers. This will improve teaching practices, which will be reflected in test scores, and will hopefully lead to a higher retention rate of new fully qualified teachers.

Action 1:17 Classified Staff was effective. We need supervision at the elementary school in order to keep students safe. Students with special needs benefit from additional support and all students benefit from tutoring, and small group intervention. We have shown improved test scores, a lower suspension rate, and teachers in the middle school feel that behavior is improving. The additional support of classified staff helps with this and leads to more success in high school as reflected in the 96/8% graduation rate.

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

We will discontinue Action 1.5 Hot Spots. We are no longer providing distance learning for most students. A few students are still enrolled in our Independent Study Program. We have enough hot spots left over to meet these needs if students don't have access to internet. The need for this action has diminished with the end of the pandemic.

We will improve Action 1.6 and 1.7 Professional Development for Math, Science and ELD teachers. These actions will be combined and called (1.5). Moving forward we will have more time to devote to math and ELD training. As we have implemented a new science curriculum, we will make sure to provide time and support in improving instruction with the new program. In addition, we will provide more support and direction for teachers in developing scope and sequence in order to focus on the most important standards.

We will improve Action 1.8 Using Data to Meet Student Needs. Next year we will prioritize training new teachers on how to use data to provide intervention and targeted instructions. Administration will provide more direction and support to all staff, especially the new teachers in order to make sure this is done consistently and with fidelity. This should help not only improve test scores, but help lead to more college and career ready students as reflected on the California School Dashboard.

We will continue with Action 1.9 School Counselor for Biggs Elementary. This is necessary for our school in order to help students socially and emotionally so that they can be successful in the classroom. This was not provided last year, despite our best efforts to find a qualified counselor. We are hopeful to be able to fill that position next year and provide these necessary services, especially for our students with disabilities.

We will continue action 1.13 Family Literacy Night, but improve it by adding activities in the classroom, more free books, and having it in conjunction with the bookfair.

There were some changes to metrics. We changed CTE pathways from 4-6 as we now have 6 pathways. We moved CTE completers and 11th grade EAP to goal 2 as it is priority 4 and works best with student achievement.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4a - Statewide Assessments Source: Dashboard - Academic Indicator	2018-2019 Data BES ELA: Yellow, 50.4 points below standard BES Math: Orange, 98.3 points below standard BHS ELA: Yellow 6.6 points below standard BHS Math: Red 135 points below standard	2020 BUSD did not have state data. Local Data BES in ELA 38% proficient RES in ELA 62% proficient BES in Math 8% proficient No data for RES in math BHS ELA: 4.2 points below standard BHS Math: RED 144 points below standard	Points below standard (PBS) on state dashboard BES ELA -48.7 PBS BES Math -103 PBS RES ELA -19.5 PBS RES Math -43.6 PBS BHS ELA -61.9 PBS BHS Math -175.6 PBS	2023 Points below standard (PBS) on state dashboard BES ELA -42.3 PBS BES Math -85.6 PBS RES ELA -24. PBS RES Math- 11.7 PBS BHS ELA + 29.7 (above standard) BHS Math- 105.4 PBS Student groups in the RED BES ELA (ELD Students) -78.2 PBS District ELA (ELD Students) 77.7 PBS (Students with Disabilities) -118.5 PBS	BES ELA: At Standard BES Math: At Standard BHS ELA: 5.5 above Standard BHS Math: At Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Math (Students with Disabilities) -148.5 PBS	
4E - EL's who make progress toward English proficiency	2020 ELPAC 25% of EL students moved from 2A to 2B	2021 34% of EL students moved a level	2022 23 % of EL students moved level	2023 51.2% of EL students making progress	Increase 40% of EL's moving levels
4F - EL Reclassification Rate Source: Reclassification Policy	15% of the 50 EL students were reclassified in 2020	2021 24% of EL students were reclassified	2022 18% of EL students were reclassified	2023 9% of EL students were reclassified	20% students reclassified
8 - Local Data Source: Benchmark Assessments ELA: k-5 Wonders, 6-8 StudySync Math: Star Math MAPS	2020-2021 ELA 32% met or exceeds standards Math 20% met or exceeds standards	2021-2022 ELA 35% met or exceeds standards Math 21% met or exceeds standards	2022-23 ELA 43% met or exceeds standards Math 26% met or exceeds standards MAP 7-12 Grade 45% of students met standards	2023 I Ready BES Reading 40% meet or exceed BES Math 31% meet or exceed RES Reading 68% meet or exceed RES Math 54% meet or exceed 6-8 MAPS Reading 53% 6-8 MAPS Math 44% 9-12 MAPS ELA 62% 9-12 MAPS Math 26%	60% ELA students met or exceeded standard on district wide benchmark 50% Math students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Collage/Career Dashboard College and Career Indicator	2018-2019 BHS 24.1% of all seniors are college/career ready	2020-2021	2020-21 26% of senior class college career ready	2022-2023 12.9% College Career Ready	75% of all students are college - career ready
4 Pupil Achievement SAT/ACT Participation	In 2020 17% of Senior Class took test	No Longer testing	No Longer testing	No longer testing	5% increase in students taking SAT/ACT
4 Pupil Achievement CTE and A to G Completion	In 2019 3% of graduates met CTE and A to G completion	2020-2021 17% of graduates met CTE and A to G completion	2020-2021 17% of graduates met CTE and A to G completion	2022-2023 7.5% of graduates met CTE and A to G completion	10% of graduates met both CTE and A-G Completion

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

We had many successes last year implementing these actions. We provided at districtwide benchmark schedule (2.2) throughout the district and teachers adhered to the schedule. This lead to higher CAASPP scores and improved scores on the benchmark assessments. Biggs Elementary school improved by about 6 points in ELA and 17 points in math. Richvale Elementary improved by 5 points in ELA and 32 points in math. Biggs High School showed major gains in 68 points in ELA and about 70 points in math. Action 2.3 Intervention Specialist/ math coach was successful. We had a common testing protocol that was established and followed. In addition, the data was provided from benchmark assessments to all of the teachers at the beginning of the year. We showed significant improvement in math at Richvale (32 points) and BHS (70 points) and at BES (17 points) on the CAASPP as a result of using benchmark data to drive instruction. We provided ELA intervention (2.5) at BES through looking at the daily schedule and providing time for the teachers to look at data and meet with the intervention specialist. The success of this actions shows through improved benchmark scores and a gain of 6 points in ELA on CAASPP at BES. We expect to see higher gains as time goes on as students receive additional intervention at a lower grade. Action 2.7 was successful. We provided more paraprofessionals in the classroom and the SDC . This also lead to higher CAASPP and benchmark scores. Action 2.8 ELD support showed success as 51.2% of ELD students made progress; however, we only had 9% of students reclassify, which is 11% below target.

There were some substantive differences in planned actions and actual implementation. Action 2.1 was implemented and time was provided for teachers to analyze the data to guide instruction and provide intervention. There is room for improvement by providing more training and direction for new teachers and requiring accountability. This should lead to even higher gains on CAASPP and benchmark scores. At the high school level this will lead to a higher percentage of college and career ready students This year we declined by about 13% and was 63% under our target. In addition, we dropped by about 10% for CTE and AG completion and fell short of our desired outcome. Providing intervention at the lower levels through high school should help improve this. Action 2.4 was implemented for ELA, but was lacking in math coaching. Efforts were made to find a math coach, but we were unable to provide the coaching that the action planned. Action 2.6 Math intervention did not happen as planned. We did not have a math intervention specialist. Teachers and aids provided small group intervention. Students had access to software such as IXL and I Ready that also provided individual targeted intervention.

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

There were material differences between some budgeted expenditures and estimated actual expenditures. Action 2.4 Intervention Specialist/ Math Coach was $66,321 less because we were unable to hire a qualified math coach. Action 2.6 was $3500 less as we did not provide pull out intervention. Action 2.7 was $9175 less, even though we did provide access to aids in most classrooms, especially the SDC. Action 2.8 ELD support was $17, 081 less than anticipated, even though we provided a designated ELD teacher. The use of one time money such as ESSER helped to subsidize many of these actions and lead to lower costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Many of our actions were effective toward making progress toward the goal of improving student outcomes.

Action 2.1 Assessment Data Analyzation was somewhat effective. Our test scores improved districtwide: BES improved 6 points for ELA and 17.4 points for math. Richvale's math scores improved by 31.9 points. BHS improved by 67.6 points in ELA and 70.2 points in math. Looking at the data contributed to the improvement of these metrics. However, going forward this will be implemented with more direction, especially for new teachers, and with more fidelity and accountability. We expect to see further improvement moving forward.

Action 2.2 Districtwide Benchmark Plan was somewhat successful districtwide. We used benchmark assessments k-12 and followed the districtwide schedule with fidelity. Our benchmark scores showed improvement. BES improved in math by 5%. Richvale exceeded the target of 60% by 8% for ELA, and the math target of 50% by 4%. Middle School showed and improvement by 8% in Reading. BHS showed a 17% increase in ELA benchmark assessments. There is still room for growth on benchmark assessments, but other actions and continuing with the benchmark plan should improve math scores in the future.

Action 2.3 Intervention Specialists/ math coach was somewhat effective. Teachers analyzed assessment opportunities and created a comprehensive assessment plan and protocol which was used with fidelity. This can be measured by school calendar and dates of benchmark assessment given. This contributed to the improvement of CAASPP and benchmark scores.

Action 2.4 Intervention Specialist/ math coach was somewhat effective. BES provided an intervention teacher who gave targeted intervention to struggling readers. A math coach was not provided as we were unable to find a qualified applicant. BES improved CAASPP scores by 6 points in ELA.

Action 2.5 ELA Intervention was effective. We showed an improvement in ELA at BES by 6 points. RES did not show improvement, but maintained a strong score of 24 PBS. BHS showed significant growth and improved by 67.6 points and exceeded the metric with 29.7 points above standard.

Action 2.6 Math Intervention was successful. While pull out intervention did not happen as planned, teachers provided small group intervention and used software for targeted intervention. BES improved math by 17.4 points, RES by 31.9 points, and BHS by 70.2 points.

Action 2.7 Intervention Specialist/ math coach was effective. We provided a lot of support through para professionals in classrooms including the SDC. We saw an improvement in benchmark assessments. BES improved by 5% in Math, RES improved by 28% in Math. The middle school showed an 8% improvement in ELA and the high school improved 17% in ELA.

Action 2.8 ELD support was somewhat effective. We went from 23% of students making progress to 51.2 % of students making progress. However, our reclassification rate declined from 18%-9%

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

There were some changes made to the actions for next year, most of which were combining, improving, or clarifying prior actions.

Action 2.3 Intervention Specialist/ Math coach will just be math coach support districtwide. This can include outside coaching, professional development, and internal coaching. Our goal is to continue to improve math scores district wide. By providing more support for improving instructional practices, teachers should be more successful.

Action 2.4 Intervention Specialist/ Math coach will just be an ELA intervention specialist. This will continue at BES and through pull out targeted intervention for struggling readers and support for teachers in analyzing data.

