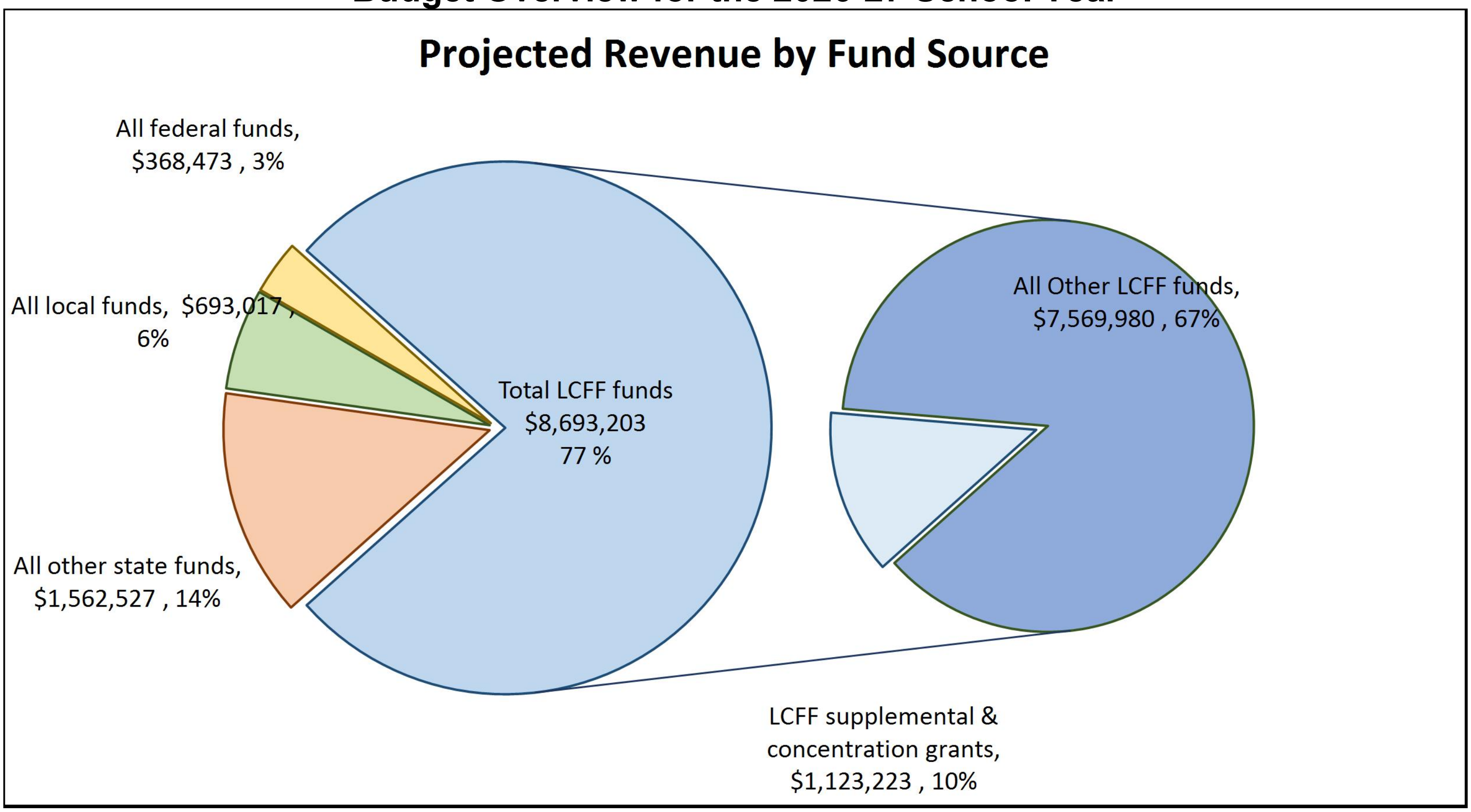
LCFF Budget Overview for Parents

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

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

Budget Overview for the 2026-27 School Year

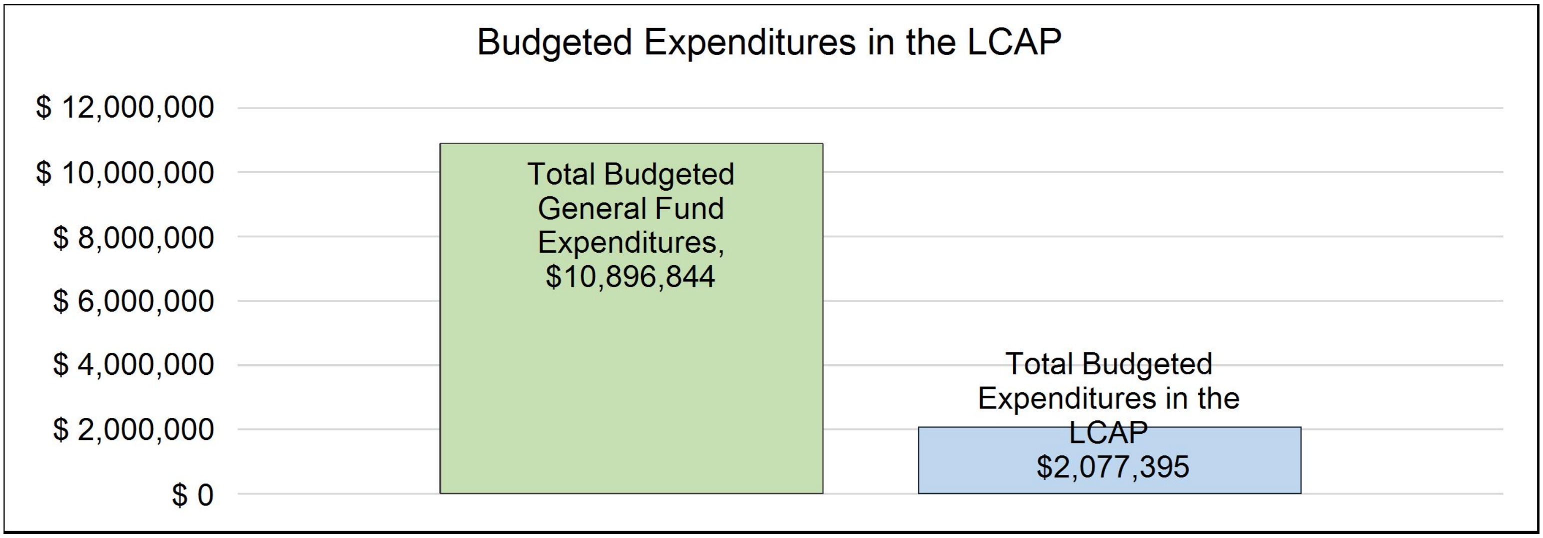


This chart shows the total general purpose revenue Biggs Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Biggs Unified School District is $11,317,220, of which $8693203 is Local Control Funding Formula (LCFF), $1562527 is other state funds, $693017 is local funds, and $368473 is federal funds. Of the $8693203 in LCFF Funds, $1123223 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Biggs Unified School District plans to spend $10896844 for the 2026-27 school year. Of that amount, $2077395 is tied to actions/services in the LCAP and $8,819,449 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

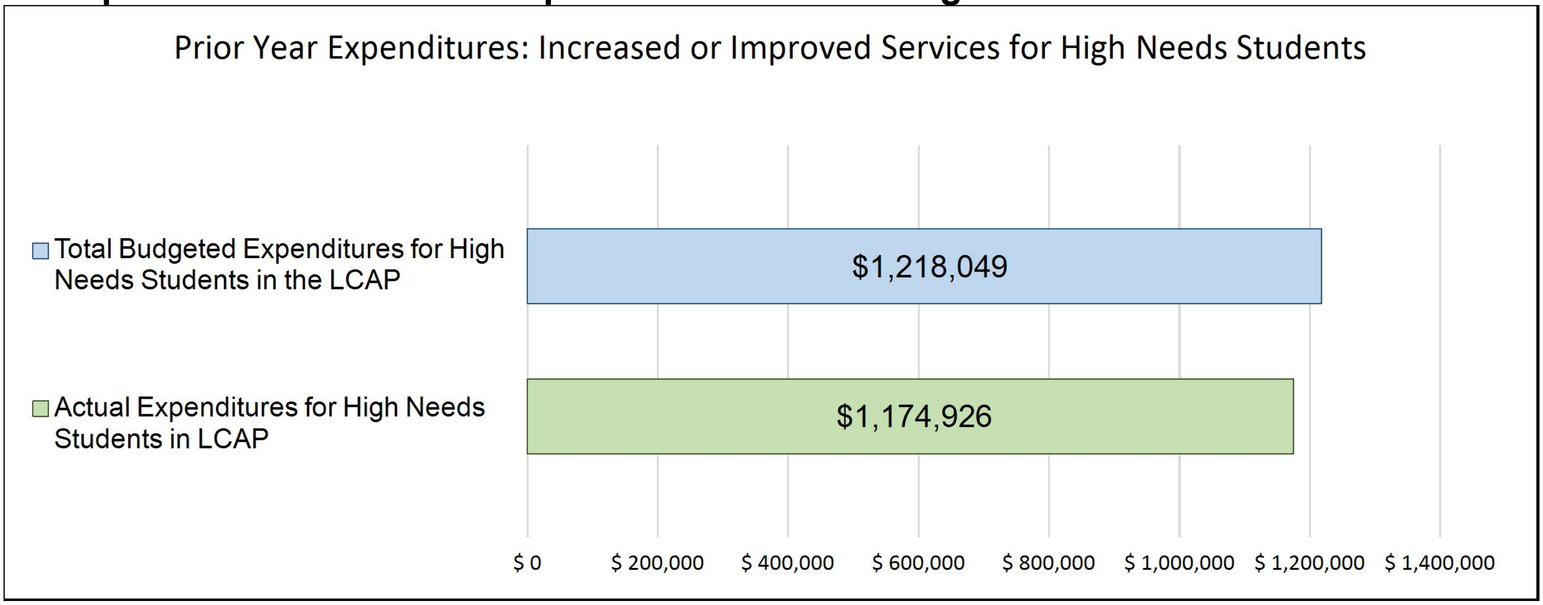
The expenditures not included in the Local Control and Accountability Plan (LCAP) on the General Fund are other programs, administrative and operational costs to operate Biggs Unified School District. These expenditures include educational and operating costs such as Special Education Programs, contracted services, utilities, supplies and services.

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

In 2026-27, Biggs Unified School District is projecting it will receive $1123223 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 $1348794 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 2025-26



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 2025-26, Biggs Unified School District's LCAP budgeted $1218049 for planned actions to increase or improve services for high needs students. Biggs Unified School District actually spent $1174926 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $43,123 had the following impact on Biggs Unified School District's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high-needs students in 2025–26 were less than the total budgeted expenditures. The impact on planned actions and services was minimal, and the district was able to maintain most of the intended supports for unduplicated pupils through alternative funding sources and cost savings. Several programs and curriculum purchases cost less than originally anticipated due to multi-year contracts and negotiated pricing, resulting in lower actual expenditures while maintaining the same level of services. In addition, the district was unable to hire a counselor as originally planned; however, students continued to receive social-emotional and wellness supports through a grant-funded wellness counselor. Similarly, mathematics coaching was not purchased with LCFF funds because coaching services were provided through a grant-funded program, allowing students and teachers to continue receiving instructional support without reducing services. Overall, the difference between budgeted and actual expenditures did not significantly impact the district's ability to provide increased or improved services for high-needs students. The majority of planned services were implemented as intended, and students continued to receive academic, behavioral, and social-emotional supports aligned with identified needs.

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 ex 250

Plan Summary [2026-27]

General Information

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

Biggs Unified School District (BUSD) is located in Butte County, California, in the rural town of Biggs. The district spans approximately 135 square miles and serves the communities of Biggs and Richvale, situated in a rich agricultural region 60 miles north of Sacramento and 20 miles south of Chico. BUSD serves a student population of 534 in grades TK–12.

The district includes the following schools:
Biggs Elementary School (TK–8) and Biggs High School (9–12), located in Biggs. Richvale Charter Academy (grades 1–6) in the nearby community of Richvale. (Richvale Charter Academy provides its own LCAP, and its metrics, goals, and actions will not be included in this LCAP)

BUSD employs 37 credentialed teachers (3 RCA) and 29 classified and confidential staff (3 are at RCA).
The district administrative structure includes: A Superintendent/High School Principal, A TK–5 Principal at Biggs Elementary, and a 6–8 Principal at BES who also oversees Richvale Charter Academy

The district provides a comprehensive instructional program aligned to California State Standards using state-adopted and district-approved materials. Professional development is focused on strengthening curriculum implementation, assessment practices, social-emotional learning, student behavior supports, and school safety. Students have access to a range of enrichment opportunities, including Career Technical Education pathways, after-school programs, athletics, and leadership activities. The district also offers targeted supports such as special education services, counseling, speech and language therapy, English Language Development (ELD), and bilingual aide support for English Learners.

Instructional practices emphasize differentiated learning, particularly in literacy. Elementary teachers have received training in the science of reading and utilize common assessments and standards-based reporting. Mathematics instruction is supported through professional learning in research-based strategies, including Cognitively Guided Instruction and Building Thinking Classrooms. The district maintains a focus on academic achievement and safe, orderly learning environments, supported through staffing, budgeting, and program decisions. Technology access is supported through a 1:1 student device model in partnership with the county office of education. The district continues to invest in facility improvements, including planned construction and modernization projects to support student learning environments.

The BUSD student community demographics include:
Hispanic 41.4%%, African American 1.5%, White 54.3%, Asian 1.7%, Multiple 2.4%, American Indian 0.7%, Pacific Islander 0.2%.

The BUSD student demographics are:
Socio-economically Disadvantaged: 66.5%, English Language Learner: 10.7%, Special Education: 15.4%, Homeless: 8.6%, Foster Youth: .4%

BUSD does not have any schools receiving Equity Multiplier funds this year.

Reflections: Annual Performance

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

Successes from 2025 include:
College and Career Readiness improved by showing an increase of 20.8% improvement from the baseline in the College/Career Readiness dashboard (Metric 1.7). In addition, the high school graduates meeting UC/CSU requirements improved by 8.03% more students completing (Metric 1.13). A-G completion improved by 19% from the baseline (Metric 2.4). CTE completers improved by 6.4% from baseline (Metric 2.5). Students who completed by A-G and CTE improved by 25.6% (Metric 2.6).