Action 2.5 ELA Intervention will be middle school and high school intervention through IXL software. This provides targeted individual support for math and ELA for grades 6-12 to help improve student outcomes. Older students do not have access to reading intervention or paras for small groups. This will help meet that need.

Action 2.6 Math Intervention will change to ELD support. Math intervention will be provided through Action 2.3 district wide and 2.5 in grades 6-12

Action 2.7 Intervention Specialist /Math Coach is about para professionals in the classroom. This will be continued, however, it will no longer be necessary as an action. Instead action 2.7 will become support for students with disabilities. This can help target the low math and ELA test scores districtwide for students with disabilities.

Action 2.8 ELD support will change to Action 2.6 in name. It will also change in scope. The responsibility of designated and integrated ELD time will be on the classroom teacher. Additional support will be provided for middle and high school in order to reduce the number of long term English Learners. This change in scope will also plan for more professional development on ELD for classroom teachers and additional resources to support ELD students.   Action 2.8 will be afterschool tutoring which was originally under goal 3. It makes more sense to put afterschool tutoring under goal 2 which is for improved student outcomes and to measure it by the metrics Benchmark assessments and CAASPP testing data, which are used to measure goal 2.

We made a few changes to the metrics. We increased the target for ELA at high school to ten points above standard, based on our current scores. We also increased ELD students making progress from 40-50% as we have already reached that target. We took out the metric for pupil achievement SAT and ACT as those are no longer required for college entrance. We also moved CTE sequence completers and 11th grade EAP from goal one to goal two because it was priority 4 local indicator. We added data for the percentage of A-G completers as that is a requirement for priority 4 on local indicator tools. We removed college and career readiness because it is already listed under goal 1.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3a - Efforts to seek parent input Source: Parent, student, and staff surveys Local Indicator 3	2020 40 % Parents respond to staff Google forms We have an open door policy, active parent club and site council.	2021 47% of the parents responded to google forms	2022 64% of parents responded to google forms	Spring 2024 15% of parents responded to google forms.	75 % participation in Google form surveys. Continue to have an open door policy, active parent club, site council and CTE advisory group
3b - Efforts to seek parent input of unduplicated pupils	2020 - Surveys Surveys are provided in multiple languages if needed. to parents of unduplicated pupils	2021 Surveys are provided in multiple languages if needed. to parents of unduplicated pupils	Surveys are provided in multiple languages if needed. to parents of unduplicated pupils	Surveys were provided in Spanish and English to parents of unduplicated pupils.	Maintain survey access in multiple languages if needed for parents of unduplicated pupils
3c - Efforts to seek parent input of students with exceptional needs.	2020 Provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities:	2021 Provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities:	Provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access into	Provided a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/paper, access	Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	pencil/ paper, access to school computer, and google forms.	pencil/ paper, access to school computer, and google forms.	school computer, and google forms	into school computer, and google forms.	
5a - Attendance Rates Source: P2 Attendance report	2019 89.2%	2021-2022 BES 89.94% RES 91.53% BHS 91.74%	2022	2023 P2 95.6%	95%
5b - Chronic Absenteeism Rates Source: Dashboard - Chronic Absenteeism Rate Indicator	2020 BES 24% Chronically absent 29.% Socioeconomically disadvantaged chronically absent 34.% Students with Disabilities 26% Hispanic students BHS 22% Chronically absent 23% Socioeconomically disadvantaged 31 % students with Disabilities 24% Hispanic students	2021 BES 25% Chronically absent 28% Socioeconomically Disadvantage 33% students with disabilities 24% Hispanic students BHS 19% Chronically absent 22% socioeconomically disadvantaged 21% Hispanic students	2022 46% chronically absents rate for the district.	2023 22.7% chronically absent rate for the district 27.5% SED 33.3% Students with Disabilities 22.3% Hispanic Students	10 % Chronically absent 10% SED 15% Students with Disabilities 10% Hispanic students
5c - Middle School Drop Out Rate	2019-2020	2020-21	2022 O middle school student	2023 0 Middle school students	Maintain 0 students 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Drop Out Rate Source: CALPADS	Middle School: 0 students High School: 3 students	Middle school 1 student High School 2 students	High School 1 student	High School 2 students	
6a - Suspension Rates Source: Dashboard-Suspension Rate Indicator	2018-2019 1.2%	2020-2021 1.1%	2022 6.1% suspended at least one day	2023 District 5.3% suspended at least one day BHS 4.1% all students RES 0% all students BES 6.3% all students 9.8% White (Red on dashboard) 8.2% Students with Disabilities 6.9% Low income	Maintain 1.2% Suspended
6b - Expulsion Rates Source: CALPADS	2019-2020 0 students	2020-21 2021-2022 Maintain 0 students were put up for Expulsion, maintaining a 0% expulsion	2022 no students we fully expelled	2023 no students were expelled	Maintain 0 students
6c - sense of school safety and connectedness Source: Local Survey CHKS	2019 72 % of parents believe school is safe 61% of 5th grade students feel school is safe	2020 78 % of parents believe school is safe 72% of 5th grade students feel school is safe	2021 79 % of parents believe school is safe 77% of 5th grade students feel school is safe	2024 Local Survey 85% of parents believe school is safe 100% ELD parents believe school is safe	75% of Parents believe school is safe 75% of 5th grade students feel school is safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	65 % of 7th grade students feel school is safe 69% of 9-12 grade students feel school is safe 68% of parents feel connected to the school	78 % of 7th grade students feel school is safe 81% of 9-12 grade students feel school is safe 72% of parents feel connected to the school	80 % of 7th grade students feel school is safe 86% of 9-12 grade students feel school is safe 75% of parents feel connected to the school	90.9% of 5th grade students feel school is safe. 86% of 7th grade students feel school is safe 86% of 9-12 grade students feel school is safe 81% of parents feel connected to school.	75% of 7th grade students feel school is safe 75% of parents feel connected to the school.

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implantation of these actions. We gave out student and parent engagement surveys twice this year (3.1). We had in house suspension (3.2) available throughout the district if necessary. A structured day was utilized at BES as an alternative to suspension and we found it to be an improvement on in house suspension. The district provided attendance and tardy incentives for all students (3.3). BES and RES provided pizza and gift cards, the high school held a drawing for cash. Home to school transportation (3.4) was available to all qualifying students in the district. Afterschool tutoring (3.5) was provided to high school and junior high students. Extra curricular activities (3.6) were provided at BHS and BES. We used Catapult for our parent/ student communication (3.7). We provided student academic celebrations at the high school with Night of the Stars and Senior Awards Night (3.8). We also recognized academic achievement through honor roll and Senator James Gallagher Awards at BES and RES.

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

There were some material differences between budgeted expenditures and estimated actual expenditures. Action 3.2 In House Suspension did not cost because we paid for aids through other actions in the LCAP, as well as one time money. Action 3.3 Attendance Incentives was $11,855 less than planned. Incentives were provided, but often one time money was used. Action 3.4 Home to School Transportation was $87,476 more than anticipated due to rising costs. Action 3.5 Tutoring was $5000 less than anticipated due to the use of one time money. Action 3.6 Extra Curricular Activities was $31,960 less than anticipated. The activities were provided, but it cost less than anticipated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Most of our actions were effective in making progress toward the goal of providing student engagement a school culture conductive to learning. We struggled with parent response to surveys and the suspension rate at BES.

Action 3.1 Student Parent Engagement surveys were given twice this year. However, we were unable to get enough parent response. Last year we had 64% response rate and this year only 15% responded to the survey. We did hold a parent coffee at BES and RES in order to give parents another opportunity to provide feedback.

Action 3.2 In House Suspension was effective for BHS at only 4.1% suspension rate. It was less effective at Biggs Elementary School. BES rate declined slightly from last year, but still had one student group (white 9.8%) in the red. In addition, low income students (6.9%) and students with disabilities (8.2%) had a higher rate than all students (6.3%).

Action 3.3 District Attendance and Tardy Incentives was effective. We reached our target of 95% attendance rate and exceeded it by .6%. In addition our chronic absenteeism rate declined by 23.3%.

Action 3.4 Home to School Transportation was effective. This can be measured by a 95% attendance rate and a 22.7% chronic absenteeism rate, which is an improvement by 23.3%.

Action 3.5 Tutoring was effective as evidenced by improved CAASPP Scores We had improvements at BES in ELA by 6 points, math 17.4 points, RES by 31.9 math points, and BHS with 67.6 points in ELA and 70.2 points in math. We also had 66% of students who took the AP test pass (These metrics are under goal 1).

Action 3.6 Extra Curricular Activities was effective in reaching our goal as after school activities such as sports, Chess, FFA improve student engagement. This is evidenced by the fact that we had 95% attendance rate and improved our chronic absenteeism rate by 23.3%. We also had a low rate of 4.1% suspension at the high school where most of these activities take place.

Action 3.7 Parent/Student Communication was effective. We used Catapult to send weekly bulletins and regular announcements. 81% of parents districtwide felt connected to the school.

Action 3.8 Student Academic Celebration was effective. Academic achievement leads to improved student engagement and test scores. This is reflected in the 95.6% attendance rate and the improvement in test scores at the high school of 67.6 point in ELA and 70.2 points in math. This also adds to parent connectedness of 81% and student connectedness 86% grades 9-12.

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

There are some changes in actions for next year.

Action 3.1 Parent Student Input will remain. However, we are planning to provide incentive to get more feedback. We will also print it with a QR code for students to take home. It will be sent through Catapult. We will continue to hold parent coffees at BES and RES to get in person feedback.

Action 3.2 In House Suspension will be changed slightly at the middle and elementary school. It will be a reflection room for students to undergo a restorative process to hold them accountable for their actions and help them learn from their mistakes. This would be part of a structured day and an accountability project, which is an alternative to suspension and should help reduce the suspension rate and BES.

Action 3.3 Incentives will continue, however, it will be improved by providing incentives to motivate students to try their best on benchmark and state testing.

Action 3.5 tutoring is moved under goal 2. Tutoring will still be provided, but it makes more sense to measure it by improved test scores. It is an action to improve student outcomes, which is Goal 2.

We made one change in the metric 6C by increasing 75 % of parents and students feeling connected and safe to 80%.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Biggs Unified School District	Doug Kaelin Superintendent	dkaelin@biggs.org 530)868-1281 250

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Biggs Unified School District is located in Butte County, California, in the town of Biggs. Biggs lies 60 miles north of Sacramento and 20 south of Chico. The school district encompasses 135 square miles, which includes the communities of Biggs and Richvale and is in the heart of a rich agricultural area. Biggs USD has a student enrollment of 548 students. We have 47 English Language Learners (8.57%) with the majority having Spanish as the primary language. Approximately 63.5% of the students qualify for free or reduce lunch program district-wide. The district's schools include: Biggs Elementary School (TK-8), Biggs High School (9-12), all in the town of Biggs; Richvale Elementary School (K-5) is located in the neighboring community of Richvale. The district employs a superintendent and high school principal, a TK- 5 principal at Biggs Elementary and a 6-8 grade principal at Biggs Elementary who also oversees Richvale Elementary. The district employs 36 credentialled teachers and 40 classified and confidential non-teaching personnel. Professional development provides staff with training focused on delivering effective curriculum, instruction and assessment practices, SEL learning, student behavior, and school safety.