Academic achievement showed improvements in CAASPP scores from the year before. BES test scores improved among all student groups. All students showed an improvement in ELA by 13.8 points and math by 16.2 points BHS showed improvement from last year in math by increasing 23 points. In addition, ELA remained above standard (Metric 2.1).

School Climate showed improvements by decreasing absenteeism by 5.1% from the baseline, though it increased by 3.5% from last year (Metric 3.5). The middle school drop out rate has maintained 0 the last two years, which is up .8 from baseline (Metric 3.6).

Challenges from 2025 include:
Teachers that are appropriately credentialed and assigned dropped from 86% to 77.49% according to the SARC (Metric 1.1). However, local data shows that currently we have 89% of our teachers appropriately credentialed and assigned.

To continue to improve our rate of appropriately credentialed and assigned teachers, the district will implement actions including class size reduction through hiring, new teacher mentoring and induction support, and ongoing professional development across content areas. These actions provide recruitment support, onboarding, and continuous training because teachers who are supported and developed are more likely to remain in the district and meet credentialing requirements. This leads to more consistent access to qualified teachers, which will be reflected in teacher assignment metrics and student academic outcomes. (Actions 1.1, 1.11)

BHS graduation rate declined by 2.4 percent. Our class size is small and fluctuates easily from year to year. The 2025 dashboard indicated that last year 94.4% of all students graduated (Metric 1.8). BHS drop out rate increased by 4.6% from baseline (Metric 1.10). We have a small number of students in the senior class and this varies from year to year.

To address declines in graduation rates, increases in dropout rates, and variability due to small cohort sizes, the district will continue to implement Get Focused–Stay Focused curriculum and continue to provide independent study options. These actions provide goal setting, academic planning, and flexible pathways because students who are monitored and supported in their progress are more likely to remain on track. This leads to improved graduation rates and reduced dropout rates, which will be measured through graduation and dropout metrics. (Actions 1.6, 1.8)

Students who passed the AP test declined by 21% from the baseline (Metric 1.9). However, year 1 was higher than our goal. We are only 5% from reaching our outcome. The enrollment of Graduates meeting UC/CSU requirements dropped by 1.73%, but the amount of students who completed the requirements improved (Metric 1.13).

To address declines in Advanced Placement performance and UC/CSU A–G completion, the district will provide AP Spanish instructional support, after-school tutoring, and secondary intervention programs such as IXL. These actions provide targeted academic support and scaffolding because students need structured assistance to succeed in rigorous coursework. This leads to increased AP success and A–G completion, which will be measured through college and career readiness metrics (Actions 1.10, 2.8, 2.5).

Student academic achievement faced some challenges. BES showed a decline of 2.8 points from baseline for ELA (Metric 2.1). BHS declined in math at 18.6 points and ELA by 18.1 points (Metric 2.1). However, ELA is still measured above standard, which is the best in the district. BES showed improvement from last year in ELA and Math for all student groups, and BHS showed improvement in math by 23 points from last year's scores. 11th grade EAP decreased in Math by 1.7% (Metric 2.7).

To address declines in student academic achievement, particularly in English Language Arts and mathematics, the district will implement standards-aligned instructional materials, benchmark assessment systems, data analysis collaboration time, math coaching, ELA intervention support, and LREBG-funded academic recovery supports. These actions provide aligned curriculum, real-time data, and targeted intervention because teachers can adjust instruction based on student needs and provide timely support. This leads to improved student performance, which will be measured through CAASPP and local assessment metrics. (Actions 1.2, 2.1, 2.2, 2.3, 2.4, 2.5,2.10)

ELD students faced some challenges. EL progress dropped 10.6% from baseline (Metric 2.2) Our reclassification rate dropped 4.1% from baseline (Metric 2.3), however it was a 4.9% improvement from the year before.

To address English Learner progress and reclassification challenges, the district will implement designated ELD instruction, ELD curriculum and professional development, and additional support for Long-Term English Learners. These actions provide structured language development aligned to academic content because English Learners require explicit instruction in language skills to access grade-level standards. This leads to increased English proficiency and reclassification rates, which will be measured through EL progress and reclassification metrics. (Actions 2.6, 2.9)

School Climate indicated challenges. The attendance rate dropped by 2.88% (Metric 3.4). Our chronic absenteeism rate showed RED on the 2025 Dashboard District wide for Homeless students 28.6% and white students at 17.1%. BES indicated RED on the school dashboard for chronic absenteeism as well, with 28.6% for homeless students, 20.9% for low income students and 18.4% for White students.

To address declines in attendance and high rates of chronic absenteeism, particularly among student groups identified on the Dashboard, the district will implement student incentives, transportation services, family engagement events, and enhanced communication systems. In addition, BES will hire an elementary school vice principal to help improve school climate and attendance. These actions provide motivation, access, and consistent outreach because reducing barriers and increasing engagement improves student attendance. This leads to reduced chronic absenteeism and improved attendance rates, which will be measured through attendance metrics. (Actions, 3.3, 3.4, 3.5, 3.8, 3.6)

Our suspension rate increased 1% from the baseline for the district and .6% for BES (Metric 3.7). However, we showed an improvement by 1.6% since last year in the district and an improvement of 3.7% at BES. Students at BES suspension for homeless students increased 3.3% with 11.1% of homeless students suspended at least once. This is RED on the California State Dashboard.

To address increases in suspension rates and disparities among student groups, the district will implement Positive Behavioral Interventions and Supports (PBIS), social-emotional learning curriculum, and alternatives to suspension such as restorative practices. In addition, we will hire a elementary vice principal to help implement and manage systems to support students climate and behavior. These actions provide proactive behavior instruction and intervention because teaching and reinforcing expectations reduces behavioral incidents. This leads to decreased suspension rates and improved school climate, which will be measured through suspension and climate metrics. (Actions 3.5, 3.9, 3.10)

BIggs Unified School District must identify any areas designated as "Red", which will remain unchanged during the three-year LCAP cycle.
2023 REDS AT THE LEA LEVEL BY SUBGROUP, INDICATOR, GOAL/ACTION
English Learners, ELA G1A125, G2A14568
Students with Disabilities, ELA and Math G1A15, G2A13458

2023 REDS AT THE SITE LEVEL BY SCHOOL, INDICATOR, GOAL/ACTION
Biggs Elementary: English Learners, ELA G1A125, G2A14568
Biggs Elementary: White, Suspension G3A29,10

Learning Recovery Block Grant Funding

The district has remaining Learning Recovery Emergency Block Grant (LREBG) funding that it will spend over the next three years to improve student outcomes and address the ongoing effects of pandemic-related learning disruptions. Following its 2025 districtwide needs assessment, Biggs Unified School District (BUSD) identified significant academic achievement declines, particularly among unduplicated pupils. English Learners, low-income students, Hispanic students, and White students at BES demonstrated marked regression in English Language Arts (ELA) and mathematics, while BHS students showed critical performance declines in mathematics across multiple student groups.

In response, BUSD developed Action 2.10, funded through the Learning Recovery Emergency Block Grant (LREBG), to address these learning gaps beginning in 2025–26. The district will continue implementing evidence-based interventions designed to accelerate learning recovery, strengthen core instruction, and improve student achievement. These interventions include:

Academic Vocabulary Toolkit for BES English Learners: Improves academic vocabulary acquisition and comprehension across content areas, supported by research from Calderón, Slavin, & Sánchez (2011) and Coxhead (2000).

Accelerated Reader (AR):Enhances reading fluency, comprehension, and independent reading habits, particularly for students performing below grade level and low-income students (Nunnery, Ross, & McDonald, 2006; What Works Clearinghouse, 2010). In addition to providing Accelerated Reader, the district will purchase additional library books and classroom book sets in order to support the AR program.

Cognitively Guided Instruction (CGI): Supports conceptual mathematics understanding and improves instructional practices through research-based mathematics pedagogy (Carpenter et al., 1999).

Building Thinking Classrooms (BTC):Promotes mathematical discourse, problem solving, and student engagement through collaborative instructional structures (Liljedahl, 2020).

LTRS Trainings: Research indicates that teacher knowledge of the science of reading is a critical factor in improving student literacy outcomes. Studies have found that explicit, systematic instruction in foundational reading skills—including phonemic awareness, phonics, fluency, vocabulary, and comprehension—results in improved reading achievement, particularly for students at risk of reading difficulties. Research by the National Reading Panel and subsequent studies have demonstrated that structured literacy approaches are especially beneficial for students with learning challenges, English learners, and students from historically under-served populations.

Next Gen Math online curriculum and professional learning: Provides students with targeted intervention on grade level standards and teachers with ongoing professional learning and instructional support focused on effective mathematics practices, strengthening Tier I instruction and improving student access to rigorous mathematics content. Next Gen Math emphasizes problem-solving, mathematical discourse, conceptual understanding, and student engagement, all of which align with research-based instructional practices identified by the National Council of Teachers of Mathematics (NCTM) and the Institute of Education Sciences.

Math Coaching: Builds teacher capacity through job-embedded support, instructional coaching, data analysis, lesson planning, and implementation of research-based mathematics practices aligned with identified student needs. Instructional coaching has one of the strongest evidence bases among professional learning strategies. Kraft, Blazar, and Hogan (2018) conducted a meta-analysis of instructional coaching programs and found that coaching produces substantial improvements in teacher instructional practice and meaningful gains in student achievement.

Mathematics Curriculum Piloting and Adoption: Supports the evaluation, piloting, selection, and implementation of high-quality, standards-aligned mathematics instructional materials designed to address learning gaps, improve instructional coherence, and accelerate student achievement in mathematics. Research indicates that high-quality instructional materials (HQIM) have a significant impact on student achievement when they are standards-aligned and implemented with fidelity. A study conducted by the Brookings Institution found that selecting and implementing effective curriculum materials can produce gains comparable to or greater than many other educational interventions because curriculum directly influences daily instruction and student access to grade-level content (Chingos & Whitehurst, 2012).

ELA Curriculum Piloting and Adoption: Supports the evaluation and piloting of high-quality ELA instructional materials during the LREBG funding period, with full curriculum adoption anticipated in 2028. This work is intended to strengthen literacy instruction, improve access to grade-level content, and support long-term learning recovery efforts. Research indicates that adoption of high-quality, evidence-based literacy curriculum improves reading achievement by providing students with systematic access to grade-level texts, vocabulary development, comprehension instruction, and writing opportunities. The Knowledge Matters Campaign and multiple studies reviewed by the Institute of Education Sciences have found that curriculum quality is a significant factor influencing student literacy outcomes. RAND research also found that schools using standards-aligned ELA curriculum materials are more likely to provide rigorous instruction and stronger literacy supports (Kaufman et al., 2020).

These actions fall within the allowable uses of LREBG funds under Education Code §32526(c)(2), including:

1. Expanded instructional learning time
2. Accelerated learning supports
3. Early literacy intervention
4. Support for students at risk of not meeting academic standards
5. Professional learning and instructional coherence

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

These targeted investments are grounded in the district's needs assessment findings and are intended to accelerate learning recovery by strengthening core instruction, increasing access to high-quality instructional materials, building teacher capacity, and improving academic outcomes for students who continue to experience the effects of interrupted learning. Particular attention will be given to supporting historically under-served student groups through evidence-based instructional practices and coherent district-wide systems of support.

Reflections: Technical Assistance

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

In 2024-2025 Biggs Unified School District received Differentiated Assistance from the Butte County Office of Education (BCOE) to address two priority areas, especially for students with disabilities: reducing suspension rates and improving math achievement, particularly at Biggs Elementary School (BES). As part of this support, the district and BES are collaborated with BCOE's Curriculum and Instruction and Continuous Improvement teams.

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

To strengthen math instruction, the district expanded implementation of Building Thinking Classrooms, supported by embedded coaching and professional learning. This initiative built student engagement and conceptual understanding in math.

Based on the results of 2025 Dashboard, BUSD was not re-identified for District Assistance. However, the district will continue with sustained efforts in improving school climate and advancing student outcomes in mathematics. We expect these efforts to continue to benefit all student groups, which are in need support. The District will continue to find ways to plan and implement more strategies that allow to allow SWD to be included in general education classes a greater percentage of the time.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	A survey was sent to all teachers in the district on February 17, 2026.
Principals and Administrators	The superintendent and principal of BHS, ant the principal of BES, consulted together in person on April 21, 2026 to discuss the needs of the schools in the district and how to address them through actions in the LCAP.
Classified Staff	A survey was sent to all classified staff in the district on February 17, 2026
BUTA: Biggs Unified Teachers Association	The BUTA officers gave feedback on April 15th, 2026 in person with the Mrs. McPeters to discuss the goals and actions of the LCAP and discuss the actions they would like to see continued, improved, or added in order to improve student achievement and school climate.
Parents	A survey was sent to the parents at BES October 31st and November 12, 2025. Surveys were also available at parent conferences November 3-7, 2025. The survey was sent again to parents at BES on February 20, 2026. Surveys were sent to parents at BHS on March 16, 2026. Parent Coffee was held at BES on September 17, 2026, to discuss ideas on improving behavior and soliciting input on how to improve the school. A total of 10 participants registered and were accepted as official PAC members. The school district convened at an

Educational Partner(s)	Process for Engagement
	in-person Parent Advisory Committee (PAC) meetings on April 27, 2026, lasting 70 minutes.
Students	Mrs. Landers met with the principal advisory team and solicited input for the LCAP on April 27, 2026. Mrs. McPeters visited with students in the middle school on April 27, 2026 Mr. Kaelin met with students in grades 9-12 on May 5, 2026. A student survey was administered February 17, 2026 to students in grades 5 and 7. The high school survey was administered on April 6, 2026 to students in grades 9-12.
Site Council	The BES Site Council met with parents and staff members on March 24, 2026, and solicited input on LCAP goals and actions. The BHS Site Council met with parents and staff members on April 21, 2026, and solicited input on LCAP goals and actions.
DELAC	Translated surveys were sent to parents of ELD students on February 17, 2026. A DELAC meeting was held April 16, 2026 and input was solicited on how we can improve student outcomes and family engagement for ELD students.
SELPA	The SELPA engages with the superintendent through monthly meetings of the Directors' Council and Governing Board. At these meetings, BUSD receives information about trend data, compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. SELPA Program Specialists also attend DA meetings for BUSD, and engages on subjects related to educational benefit reviews and student record reviews. The SELPA consulted with the district on LCAP on March 31, 2026, and provided context for students with disabilities and answered questions related to students with disabilities in the RED.

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

Educational partner feedback directly influenced development of the 2025–26 LCAP, including the continuation, revision, and refinement of actions, services, implementation priorities, and resource allocations related to academic achievement, school climate, attendance, communication, and student supports.