The educational program focuses on student achievement of the state content standards using current state-adopted and district-approved instructional materials. Students have opportunities to participate in six career technical education pathways, after school programs, sports, extracurricular activities and student leadership activities, which broadens their educational experience. Student support services include: special education classes, resource specialist programs, a speech and language program, counseling and psychologist services, ELD instruction and bilingual instructional aide work with English learners. Our philosophy guiding the reading curriculum is that children learn to read in different ways, so our approach emphasizes teaching reading through differentiated instruction Teaching the same concepts and skills in many different ways provides both reinforcement and allows the curriculum to correspond to the learning strengths of each child. Teachers in grades TK-5 have received training in the science of reading and have incorporated those strategies into reading instruction.

Academic performance and a safe and orderly environment are conditions strongly supported by the entire staff and the Board of Trustees. Budget, staffing and program decisions reflect these priorities. The student teacher ratio does not exceed 23 to 1 Kindergarten through third grade, and an average of no more than 25 to 1 in grade four through grade six. The district contracts technology service through Butte County Office of Education. All students have one to one Chromebooks, based on the district's technology plan. The district has created literacy plan for TK-high school to improve our students literacy. In addition to extensive training on the science of reading, the elementary

school staff has created common assessments and a standards based report card to ensure that standards and assessment are consistent throughout the district. Middle school through high school also has district wide common assessments and intervention programs. The District completed an 8 million dollar modernization project that affected all three campuses in recent years. In 2021-24 14 teachers participated in a grant that focused on Universal Lesson Design to help meet the needs of our diverse student populations. Biggs High School completed a WASC accreditation in the spring of 2023 receiving a six year accreditation

Reflections: Annual Performance

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

BUSD has made progress in several areas based upon a review of performance on state and local indicators, progress towards LCAP goals, local self-assessment tools, and educational partner input. Some areas of progress are featured below. Teachers have continued efforts to support students both academically and social/emotionally. Teachers offered extra support and focused on making connections with each and every student. The district purchased and implemented Wayfinder, a social emotional curriculum in elementary through high school. The middle school and high school purchased and implemented IXL, a curriculum that provides individual support for ELA, Math, Science, and Social Studies. Elementary school teachers participated in LTRS training to improve their reading instruction and utilized I Ready for targeted intervention.. BUSD continued it's partnership with BCOE in the UDL grant. The results of all these efforts were that students continued to make growth in benchmark assessments and CAASPP scores (shown below). We improved on ELD students making progress from 23% to 51.2%. Students' behaviors continued to improve and suspension rates lowered from 6.1%-5.3%.   We improved with 66.6% of students who took the AP test passing at a 3 or higher. We increased our CTE sequence completers from 10% to 65.5%. In addition, our Chronic Absenteeism rate went from 46% to 22.7%.

Academic Progress:
Local Benchmark Assessments
I Ready k-5 Spring 24
MAPS 6-12 Spring 24

CAASPP 22-23
BES ELA improved by 6 points, BES math improved by 17.4 points
RES ELA declined about 5 points RES math improved by 31.9 points
BHS ELA improved by 67.6 points, BHS math improved by 70.2 points

We are excited about the improvements that we have made both academically and in school climate. We do have some students groups in the lowest performance indicators on the 2023 California State Dashboard.
District wide- CAASPP ELA is in the red for both ELD students and students with disabilities, CAASPP math is in the red for students with disabilities. Actions 2.6 specifically addresses academic achievement for students with disabilities. Action 2.6 addresses support only for ELD students. Other actions will help to improve test scores school wide, with special attention for closing the achievement gap for ELD students and students with disabilities. Action 1.1 addresses hiring appropriately credentialed teachers, Action 1.2 makes sure that we have standard aligned instructional materials. Action 1.5 provides professional development for teachers, which should help improve teaching

practices and lead to higher achievement. Action 2.1 provides time and personnel to look at data, especially for low performing groups, and to provide targeted intervention. Action 2.3 provides math coaching support to improve teaching practices. Action 2.4 provides intervention for struggling readers at the elementary level. Action 2.5 is a targeted intervention program to improve student math scores and action 2.8 provides afterschool tutoring.

BES CAASPP ELA is in the red for ELD students. Action 2.6 is designed to help support ELD students. Other actions will help to improve ELD test scores school wide, with special attention for closing the achievement gap for ELD students   Action 1.1 addresses hiring appropriately credentialed teachers, Action 1.2 makes sure that we have standard aligned instructional materials. Action 1.5 provides professional development for teachers, which should help improve teaching practices and lead to higher achievement. Action 2.1 provides time and personnel to look at data, especially for low performing groups, and to provide targeted intervention. Action 2.4 provides reading intervention. Action 2.5 is a targeted intervention program to improve student ELA scores grades 6-8 and action 2.8 provides afterschool tutoring.

BES suspension rate is in the red for white students. Actions 3.2, 3.9, and 3.10 are created in order to address this discrepancy. These actions combined provide restorative practices and an alternative to suspension, PBIS, and social emotionally learning. We expect to see a much lower suspension rate next year.

In addition, we are working to improve the percentage of fully credentialed teachers from 86.11% to 100 % by implementing action 1.1. We intend to improve our reclassification rate of 9% to 20% by implementing action 2.6.   Our college and career ready rate declined from 26%-12.9% and should improve with the actions 1.6 and 1.10. We also have implemented actions 3.1, and 3.8 in order to get more than 15% parental involvement in parents responding to google forms and build stronger connections with families.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	A survey was sent to all teachers in the district on April 22, 2024.
Principals and Administrators	The superintendent and principals of BES, and RES consulted together in person to discuss the needs of the school and how to address through through actions in the LCAP on February 21, March 12, and April 10th of 2024
Classified Staff	A survey was sent to all classified staff in the district on April 22, 2024
BUTA: Biggs Unified Teachers Association	The presidency of BUTA gave feedback for the LCAP on April 17th, 2024 by responding via email about what actions they would like to see continued, improved, or added in order to improve student achievement and school climate.
Parents	A survey was sent to the parents at BHS, BES and RES on March 7, 2024 Parent Coffee was held at BES on March 7, 2024 and RES on March 11, 2024 to discuss ideas on improving behavior and soliciting input on how to improve the school.
Students	Mrs. Landers visited each elementary classroom and solicited input for the LCAP on April 15th. Mrs. McPeters visited with students in the middle school on April 15th and 16th. Mr. Kaelin met with students in grades 9-12 on April 10th and 17th. Local Student Surveys were given to students in grades 5th and 7th on April 18th, 2024.
Site Council	BES and RES Site Council met on January 25th and April 18th to gather input for the LCAP. BHS met March 14th, 2024 to discuss the LCAP.

Educational Partner(s)	Process for Engagement
ELD Parents	A survey was sent to parents of ELD students on May 3, 2024
SELPA	The SELPA engages with LEAs through monthly meetings of the Directors' Council and Governing Board. At these meetings, LEAs receive information about trend data, compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. For example, in March, the Director provided some details about the new reporting of Least Restrictive Environment data on the California Dashboard. SELPA Program Specialists also attend CIM and DA meetings for specific districts on request, and engage with small LEAs related to educational benefit reviews and student record reviews. The SELPA offered LCAP consultation sessions on May 28 provide context for students with disabilities and to field questions.

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

Biggs Unified School District values feedback from educational partners and used their feedback in creating goals and actions for the 2024 LCAP. This is a summary of the priorities of each group and the actions which have been developed in order to address their input.

Teachers: Teachers wanted a family literacy night (Action 1.13) in order to promote literacy and improve parent and family engagement. They wanted to continue with the art program and look into implementing music. They felt it was important to continue with reading intervention (2.4) in order to improve student achievement. They wanted to continue with and expand family events (Action 3.8)   Behavior support was very important to them and will be addressed through actions (1.7, 3.2,3.9,3.10).

Principal and administrators: The administration was concerned about lack of parental response through surveys and wanted to improve family engagement through more family events. This is addressed in actions 3.1 and 3.8. Improving benchmark and CAASPP test scores was a priority and actions (2.1,2.2, 2.3, 2.4, 2.5 2.6, 2.7,2.8) should all help address student achievement. Improving student behavior and reducing the suspension rate is a priority and will be addressed through Actions (3.2,3.9,3.10). The principals also felt that incentives were important in order to continue promoting students achievement and increasing attendance. Actions 3.3 and 3.7) will address this priority. They all agreed that finding a school counselor (1.7) and continuing social emotional learning (3.10) would help with student behavior. Improving the ELD program was also a priority for the administration.

Classified staff: Classified staff wanted to see more family events (3.8), recognition for not just academic achievement but character development (3.3), reading and math intervention (2.3,2.4), afterschool clubs and tutoring (2.8), a school counselor (1.7), independent study (1.8), and parenting workshops (2.7). The priority for classified staff was behavior support (3.2,3.9,3.10).

BUTA: The local bargaining unit wanted to continue with family events such as Family Literacy Night (1.13) and STEM Night (1.3) they wanted to see more clubs, music, and art. They felt that peer mentoring would be beneficial. Intervention (2.4) and behavior support (3.2,3.9,3.10) were a priority for them. They also felt strongly that finding a school counselor (1.7) for BES was a priority.

Parents: Parents wanted to improve honoring academic achievement (3.7). They wanted to continue with incentives for attendance and expand it to achievement (3.3). They enjoy school events such as Family Literacy Night (1.13) and STEAM Night (1.3). Student behavior (3.2, 3.9, 3.10) and counseling (1.7) were important to them and a priority.

Students: Students want to continue incentives for attendance and would like incentives for achievement (3.3). They like student recognition (3.7). They want to continue STEM Night (1.3) and have a Family Literacy Night (1.13). Their priority was improved food, more drinking fountains (1.9), more sports equipment, and more sports and clubs.

Site Council: Site Council wanted to honor academic achievement (3.7), offer incentives for attendance and achievement (3.3). They would like to see more sports, art, music, and after school clubs and tutoring (2.8). They also would like to improve student behavior (3.2, 3.9, 3.10) and implement peer mentoring.

ELD Parents: ELD parents were extremely satisfied with the school. They indicated that they would like to continue with ELD support (2.6) and walk to learn instruction which is provided through ELA intervention (2.4) at Biggs.

Selpa: The SELPA annually provides a presentation to offer ideas how students with disabilities can be provided for within the LCAP. They have focused us most on aspects of inclusive practices and SIL resources to pull relevant data to inform goals for both CIM and DA work. They have shown us how to align performance indicators with LCAP priority areas for the writing process. They have provided proposed educational partner input survey questions. And, they have offered to review our LCAP as it relates to students with disabilities. These activities have helped us ensure our LCAP adequately addresses the needs of all students including students with disabilities, as seen in Actions 1.7 School Counselor, 2.7 Support for Students with Disabilities and 3.10 Social Emotional Learning Curriculum..

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Biggs Unified District Mission Statement states that, "...It is the mission of Biggs Unified to encourage, guide, and support all students to reach their highest potential and become successful lifelong learners." The first step to becoming a successful life longer is for the district to prepare students for high school and to become college and career ready students. Educational Partner input led to the development of this goal because making sure students are ready for the next grade level and high school is part of helping students to eventually become college and career ready.

In analyzing the data we found some areas of concern that lead to the development of this goal:
86% of teachers are properly assigned and credentialed
BES currently has no access to a school counselor.
12.5% College and Career Ready on the dashboard
18.37% Completed CSU and UC requirements.

We plan to improve our metrics in reaching our goals. We will accomplish this by continually ensuring properly credentialed and appropriately assigned teachers, exploring and adopting new math and ELA curriculum in grades K-12 which will help us maintain a 100% access to standards aligned instructional materials, providing a STEAM night and Family Literacy Night for the elementary which is very important to educational partners as indicated through local surveys, making sure students continue to have access to devices, providing professional development for teachers in all subject areas, and providing curriculum support for AP classes. We plan to improve our campus by adding an additional filling station, shade structures, and maintaining our athletic fields. We will continue with an independent study teacher in order to meet the needs of more students. Bringing back the school counselor at the elementary level will aid in improving conditions of learning for students, especially those with special needs and low income students. In order to better support and retain new teachers, we will continue to provide support to help them clear their credential and be successful in the classroom. Para professionals will

help improve behavior, keep students safe, and provide intervention and support to unduplicated pupils. Progress toward this overall goal will be measured through several data points such improving the number of fully credentialled teachers from 86-100%, maintaining access to standards aligned instructional materials measured through the school accountability report card, and using the facilities inspection tool to make sure facilities are maintained and in good repair. We will measure the implementation of state standards through the local priority tool and the access to a broad course of study. Conditions of learning will be measured through the California State Dashboard, which measures college and career readiness, and the high school graduation rate. We will look at local data to examine the number of students who pass AP tests and hope to maintain at least 50% which we accomplished last year at 65%. Educational partner input and improvement in student achievement and engagement as they move through grades will help us to determine that our actions are providing optimal conditions of learning to help students to become ready for high school, college, and career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A - Teaching staff are properly assigned and appropriately credentialed Source: SARC	86% of teachers are properly assigned and appropriately credentialed			100% of teachers properly assigned and appropriately credentialed	
1.2	1B - Access to standards aligned instructional materials Source: SARC	100% of students have access to standards aligned instructional materials			Maintain 100% access to instructional materials	
1.3	1C - Facilities maintained in good repair Source: Facilities Inspection Tool	Good Rating			Maintain Good Rating	
1.4	2A /2B - Implementation of State Standards for all students and ELD	Full Implementation (4) All			Full Implementation and Sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students to gain English language proficiency Source: Local Indicator Tool Priority 2	Full Implementation and sustainability (5) ELD Students			(5) for all and ELD students	
1.5	7A - Access to and enrolled in a Broad Course of Study Master Schedule	District offers 6 CTE pathways			Maintain 6 CTE Pathways	
1.6	7B/7C - Programs and services developed and provided to unduplicated students and students with exceptional needs	No access to a school counselor 5 days a week in grades TK-8			Maintain a school counselor 5 days a week for students k-8	
1.7	College/Career Ready California Dash Board	2022-2023 12.5% Prepared 61.3% Approaching prepared			50% Prepared 40% Approaching Prepared 10% Not Prepared	
1.8	Priority 5E- Graduation Rate Dashboard	2023 96.8% ALL 100% Hispanic 95.7% Low income 93.8% White Due to the small number of students at BHS, these are the only groups with disaggregated data.			98% for all students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Priority 4- Pupil Achievement AP Enrollment and Pass Rate	66% of students who took the AP test passed with a 3 or higher			Maintain 50% of students who take the AP test will pass with a 3 or higher.	
1.10	Priority 5D- High School Middle School Drop Out Rate	1% High School 0% Middle School			1% High School 0% Middle School	
1.13	Graduates Meeting UC/CSU Requirements SARC	98.62% Enrolled 18.37% Completed			50%	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction	BUSD will hire and maintain fully credentialed and appropriately assigned teachers in order to maintain smaller class sizes.. All teachers TK-8 will have multiple subject credentials. Teachers in 9-12 will have single subject credentials in the subject they teach.	$346,487.00	Yes
1.2	Standards Aligned Instructional Materials	We will pilot and purchase new Math and ELA curriculum in grades TK-12 in order to provide curriculum in the most current California State Standards.. We will maintain and provide supplementary curriculum as needed in social studies, science. and ELD curriculum in grades TK-12 in current California State Standards.	$15,000.00	Yes
1.3	Increase engagement and awareness of NGSS	BES and Richvale host a STEM Night for families to increase science engagement and awareness of New Generation Science Standards.	$1,000.00	Yes
1.4	Technology	Maintain a 1 to 1 ratio of devices as per district technology plan	$165,000.00	No
1.5	Professional Development	Professional Development for teachers in ELA, ELD, Math, Science, and History. This includes professional development from outside vendors and BCOE in standards based curriculum.	$3,000.00	Yes
1.6	Get Focused- Stay Focused High School Curriculum	Purchase curriculum for high school student goal setting and career exploring.	$2,600.00	Yes
1.7	Counseling Support	Fund 15 extra days for the school counselor to provide extra students support at the elementary level.	$12,957.00	Yes
1.8	Independent Study	Fund online Independent Study Program (Accelus) and Independent Study Coordinator.s.	$160,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Facilities	Purchase another filling station for BES. Purchase shade structure for the elementary and middle schools. Provide general Upkeep to facilities, including athletic fields.	$369,200.00	No
1.10	AP Spanish	Vista Higher Learning AP Spanish Support	$750.00	Yes
1.11	New Teacher Support	BUSD will provide support to new teachers in order to help them clear their credential.	$17,500.00	Yes
1.12	Classified Staff	BUSD will provide paraprofessional salaries for classroom support, tutoring, and play ground supervision.	$165,655.00	Yes
1.13	Family Literacy Night	BES will provide Family Literacy Night for families at BES and RES.	$1,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Research shows that data driven instruction leads to improved student achievement and progress toward California state standards. Based on educational partner input and current research, Biggs Unified developed this goal.

Analyzation of school data suggest some areas of concern:
Students with disabilities are RED on the dashboard for ELA (118.5 Points below standard) and Math (148.5 Points below standard) districtwide.
ELD students also are in the red for ELA districtwide (77.7 Points below standard) and at BES (78.2 Points below standard).
Our CAASPP math scores are also low for the district at 81 Points below standard.
The district would also like to improve our ELD reclassification rate which is only 9%.
Improving A-G completion from 7% to 20% is a priority.

In order to reach our desired outcome for 2024-25, teachers will continue to give benchmark assessments to students three times a year and analyze data within grade levels and with the site principals to improve student achievement toward California state standards. The elementary student intervention teacher will provide intervention for struggling students and teachers will provide designated and integrated instruction to EL's in order to improve student performance and help reclassify students. We will hire a math coach to help teachers improve instructional practices, analyze data, and work with individual struggling students. Teachers will work within PLC groups to analyze the data from district benchmarks in order to provide RTI for students in reaching the California State Standards. Teachers will receive collaboration time and professional development in order to bring students closer to reaching the standards in ELA and math. We will provide afterschool tutoring and purchase IXL to help provide targeted intervention for students in ELA and Math. All of these actions should help improve scores for all students which are improving, but still low.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	4A Statewide Assessments Source: California State Dashboard	BES ELA -42.3 PBS ALL • 78.2 PBS ELD • 55.8 PBS Low Income • 120 PBS Students with Disabilities BES Math -85.6 PBS ALL • 104.1 PBS ELD • 98.7 PBS Low Income • 143.2 PBS Students with Disabilities RES ELA -24 PBS RES Math -11.7 PBS No student groups due to low number of students BHS ELA +29.7 PAS +28.2 PAS BHS Math -105.4 PBS • 124.3 PBS Low income No other student groups reported due to low number of students Student groups in the RED			BES and RES at standard for math and ELA BHS at standard for math and 10 points above standard for ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		BES ELA (ELD Students) -78.2 PBS District ELA (ELD Students) 77.7 PBS (Students with Disabilities) -118.5 PBS Math (Students with Disabilities) -148.5 PBS				
2.2	4E EL's who make progress toward English proficiency	2023 51% of EL students made progress			50% of EL students make progress	
2.3	4F EL Reclassification Rate Source: District Reclassification Policy	2023 9% of students reclassified			20% Reclassified	
2.4	A-G Completion percentage	2023 7% of students			20% of students	
2.5	CTE Sequence Completers SARC	2023 65.5 % CTE Sequence Completers SARC			50% Sequence Completers	
2.6	CTE and A-G	2023 7.5% met both			10% of graduating seniors met both	
2.7	11th Grade EAP	36% of test takers			25% of test takers	
2.8	8 Local Data Source: Benchmark Assessments K-5 I Ready 6-12 MAPS	BES Reading 40% meet or exceed BES Math 31% meet or exceed RES Reading 68% meet or exceed			60% of students meet or exceed standards on district benchmark for ELA and 50% meet or exceed on math.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RES Math 54% meet or exceed 6-8 MAPS Reading 53% 6-8 MAPS Math 44% 9-12 MAPS ELA 62% 9-12 MAPS Math 26%				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Assessment Data Analyzation	Teachers will work together individually and in grade level teams to analyze assessment data and use it to drive instruction, monitor student needs, and plan for appropriate interventions. ELA specialists and math	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		specialists will help grade level teams and teachers analyzing the data to aid in learning recovery. This action provides for both a stipend for the data coordinator and professional development time for teachers to collaborate and use the data to improve instruction.		
2.2	District wide benchmark plan and schedule for math and ELA	K-12 grade will participate in a district wide benchmark schedule for math and ELA. Tests will be given three times a year through IReady K-5 and MAPS 6-12. Common testing protocol will be followed and teachers will track baseline data on a common testing sheet.	$24,785.00	Yes
2.3	Math Coach Support	Contract a math coach K-12 to help improve math instruction and raise math scores.	$10,000.00	Yes
2.4	ELA Intervention Specialist	Maintain an ELA intervention specialist K-5 to provide support to teachers in looking at data, coach teachers in ELA best practices, and pull out struggling students for intervention.	$146,631.00	Yes
2.5	Middle School and High School Intervention	Purchase IXL in order to provide targeted intervention in both math and ELA for grades 6-12	$4,275.00	Yes
2.6	ELD Support and Curriculum	Students will receive designated and ELD services from a credentialled teacher 30 minutes daily. Teachers will be provided with professional development on ELD curriculum, designated and integrated ELD time. Resources and curriculum will be purchased to support ELD students. We will purchase additional curriculum for the middle school. This action should improve the CAASPP scores in ELA for ELD students districtwide which is in the RED for ELA and at Biggs Elementary, which is also in the RED on the California School Dashboard.	$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Additional Support for Students with Disabilities.	We will plan a night for parents with students who have disabilities to get resources for helping their students to be successful in school and building strong partnerships with teachers and families. We will offer additional academic support during the day for students with IEP's. We will continue to provide push in and pull out services in order to help students with their goals. Students with disabilities are in the RED on the dashboard LEA wide for ELA and Math. This action is created to address this.	$38,702.00	No
2.8	Afterschool Tutoring	We will provide afterschool tutoring at BHS and BES.	$12,293.00	Yes
2.9	LTELS Additional Support	Middle school and high school ELD students will get additional pull out support. This is targeted to help older students perform on the ELPAC in order to redesignate before becoming long term English Learners. This will also help LTELS redesignate.	$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Analyzing school data provided some areas for improvement:
Only 15% of parents districtwide responded to the survey
22.7% Chronic Absenteeism Rate
5.3% Student Suspension Rate, especially high at BES at 6.3%