The district gathered input from students, families, teachers, classified staff, administrators, advisory committees, School Site Councils, DELAC, SELPA representatives, and community members through surveys, meetings, advisory consultations, focus groups, and school events. Feedback from educational partners validated continuation of many existing actions and services while also identifying areas requiring additional support, refinement, or increased focus.

Educational partner feedback particularly influenced actions related to mathematics achievement, student behavior and school climate, attendance supports, family communication, counseling and wellness services, facilities improvements, student recognition systems, and college and career readiness opportunities.

Administration Feedback

District and site administrators reviewed student outcome data, implementation challenges, staffing needs, and school climate concerns during LCAP planning meetings. Based on administrative feedback, the district determined that the majority of existing LCAP actions continue to align with district priorities and student needs, while several actions required refinement or expansion.

The following areas of feedback directly influenced LCAP actions and services:

1.Student Behavior and School Climate (Actions 3.5, 3.9, 3.10)
Administrators identified an increased need for behavioral support systems and improved school climate at BES. This feedback contributed to the addition of Action 3.5 to provide vice principal support focused on attendance, student behavior, and school climate improvement. Feedback also supported continued implementation of PBIS and SEL systems districtwide.

2. Counseling and Wellness Supports (Action 1.7)
Administrators identified continued challenges recruiting a credentialed school counselor. Based on implementation outcomes and student social-emotional needs, the district revised Action 1.7 to reflect implementation of a wellness counselor model through partnership with Victor Services.

3. Facilities Improvements (Action 1.9)
Administrators emphasized the continued need for shade structures and campus improvements at BES to improve student access to safe and functional outdoor spaces. This feedback contributed to continuation of facilities improvement priorities within the LCAP.

4. Attendance Incentives (Action 3.3)
Administrative feedback identified chronic absenteeism as an ongoing concern and reinforced the need to strengthen attendance incentives and student engagement systems.

5. Student Recognition and Celebrations (Action 3.7)
Administrators expressed the need to strengthen student recognition systems, including Student of the Month celebrations and academic recognition opportunities, in order to improve student motivation and school connectedness.

6. Parent Communication Systems (Action 3.6)
Administrators identified a need to improve communication systems through continued use of Catapult, increased ADA accessibility, and improved communication with families regarding school events and student information.

Parent Feedback

Parent feedback was gathered through district surveys, PAC meetings, conferences, school events, and advisory groups. Parent input reinforced the importance of academic rigor, communication, school safety, student opportunities, and campus improvements.

Biggs High School Parent Feedback

1. College and Career Readiness (Actions 1.2, 1.10)
Parents expressed interest in expanding Career Technical Education (CTE) opportunities, increasing access to Advanced Placement courses, and improving instructional materials for shop programs. This feedback supported continuation of AP Spanish access and ongoing exploration of opportunities to expand college and career pathway options for students.

2. Mathematics Achievement and Curriculum (Actions 1.2, 2.3, 2.10)
Parents expressed concern regarding mathematics achievement and the need for stronger mathematics curriculum and instructional supports. This feedback contributed to the district's continued focus on mathematics intervention, curriculum piloting, coaching, and professional development.

Overall, BHS parent survey results reinforced district priorities related to:

* Increased access to electives like coding.
* Increased access to AP courses such as AP English
* Improvements in Math Program
This feedback contributed to site based planning on improving the math program and offering more electives and AP courses.

Biggs Elementary School Parent Feedback

1. Expanded Student Activities and Programs
Parents expressed interest in increasing access to extracurricular activities, sports, agriculture programs, electives, CJSF, and enrichment opportunities. This feedback contributed to site-based planning related to expanded student opportunities and continued support for student engagement programs, including chess club and student enrichment activities.

2. Facilities Improvements (Action 1.9)
Parents identified concerns related to campus cleanliness, shade, and improvements to outdoor student spaces and athletic facilities. This feedback reinforced continuation of facilities improvement priorities.

3. Parent Communication and Feedback (Actions 3.1, 3.6)
Parents requested improved communication systems, including text-based survey distribution, improved website communication, and more consistent school bulletins. This feedback contributed to continued refinement of district communication systems and family outreach efforts.

4. Curriculum and Academic Expectations (Actions 1.2, 2.10)

Parents expressed interest in improved mathematics curriculum and more timely communication regarding student academic progress. This feedback supported continuation of mathematics curriculum review and instructional improvement efforts.

5. School Climate and Bullying Prevention (Actions 3.2, 3.5, 3.9, 3.10)
Parents emphasized the importance of addressing bullying and strengthening school climate supports. This feedback reinforced the hiring of a vice principal at BES, continued implementation of PBIS, SEL, and student behavior support systems.

Overall, BES parent survey results reinforced district priorities related to:

* Student recognition and celebrations (Action 3.7)
* Improved school climate and bullying prevention (Actions 3.5, 3.9, 3.10)
* Improved family communication systems (Action 3.6)
* Improved mathematics curriculum and intervention supports (Action 2.10)

Student Feedback

Students in grades 5, 7, and high school participated in surveys and student leadership discussions related to development of the LCAP. Students also met with site principals to discuss school climate, student engagement, academic supports, and school improvement priorities.

Biggs Elementary School Student Feedback

1. Student Behavior and School Climate (Actions 3.5, 3.9, 3.10)
Students reported that bullying had improved but continued to be an area needing additional attention. Students requested additional instruction related to integrity, inclusion, and prevention of bullying and racism. This feedback reinforced hiring of a vice principal and continuation of PBIS and SEL supports.

2. Student Programs and Activities
Students expressed interest in expanding clubs, sports, electives, and student activity opportunities. This feedback supported continued efforts to increase student engagement opportunities.

3. PBIS and Attendance Incentives (Actions 3.3, 3.9)
Students requested improvements to PBIS rewards and attendance incentive systems to increase motivation and school engagement. This feedback contributed to refinement of student recognition and attendance incentive systems.

Biggs High School Student Feedback

1. Access to more AP courses and electives (Actions 1.1, 1.2)
2. Implementation of a later start time.
3. Improvements in school food
4. Creation of a girls flag football program.

This feedback contributed to site discussion about implementing more sports, changing start time, and improving the food offerings from the cafeteria.

DELAC Feedback

DELAC members reviewed district goals, services, and supports for English learners and provided feedback regarding communication, student support systems, and family engagement opportunities.

1. Communication Systems (Action 3.6)
DELAC members expressed appreciation for continued communication with families and support for communication in families' native languages. This feedback reinforced continuation of district communication systems and translation supports.

2. Technology Access (Action 1.4)
DELAC members identified technology access as an important support for communication and student learning. This feedback reinforced continuation of district technology access supports.

3. Family Events and Cultural Programs (Action 3.8)
DELAC members valued cultural programs and family engagement events that promote interaction between English learners and English-speaking peers and encouraged continuation and expansion of these opportunities.

4. Student Recognition (Actions 3.3, 3.7)
DELAC members supported strengthening student recognition systems, including Student of the Month programs and attendance recognition systems.

5. Student Discipline and Bus Behavior (Actions 3.2, 3.5)
DELAC members expressed concerns regarding student discipline systems and behavior on school buses. This feedback reinforced continued focus on behavior systems, PBIS implementation, and school climate supports.

6.Facilities Improvements (Action 1.9)
DELAC members identified the need for additional shade structures, picnic tables, trees, and outdoor student spaces to improve campus environments and student comfort.

Site Council Feedback

Members of BES and BHS School Site Councils reviewed LCAP goals, student outcome data, and implementation priorities.

BES Site Council

1. Facilities Improvements (Action 1.9)

BES Site Council members emphasized the importance of increasing shade structures and improving campus cleanliness to support student comfort and school climate. This feedback reinforced continuation of facilities improvement priorities.

BHS Site Council

1. Improving school programs (Actions 1.2, 2.10)
BHS Site Council members discussed the importance in improving the math program, limiting cell phone usage, and offering more electives. Actions 1.2, and 2.10 address math program improvements. BUSD implemented a board policy about cell phones and is working with staff on limiting cell phone use.

Teacher and Classified Staff Feedback

Teachers and classified staff provided input through surveys, collaborative discussions, and meetings with the Biggs Unified Teachers Association. Feedback emphasized the importance of behavioral supports, professional development, student recognition, intervention systems, and school climate supports.

1. Independent Study (Action 1.8)
A majority of responding staff supported continuation of the independent study program to provide flexible learning opportunities for students.

2. Behavioral Supports (Actions 3.2, 3.5, 3.9)
Staff identified improved behavioral support systems as a district priority and emphasized the importance of strengthening PBIS implementation and school climate systems. The feedback also lead to the continuation of alternatives to suspension and the hiring of the elementary school vice principal.

3. Attendance Incentives (Action 3.3)
Staff supported continuation and refinement of attendance incentive systems to improve student engagement and reduce chronic absenteeism.

4. Academic Celebrations (Action 3.7)
Staff supported continuing and expanding academic recognition and student celebration programs to strengthen student motivation and school connectedness.

5. Facilities Improvements (Action 1.9)
Staff identified bathroom cleanliness and shade structures as important campus improvement priorities.

6. Professional Development (Action 1.5)
Teachers and staff expressed interest in additional professional development focused on mathematics instruction and behavior support strategies. This feedback contributed to continued prioritization of mathematics-focused professional development.

7. STEM Night (Action 1.3)

Teachers and staff expressed strong support for continuing STEM Night and related family engagement events.

SELPA Consultation

The SELPA engaged with LEAs through Directors’ Council meetings, Governing Board meetings, compliance support, educational benefit reviews, student record reviews, and consultation opportunities related to students with disabilities. SELPA staff also offered guidance related to Continuous Improvement Monitoring (CIM), data quality, compliance requirements, and improvement planning.

Information provided through SELPA consultation supported district planning related to:

* Students with disabilities
* Compliance monitoring
* Educational benefit review processes
* Student record review practices
* Continuous Improvement Monitoring (CIM)
* Improvement of student outcomes for students with disabilities

The district utilized this consultation and guidance to support continued refinement of services and supports for students with disabilities within the LCAP.

Overall Reflection

Overall, educational partner feedback reinforced the district’s continued focus on improving mathematics achievement, strengthening attendance and behavior systems, expanding communication with families, improving school climate, increasing student recognition opportunities, and maintaining academic and social-emotional supports for students.

Educational partner input informed both continuation of existing services and refinement of actions, implementation priorities, and resource allocations within the adopted 2025–26 LCAP.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

In response to these findings and community priorities, Goal 1 outlines several strategic actions: Increase the percentage of fully credentialed teachers to 100% by providing induction support and mentoring for new staff. Adopt new ELA and math curriculum in grades K–12, aligned to California State Standards. Maintain 100% student access to standards-aligned instructional materials, verified through the School Accountability Report Card (SARC). Host Family Literacy Night and STEAM Night to promote parent engagement and reinforce academic learning at home. Ensure all students have 1:1 access to technology devices, supported through the district's long-term tech planning. Provide ongoing professional development in core subject areas, including support for AP course instruction to increase academic rigor. Restore a full-time elementary school counselor to serve TK–8 students, with a focus on academic guidance, social-emotional learning, and behavioral support. Continue offering an Independent Study Program to serve students needing flexible learning options. Enhance facilities by installing an additional water filling station, expanding shade structures, and maintaining athletic fields to promote health, safety, and engagement. Deploy paraprofessionals to provide classroom support, behavior monitoring, and academic interventions—especially for unduplicated pupils.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A - Teaching staff are properly assigned and appropriately credentialed Source: SARC	86% of teachers are properly assigned and appropriately credentialed	85.09% of teachers are properly assigned and appropriately credentialled.	77.49% of teachers are properly assigned and appropriately credentialled.	100% of teachers properly assigned and appropriately credentialed	8.51% lower than baseline
1.2	1B - Access to standards aligned instructional materials Source: SARC	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials.	100% of students have access to standard aligned instructional materials.	Maintain 100% access to instructional materials	Maintained baseline and target outcome
1.3	1C - Facilities maintained in good repair Source: Facilities Inspection Tool	Good Rating	Good Rating	Good Rating	Maintain Good Rating	Maintained baseline and target outcome
1.4	2A /2B - Implementation of State Standards for all students and ELD students to gain English language proficiency	Full Implementation (4) All Full Implementation and sustainability (5) ELD Students	Full Implementation (4) All Full Implementation	Full Implentation (4) All Full Implementation	Full Implementation and Sustainability (5) for all and ELD students	Maintained baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator Tool Priority 2		and sustainability (5) ELD Students	and sustainability (5) ELD Students		
1.5	7A - Access to and enrolled in a Broad Course of Study Master Schedule	District offers 6 CTE pathways	District offers 6 CTE pathways	District offers 6 CTE pathways	Maintain 6 CTE Pathways	Maintained baseline and target outcome
1.6	7B/7C - Programs and services developed and provided to unduplicated students and students with exceptional needs	No access to a school counselor 5 days a week in grades TK-8	No access to a school counselor 5 days a week in grades TK-8	No access to a school counselor 5 days a week in grades TK-8	Maintain a school counselor 5 days a week for students k-8	Maintained baseline
1.7	College/Career Ready California Dash Board	2022-2023 12.5% Prepared 61.3% Approaching prepared	2023-2024 32.6% Prepared 50% Approaching prepared 17.4% Not prepared	2024-2025 33.3% Prepared 47.2% Approaching prepared 19.4% Not prepared	50% Prepared 40% Approaching Prepared 10% Not Prepared	20.8% improvement on prepared 14.1% decline on approaching 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.	2024 95.7% ALL 100% Hispanic 97% Low income 91.3% White Due to the small number of students at BHS, these are the only groups with disaggregated data.	2025 94.4% All 100% Hispanic 92.6% Low income 90.9% White Due to the small number of students at BHS, these are the only groups with disaggregated data.	98% for all students	Declined by 2.4%
1.9	Priority 4G- Pupil Achievement AP	66% of students who took the AP test passed with a 3 or higher	43% of students who took the AP	45% of students who took the AP	Maintain 50% of students who take the AP test will	Declined by 21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Enrollment and Pass Rate		test passed with a 3 or higher	test passed with a 3 or higher.	pass with a 3 or higher.	
1.10	Priority 5D- High School /Middle School Drop Out Rate	1% High School 0% Middle School	4.3% High School 0% Middle School	5.6% High School 0% Middle School	1% High School 0% Middle School	Increased by 4.6% for the high school. Maintained 0% baseline for middle school.
1.13	Priority 4B- Graduates Meeting UC/CSU Requirements SARC	98.62% Enrolled 18.37% Completed	97.11% Enrolled 25% Completed	96.89% Enrolled 26.4 % Completed	50% Completed	1.73% less enrolled 8.03% more completed

Goal Analysis [2025-26]

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

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

Overall Implementation of Goal 1 Actions

During the 2025–26 school year, most actions under Goal 1 were fully implemented as planned, with several key successes supporting instructional access, academic support, student engagement, and school connectedness. While staffing shortages, scheduling limitations, and facility project delays created challenges in a few areas, the district maintained implementation of the majority of planned services and supports.