We developed this goal in order to address the needs indicated in the data and to promote student engagement and a create a culture conducive to learning. Our school provides free transportation to help all students and transportation to special programs. We provide tutoring services for middle school and high school and plan to expand to the elementary school. We have created a school wide incentive program that targets our socioeconomically disadvantaged population by recognizing small improvements, and providing incentives that will motivate students to attend school and to work hard on assessments. We hope to improve school culture, achievements, and connections by providing academic celebrations. We are making efforts to improve family connections by having more events such as Math Night, Grandparents Day, and parent coffees. We are also improving the methods at which we send out surveys in order to encourage more feedback. We are working hard to improve behavior and school culture for students at BES through a new behavior program that offers an alternative to suspension and gives students an opportunity to be accountable for their behavior and through implementing PBIS with fidelity. Providing SEL curriculum and support will also help improve behavior and reduce the chronic absenteeism rate. These goals and actions were created in response to the feedback from our educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A - Efforts to seek parent input Source: parent student and staff surveys Local Indicator 3	2023 15% of parents responded to Google forms

15 parents attended Parent Coffee We have an active parent club and site council | | | 75% Participation in Google form survey. 30 parents attend Parent Coffee Continue to have an active parent club and site council | |
3.2	3B- Efforts to seek parent input of unduplicated pupils	Surveys provided in multiple languages An interpreter attended parent coffee			Maintain surveys in multiple languages and continue to provide an interpreter at parent events.	
3.3	3C Efforts to seek parent input of students with exceptional needs.	Provide a survey of parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/paper, access to school computer, and google forms.			Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site.	
3.4	5 A- Attendance Rates Source P2 Attendance Report	95.63% Districtwide 95.30% BES 95.15 RES 96.42 BHS			Maintain 95%	
3.5	5B- Chronic Absenteeism Rates	2023 22.7% Chronically Absent for the District.			10% Chronically Absent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard Chronic Absenteeism Rate Indicator	27.5% Low income 33.3% Students with disabilities 22.3% Hispanic Students			10% SED 15% students with disabilities 10% Hispanic Students	
3.6	5C- Middle School Drop Out Rate High School Drop Out Rate Source: CALPADS	2023 .8% Middle School 0% High School			0% Middle School 1% High School	
3.7	6A- Suspension Rates Source: Dashboard Suspension Rate Indicator	2023% 5.3% suspended at least one day BES 6.3% 8.2% students with disabilities 6.9% low income Dashboard RED 9.8% White			1.2% Suspended at least once a day.	
3.8	6B Expulsion Rates Source: CALPADS	2023 0 students expelled			Maintain 0 students expelled	
3.9	6C- Sense of school safety and connectedness. Source; Local Survey CHKS	2023 81% of parents feel connected to the school. 85% of parents feel school is safe			80% of Parents believe school is safe 80% of students feel school is safe	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		91% of 5th graders feel the school is safe 86 % of 7th graders feel the school is safe 86% 9-12 feel school is safe			80% of parents feel connected to the school.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improve parent and student input.	We will continue to administer a parent, student, staff survey in the spring. In order to improve participation we will send home a paper survey with a QR code as well as distribute it electronically to families in English and Spanish and multiple modalities. We will provide a parent coffee event	$200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		yearly at the elementary schools. We will meet twice a year with student advisory groups and administer Healthy Kids Survey and other local student surveys to students. The results from all surveys and events will be analyzed and shared with educational partners.		
3.2	Alternatives to Suspension	We will provide a reflection room as an alternative to suspension. The reflection room provides a place for students to reflect on their behavior, make restitution, and reset in order to be able to join their classmates. Accountability projects and a structured day will also be available to students in order to learn from their mistakes and repair relationships. This will help with our suspension day which is a RED for white students.	$200.00	Yes
3.3	Student Incentives	The district will provide incentives in order to maintain and improve our attendance rate, decrease chronic absenteeism, and improve student achievement.	$9,000.00	Yes
3.4	Home to School Transportation	The district will provide home to school transportation to be sure that students attend school and special programs	$319,453.00	Yes
3.6	Parent/ Student Communication	We will provide Catapult as a way to better communication between home and school.	$5,000.00	Yes
3.7	Student Academic Celebration	Maintain student academic celebration events like Night of the Stars, Senior Awards Night, CJSF Induction Night and Honor Roll.	$4,250.00	Yes
3.8	Family Events	BES and RES will increase family events by adding a math night, grandparents day, and parent coffees.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	PBIS	Implement a schoolwide PBIS system that encourages and rewards positive behavior. Work with BCOE to provide training to teachers and administrators on PBIS. This will help improve our white students suspension rate which is in the RED.	$600.00	Yes
3.10	SEL Curriculum	Purchase Wayfinder Curriculum and provide professional development in order to support social emotional learning. This will help improve our suspension rate for white students, which is in the RED. It should also help students with disabilities so they can be more successful in class.	$20,258.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,057,310.00	$72,478.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.213%	0.000%	$0.00	17.213%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Class Size Reduction **Need:** Significant achievement gaps exist between the district's overall performance and low income students, English learners and students with disabilities. Our low income students are performing 14.4 points lower than their peers county/district-wide in ELA, and 17.1 points lower than their peers in math.	This action will ensure that BUSD will make every effort to hire and retain effective and fully credentialed teachers in order to maintain small class sizes for effective instruction. All services are planned to be implemented district/school-wide because of the high percentage of targeted students. After assessing the needs of our low-income students, English learners and students with disabilities, we learned that their achievement rates are lower than for all	1.1, CAASPP scores, benchmark assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our English learner students are performing 51.4 points lower than their peers county/district-wide in ELA and 28.7 points lower than their peers in math. Our Students with Disabilities are performing 92.2 points lower than their peers county/district-wide in ELA, and 67.5 points lower than their peers in math. Students with disabilities are identified in the red on the dashboard for both ELA and math district wide. ELD students are identified in red on the dashboard for ELA districtwide and for BES. Research by R. Seebruck (2015) and educational best practices indicate that well-prepared and effective teachers have a very significant impact on student learning outcomes. Smaller class sizes positively impacts test scores and student learning. (Barnum, 2022) **Scope:** LEA-wide	students. In order to address this condition, actions detailed above in goal 1, provide supports and resources to address the challenges of our students. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. Although the services are principally directed towards the unduplicated students, all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the education programs for the 2024-2025 Local Control Accountability Plan for Biggs Unified School District.	
1.2	**Action:** Standards Aligned Instructional Materials **Need:** Based on the needs of low income students and ELD students who are performing below standard in ELA and Math we have developed this action. Our ELA scores reflect that low	Providing the most recent standards based instructional materials should raise test scores and improve student learning to help students become college and career ready. This is targeted to benefit low income students and ELD students, who will have an additional curriculum to help promote language acquisition. This will be	1.2, 1.7, 1.8 and CAASPP scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	income students at BES are 78.2 PBS. Our low income students' math scores at BES are 98.7 PBS and at BHS are 24.3 PBS. ELD scores are low at BES for math at 104.1 PBS and ELA at 78.2 PBS. According to the dashboard, BES is in the RED for ELD students in ELA and in the RED for ELD students districtwide. BUSD plans to pilot and purchase new math, and ELA, curriculum for grades TK-12 due to the new math standards roll out and the need for a more current ELA curriculum that reflects the most current research in the science of reading in order to improve student learning and be college and career ready. Research indicates that standards aligned instructional materials have an impact on raising test scores for ELD and low income students (Oakes, J., & Saunders, M. (2004)). **Scope:** LEA-wide	provided LEA wide as all students will benefit from standards based instructional curriculum.	
1.3	**Action:** Increase engagement and awareness of NGSS **Need:** Feedback from educational partners indicate that families and students at BUSD would benefit from a STEM night, as well as more family events. Students and families would benefit from support in making science	Not only should this action impact student achievement, it provides the opportunity to build relationships with families and staff, as well get students excited about the NGSS science standards. In addition, it supports education at home by giving families ideas and tools to help bring science exploration out of the classroom and into the home.	1.2, 1.4, local survey data of feeling connected to the school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standards more accessible and engaging. Students and families would benefit from opportunities to build partnerships with teachers and administration in order to help students be successful in becoming college and career ready. Research demonstrates the positive impact of elementary school family science night on academic achievement (Lee, H. and Kim, J., 2017). **Scope:** LEA-wide	Action 1.3 would benefit low income and ELD students by providing more access to science standards and curriculum. However, due to the high percentage of unduplicated students at BES, it makes sense to provide STEM Night for all students. Inviting siblings will help low income families by not requiring child care and providing access to an interpreter that evening will help support our ELD families.	
1.5	**Action:** Professional Development **Need:** BUSD needs to continue to improve in CAASPP scores, especially for low income students. BES low income students are 98.7 PBS in math and 55.8 PBS in ELA. BHS low income students are 24.3PBS in math. BHS college and career readiness rate is low at 12.5%. Low income students are only 8.7% ready. In addition, teachers and administrators have expressed the need for professional development, especially in math. Research consistently demonstrates that high-quality, research-based professional development for teachers can lead to	Action 1.5 addresses this need to improve instruction for low income and all students because improved instruction in state standards will help students become more college ready and improve benchmark assessments and CAASPP scores. This action is provided on an LEA wide basis to address the needs of all students, especially low income students who are the majority.	1.4, 1.7, CAASPP scores, benchmark assessments, and teacher feedback.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improved student learning outcomes across subject areas, grade levels, and student populations. By providing teachers with the knowledge, skills, and support they need to enhance their instructional practice, PD plays a crucial role in promoting student success and academic achievement (Hoge, D. M., 2016). **Scope:** LEA-wide		
1.6	**Action:** Get Focused- Stay Focused High School Curriculum **Need:** Only 12.5% of students were prepared for college/career on the California State Dashboard. This is 37.5% less than the district target. Low income students are even less at 8.7% prepared. Research by Martinez, R. R., Baker, S. B., & Young, T. (2017) indicate that curriculum designed to address college and career readiness and goal setting can improve student readiness. **Scope:** Schoolwide	This action purchases curriculum that will help students set goals and explore careers. This will be provided schoolwide to target low income students who are only 8.7% prepared and will benefit all students. .	1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Counseling Support **Need:** Low income and students with special needs at BIggs Elementary would benefit from counseling in order to address trauma, and social and emotional needs. Teachers, families, and principals have recognized that many students at BES have experienced trauma, especially low income students, and students with special needs often need support with social skills. Students whose social and emotional needs are not met, have a hard time focusing in class, and often can exhibit behavior that impacts their learning, as well as disrupting the learning of other students in class. Educational partners have expressed a need for improving student behavior, as well as improving test scores. Low income students at BES are 98.7 PBS in math and 55,8 PBS in ELA. Students with disabilities are 143.2 PBS in math and 120 PBS in ELA. Educational Research highlights the essential role of elementary school counselors in promoting the academic, social, emotional, and behavioral well-being of students. By providing comprehensive counseling services, collaborating with families and staff, and implementing evidence-based interventions, elementary school counselors contribute to creating a positive school climate (Scott, C., 2019)	A counselor at BIggs Elementary could provide additional one on one counseling for students who have experienced trauma. These additional days could provide whole class and small group instruction for social and emotional skills. We expect this to help struggling students and improve behavior and learning. This is provided schoolwide, but low income and students with special needs will receive priority.	1.6, CAASPP scores, staff surveys on behavior