Action 1.1: Class Size Reduction — Substantive Implementation
According to the School Accountability Report Card (SARC), 77.59% of BUSD teachers were fully credentialed and appropriately assigned. Local data indicate that approximately 89% of teachers were fully credentialed and appropriately assigned. The district continued multiple recruitment efforts to hire and retain fully credentialed teachers. Several interns completed their credentialing programs during the school year and earned preliminary credentials, increasing the number of appropriately credentialed staff serving students.

The primary implementation challenge continues to be the limited pool of fully qualified applicants available for open positions, particularly in rural areas. Despite these staffing challenges, the district maintained instructional continuity and student access to certificated staff throughout the year.

Action 1.2: Standards-Aligned Instructional Materials — Full Implementation

This action was fully implemented. The district successfully provided standards-aligned core and supplemental instructional materials to all students.

One implementation challenge involved the timeline for the new mathematics curriculum adoption process. While the district anticipated additional curriculum options earlier in the year, availability delays limited the pilot timeline. The district successfully piloted one mathematics curriculum during the spring semester and plans to pilot two additional programs during the upcoming school year to support informed curriculum adoption decisions.

Action 1.3: Increase Engagement of NGSS — Full Implementation
This action was fully implemented. The district hosted a STEAM Night in February and invited students and families from Richvale Charter Academy to participate. The event was well attended and provided students and families with opportunities to engage in science-related activities and student projects. Participation in the science fair was strong and demonstrated increased student engagement in NGSS-aligned learning experiences.

One challenge associated with implementation was scheduling conflicts with extracurricular activities, including baseball and other community events, which impacted some family participation.

Action 1.4: Technology — Full Implementation
This action was fully implemented. All students in the district maintained one-to-one access to Chromebooks throughout the school year, supporting instructional access, digital learning opportunities, and classroom integration of technology.

No significant implementation challenges were identified for this action.

Action 1.5: Professional Development — Substantive Implementation
This action was substantively implemented. During the 2025–26 school year, the district provided professional development focused on implementation of Renaissance Place and Next Gen Math, as well as training related to the pilot mathematics curriculum, *Math and You*. Teachers also had access to English Language Development (ELD) professional development opportunities.

The district continued to build on prior professional learning initiatives, including CGI, Building Thinking Classrooms, LETRS, and literacy-focused instructional strategies, which will continue to be supported during the upcoming school year.

The greatest implementation challenge was identifying sufficient time to provide all desired professional development opportunities within the instructional calendar. The district balanced curriculum training needs with required CPR, First Aid, and school safety trainings, while also working within limited pre-service and early release time. The district continued to support teachers who pursued additional professional development opportunities during summer sessions and outside contracted hours.

Action 1.6: Get Focused, Stay Focused — Full Implementation
This action was fully implemented at Biggs High School. The Get Focused, Stay Focused curriculum continued to support student academic planning, career exploration, and postsecondary readiness.

No significant implementation challenges were identified for this action.

Action 1.7: Student Counseling and Wellness Support — Limited Implementation
This action was partially implemented. The district was unable to hire a counselor for BES as originally planned. However, students continued to receive social-emotional and behavioral support services through a wellness coach and on-site Victor Counseling services for eligible students.

The primary implementation challenge was identifying candidates with the appropriate credentials and experience who were also a strong fit for the campus and community. Despite this challenge, the wellness coach model proved successful and provided meaningful support for students experiencing social-emotional and behavioral needs.

Action 1.8: Independent Study Options — Full Implementation
This action was fully implemented. Independent study options remained available and accessible for students throughout the school year, providing flexibility and continued instructional access for students requiring alternative educational pathways.

No significant implementation challenges were identified for this action.

Action 1.9: Facilities and Campus Improvements — Substantive Implementation
This action was substantively implemented. The district maintained school facilities, including athletic fields and general campus upkeep, throughout the year.

The primary implementation challenge involved delays in completing the planned shade structure and additional water filling station at BES. Due to resource and project timeline constraints, these improvements were postponed and are planned for completion during the upcoming school year.

Action 1.10: AP Spanish Access — Full Implementation
This action was fully implemented. The district provided Advanced Placement Spanish coursework through the Vista Higher Learning online instructional platform. Students enrolled in AP Spanish maintained access to advanced coursework opportunities as planned.

No significant implementation challenges were identified for this action.

Action 1.11: Teacher Induction Support — Full Implementation
This action was fully implemented. The district supported teachers with preliminary credentials by funding and facilitating participation in induction services through the Tehama County Office of Education. Teachers received mentoring, professional guidance, and credential support throughout the induction process.

No significant implementation challenges were identified for this action.

Action 1.12: Classified Staff Support — Full Implementation

This action was fully implemented. Classified staff provided instructional assistance, playground supervision, and operational support across school sites, contributing to student safety and classroom support services.

Implementation challenges included staff turnover and the ongoing need to recruit, hire, and train new classified employees throughout the year.

Action 1.13: Family Literacy Engagement — Full Implementation
This action was fully implemented. BES hosted a Family Literacy Night and book fair that provided students and families from BES and Richvale Charter Academy with opportunities to engage in literacy-focused activities and promote reading at home. Attendance and participation were positive overall.

One implementation challenge identified was communication and event outreach. The district recognized the need to strengthen advertising and family communication efforts to increase participation in future literacy engagement events.

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

During the 2025–26 school year, several Goal 1 actions experienced material variances between budgeted expenditures and estimated actual expenditures. These differences resulted from changing staffing conditions, increased service demand, negotiated salary adjustments, and cost fluctuations in instructional materials and technology. The following summarizes these variances:

Action 1.1 – Class Size Reduction
Actual expenditures exceeded the budget by $72,035.00 primarily due to a negotiated increase in certificated staff salaries following updates to collective bargaining agreements. This adjustment was necessary to ensure staffing continuity and contractual compliance.

Action 1.2 – Standards-Aligned Materials
Spending was $17,106.00 under budget. We anticipated piloting a math curriculum, but it was delayed to the 26-27 school year.

Action 1.3 – STEM Night
Actual expenditures were $340 over budget, due to hiring an independent contractor to provide additional STEM activities.

Action 1.4 – 1:1 Technology
The district spent $48,343.00 less than budget. We still provided 1:1 devices school wide. We had less damage and did not need to purchase as many chrome books.

Action 1.5 – Professional Development
Expenditures were $2000 below budget. Savings were realized through no-cost professional learning opportunities offered by the County Office of Education and a rural schools collaborative math grant that covered mathematics-focused training.

Action 1.6 – Get Focused Stay Focused
We supplied this curriculum, but the cost was less than anticipated. This was a savings of $800.00

Action 1.7 – Counseling Support
The LEA spent $7990 less than budgeted due to the challenges of hiring a qualified counselor. As a result, the district contracted with external providers to meet students' social-emotional needs, which had no cost due to grants.

Action 1.8 – Independent Study
Actual costs were $28,560 below budget. We provided this as an option, but due to participation and contracts with Acellus, we were able to save money.

Action 1.9 – Facilities Improvements
Expenditures were less than budgeted by $106,610. We did not put in shade structures and we over spent last year. This resulted in less expenditures than anticipated.

Action 1.10 – AP Spanish
We spent $550 less than anticipated, but still provided the curriculum.

Action 1.11 – New Teacher Support
There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 1.12 – Classified Staff
Spending was $6217.oo above budget due to the rising costs for cost of living.

Action 1.13 – Family Literacy Night
Actual costs were $765 less than anticipated, due to the donation of books.

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

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

Actions That Were Highly Effective: Several Goal 1 actions produced strong, measurable impacts on student engagement, access, and college and career readiness.

Action 1.3 (STEM Night and NGSS Engagement)

STEM Night was highly effective in increasing student and family engagement in science learning and NGSS-aligned activities. The district hosted a well-attended STEAM Night in partnership with Richvale Charter Academy, providing students and families with opportunities to participate in hands-on science activities and student showcases. Participation in the science fair was strong and reflected increased student engagement in science instruction.
Districtwide CAST performance remained in the Yellow performance level, while BES maintained Orange status. Full implementation of state standards was maintained across sites.
Metrics:1.4 (State Standards), CAST

Action 1.6 (Get Focused, Stay Focused)

This action was highly effective in supporting college and career readiness at Biggs High School through structured academic planning, goal setting, and career exploration activities.
Outcomes included:
College and Career Indicator (CCI) improved from 32.6% to 33.3%.
A–G completion rates improved from 25% to 26.4%.
Graduation rates remained high and stable.
The action supported improved student awareness of postsecondary pathways and continued progress toward college and career readiness indicators.
Metrics: 1.7 (College/Career), 1.8 (Graduation Rate)

Action 1.8 (Independent Study)

The independent study program was highly effective in maintaining access to flexible instructional pathways for students requiring alternative educational settings. Through the Accellus platform, students maintained access to standards-aligned coursework and instructional continuity.
Graduation rates remained stable, demonstrating the importance of maintaining flexible educational options for students whose needs are best met outside of the traditional school setting.
Metrics:1.2 (Course Access), 1.8 (Graduation Rate)

Action 1.11 (New Teacher Support)

New teacher induction and credential support were highly effective in improving staff stability and increasing the percentage of appropriately credentialed teachers. Teachers participated in induction services through the Tehama County Office of Education, receiving mentoring, credential support, and professional guidance.
Local data indicated that approximately 89% of teachers were fully credentialed during the 2025–26 school year, reflecting improvement from the prior year as interns completed credentialing programs and earned preliminary credentials. This action contributed to improved staffing stability and instructional continuity.
Metrics:1.1 (Credentialed Teachers), 1.7 (College/Career)

Action 1.13 (Family Literacy Night)

Family Literacy Night was highly effective in promoting family engagement and literacy access for students and families from BES and Richvale Charter Academy. Families participated in literacy-focused activities, and students received free books to support reading at home. The action strengthened home-school connections and increased access to literacy resources, which aligned with improvements in ELA benchmark and CAASPP performance. Benchmarks showed an improvement in ELA and Math for the middle school by 13%. CAASPP scores improved in ELA and Math from last year at BES and Math at BHS.

Metrics:1.4 (State Standards), CAASPP, Benchmark Assessments

Actions That Were Moderately Effective

These actions demonstrated positive outcomes overall but showed mixed results, implementation challenges, or uneven academic impact. The district will continue monitoring and refining these actions to improve effectiveness.

Action 1.1 (Class Size Reduction and Staffing)

This action was moderately effective in maintaining small class sizes and supporting teacher credentialing efforts. According to the SARC, 77.49% of teachers were fully credentialed and appropriately assigned, while local data indicated approximately 89% of teachers were fully credentialed during the 2025–26 school year, reflecting improvement from the previous year. Due to ongoing challenges recruiting qualified applicants, the district continued to rely on interns in some positions. However, several interns completed credentialing programs and earned preliminary credentials during the year.
Student achievement data demonstrated academic growth, particularly in ELA and mathematics:

* BES ELA improved from -58.9 points below standard (PBS) to -42.3 PBS.
* BES Math improved from -98.2 PBS to -82 PBS.
* BHS Math improved from -147.1 PBS to -124 PBS.
* BHS ELA remained above standard at 11.6 points above standard (PAS).

Benchmark Assessments:
BES Math 36% at or above standard, 38% ELA at or above standard
Grades 6-8 Math 57% at or above standard, ELA 66% at or above standard
BHS ELA 70% at or above standard, Math 62% at or above standard.

Although student outcomes improved, mathematics performance remains significantly below standard districtwide and will continue to require targeted intervention and instructional support.
Metrics: 1.1 (Credentialed Teachers), CAASPP, Benchmark Assessments

Action 1.2 (Standards-Aligned Instructional Materials)

This action was moderately effective. All students maintained access to standards-aligned instructional materials in core academic content areas, as verified through the SARC. The district also implemented supplemental instructional resources to support student learning.
While instructional access was fully implemented, student academic outcomes remained mixed:
* BES remained low at -42.3 PBS in ELA and -82 PBS in Math.
* BHS remained significantly below standard in Math at -124 PBS.
* CAASPP scores improved in mathematics districtwide and ELA performance improved at BES.
* BHS maintained above-standard performance in ELA.
* The College and Career Indicator improved from 32.6% to 33.3%.
These outcomes indicate that while access to instructional materials was maintained, continued focus is needed on instructional practices and intervention systems to accelerate student achievement, particularly in mathematics.
Metrics: 1.7 (College/Career), CAASPP

Action 1.4 (1:1 Technology)

This action was moderately effective. The district maintained one-to-one student device access across all grade levels, ensuring equitable access to instructional technology and digital learning resources. Technology infrastructure remained strong and supported implementation of state standards, graduation requirements, and college and career readiness efforts. Outcomes included:
* Stable graduation rates.
* Maintained College and Career Indicator performance.
* UC/CSU completion rates improved from 25% to 26.4%.

Benchmark outcomes:
*BES Math 36% at or above standard, 38% ELA at or above standard
*Grades 6-8 Math 57% at or above standard, ELA 66% at or above standard
*BHS ELA 70% at or above standard, Math 62% at or above standard.

Although technology access remained consistent, student achievement outcomes varied by grade level and content area.
Metrics: 1.4 (State Standards), 1.7 (College/Career), 1.8 (Graduation Rate), 1.13 (UC/CSU Requirements), Benchmark Assessments

Action 1.5 (Professional Development)

This action was moderately effective. Teachers participated in professional development focused on mathematics instruction through Next Gen Math, literacy support through Renaissance Place, and student engagement strategies. Teachers also received training related to pilot mathematics curriculum implementation. Implementation varied across sites due to scheduling limitations and competing professional learning priorities. Despite these challenges, student outcomes demonstrated improvement:

* CAASPP mathematics performance improved at BES and BHS.
* BES ELA performance improved.
* BHS maintained above-standard ELA performance.
* College and Career Indicator performance remained stable.

The district will continue refining professional development structures to increase consistency and instructional impact across grade levels and subject areas.
Metrics:1.4 (State Standards), 1.7 (College/Career), CAASPP, Benchmark Assessments

Action 1.9 (Facilities Improvements)

This action was moderately effective. The district maintained safe and functional school facilities, including athletic fields and general campus upkeep. All campuses maintained “Good” ratings on the FIT tool.However, planned modernization projects, including additional water filling stations and shade structures, were delayed due to project timeline and resource limitations. While facilities remained safe and operational, some planned facility improvements remain pending for future implementation.
Metrics:1.3 (Facilities Rating)

Action 1.10 (AP Spanish Access)

This action was moderately effective. The district maintained student access to Advanced Placement Spanish coursework through Vista Higher Learning.
Student AP success rates improved from 43% to 45%, while College and Career Indicator performance remained stable. Continued efforts to support advanced coursework participation and success will remain a district focus area.
Metrics:1.7 (College/Career), 1.9 (AP Success)

Action 1.12 (Classified Staff Support)

This action was moderately effective. Classified staff and paraprofessionals provided instructional, behavioral, and supervision support across district campuses. Staff contributed to student safety and classroom support services, and both teacher and student feedback reflected the importance of classified staff in maintaining safe and supportive learning environments.
At BHS, student growth in mathematics and ELA aligned with instructional support provided by classified staff.

Benchmark outcomes:
BES Math 36% at or above standard, 38% ELA at or above standard
Grades 6-8 Math 57% at or above standard, ELA 66% at or above standard
BHS ELA 70% at or above standard, Math 62% at or above standard.

Metrics: 1.4 (State Standards), CAASPP, Benchmark Assessments, Teacher and Student Feedback

Actions With Limited Effectiveness

Action 1.7 (Counseling and Wellness Support)

This action demonstrated limited effectiveness due to staffing challenges. The district was unable to hire a full-time counselor at BES because of a limited pool of qualified applicants. To address student needs, the district implemented support services through a wellness coach and contracted counseling services, including access to Victor Counseling for eligible students. While these services provided meaningful social-emotional and behavioral support for many students, access to comprehensive counseling services remained inconsistent without a dedicated site counselor.
The wellness coach model was positively received and provided effective support for students requiring behavioral and social-emotional interventions; however, overall counseling capacity remained limited.
Metrics: 1.6 (Student Support Services)

Summary of Key Takeaways

What Worked Best
Family engagement activities, independent study options, teacher induction support, and college and career readiness programs demonstrated the strongest evidence of success. Foundational supports such as instructional materials, technology access, and staffing stability continued to support equitable access to learning opportunities across the district. The district also demonstrated measurable academic growth in both ELA and mathematics CAASPP outcomes, particularly at BES, while maintaining strong ELA performance at BHS.

Where Additional Focus Is Needed
Mathematics achievement remains the district’s most persistent academic challenge, despite growth across grade spans. Continued focus is needed on instructional coherence, targeted intervention systems, and professional development aligned to mathematics instruction. The district also continues to face challenges recruiting fully credentialed teachers and qualified counseling staff. Maintaining staffing stability in rural settings remains a significant implementation challenge.Additionally, the district identified a need to expand capacity for professional development, counseling services, and facility modernization projects.

Overall Assessment

The majority of Goal 1 actions were fully or substantially implemented and demonstrated positive outcomes for students. Actions related to family engagement, college and career readiness, teacher support, and instructional access showed the strongest evidence of effectiveness. Where implementation was limited by staffing shortages, scheduling constraints, or resource limitations, outcomes were more mixed or less measurable. Overall, Goal 1 actions contributed to improved instructional access, student engagement, and incremental academic growth across multiple district metrics.

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

Reflections from Year 2 implementation of Goal 1 have let to a few adjustments intended to improve instructional effectiveness, increase academic outcomes for unduplicated pupils, and strengthen the alignment between investments and student results.
Modifications to actions:

Changes Made to Actions Based on Reflections from Prior Practice

Action 1.2 – Standards-Aligned Instructional Materials
The district revised the action description to reflect supporting support and core curriculum for ELA, math, social studies and science. Due to the high expected cost of piloting various math and ELA curriculum, the district has included that in action 2.10.

Action 1.5 – Professional Development
While the overall action description will remain the same, the district refined the focus of professional development opportunities based on analysis of student performance data and instructional needs. Due to continued low mathematics performance on local and state assessments, the district will prioritize mathematics-focused professional development during the 2026–27 school year. Planned professional development opportunities will include continued training in Building Thinking Classrooms and support related to mathematics instructional practices and curriculum implementation.

In addition, teachers who have not yet completed LTRS training will continue to have access to literacy-focused professional development. These adjustments were made to strengthen instructional capacity and provide more targeted support aligned to identified academic needs.

Action 1.7 – Counseling and Wellness Support
The district revised the action description to reflect implementation of a wellness counselor model rather than additional contracted counseling days. This revision resulted from ongoing challenges recruiting and hiring a qualified school counselor despite multiple recruitment efforts. Through a partnership with Victor Services, the district secured access to a wellness counselor to provide social-emotional and behavioral support services for students.

The revised action better reflects the actual structure of services being provided and the district's effort to maintain student access to social-emotional support despite staffing shortages and limited availability of credentialed counseling candidates.

In addition, revisions were made to several budgeted expenditures based on reflection on prior year spending patterns, anticipated program needs, projected enrollment, staffing changes, and implementation priorities for the 2026–27 school year.

Action 1.1 increased from $293,858 to $381,483 to reflect anticipated increases in staffing costs related to salary adjustments, COLA, and projected enrollment changes.

Action 1.2 decreased from $17,106 to $15,000 based on the anticipated costs associated with piloting a new mathematics curriculum during the 2026–27 school year.

Action 1.3 increased from $500 to $1500 to support the planned expansion of Science Night activities, including the use of outside vendors and additional student engagement opportunities.

Action 1.4 decreased from $227,676 to $163,084 based on reflection regarding anticipated Chromebook replacement and technology needs for the upcoming year.

Action 1.6 decreased from $2,800 to $2,000 based on anticipated curriculum-related costs and adjusted instructional material needs.

Action 1.7 decreased from $7,990 to $0 because counseling services will be provided through grant funding during the 2026–27 school year.

Action 1.8 decreased from $155,873 to $140,889 to reflect anticipated operational costs associated with implementation of the independent study program.

Action 1.9 decreased from $509,286 to $441,800 based on anticipated facilities and maintenance needs for the upcoming year.

Action 1.11 increased from $21,600 to $30,500 based on the anticipated need to support additional newly hired teachers working to clear their teaching credentials.

Action 1.12 decreased from $69,494 to $58,563 based on anticipated staffing needs for classified personnel during the 2026–27 school year.

These expenditure adjustments were made to better align projected costs with current implementation needs, staffing patterns, program priorities, and available funding resources while maintaining continued support for student achievement and instructional programs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction	BUSD will hire and maintain fully credentialed and appropriately assigned teachers in order to maintain smaller class sizes.. All teachers TK-8 will have multiple subject credentials. Teachers in 9-12 will have single subject credentials in the subject they teach.	$381,438.00	Yes
1.2	Standards Aligned Instructional Materials	We will maintain core and provide supplementary curriculum as needed in ELA, 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	BUSD hosts a STEM Night for families to increase science engagement and awareness of New Generation Science Standards.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Technology	Maintain a 1 to 1 ratio of devices as per district technology plan	$163,084.00	Yes
1.5	Professional Development	Professional Development for teachers in ELA, ELD, Math, Science, and History. This includes professional development from outside vendors and BCOE in standards based curriculum. In addition, ELD professional development will help teachers address the needs of Long term English learners.	$2,000.00	Yes
1.6	Get Focused- Stay Focused High School Curriculum	Purchase curriculum for high school student goal setting and career exploring.	$2,000.00	Yes
1.7	Wellness Counselor	Students at BES will have access to a wellness counselor who will provide social-emotional and behavioral support services, including individual student check-ins, skill-building strategies, crisis response, and coordination with families and staff, in order to improve student self-regulation, school connectedness, and access to learning.	$0.00	Yes
1.8	Independent Study	Fund online Independent Study Program (Accelus) and Independent Study Coordinator.s.	$140,889.00	Yes
1.9	Facilities	Purchase another filling station for BES. Purchase shade structure for the elementary and middle schools. Provide general upkeep to facilities, including athletic fields.	$441,800.00	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.	$30,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Classified Staff	BUSD will provide paraprofessional salaries for classroom support, tutoring, and play ground supervision.	$48,496.00	Yes
1.13	Family Literacy Night	BES will provide Family Literacy Night for families at BES and RCA.	$1,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

In order to reach our desired outcome for 2025-26, teachers will continue to give benchmark assessments to students three times a year and analyze data within grade levels and with the site principals to improve student achievement toward California state standards. The elementary student intervention teacher will provide intervention for struggling students and teachers will provide designated and integrated instruction to EL’s in order to improve student performance and help reclassify students. We will hire a math coach to help teachers improve instructional practices, analyze data, and work with individual struggling students. Teachers will work within PLC groups to analyze the data from district benchmarks in order to provide RTI for students in reaching the California State Standards. Teachers will receive collaboration time and professional development in order to bring students closer to reaching the standards in ELA and math. We will provide afterschool tutoring and purchase IXL to help provide targeted intervention for students in ELA and Math. In addition, providing the AR program and Academic Vocabulary Toolkit should help ELD and all student groups improve in ELA. All of these actions should help improve scores for all students which are improving, but still low.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	4A Statewide Assessments 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 Low income 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	BES ELA -58.9 PBS ALL -72.2 PBS ELD • 67 PBS Low Income -112.4 SW Disabilities. BES Math - 98.2 PBS ALL -119.8 PBS ELD -106 PBS Low Income -155.5 SW Disabilities RES ELA -15.6 PBS RES Math +1 Point above No student groups due to low number of students. BHS ELA +10.9 Points above ALL -4.6 PBS Low Income -.5.4 PBS Hispanic +34.9 PAS White BHS Math -147.1 PBS ALL	BES ELA - 45.1 PBS ALL -70.8 PBS ELD -56 PBS Low income • -83.1 SW disabilities BES Math -82 PBS All -99.8 PBS ELD • 92 PBS Low Income -123.1 SW disabilities BHS ELA +11.6 PAB All +19.2 PAB Low income -13.8 PBS Hispanic +27.1 PAB White BHS Math -124 PBS All -128.6 Low income • 161.4 Hispanic -106.3 PBS White	BES at standard for math and ELA BHS at standard for math and 10 points above standard for ELA	BES ELA ALL declined 2.8 points ELD increased 7.4 points Low Income declined .2 points SW Disabilities improved 36.9 points BES Math ALL improved 3.6 points ELD improved 4.3 Low Income improved 6.7 SW Disabilities improved 20.1 BHS ELA ALL declined 18.1 points Low Income declined 9 points BHS Math ALL declined 18.6 points Low Income declined 4.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RED 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	-164.5 Low Income -173 PBS Hispanic -126.3 PBS White Student Groups in the RED BES Math -119.8 PBS ELD -118.5 PBS Hispanic -106 PBS Low income BHS Math 147.1 PBS ALL District Math -109.6 PBS ELD -113 PBS Hispanic • 161.3 SW disabilities -103.4PBS Low income	No student groups in the RED		
2.2	4E EL's who make progress toward English proficiency	2023 51% of EL students made progress	2024 41% of EL students made progress. RED on dashboard.	2025 40.4% of EL students made progress	50% of EL students make progress	Dropped 10.6% from baseline
2.3	4F EL Reclassification Rate Source: District Reclassification Policy	2023 9% of students reclassified	23-24 0 students reclassified	24-25 4.9% of students reclassified	20% Reclassified	Dropped 4.1% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	4B- A-G Completion percentage	2023 7% of students	2024 25% of students	2025 26% of students	20% of students	Improved 19% from baseline
2.5	4C- CTE Sequence Completers SARC	2023 65.5 % CTE Sequence Completers SARC	2024 71.4% of CTE Sequence Completers SARC	2025 71.9% of CTE Sequence Completers SARC	50% Sequence Completers	Improved 6.4% from baseline
2.6	4D- CTE and A-G	2023 7.5% met both	2024 13.6% met both	2025 33.1% met both	10% of graduating seniors met both	Improved 25.6% from baseline
2.7	4H-11th Grade EAP Ed Source Smarter Balance Test Results	52% of test takers in ELA 12% of test takers in math	56.25% of test takers in ELA 9.38% of test takers in Math	53.85% of test takers in ELA 10.26% of test takers in Math	25% of test takers in ELA 25% of test takers in math	Increase in ELA 1.85% Decrease in math 1.74%
2.8	Priority 8-Local Data Source: Benchmark Assessments K-5 I Ready/ LEXIA/ Freckle 6-12 MAPS	IREADY 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%	IREADY BES Reading 41% meet or exceed BES Math 30% meet or exceed RES Reading 54% meet or exceed RES Math 59% meet or exceed 6-8 MAPS Reading 36% 6-8 MAPS Math 49% 9-12 MAPS ELA 38% 9-12 MAPS Math 50%	BES Reading 38% Met or exceed (Lexia) BES Math- 36% Met or exceed (Freckle) 6-8 MAPS Reading 66% 6-8 MAPS Math 57% 9-12 MAPS ELA 70% 9-12 MAPS Math 62%	60% of students meet or exceed standards on district benchmark for ELA and 50% meet or exceed on math.	BES Reading 2% decline BES Math- 5% increase 6-8 Reading increase 13% 6-8 Math increase 13% 9-12 ELA increase 8% 9-12 Math Increase 36%

Goal Analysis [2025-26]

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

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

Overall Implementation of Goal 2 Actions: All actions under Goal 2 were implemented either as planned or with only minor adjustments. Key successes included implementation of a districtwide benchmark assessment schedule, increased teacher collaboration supported through data analysis processes, continued intervention support for students in ELA and mathematics, and expanded instructional resources to support English learners and students requiring academic intervention.

The district also continued implementation of intervention systems and supplemental instructional supports, including IXL, Academic Vocabulary Toolkit, Renaissance Place, CGI instructional practices, and ELD curriculum resources. While most actions were implemented substantially as planned, several actions experienced implementation challenges related to staffing capacity, scheduling limitations, consistency of implementation across sites, and access to coaching and professional development support.