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.8	**Action:** Independent Study **Need:** Some students have health, social, or behavioral challenges, or family preferences and would benefit from having options other than the traditional classroom experience. This is especially necessary for low income students who experience a higher rate of trauma. **Scope:** LEA-wide	Providing a long term independent study program provides options to accommodate students with emotional, behavioral, health, challenges, or students who thrive learning from home independently. This action provides curriculum that meets state standards, as well as a coordinator to check in with students and families and provide the support necessary for them to be successful. This service is planned to be implemented district/school-wide. Low income students will have priority access to independent study.	1.2, 1.8
1.10	**Action:** AP Spanish **Need:** BHS improved their number of students who passed AP tests from 3 students to 4 students. AP Spanish requires additional support curriculum in order to make it accessible to students in order to help them pass the AP test. Only 12.5% of students were college and career ready, which is 37.5 % points lower than the district target. Low income students have an even lower rate at 8.7% prepared and	VIsta Learning provides additional support to help students pass the AP test in order to maintain and improve the number of students who are passing the AP test at a 3 or higher. AP courses help students to be better prepared for college. Action 1.10 should help low income students pass the AP test, which will help improve their college readiness rate which is lower than it is for all students. This action will be provided districtwide as the college career readiness rate is low for all students.	1.7 and 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	would benefit most from this additional support. **Scope:** Schoolwide		
1.11	**Action:** New Teacher Support **Need:** BUSD has only 86% fully credentialled teachers. We also have room for improvement on standardized testing: ELA is 26.3 points below standard and math is 81 points below standard district wide. Low income students scores are even lower districtwide at 40.7 PBS for ELA and 98.9 PBS for math. Research suggests that a teacher's years of experience and quality of training are correlated with children's academic achievement (Gimbert, Bol, &Wallace , 2007). Additionally, children in low-income schools are less likely to have well-qualified teachers (Clotfelter, Ladd, & Vigdo, 2006). **Scope:** LEA-wide	Action 1.1 provides additional support for new teachers and helps improve teaching practices which will help prepare students for college and career, access state standards, and improve student learning. This action supports teachers in clearing their credential and helps recruit and keep qualified teachers. This action will be provided districtwide to benefit all students, especially improving outcomes for low income students who are less likely to have qualified teachers and who have lower test scores districtwide than all students.	1.1, 1.7
1.12	**Action:** Classified Staff **Need:**	This action provides the staff necessary for low income, ELD, and students with disabilities to be successful in the classroom through additional support, tutoring, and intervention. In addition,	1.4, CAASPP scores, benchmark assessments, and feedback from staff about students safety.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Significant achievement gaps exist between the district's overall performance and low income students, English learners and students with disabilities. Our low-income students are performing 14.4 points lower than their peers county/district-wide in ELA, and 17.1 points lower than their peers in math. Our English learner students are performing 51.4 points lower than their peers county/district-wide in ELA and 28.7 points lower than their peers in math. Our students with disabilities are performing 92.2 points lower than their peers county/district-wide in ELA, and 67.5 points lower than their peers in math. Students with disabilities are identified in the red on the dashboard for both ELA and math district wide. ELD students are identified in red on the dashboard for ELA districtwide and for BES.

Research shows that paraprofessionals play a crucial role in supporting diverse learners, including students with disabilities, English language learners, and those with special learning needs. Research suggests that paraprofessionals can provide targeted support and accommodations to help these students access the curriculum, participate in classroom activities, and make progress toward academic goals (Goe, L., & Matlach, L., 2014) .

Scope:
  LEA-wide | playground supervision keeps students safe and cut down on behavior issues.