Action 2.1: Assessment Data Analyzation — Substantive Implementation

This action was substantively implemented. Teachers were provided dedicated time to analyze assessment data individually and within grade-level teams in order to identify student needs and adjust instruction to improve student outcomes.
A key success was the establishment of collaborative opportunities for teachers to review student performance data and discuss instructional responses. However, implementation varied across grade levels and sites due to staffing and time limitations that affected the level of oversight and support available for the process. Some teams engaged consistently and effectively in data analysis practices, while implementation was less consistent in other areas.
Reflection on implementation identified a need for clearer expectations, improved accountability systems, and additional administrative support to ensure consistent teacher engagement with the data analysis process across all sites and grade levels.

Action 2.2: Districtwide Benchmark Plan and Schedule for Math and ELA — Substantive Implementation

This action was substantively implemented. The district successfully implemented and monitored a districtwide benchmark assessment schedule for ELA and mathematics. Schools generally adhered to established benchmark testing timelines throughout the year.
Midway through the school year, BES transitioned to a different benchmark assessment system in response to teacher feedback regarding assessment usability and alignment to instructional needs. The primary implementation challenge involved identifying benchmark assessment systems that were appropriate for both ELA and mathematics and that aligned with teacher preferences and instructional practices at the elementary level. Middle school and high school staff consistently utilized MAP Growth assessments throughout the year, which supported ongoing progress monitoring and instructional planning.

Action 2.3: Math Coach Support — Partial Implementation

This action was partially implemented. Rather than hiring a districtwide mathematics coach as originally planned, the district accessed coaching support through participation in the Rural Math Collaborative. This partnership provided valuable coaching support for two middle

school mathematics teachers and supported implementation of mathematics instructional strategies. However, the district was unable to expand coaching access across all grade levels due to staffing and resource limitations.
Implementation results demonstrated the value of instructional coaching but also identified the need for broader access to coaching support districtwide in order to strengthen mathematics instruction consistently across grade spans.

Action 2.4: ELA Intervention Specialist — Full Implementation

This action was fully implemented as planned. The ELA Intervention Specialist provided instructional support for implementation of ELA curriculum and intervention services for students in grades TK–5. Implementation occurred according to the original action design, and no substantive differences in implementation were identified.

Action 2.5: Middle School and High School Intervention — Full Implementation

This action was fully implemented as planned. Students in grades 6–12 received targeted intervention support through use of the IXL instructional platform. Teachers incorporated IXL into intervention periods and classroom instructional support systems to address identified learning gaps in ELA and mathematics. Implementation occurred according to plan, and no substantive implementation differences were identified.

Action 2.6: ELD Support and Curriculum — Substantive Implementation

This action was substantively implemented. Teachers provided both integrated and designated English Language Development (ELD) instruction using Benchmark and Study Sync curriculum resources. Middle school students also utilized Academic Vocabulary Toolkit as a supplemental language development resource. Implementation aligned with the original intent of the action; however, participation in ongoing professional development opportunities was inconsistent. While all teachers received ELD training during the previous year and additional professional development opportunities were made available during the current year, not all staff participated in the optional follow-up training sessions. Implementation reflected continued district emphasis on ELD instruction, but also highlighted the need for additional support structures and professional learning participation to strengthen instructional consistency.

Action 2.7: Additional Support for Students with Disabilities — Full Implementation

This action was fully implemented as planned. Students with disabilities received both push-in and pull-out academic support services aligned to individualized learning needs. In addition, BES hosted a family engagement event focused on supporting students with disabilities, which strengthened collaboration and communication between families and school staff. No substantive differences in implementation were identified.

Action 2.8: Afterschool Tutoring — Full Implementation

This action was fully implemented as planned. Teachers at Biggs High School and the middle school provided afterschool tutoring opportunities to support students requiring additional academic assistance. Implementation occurred according to the original action design, and no substantive implementation differences were identified.

Action 2.9: LTEL Additional Support — Partial Implementation

This action was partially implemented. The action originally intended to provide additional pull-out support services for middle school and high school English Learners, including Long-Term English Learners (LTELs). High school English Learners received additional instructional time focused on language development; however, implementation at the middle school level was limited due to staffing constraints and scheduling challenges. Because of districtwide low mathematics performance, middle school intervention schedules prioritized mathematics Response to Intervention (RTI) support for all students, limiting opportunities for additional ELD pull-out instruction during the school day. Despite these limitations, middle school students continued to receive integrated and designated ELD instruction, and supplemental supports such as Academic Vocabulary Toolkit were implemented as intended.

Action 2.10: Additional ELA and Math Support Through LREBG Funding — Substantive Implementation

This action was substantively implemented. Multiple instructional supports funded through LREBG were successfully implemented during the school year. Middle school students utilized Academic Vocabulary Toolkit to strengthen academic language development, and all BES students had access to Renaissance Place to support literacy development and intervention. Additional implementation successes included expansion of the school library collection and the purchase of book labels identifying Accelerated Reader levels to support independent reading and literacy engagement. Teachers also received access to Building Thinking Classrooms instructional materials and professional development opportunities beginning in spring 2025, with continued implementation planned for the upcoming year. Most classrooms incorporated CGI instructional practices into mathematics instruction. Implementation challenges included delays in the mathematics curriculum piloting process, as pilot materials were not available until later in the school year. The district piloted the “Math and You” curriculum and plans to continue piloting two additional mathematics programs during the upcoming year. The district also faced challenges expanding instructional coaching support. Outside coaching services were limited primarily to support provided through the Rural Math Collaborative, which directly supported only two middle school teachers during the year.

Overall Reflection

Overall, Goal 2 actions strengthened district systems related to intervention, instructional support, benchmark assessment, and collaboration around student achievement data. Successes included implementation of districtwide assessment systems, expansion of intervention resources, continued support for English learners and students with disabilities, and increased access to literacy and mathematics instructional supports.

The primary implementation challenges involved ensuring consistent instructional practices across grade levels, expanding coaching and professional development opportunities, and increasing accountability and support structures for data-driven instruction. These reflections will inform continued refinement of intervention systems, mathematics instruction, and professional learning supports during the upcoming school 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.

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

Action 2.1 – Assessment Data Analysis
We budgeted $200, but we did not use any money toward this action. Teachers still analyzed data, but there was no cost.

Action 2.2 – District Benchmark Plan
We budgeted $24,785.00, but only spent $5235. This was due to a multi year contract for MAPS, and the discontinuation of I-Ready for BES.

Action 2.3 – Math Coaching
The district budgeted $10,000, but did not spend any money, due to math coaching provided through the Rural Math Collaborative.

Action 2.4 – ELA Intervention
There were no material differences between budgeted and actual expenditures.

Action 2.5 – Secondary Interventions
Expenditures were $3,071 below budget. The curriculum was purchased and the program was fully implemented and aligned to college and career readiness goals. Costs were less than anticipated.

Action 2.6 – ELD Support
We budgeted $3500 and spent only $258. ELD professional development was provided at no cost through BCOE and most ELD curriculum was provided with our reading curriculum.

Action 2.7 – Support for Students with Disabilities
No LCFF funds were used for support of students with disabilities. Instead all expenses were paid through state funding. This was $6000 less than projected.

Action 2.8 – Afterschool Tutoring
Estimated actual expenditures were $31,150.00 lower than budgeted. Student participation was lower than projected, resulting in fewer tutoring hours delivered and cost savings. The structure remained in place and accessible to all eligible students. Learning recovery block grant funding was used for $3897.00 of the total cost.

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

Action 2.10-Additional Reading/ Math Support (LREBG funding)
We spent $69,167 less than anticipated. We were unable to begin piloting our math program, due to a late roll out of materials. We anticipate spending more money next year as we pilot two new programs.

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

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

Goal 2 Effectiveness Analysis: Goal 2 focuses on increasing academic achievement for all students, with particular attention to unduplicated pupils, English learners, Long-Term English Learners (LTELs), and students with disabilities. While several actions demonstrated measurable positive outcomes, overall academic progress across BES and BHS remained inconsistent, particularly in mathematics. Implementation data and student outcomes indicate that actions connected to targeted intervention, literacy support, college and career readiness, and support for students with disabilities demonstrated the strongest evidence of effectiveness. However, inconsistent implementation of data analysis systems, benchmark practices, coaching supports, and targeted English learner interventions limited the overall impact of several actions. These outcomes highlight the continued need for stronger instructional alignment, consistent implementation of intervention systems, increased use of data-driven instruction, and expanded differentiated support for student groups experiencing the greatest academic needs.

Actions That Were Highly Effective

Action 2.4 – ELA Intervention (BES)
This action was highly effective in supporting literacy growth for students requiring Tier II intervention services. Students received targeted reading support through small-group instruction and push-in intervention services aligned to identified literacy needs. Although overall CAASPP performance remained below standard, BES demonstrated measurable growth in ELA achievement:

BES ELA improved from -58.9 points below standard (PBS) to -45.1 PBS.
Students receiving intervention support demonstrated modest literacy growth.
Schoolwide ELA performance improved overall.

Benchmark outcomes:
BES Reading 2% decline

The action contributed to improved literacy access and targeted intervention support for struggling readers.
Metrics: 2.1 (CAASPP), 2.8 (Benchmark Assessments)

Action 2.5 – Secondary Interventions
This action was highly effective in supporting literacy achievement, intervention access, and college and career readiness indicators for students in grades 6–12. Through targeted instructional time and use of IXL intervention supports, students received additional academic support in ELA and mathematics.

Outcomes included:
11th Grade CAASPP ELA remained above standard at 11.6 points above standard.
11th Grade Math performance improved by 23 points.
CTE Completion increased to 71.9%.
Dual A–G/CTE Completion increased to 33%, representing a 19.5% increase.
A–G Completion increased to 26% of students.

Benchmark outcomes:
6-8 Reading increase 13%
6-8 Math increase 13%
9-12 ELA increase 8%
9-12 Math Increase 36%

These results demonstrate continued strength in literacy and college/career pathway readiness while also reflecting the ongoing need for additional mathematics intervention and support at the secondary level.
Metrics: 2.1 (CAASPP), 2.5 (CTE Completion), 2.6 (A–G/CTE Completion), 2.7 (11th Grade EAP), 2.8 (Benchmark Assessments)

Action 2.7 – Support for Students with Disabilities
This action was highly effective in strengthening support systems for students with disabilities through academic intervention, IEP implementation, and increased family engagement. Students received both push-in and pull-out support services aligned to individualized learning needs. In addition, BES hosted a family engagement event focused on inclusion and support for students with disabilities, which strengthened family-school collaboration and engagement with special education services.

Student outcomes demonstrated measurable improvement:
BES Students with Disabilities (SWD) ELA improved from -112.4 PBS to -83.1 PBS.
BES SWD Math improved from -155.5 PBS to -123.1 PBS.

Districtwide SWD outcomes remained below standard:
Districtwide SWD ELA: -118.5 PBS
Districtwide SWD Math: -148.5 PBS

While performance levels remain low, the measurable improvement at BES indicates that targeted supports and intervention systems positively impacted student achievement outcomes.
Metrics: 2.1 (CAASPP for Students with Disabilities)

Actions That Were Moderately Effective

Action 2.6 – ELD Support
This action was moderately effective. English Language Development instruction was implemented using Benchmark and StudySync curriculum resources, and teachers provided integrated and designated ELD instruction across grade levels.

Student outcomes showed mixed results:
Reclassification Rate improved from 0% to 4.9%.
ELPAC Progress Rate declined slightly from 41% to 40%.
English Learner CAASPP performance in ELA remained in the Orange performance level at 63.1 points below standard.
English Learner Math performance remained in the Orange performance level but improved by 9.2 points.

While improvements in reclassification and mathematics performance indicate progress, implementation data reflected a continued need for increased teacher support, stronger instructional consistency, and additional oversight to improve outcomes for English learners.
Metrics: 2.1 (CAASPP for English Learners), 2.2 (ELPAC Progress), 2.3 (Reclassification Rate)

Action 2.8 – Afterschool Tutoring
This action was moderately effective. Afterschool tutoring opportunities were consistently provided at BES and BHS to support students requiring additional academic assistance.

Academic outcomes demonstrated improvement across multiple indicators:
BES showed improvement in both ELA and mathematics performance.
BHS mathematics scores improved.
BHS ELA performance remained above standard.
A–G completion improved by 19% above baseline.
CTE completion improved by 5.4% above baseline.
Dual A–G/CTE completion increased by 19.5%.
11th Grade EAP performance remained stable.

Benchmark outcomes:
BES Reading 2% decline
BES Math- 5% increase
6-8 Reading increase 13%
6-8 Math increase 13%
9-12 ELA increase 8%
9-12 Math Increase 36%

Although tutoring supports contributed to measurable gains, continued low performance in mathematics at BHS and persistent ELA and mathematics challenges at BES indicate the need for more intensive intervention and instructional support systems.

Metrics: 2.1 (CAASPP), 2.4 (A–G Completion), 2.5 (CTE Completion), 2.6 (Dual A–G/CTE Completion), 2.7 (11th Grade EAP), 2.8 (Benchmark Assessments)

Action 2.10 – Additional Support for ELA and Math (LREBG)
This action was moderately effective. Additional instructional supports funded through LREBG contributed to gains in ELA and mathematics performance at BES and improvement in mathematics achievement at BHS. Students benefited from supplemental instructional supports, literacy intervention resources, Academic Vocabulary Toolkit implementation, Renaissance Place access, and mathematics instructional supports aligned to district priorities. Despite these improvements, overall achievement levels remained below standard, particularly in mathematics. Benchmark data continued to show areas requiring additional instructional support and intervention refinement.

Metrics: 2.1 (CAASPP), 2.8 (Benchmark Assessments)

Actions With Limited Effectiveness

Action 2.1 – Assessment Data Analysis
This action demonstrated limited effectiveness due to inconsistent implementation of districtwide data analysis practices. The action intended to strengthen instructional decision-making through use of PLCs, benchmark analysis, and coaching cycles. While some teacher teams effectively used assessment data to inform instruction, implementation varied significantly across sites and grade levels. Inconsistent oversight and limited accountability systems reduced the effectiveness of this action. Student outcomes improved modestly:

BES ELA: -45.1 PBS
BES Math: -82 PBS
BHS Math: -124 PBS

Benchmark outcomes:
BES Reading 2% decline
BES Math- 5% increase
6-8 Reading increase 13%
6-8 Math increase 13%
9-12 ELA increase 8%
9-12 Math Increase 36%

Although some academic gains occurred, implementation inconsistencies limited the districtwide impact of the action.
Metrics: 2.1 (CAASPP), 2.8 (Benchmark Assessments)

Action 2.2 – District Benchmark Schedule
This action demonstrated limited effectiveness. The district successfully implemented a benchmark assessment schedule; however, BES changed benchmark systems midway through the school year based on teacher feedback and instructional concerns. The change in benchmark systems reduced consistency in assessment implementation and limited the district's ability to compare student growth data

consistently across the school year. While BES and BHS demonstrated some academic gains, benchmark implementation challenges limited the effectiveness of the action overall.