This will be provided districtwide to support all students; however, low income, ELD, and students with disabilities have the lowest scores so they will have the most access to para professionals in the classrooms to support their learning and increase their performance. | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	**Action:** Family Literacy Night **Need:** Educational partners expressed the need for community and family events in order to build partnerships between staff, students, and family. In addition, BES CAASPP ELA Scores is 42.3 points below standard. ELD students at BES are 78.2 points below standard. That is a discrepancy of 32.9 points. Research shows that family literacy nights are a valuable and effective strategy for promoting literacy skills, fostering family-school partnerships, and building supportive learning communities. By providing opportunities for families to engage in literacy-related activities together, schools can support children's literacy development and academic success while strengthening connections between home, school, and community (Swatosh, C. R., 2014). . **Scope:** Schoolwide	Action 1.13 provides an event to bring families and staff together in order to build relationships and improve literacy. This will be provided to all students at BES and RES as the majority are low income. Spanish speaking staff will be available to help communicate with our ELD families. In addition, free books will be available in English and Spanish, which will benefit both low income and ELD students.	1.2, 1.4, ELA CAASPP scores and benchmark assessments
2.1	**Action:** Assessment Data Analyzation **Need:** BUSD has low CAASPP scores for low income students: 98.7 PBS for math and 55.8 PBS in ELA at Biggs Elementary. Biggs High School	This action provides both a data coordinator stipend and time for teachers in order to look at the assessment data, collaborate with other teachers, and use it for data driven instruction. ELD and Low income students have low CAASPP scores and should benefit significantly. This action is provided throughout the district as the majority	2.1, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	math scores for low income students are124.3 PBS. BUSD has low CAASPP scores for ELD students who are in the RED for ELA districtwide and at BES: Districtwide 77.7 PBS and BES 78.2 PBS . ELD students are low in math at BES at 104.1 PBS. Research suggests that data-driven instruction is an effective approach for improving teaching and learning outcomes. By using data to inform instructional decisions, monitor student progress, and promote continuous improvement, teachers can ensure that they are meeting the diverse needs of their students and fostering positive learning outcomes for all (Mandinach, E. B., 2012). **Scope:** LEA-wide	of students are low income and CAASPP scores are low districtwide.	
2.2	**Action:** District wide benchmark plan and schedule for math and ELA **Need:** BUSD has low CAASPP scores for low income students: 98.7 PBS for math and 55.8 PBS in ELA at Biggs Elementary. Biggs High School math scores for low income students are124.3 PBS.	Districtwide benchmark assessments given with a common protocol throughout the district provides the data needed to give targeted intervention to low income, and ELD students. This will be provided LEA wide as all students will benefit from analyzing the data from benchmark assessments.	2.1, 2.6, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	BUSD has low CAASPP scores for ELD students who are in the RED for ELA districtwide and at BES: Districtwide 77.7 PBS and BES 78.2 PBS . ELD students are low in math at BES at 104.1 PBS. Research suggests that districtwide benchmark assessments play a valuable role in improving student outcomes, guiding instructional decisions, promoting data-informed practices, and fostering collaboration among educators, and parents (Bergan, J. R., Bergan, J. R., & Burnham, C. G., 2009). **Scope:** LEA-wide		
2.3	**Action:** Math Coach Support **Need:** Based on the math scores of low income students at BES (98.7 PBS) and BHS (124.3 PBS) and ELD students at BES (104.1 PBS) and districtwide (109.7 PBS) we developed this action. Students with disabilities also have low math scores districtwide (148.5 PBS -Red on the dashboard) and at Biggs Elementary (143.2 PBS). Research suggests that math coaching for teachers is a valuable form of professional development that can lead to improved	This action will provide coaching to teachers in math instruction and in using data to provide intervention that will help close the achievement gap for low income students, ELD students, and students with disabilities. This will be provided districtwide as all schools in the district are below standard in math.	2.1, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instructional practices, increased teacher confidence, and enhanced student learning outcomes in mathematics. By providing targeted support, personalized professional development, and ongoing collaboration, math coaches help empower teachers to become more effective educators and promote excellence in mathematics education (Stewart, M. T., 2013) . **Scope:** LEA-wide		
2.4	**Action:** ELA Intervention Specialist **Need:** ELA scores are low at BES (42.3 points below standard). ELD students have an achievement gap, scoring 78.2 PBS, which is 35.9 points lower than all students. Low income students scored at 55.8 PBS which is 13.5 points lower than all students. **Scope:** Schoolwide	Children from low-SES families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013). An reading intervention teacher can provide targeted intervention for low income and ELD students who are struggling. This action will be provided schoolwide, but low income and ELD students will have priority.	2.1, 2.8
2.5	**Action:** Middle School and High School Intervention **Need:** Low income student at BHS are 124.3 PBS for math. At BES low income students are 98.7PBS for math and 55.8 PBS for ELA. ELD	IXL provides personalized learning experiences tailored to each student's individual needs and skill levels. Research suggests that personalized learning can lead to improved student outcomes, including higher test scores, as students receive instruction that is aligned with their specific learning goals and areas of need. ELLs, SPED	2.1, 2.4, 2.6, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students at BES are 104.1 PBS for Math and 78.2 PBS for ELA. ELD students are in the RED districtwide and at BES. Benchmark assessments are below target for BES in Reading only 40% meet or exceeds standard. BES Math only 31% meet or exceeds standard. **Scope:** Schoolwide	students, and low income schools experience similar or even greater gains with IXL (An, X., 2022). This action provides access to IXL, a program that provides individual targeted intervention for students in grades 6-12 in both ELA and math. This will benefit ELD and low income students and will be provided LEA wide as test scores are low for all student groups.	
2.8	**Action:** Afterschool Tutoring **Need:** BUSD has low CAASPP scores district wide. There is a significant achievement gap in ELA at Biggs Elementary School for all students and ELD, Hispanic, and low income. BES ELA CAASPP scores are 42.3 points below standard (PBS) for all students, ELD students are 35.9 points lower than all students, and 54.1 points lower than white students. Hispanic students are 61.2 PBS, which is 18.9 points lower than all students and 37.1 points lower than white students. Low income students are 55.8 points below standard which is 13.5 points lower than all students, and 31.7 points lower than white students. The achievement gap is less significant for math at BES, but still exists and scores are low across all student groups. All students are	Research shows that afterschool tutoring programs can help to narrow the achievement gap between students from different socioeconomic backgrounds and ELD students. By providing additional support and resources to students who may be struggling academically, tutoring programs aim to ensure that all students have access to the help they need to succeed (Allen, B., 2016) . Action 2.8 will be provided to ALL students at BHS and BES as the majority are low income and test scores are low for all student groups. However, to close the achievement gap, priority will be given to ELD, low income, and students with special needs. We can measure the progress through state and benchmark test scores.	2,1, 2.4, 2.5, 2.6, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	85.6 PBS, while ELD students are 104.1 PBS, low income are 98.7, and Hispanic students are 101 points below standard. White students scored higher at 72.9 points below standard. **Scope:** Schoolwide		
3.1	**Action:** Improve parent and student input. **Need:** Only 15% of parents districtwide responded to the parent survey. Only 15 parents attended the parent coffees at BES and RES. In order to have accurate feedback that represents all educational partners, especially those with unduplicated students and students with disabilities, we need to improve our efforts in order to get more participation. **Scope:** LEA-wide	By listening to the voices of students and families, educators can create more inclusive, supportive, and effective learning environments that meet the diverse needs of all stakeholders. We will improve our efforts to get accurate feedback from student groups by meeting with advisory groups of all students, groups of ELD students, and groups of students with disabilities. Surveys will be sent home with a QR code to give parents options in answering the survey. In addition, the survey will be sent home electronically to all families via Catapult. This action will be provided schoolwide as we have 65% low income students and the data from all educational partners is necessary. However, in order to meet the needs of our ELD and Hispanic students, the survey will be translated into all languages represented in our population.	3.1, 3.2, 3.3
3.2	**Action:** Alternatives to Suspension **Need:**	Research on restorative practices in education indicates that these approaches hold promise for promoting positive school environments, reducing disciplinary incidents, and improving student	3.7, 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	5.3% of students were suspended districtwide. Biggs Elementary School has a suspension rate of 6.3%, with 9.8% of white students being suspended for at least one day, which is RED on the dashboard. 8.2 % of students with disabilities and 6.9% low income were suspended for at least one day. Parents, teachers, classified staff, and BES Site Council all expressed improving student behavior as a priority. **Scope:** LEA-wide	outcomes, especially for low income and minority students (Allen, B., 2016). In order to bring down the suspension rate, especially at Biggs Elementary, we will offer an alternative to suspension that is restorative. This will provide a structured day and accountability project to help student take responsibility and learn from their mistakes. This action will help improve the suspension rate for low income students, but will be offered to all students as white students, and students with disabilities have the highest suspension rate at BES. Improving student behavior will improve student outcomes for low income students and ELD students as they will feel safer at school and be less distracted by student behavior.	
3.3	**Action:** Student Incentives **Need:** The California State Dashboard Chronic Absenteeism Rate for the district is 22.7%, while the rate is 33.3% for students with disabilities and 27.5% for low income students. In addition, teachers have noticed that students don't often try their best on assessments and that results in lower scores than the students are capable of. Only 9% of ELD students reclassified. **Scope:** LEA-wide	Studies have shown that incentives, such as rewards or recognition, can increase student attendance rates (Railsback, J.,2004). Incentives or recognition for achievement at school and on assessments should also motive students to perform higher. This action will provide incentives for students who have good attendance, show growth on benchmark and state assessments, and achieve in the classroom. This is targeted to low income students who have an almost 5% higher rate of chronic absenteeism than all students. In addition, ELD students district wide and at BES are in the RED for ELA and the reclassification rate is only 9%. Providing incentives schoolwide will benefit all	3.4, 3.5, CAASPP, ELPAC, and Benchmark assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students, while targeting low income and ELD students.	
3.4	**Action:** Home to School Transportation **Need:** The district has a chronic absenteeism rate of 22.7% (Dashboard). Low income students are at 27.5% which is higher than for all students. Parents have expressed that school transportation is necessary in order to help students get to and from school. Many low income and ELD families work or don't have access to reliable transportation. **Scope:** LEA-wide	Access to transportation can significantly improve school attendance rates, especially for students who face transportation barriers such as distance from school or lack of reliable transportation options. Research shows that providing transportation services can reduce absenteeism and tardiness by ensuring that students have a reliable means of getting to and from school. (Edwards, D. S.,2023). This is provided to students with disabilities to transport them to their appropriate programs, whether inside or outside the district. Many ELD students and low income students have barriers for getting to school. By providing transportation LEA wide, we can make sure they have no barriers for school attendance without being stigmatized.	3.4, 3.5
3.6	**Action:** Parent/ Student Communication **Need:** In 2023 15% of parents responded to Google forms. ELD families need access to information in Spanish. **Scope:** LEA-wide	Catapult allows us to send communication through text and email to parents and students. This allows us to send surveys in multiple languages, weekly bulletins, and reminders. Studies consistently show that effective home-to-school communication fosters parental involvement and engagement in their children's education. When parents feel informed and connected to their child's school, they are more likely to participate in school activities, support learning at home, and advocate for their child's academic success. This action is provided LEA wide. However, it meets the needs of unduplicated populations as	3.1, 3.2, 3.3, 3.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		we are able to better communicate in native languages and ensure that communication gets directly to a parent, rather than hoping a note makes it home. Improving relationships with families is important to improving student achievement and closing the gaps that exist for students with disabilities. low income, and ELD students.	
3.7	**Action:** Student Academic Celebration **Need:** Educational partners agree that holding more family events and recognizing student achievement are important for improving connectedness and school climate. CAASPP scores are low for low income students at BHS in math (124.3 PBS) and at BES for math (98.7) and ELA (55.8). **Scope:** LEA-wide	Research suggests that academic celebrations can have a positive impact on academic performance for low income students. When students are acknowledged and rewarded for their academic accomplishments, they are more likely to maintain high academic standards, strive for excellence, and achieve better academic outcomes over time (Bliven, A., & Jungbauer, M., 2021). This action should lead to improved feelings of school connectedness for parents and students and improved academic achievement for low income students. All students will be recognized for academic achievement; however, because the majority of students are low income, these students accomplishments will be recognized without singling them out. Spanish translators will be available to meet the needs of ELD families.	CAASPP Scores, 3.9
3.8	**Action:** Family Events **Need:** In 2023 only 15% of parents responded to Google forms. Only 81% of parents feel connected to the school. The majority of	Research suggests that family events play a crucial role in promoting low income student achievement and well-being by strengthening home-school partnerships, enhancing parental involvement, and fostering a positive school climate and culture. By actively involving families in school events and activities, schools can create	3.1, 3.2, 3.9, CAASPP scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	families in the district are low income. Low income students have low test scores at BES (98.7 PBS in math and 55.8 PBS ELA). Educational partners feel that more school events are a priority in order to improve students and parent engagement. **Scope:** Schoolwide	supportive environments that empower students to succeed academically and thrive socially and emotionally (Crosnoe, R., 2009). Action 3.8 provides more family events such as a math night, grandparents day, and parent coffees. This will help strengthen relationships with low income and ELD families and should improve student engagement which leads to academic achievement. This will be available to all students; however, the goal of these events will be to reach our unduplicated populations and strengthen our relationships with them in order to close the achievement gaps that exist in our CAASPP scores. In order to meet the needs of our ELD students, we will have Spanish Speaking interpreters available, as well as resources in Spanish.	
3.9	**Action:** PBIS **Need:** California School Dashboard 2023 BES Suspension rate is 6.3% for all students and 9.8% for white students, which is in the RED. Low income students' suspension rate at BES is 6.9%, which is higher than ALL students. Parents, teachers, classified staff, and administrators all agree that improving student behavior should be a priority. **Scope:** Schoolwide	Research consistently demonstrates that schools implementing PBIS experience a reduction in problem behaviors among low income students (Pencek, C. L., 2020). PBIS focuses on teaching and reinforcing positive behaviors rather than solely on punitive measures for negative behaviors. By establishing clear expectations and providing consistent positive reinforcement, PBIS helps create a school environment conducive to appropriate behavior. Action 3.9 helps create systems and training for implementing PBIS with fidelity. This action will benefit low income students by improving behavior which will lead to better students outcomes.	3.7, 3.9, CAASPP Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.10	**Action:** SEL Curriculum **Need:** Our suspension rate is 5.3% for the district and higher for BES (6.3%). Low income students are suspended at 6.9%. Our chronically absent rate for the district is 22.7%, 27.5% low income, and 33.3% Students with disabilities. Teachers and administrators have noticed that many of the behavior issues that we have at school are related to social and emotional issues. **Scope:** LEA-wide	Research consistently demonstrates the effectiveness of SEL curriculum in promoting positive social, emotional, and academic outcomes for low income students (Calhoun, B., Williams, J., Greenberg, M., Domitrovich, C., Russell, M. A., & Fishbein, D. H., 2020). By integrating SEL into schools' educational practices, educators can help students develop the skills they need to succeed academically, socially, and emotionally, both in school and beyond. Additionally, chronic absenteeism can be a consequence of social emotional difficulties. Action 3.10 provides lessons and support for teachers to explicitly teach social and emotional skills. This should help improve behavior, improve attendance, and ultimately improve student achievement, especially for our low income students. This will be offered to all students LEA wide as the suspension rate at BES is highest for white kids (9.8) and lowest for ELD (0). The majority of students at BUSD are low income and will be served through this action. All students will benefit from improved social emotional health, especially students with disabilities such as Autism. ELD and low income students will benefit from less behavior issues schoolwide as they will feel safer and there will be less distractions in the classroom.	3.4, 3.5,3.6, 3.7, 3.9, improved CAASPP scores

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	**Action:** ELD Support and Curriculum **Need:** ELD students scored 77.7 points below standard on ELA district wide. ELD students at BES scored 78.2 PBS in ELA. This is very low and a red on the California State Dashboard. BUSD needs support in reclassification of ELD students. Last year only 9% of ELD students were reclassified. We reached our goal of having 51% of students improve on the ELPAC, but will need to maintain and improve this percentage. **Scope:** Limited to Unduplicated Student Group(s)	Research suggests that equipping ELD teachers with the knowledge, skills, and strategies needed to effectively support ELD students will promote academic success and equitable opportunities for English language learners (Odell, L., & Ruvalcaba, L., 2019). This action provides the training for classroom teachers and the resources necessary to help ELD students reclassify and improve on their ELPAC with the intention of testing out and not becoming LTELS.	2.2, 2.3
2.9	**Action:** LTELS Additional Support **Need:** BUSD needs support in reclassification of ELD students. Last year only 9% of ELD students were reclassified. In addition, we have 19 LTELS. **Scope:**	Research indicates that LTELs are typically found in grades 6–12. LTELs mainly go unnoticed in schools ,or worse yet, are misunderstood, perceived as failures (Soto, M., 2021). . The additional pull out time for grades 6-12 will provide additional intervention for older students who are at the greatest risk of becoming LTELS. This should also help address specific needs of LTELS by giving them more time and support	2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	within a small group of students. In addition, teachers will participate in professional development provided through BCOE in order to improve their ELD designated and integrated teaching methods and improve overall ELD student performance.	