Metrics: 2.1 (CAASPP), 2.8 (Benchmark Assessments)

Action 2.3 – Math Coaching
This action demonstrated limited effectiveness due to limited implementation scope. Mathematics coaching support funded through a BCOE grant focused on inquiry-based instructional practices and supported participating teachers in strengthening mathematics instruction. Teacher feedback and classroom observations suggested increased student engagement in mathematical reasoning among participating classrooms. However, only two middle school teachers participated in coaching cycles, limiting the overall districtwide impact of the action.

Although mathematics CAASPP scores improved modestly, overall mathematics performance remained significantly below standard.
Metrics: 2.1 (CAASPP), 2.8 (Benchmark Assessments)

Action 2.9 – LTEL Support
This action demonstrated limited effectiveness due to partial implementation and scheduling limitations. The action intended to provide targeted pull-out instructional support for Long-Term English Learners. Although high school English learners received additional language development support, middle school implementation was limited because intervention schedules prioritized districtwide mathematics RTI support.

Student outcomes remained mixed:
ELPAC Progress Rate: 40.4%
Reclassification Rate improved to 4.9%

While reclassification improved, overall language acquisition growth remained relatively static, indicating the need for more consistent and targeted LTEL intervention support.
Metrics: 2.2 (ELPAC Progress), 2.3 (Reclassification Rate)

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

Based on reflection and analysis of 2025–26 implementation outcomes, several adjustments were made to Goal 2 for the 2026–27 school year in order to improve instructional alignment, strengthen intervention systems, and better reflect current practices and student needs. These revisions were informed by implementation data, staff feedback, student performance outcomes, and analysis of the effectiveness of current intervention and assessment systems. The changes are intended to improve clarity in action descriptions, align services more closely to site needs, and strengthen academic support for unduplicated pupils, English learners, Long-Term English Learners (LTELs), students with disabilities, and other student groups requiring additional support.

Changes in Metrics

The district revised benchmark assessment metrics for BES to reflect the assessment systems currently being implemented. During the 2025–26 school year, BES transitioned away from I-Ready benchmark assessments based on teacher feedback regarding usability and instructional alignment. As a result, benchmark reporting for grades TK–5 will now utilize Lexia assessment data for ELA and Freckle for math, rather than I-Ready data. This change more accurately reflects current site practices and the assessment tools being used to monitor student progress in literacy and mathematics.

Changes in Actions

Action 2.2 – Benchmark Assessments
The action description was revised to reflect the transition from I-Ready to Lexia benchmark assessments at BES in grades TK–5, and Freckle for math in grades TK-5. This change resulted from teacher feedback indicating that the previous benchmark system did not adequately align with instructional practices or student needs. The revised action more accurately reflects the benchmark systems currently being used to support progress monitoring and instructional planning at the elementary level.

Action 2.3 – Math Coaching Support
The action description was revised to reflect the district's continued collaboration with the Rural Math Collaborative Grant to provide mathematics coaching support. The grade span identified in the action was also revised from TK–12 to TK–8 to align with the actual implementation of coaching services during the 2025–26 school year. This revision reflects the current scope of services and the district's effort to provide targeted mathematics instructional support within available staffing and grant resources.

Action 2.7 – Additional Support for Students with Disabilities
The action description was revised to remove language identifying students with disabilities as Red on the California School Dashboard. This change reflects updated Dashboard performance levels and more accurately represents the district's current performance status for this student group. While the action itself remains substantially unchanged, the revised description aligns with current student outcome data and avoids outdated performance classifications.

Action 2.8-- Afterschool Tutoring
The action description was revised to change the amount budgeted for tutoring from LCFF funds from $12,293.00 to $7392 in LREBG funding. The description was expanded to include more information about LREBG funding and how it will be used to improve math and ELA scores at BES and BHS.

Action 2.9 – LTEL Additional Support
The action description was revised to reflect adjustments made to service delivery for Long-Term English Learners at the middle school level. Reflection on prior implementation indicated that pull-out intervention services were not the most effective instructional model within the existing middle school schedule and intervention structure. As a result, LTEL students at the middle school level will receive additional language development and academic support within the classroom setting through integrated instructional supports rather than pull-out intervention services. This change is intended to improve instructional continuity and increase access to core instruction while continuing to support language development needs.

**Action 2.10-- Additional math and ELA support LREBG funding""

This action was expanded to include a piloting and adoption of ELA curriculum, adoption of math curriculum, purchase of Next Gen Math, and math coaching. We have used less money than anticipated and are expanding the action to include additional supports to improve Math and ELA scores at BES and math scores at BHS.

Changes in projected expenditures

Action 2.2 -- Benchmark Assessment was revised from $24,785 to $8000 based on the cost of transitioning from I READY benchmarks for TK-5 to another benchmark program that would be more cost effective.
**Action 2.3-- Math Coaching Support was revised from $10,000 to $0 as the coaching support will be funded through the Rural Math Collaborative Grant.
**Action 2.4--ELA Intervention Specialist was revised from $90,061 to $101,321 based on the increasing cost of teacher salaries due to changes on the salary schedule and a cola increase.
**Action 2.5--Middle School and High School Intervention was revised from $7676 to $5500 based on the actual cost of IXL
**Action 2.7--Additional Support for Student Disabilties was revised from $6000 to $200 based on the projected cost of materials for running disability night.
**Action 2.8--Afterschool Tutoring was changed from $41,322 to $7392 because the actual cost of running tutoring used through LREBG funding.
**Action 2.10-LREBG funding ELA and Math Support was revised to increase by 23,000. Afterschool tutoring cost less than expected and that additional money was added to action 2.10.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Assessment Data Analyzation	Teachers will work together individually and in grade level teams to analyze assessment data and use it to drive instruction, monitor student needs, and plan for appropriate interventions. ELA specialists and math specialists will help grade level teams and teachers analyzing the data to aid in learning recovery. This action provides for collaboration time for teachers to collaborate and use the data to improve instruction.	$200.00	Yes
2.2	District wide benchmark plan and schedule for math and ELA	K-12 grade will participate in a district wide benchmark schedule for math and ELA. Tests will be given three times a year through Starr Reader/ Math, Lexia, Freckle and MAPS 6-12. Common testing protocol will be followed and teachers will track baseline data on a common testing sheet.	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Math Coach Support	Provide math coaching through the rural math collaborative grant for K-8 to help improve math instruction and raise math scores at BES.	$0.00	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.	$101,321.00	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	$5,500.00	Yes
2.6	ELD Support and Curriculum	Students will receive designated and ELD services from a credentialed teacher 30 minutes daily. Teachers will be provided with professional development on ELD curriculum, designated and integrated ELD time. Professional development will provide support for teachers in order meet the needs of long term English learners. Resources and curriculum will be purchased to support ELD students. We will purchase additional curriculum for the middle school. This action should improve the CAASPP scores in ELA for ELD students district wide and at BIGGS Elementary.	$3,500.00	Yes
2.7	Additional Support for Students with Disabilities.	We will plan a night for parents with students who have disabilities to get resources for helping their students to be successful in school and building strong partnerships with teachers and families. We will offer additional academic support during the day for students with IEP's. We will continue to provide push in and pull out services in order to help students with their goals.	$200.00	No
2.8	Afterschool Tutoring	We will provide after school tutoring at BHS and BES. LREBG funding of $7392.00 is contributing to this action. This will expand access to after school tutoring opportunities for students performing below grade-level standards in English Language Arts and mathematics. Tutoring services	$7,392.00	No

Action #	Title	Description	Total Funds	Contributing
		will provide targeted academic support based on assessment data and identified student needs, with priority given to students impacted by learning loss and unfinished learning. Through small-group and individualized instruction, tutoring will address specific skill gaps, reinforce grade-level standards, and provide additional learning time beyond the regular instructional day. These services are intended to accelerate learning recovery, improve academic achievement, and increase the number of students meeting grade-level expectations.		
2.9	LTELS Additional Support	High school ELD students will get additional pull out support. Middle school LTELS will get additional push in support. This is targeted to help older students perform on the ELPAC in order to redesignate before becoming long term English Learners. This will also help LTELS redesignate.	$0.00	No
2.10	Additional support for ELA and Math using LREBG funding	BUSD will utilize Learning Recovery Emergency Block Grant (LREBG) funds to implement a comprehensive, evidence-based set of interventions designed to accelerate academic recovery in literacy and mathematics at BES and BHS. This action is principally directed toward Hispanic, low income, white and ELD students, as identified through the district's 2025 needs assessment and Dashboard performance data. At BES, LREBG funds will support the purchase and implementation of the Academic Vocabulary Toolkit for elementary and middle school students. This research-based resource is designed to strengthen academic vocabulary development, particularly for English Learners. Studies show that explicit vocabulary instruction can significantly increase English Learners' access to core content and improve literacy outcomes. Calderón, Slavin, and Sánchez (2011) highlight the importance of structured vocabulary programs in supporting comprehension and achievement across subject areas. The Toolkit aligns with the Academic Word List developed by Coxhead (2000), which has been shown to increase fluency with high-utility academic terms essential for success in all disciplines. In addition, BES elementary students will benefit from the adoption of the Renaissance Place Accelerated Reader (AR) program. AR provides structured, student-centered reading practice tailored to individual	$123,000.00	No

Action #	Title	Description	Total Funds	Contributing
		proficiency levels, helping to build fluency, comprehension, and reading motivation. Evidence from Nunnery, Ross, and McDonald (2006), as well as findings summarized by the What Works Clearinghouse (2010), indicate that AR can result in statistically significant gains in reading achievement, particularly in low-income schools when implemented with fidelity. To address significant math performance declines at both BES and BHS, LREBG funding will also support an expanded instructional support model in mathematics. This includes professional development in Cognitively Guided Instruction (CGI) and **Building Thinking Classrooms (BTC). CGI, developed by Carpenter et al. (1999), helps teachers make instructional decisions based on students' problem-solving strategies, resulting in deeper conceptual understanding and more equitable learning outcomes. BTC, developed by Liljedahl (2020), focuses on collaborative problem-solving and visible thinking routines to foster critical thinking and engagement in mathematics classrooms. These practices are especially effective in reducing performance gaps among historically underserved student groups. To ensure sustainability and coherence, BUSD will also invest in math instructional coaching and curriculum pilot programs aligned to current student needs. These strategies will support long-term teacher capacity-building and ensure that instructional materials reflect culturally responsive, standards-aligned practices necessary for post-pandemic academic recovery. LREBG funds will also support Next Gen Math professional learning and the piloting, evaluation, adoption, and implementation of high-quality mathematics instructional materials. These investments are intended to strengthen core mathematics instruction, increase instructional coherence across grade levels, and improve student access to rigorous, standards-aligned content. In addition, LREBG funds will support the piloting and evaluation of high-quality English Language Arts instructional materials in preparation for a planned districtwide ELA curriculum adoption in 2028. These efforts are designed to address identified learning gaps in mathematics and literacy, build teacher capacity, and accelerate academic recovery through		

Action #	Title	Description	Total Funds	Contributing
		improved instructional practices and access to high-quality instructional materials. Funding will also go to support LTRS training for elementary teachers at BES. Through LETRS training, teachers will develop a stronger understanding of the cognitive processes involved in reading acquisition and gained practical strategies for supporting both struggling readers and students performing below grade level expectations. BUSD will monitor the effectiveness of this action using disaggregated CAASPP and ELPAC results, local benchmark data, and implementation fidelity measures such as staff surveys and observation logs. Early indicators from internal data and stakeholder feedback suggest high levels of staff engagement and positive shifts in instructional practice.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A - Efforts to seek parent input Source: parent student and staff surveys Local Indicator 3	2023 15% of parents responded to Google form survey 15 parents attended Parent Coffee We have an active parent club and site council	2024 26% of parents responded to Google form survey 14 parents attended Parent Coffee We have an active parent club and site council.	2025 44% of parents responded to Google form survey 3 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	29% more response on survey from baseline. 12 less parent attended parent coffee from baseline.
3.2	3B- Efforts to seek parent input of unduplicated pupils	Surveys provided in multiple languages An interpreter attended parent coffee	Surveys were provided in multiple languages. An interpreter attended parent coffee.	Surveys were provided in multiple languages. An interpreter attended parent coffee.	Maintain surveys in multiple languages and continue to provide an interpreter at parent events.	Maintained baseline and target
3.3	3C Efforts to seek parent input of students with exceptional needs.	Provide a survey of parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.	Provided a survey of parents of onsite RSP students and county operated programs in multiple modalities: pencil/ paper, access to school computer, and google forms.	Provided a survey of parents of onsite RSP student and county operated programs in multiple modalities: pencil/ paper, access to school computer, and Google forms.	Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site.	Maintained baseline and target
3.4	5 A- Attendance Rates Source P2 Attendance Report	95.63% Districtwide 95.30% BES 95.15% RES 96.42% BHS	94.09% Districtwide 92% BES 96% RES	92.75% Districtwide 92.38% BES 90.70% RCA	Maintain 95%	District wide 2.88% less BES 2.92% less BHS 1.25% less