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

Additional Concentration Grant Funding

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

BUSD has three schools in the District. Two of the schools in the district have a concentration above 55% BES and BHS. RES is below the number. The following actions 1.1, 1.7, 1.8, 1.12, 2.4, 3.2, 3.4 increased the staff providing direct services to students

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	RES 1-26	BES 1-18 BHS 1-30
Staff-to-student ratio of certificated staff providing direct services to students	RES 1-17	BES 1-15 BHS 1-12

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$6,142,378.00	$1,057,310.00	17.213%	0.000%	17.213%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,655,920.00	$71,702.00	$0.00	$139,299.00	$1,866,921.00	$696,195.00	$1,170,726.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$346,487.00	$0.00	$346,487.00				$346,487.00	
1	1.2	Standards Aligned Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.3	Increase engagement and awareness of NGSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	Ongoing	$1,000.00	$0.00	$1,000.00				$1,000.00	
1	1.4	Technology	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$165,000.00	$125,000.00	$40,000.00			$165,000.00	
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.6	Get Focused- Stay Focused High School Curriculum	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BHS	Ongoing	$0.00	$2,600.00	$2,600.00				$2,600.00	
1	1.7	Counseling Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BES	Ongoing	$12,957.00	$0.00	$12,957.00				$12,957.00	
1	1.8	Independent Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$137,125.00	$23,000.00	$160,125.00				$160,125.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Facilities	All	No			All Schools	Ongoing	$0.00	$369,200.00	$369,200.00				$369,200.00	
1	1.10	AP Spanish	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BHS	Ongoing	$0.00	$750.00	$750.00				$750.00	
1	1.11	New Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$17,500.00	$17,500.00				$17,500.00	
1	1.12	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$165,655.00	$165,655.00				$165,655.00	
1	1.13	Family Literacy Night	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.1	Assessment Data Analyzation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,000.00	$0.00	$1,000.00				$1,000.00	
2	2.2	District wide benchmark plan and schedule for math and ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$24,785.00	$24,785.00				$24,785.00	
2	2.3	Math Coach Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Starting 2024	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.4	ELA Intervention Specialist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BES K-5	Ongoing	$146,631.00	$0.00	$7,332.00			$139,299.00	$146,631.00	
2	2.5	Middle School and High School Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS 6-12	Ongoing	$0.00	$4,275.00	$4,275.00				$4,275.00	
2	2.6	ELD Support and Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$0.00	$9,000.00	$9,000.00				$9,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
2	2.7	Additional Support for Students with Disabilities.	Students with Disabilities	No			All Schools	Ongoing	$38,702.00	$0.00	$7,000.00	$31,702.00			$38,702.00	
2	2.8	Afterschool Tutoring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BHS, BES 3-12	Ongoing	$12,293.00	$0.00	$12,293.00				$12,293.00	
2	2.9	LTELS Additional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: BHS, BES 6-12	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Improve parent and student input.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$200.00	$200.00				$200.00	
3	3.2	Alternatives to Suspension	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS	Ongoing	$0.00	$200.00	$200.00				$200.00	
3	3.3	Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$9,000.00	$9,000.00				$9,000.00	
3	3.4	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$319,453.00	$319,453.00				$319,453.00	
3	3.6	Parent/ Student Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.7	Student Academic Celebration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$4,250.00	$4,250.00				$4,250.00	
3	3.8	Family Events	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BES, RES	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	PBIS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	Ongoing	$0.00	$600.00	$600.00				$600.00	
3	3.10	SEL Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,258.00	$20,258.00				$20,258.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$6,142,378.00	$1,057,310.00	17.213%	0.000%	17.213%	$1,154,720.00	0.000%	18.799 %	**Total:**	$1,154,720.00
								LEA-wide Total:	$1,102,913.00
								Limited Total:	$9,000.00
								Schoolwide Total:	$42,807.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$346,487.00	
1	1.2	Standards Aligned Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	1.3	Increase engagement and awareness of NGSS	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	$1,000.00	
1	1.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
1	1.6	Get Focused- Stay Focused High School Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	$2,600.00	
1	1.7	Counseling Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES	$12,957.00	
1	1.8	Independent Study	Yes	LEA-wide	English Learners Foster Youth	All Schools	$160,125.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.10	AP Spanish	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	$750.00	
1	1.11	New Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,500.00	
1	1.12	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$165,655.00	
1	1.13	Family Literacy Night	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,000.00	
2	2.1	Assessment Data Analyzation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.2	District wide benchmark plan and schedule for math and ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,785.00	
2	2.3	Math Coach Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.4	ELA Intervention Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES K-5	$7,332.00	
2	2.5	Middle School and High School Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS 6-12	$4,275.00	
2	2.6	ELD Support and Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$9,000.00	
2	2.8	Afterschool Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS, BES 3-12	$12,293.00	
2	2.9	LTELS Additional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: BHS, BES 6-12	$0.00	
3	3.1	Improve parent and student input.	Yes	LEA-wide	English Learners Foster Youth	All Schools	$200.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.2	Alternatives to Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS	$200.00	
3	3.3	Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
3	3.4	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$319,453.00	
3	3.6	Parent/ Student Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.7	Student Academic Celebration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,250.00	
3	3.8	Family Events	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RES	$1,000.00	
3	3.9	PBIS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	$600.00	
3	3.10	SEL Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,258.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,390,878.00	$1,405,534.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Staff	Yes	$255,870.00	$435,172.00
1	1.2	Standards aligned instructional materials	Yes	$200,000.00	$95,264.00
1	1.3	Increase engagement and awareness of NGSS	Yes	$1,500.00	$1,283.00
1	1.4	Technology	No	$100,000.00	$141,729.00
1	1.5	Internet Access	Yes	$3,000.00	$1,897.00
1	1.6	Professional Development for Science and Math and ELD Teacher	Yes	$8,500.00	$800.00
1	1.7	Professional Development for Science and Math and ELD Teacher	Yes	$71,000.00	$18,905.00
1	1.8	Using data to meet student needs	Yes	$5,000.00	$11,000.00
1	1.9	Counseling Support	Yes	$20,000.00	.00
1	1.10	SEL Curriculum	Yes	$3,500.00	.00
1	1.11	Family Literacy Night	Yes	$2,000.00	$300.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Facilities	No	$80,000.00	$165,050.00
1	1.13	Independent study	Yes	$20,000.00	$15,000.00
1	1.14	Get Focused - stay Focused curriculum for high school	Yes	$3,000.00	$625.00
1	1.15	AP Spanish	Yes	$3,000.00	$2,000.00
1	1.16	New Teacher Support	Yes	$25,000.00	$16,800.00
1	1.17	Classified Staff	Yes	$109,037.00	$146,797.00
2	2.1	Assessment Data Analyzation	Yes	$10,000.00	$21,338.00
2	2.2	District wide benchmark plan and schedule for ELA.	Yes	$4,000.00	$150.00
2	2.3	Intervention Specialists/math coach	Yes	$2,000.00	$2,000.00
2	2.4	Intervention Specialists/math coach	Yes	$71,943.00	$5,622.00
2	2.5	ELA Intervention	Yes	$3,800.00	$7,800.00
2	2.6	Math Intervention	Yes	$3,800.00	$299.00
2	2.7	Intervention Specialists/math coach	No	$40,000.00	$17,146.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	ELD support	Yes	$102,840.00	$33,806.00
3	3.1	Student/Parent Engagement Surveys	Yes	$1,000.00	$100.00
3	3.2	In-house Suspension	Yes	$8,000.00	0.00
3	3.3	District school attendance/tardy incentives	Yes	$15,000.00	$2,945.00
3	3.4	Home to school transportation - special program transportation	Yes	$161,632.00	$239,265.00
3	3.5	Tutoring	Yes	$5,000.00	0.00
3	3.6	Extra currular activities	Yes	$37,156.00	$8,527.00
3	3.7	Parent/student communications	Yes	$4,300.00	$4,635.00
3	3.8	Student academic celebration	Yes	$10,000.00	$9,279.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$920,586.00	$1,093,748.00	$1,064,949.00	$28,799.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Certificated Staff	Yes	$255,870.00	$435,172.00		
1	1.2	Standards aligned instructional materials	Yes	$200,000.00	$95,264.00		
1	1.3	Increase engagement and awareness of NGSS	Yes	$1,500.00	$1,283.00		
1	1.5	Internet Access	Yes	$3,000.00	$1,897.00		
1	1.6	Professional Development for Science and Math and ELD Teacher	Yes	$8,500.00	$800.00		
1	1.7	Professional Development for Science and Math and ELD Teacher	Yes	$71,000.00	$18,905.00		
1	1.8	Using data to meet student needs	Yes	$5,000.00	$11,000.00		
1	1.9	Counseling Support	Yes	$20,000.00	$0		
1	1.10	SEL Curriculum	Yes	$3,500.00	$0		
1	1.11	Family Literacy Night	Yes	$2,000.00	$300.00		
1	1.13	Independent study	Yes	$20,000.00	$15,000.00		
1	1.14	Get Focused - stay Focused curriculum for high school	Yes	$3,000.00	$625.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	AP Spanish	Yes	$3,000.00	$2,000.00		
1	1.16	New Teacher Support	Yes	$25,000.00	$16,800.00		
1	1.17	Classified Staff	Yes	$109,037.00	$146,797.00		
2	2.1	Assessment Data Analyzation	Yes	$10,000.00	$21,338.00		
2	2.2	District wide benchmark plan and schedule for ELA.	Yes	$4,000.00	$150.00		
2	2.3	Intervention Specialists/math coach	Yes	$2,000.00	$2,000.00		
2	2.4	Intervention Specialists/math coach	Yes	$71,943.00	$5,622.00		
2	2.5	ELA Intervention	Yes	$3,800.00	$7,800.00		
2	2.6	Math Intervention	Yes	$3,800.00	$299.00		
2	2.8	ELD support	Yes	$25,710.00	$17,146.00		
3	3.1	Student/Parent Engagement Surveys	Yes	$1,000.00	$100.00		
3	3.2	In-house Suspension	Yes	$8,000.00	$0.00		
3	3.3	District school attendance/tardy incentives	Yes	$15,000.00	$2,945.00		
3	3.4	Home to school transportation - special program transportation	Yes	$161,632.00	$239,265.00		
3	3.5	Tutoring	Yes	$5,000.00	$0.00		
3	3.6	Extra currular activities	Yes	$37,156.00	$8,527.00		
3	3.7	Parent/student communications	Yes	$4,300.00	$4,635.00		
3	3.8	Student academic celebration	Yes	$10,000.00	$9,279.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$6,137,532.00	$920,586.00		14.999%	$1,064,949.00	0.000%	17.351%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

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

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

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

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

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)]().

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

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

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

    o Indicate the school year to which the baseline data applies.

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

   o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

   o   Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

   o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

   o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

- o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

   - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

   - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

    o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

    o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

    o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o   This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

    o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023