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			93% BHS	95.17% BHS		
3.5	5B- Chronic Absenteeism Rates Source: Dashboard Chronic Absenteeism Rate Indicator	2023 22.7% Chronically Absent for the District. 27.5% Low income 33.3% Students with disabilities 22.3% Hispanic Students	2024 14.1% Chronically Absent for the District 17.8% Low Income 27% Students with disabilities 13.3% Hispanic 9.1% ELD 22.9% Homeless	2025 17.6% Chronically Absent for the District 19.6% Low Income 25.6% Students with disabilities 16% Hispanic 18% ELD 28.6% Homeless Dashboard RED Homeless 28.6% White 17.1%	10% Chronically Absent 10% SED 15% students with disabilities 10% Hispanic Students	5.1% improvement from baseline 7.9% improvement of Low Income 7.7% improvement of students with disabilities 6.3% improvement of Hispanic
3.6	5C- Middle School Drop Out Rate High School Drop Out Rate Source: CALPADS	2023 .8% Middle School 0% High School	2024 0 Middle School 4.3% High School	2025 0 Middle School 5.6% High School	0% Middle School 1% High School	Improved middle school by .8% Declined HS by 5.6%
3.7	6A- Suspension Rates Source: Dashboard Suspension Rate Indicator	2023 District 5.3% suspended at least one day BHS 4.1% BES 6.3% 8.2% students with disabilities 6.9% low income Dashboard RED 9.8% White	2024 District 7% Suspended at least one day RED BHS 1.1% Richvale 0% Dashboard RED BES 10.7% ALL 11% Low income 15.9% Students with Disabilities 5.9% Hispanic 7.3% ELD 14.4% White 7.8% Homeless	2025 District 5.4% Suspended at least one day BHS 2.3% BES 6.9% ALL 8.9% Low Income 7.1% Students with Disabilities 4.5% Hispanic 4.3% ELD 8.5% White 11.1% Homeless RED	1.2% Suspended at least once a day.	District suspension rate increased .1% from baseline. BHS declined by 1.8% BES increased .6% ALL 2% Increase low income 1.1% decline SWD 1.3% decline White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	6B Expulsion Rates Source: CALPADS	2023 0 students expelled	2024 0 students expelled	2025 0 students expelled	Maintain 0 students expelled	Maintained baseline and target 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 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 Local Survey	2024 94% of parents feel connected to the school 94% of parents feel school is safe Local Survey 70% district wide feel school is safe. 18% 5th feel school is safe 43% 7th feel school is safe 74% 9th feel school is safe CHKS	2025 95% of parents feel connected to the school 88% of parents feel school is safe Local Survey 79% of 5th feel school is safe 85.5% of 7th feel school is save 88% 9-12 feel school is safe	80% of Parents believe school is safe 80% of students feel school is safe 80% of parents feel connected to the school.	14% Increase for parents believing school is safe 3% Increase from baseline parents feeling connected to school 12% Decrease 5th .5% Decrease 7th 2% Increase 9-12

Goal Analysis [2025-26]

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

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

Overall Implementation of Goal 3 Actions

Most Goal 3 actions were fully implemented as planned during the 2025–26 school year, with the district continuing to prioritize student engagement, school connectedness, positive school climate, family participation, and communication between schools and educational partners. Key successes included implementation of attendance incentives, expanded family engagement activities, PBIS supports, student recognition programs, and consistent school-home communication systems. The district also maintained transportation services, implemented alternatives to suspension practices, and continued providing social-emotional learning supports for students across grade spans. While the majority of actions were implemented with fidelity, implementation challenges primarily involved ensuring consistent analysis and follow-through related to stakeholder feedback and engagement data.

Action 3.1: Parent and Student Input — Substantive Implementation

This action was substantively implemented. The district administered parent and student engagement surveys twice during the school year in order to gather educational partner feedback regarding school climate, engagement, and district programs. To increase participation, surveys were made available during parent conferences, with Chromebooks provided and staff encouraging families to complete surveys onsite. In addition, BES hosted a parent coffee to increase opportunities for family engagement and communication. A key success was increased accessibility to survey participation and continued efforts to gather educational partner input. The primary implementation challenge involved ensuring consistent analysis, review, and communication of survey and event feedback data. While surveys and engagement activities occurred as planned, results from all surveys and events were not consistently analyzed and shared with educational partners with fidelity. Reflection on implementation identified a need for stronger systems to review stakeholder input and communicate findings back to families and staff.

Action 3.2: Alternatives to Suspension — Full Implementation

This action was fully implemented as planned. Biggs Elementary School implemented a structured alternative to traditional in-house suspension that focused on maintaining supervision, structure, and student support during disciplinary interventions. Staff reported that the structured day model improved student supervision and supported more positive student outcomes compared to previous disciplinary practices. No substantive differences in implementation were identified.

Action 3.3: Student Incentives — Full Implementation

This action was fully implemented as planned. All schools implemented attendance and tardy incentive programs designed to reinforce positive attendance habits and improve student engagement. At BES, incentives included pizza parties, classroom rewards, field trips, and recognition for perfect attendance. Biggs High School implemented attendance incentives through cash drawings and recognition opportunities. These systems supported schoolwide efforts to reinforce positive attendance expectations and encourage consistent student participation in school. No substantive differences in implementation were identified.

Action 3.4: Home-to-School Transportation — Full Implementation

This action was fully implemented as planned. The district continued providing transportation services for students traveling to and from school, as well as transportation support for special programs and activities. Transportation services supported student access to instructional programs and school participation opportunities. No substantive differences in implementation were identified.

Action 3.6: Parent and Student Communication — Full Implementation

This action was fully implemented as planned. The district regularly utilized the Catapult communication system to provide families and students with updates regarding school events, schedules, activities, and important announcements. Implementation of the communication system strengthened school-home communication and improved access to timely information for families. No substantive differences in implementation were identified.

Action 3.7: Student Academic Celebrations — Full Implementation

This action was fully implemented as planned. The district celebrated student academic achievement and positive character development across grade levels and school sites. At Biggs High School, students were recognized through events including Night of the Stars and Senior Awards Night. BES and RES recognized students through Honor Roll celebrations, Senator James Gallagher Awards, Student of the Month recognition, and Character Recognition Assemblies. These activities supported student motivation, school connectedness, and recognition of academic and behavioral accomplishments.
No substantive differences in implementation were identified.

Action 3.8: Family Events — Full Implementation

This action was fully implemented as planned. The district provided multiple family engagement events throughout the school year to strengthen school-home partnerships and increase student and family connectedness to the school community. Events included Back-to-School Night, Family Literacy Night, Christmas programs, STEAM Night, and graduation ceremonies. These activities provided families with opportunities to participate in school events, celebrate student achievement, and engage with staff and instructional programs.
No substantive differences in implementation were identified.

Action 3.9: PBIS — Full Implementation

This action was fully implemented as planned. The district implemented schoolwide Positive Behavioral Interventions and Supports (PBIS) systems, supported through professional development and collaboration with the Butte County Office of Education. Implementation of PBIS practices contributed to improved behavior systems, increased consistency in behavioral expectations, and a more positive school environment across school sites. No substantive differences in implementation were identified.

Action 3.10: Social-Emotional Learning (SEL) — Full Implementation

This action was fully implemented as planned. The district purchased and provided social-emotional learning resources and supports for students in grades TK–12. SEL resources were incorporated into schoolwide support systems and classroom practices to strengthen student self-awareness, self-regulation, relationship skills, and overall social-emotional development. No substantive differences in implementation were identified.

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

Several actions under Goal 3, which focuses on school climate, family engagement, and student social-emotional development, experienced material variances between budgeted and estimated actual expenditures during the 2025–26 school year. These differences were driven by cost savings, under-utilization of funds, expanded implementation, or vendor costs exceeding initial projections. Importantly, all actions remained focused on increasing or improving services for students, particularly unduplicated pupils, and no services were reduced as a result of these variances.

Action 3.1 – Improve Parent and Student Input
We budgeted $200, but only spent $90. Surveys were sent out as planned, the cost was less than anticipated.

Action 3.2 – Alternative to Suspension
We provided alternatives to suspension, but the cost was $200 less than anticipated.

Action 3.3 – Student Incentives
The district budgeted $11,000, but actual expenditures totaled $5650.00. Costs were lower than expected due to reduced student participation. The district anticipates higher expenditures next year with expanded outreach and improving student of the month at BES.

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

Action 3.6 – Parent-Student Communication (Catapult Connect)
The district budgeted $17,300 but only spent $7089. We used catapult as anticipated, but the cost was less than anticipated.

Action 3.7 – Student Academic Celebration
Actual expenditures totaled $2200 compared to a budget of $6550. The district overestimated the cost of student celebration events, based on the expense of last year.

Action 3.8 – Family Events
There were no material differences between budgeted and actual expenditures.

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

Action 3.10 – SEL Curriculum
Budgeted at $15,000, but spent $0 based on a multiyear contract.

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

Highly Effective

Action 3.2 – Alternatives to Suspension

This action was highly effective in improving student behavior outcomes and reducing exclusionary discipline practices at BES. Students participated in a structured accountability process and completed reflective or restorative activities as alternatives to suspension. These practices allowed students to remain connected to school while addressing behavioral concerns and learning from their actions. As a result, BES improved its suspension rate by 3.7%, with only one student group (homeless students) remaining in the RED performance level on the Dashboard. In addition, BES maintained a 0% expulsion rate during the school year. These outcomes indicate that restorative and supportive disciplinary approaches positively contributed to school climate and student engagement.

Metrics: 3.7 (Suspension Rate), 3.8 (Expulsion Rate)

Action 3.6 – Parent/Student Communication

This action was highly effective in strengthening communication between home and school and increasing family connectedness. The Catapult communication system provided families with information in multiple formats and increased access to school announcements, reminders, and updates. Parent survey data demonstrated strong effectiveness, with 95% of families reporting feeling connected to the school community. The communication system was particularly effective in reaching diverse families, including English Learners and low-income families, through accessible and consistent communication practices.

Metrics: 3.1–3.3 (Parent Input), 3.9 (School Climate)

Action 3.8 – Family Events

This action was highly effective in strengthening relationships between families and the school community. Districtwide family events provided opportunities for families to participate in school activities, engage with staff, and build stronger school-home connections. Survey results reflected positive perceptions of family engagement opportunities, and school connectedness at BES increased to 95%. Family events were well attended and contributed positively to overall school climate and community engagement.

Metrics: 3.1–3.3 (Parent Input), 3.9 (School Connectedness)

Action 3.9 – PBIS Implementation

This action was highly effective in supporting positive student behavior and improving school climate outcomes. Supported through BCOE training, PBIS implementation strengthened schoolwide expectations, positive reinforcement systems, and consistent behavioral supports across sites. Implementation of PBIS contributed to a 3.7% improvement in BES suspension rates and coincided with improved districtwide CAASPP performance in both ELA and mathematics. Parent perception of school safety increased by 14% from baseline, while parent perception of school connectedness increased by 3% from baseline. Student perceptions of safety showed mixed results across grade spans. Fifth-grade student perception of safety declined by 17% from baseline, seventh-grade perception declined slightly by 0.5% from baseline, while grades 9–12 demonstrated a 2% increase from baseline. These results indicate that while PBIS implementation positively impacted behavior and parent perceptions, additional support may be needed to improve students’ perceptions of safety at certain grade levels.

Metrics: 3.7 (Suspension Rate), 3.9 (School Safety and Connectedness), CAASPP

Moderately Effective

Action 3.1 – Improve Parent and Student Input

This action was moderately effective in increasing educational partner engagement and stakeholder voice. Participation in the parent survey increased from 15% to 44% due to expanded access during conferences and improved survey distribution practices. Survey accessibility was strengthened for parents of unduplicated pupils and students with disabilities through multilingual formats and alternative delivery methods. Although participation improved, results remained below the district's 75% participation target. Participation in Parent Coffees also remained low, with only three participants attending. While the action demonstrated progress in increasing opportunities for educational partner input, additional outreach and engagement strategies will be needed to further increase meaningful participation.

Metrics: 3.1 (General Input), 3.2 (Input from Unduplicated Pupils), 3.3 (Input from Families of Students with Disabilities)

Action 3.4 – Home-to-School Transportation

This action was moderately effective in supporting equitable access to instruction and school attendance. Reliable transportation services were consistently provided throughout the district, ensuring students had access to instructional programs and services. However, attendance outcomes did not improve as anticipated. Districtwide chronic absenteeism increased to 17.6%, and the attendance rate declined to 92.75%. Homeless students, low-income students, and White students were identified in the RED performance level on the Dashboard for attendance-related indicators. While transportation services remained essential in supporting access to school, additional attendance intervention strategies are needed to address persistent attendance barriers affecting multiple student groups.

Metrics: 3.4 (Attendance), 3.5 (Chronic Absenteeism)

Action 3.7 – Student Academic Celebration

This action was moderately effective in promoting student engagement and recognizing academic achievement. Academic recognition events were held at all schools to celebrate student accomplishments and encourage positive school participation. CAASPP data improved in ELA and mathematics at BES and BHS. The middle school dropout rate remained at 0%, while the high school dropout rate increased to 5.6%. In addition, parent survey data indicated strong feelings of school connectedness. Culturally, this action strengthened student engagement, recognition, and community involvement. However, additional strategies will be needed to further improve academic persistence, attendance, and retention outcomes at the high school level.

Metrics: 3.6 (Dropout Rate), 3.9 (School Connectedness), CAASPP Performance

Action 3.10 – SEL Curriculum

This action was moderately effective and demonstrated mixed results throughout the district. SEL curriculum and supports were purchased and implemented across grades TK–12 to strengthen student self-awareness, emotional regulation, and interpersonal skills. The districtwide suspension rate declined by 1.7%, with no student groups identified in the RED performance level districtwide for suspensions. At BES, suspension rates improved by 3.7%, with only homeless students remaining in the RED category. However, attendance-related outcomes remained an area of concern. Districtwide chronic absenteeism increased to 17.6%, with homeless and White student groups identified in the RED performance level. BES chronic absenteeism increased to 18.7%, with homeless, low-income, and White student groups identified in the RED category. In addition, the districtwide P2 attendance rate declined to 92.75%. The middle school dropout rate remained at 0%, while the high school dropout rate increased to 5.6%. Despite attendance challenges, CAASPP scores improved districtwide in both ELA and mathematics, suggesting that SEL implementation positively supported student engagement and academic performance.

Metrics: 3.4 (Attendance), 3.5 (Chronic Absenteeism), 3.6 (Dropout), 3.7 (Suspension), 3.9 (School Climate), CAASPP

Limited Effectiveness

Action 3.3 – Student Incentives

This action demonstrated limited effectiveness in improving attendance outcomes. Attendance incentives and academic recognition systems were implemented to encourage positive behavior, attendance, and academic effort. While these recognition systems contributed positively to school culture, student behavior, and academic performance, attendance outcomes declined districtwide. Districtwide attendance decreased from 94.09% to 92.75%, while chronic absenteeism increased from 14.1% to 17.6%.

Attendance challenges were especially evident among specific student groups:

* BES Chronic Absenteeism: 18.7%
* Low-Income Students: 20.9%
* Homeless Students: 28.6%
* White Students: 18.4%

Districtwide:

* Homeless Students: 28.6%
* White Students: 17.1%

CAASPP scores showed improvements access the board, but scores are still low in math. Benchmark data is mixed, with grades 6-8 showing 13% improvement in ELA and Math, while BES showed a decline of 2% in Reading and BHS shows an improvement in math by 36%.

These results indicate that while the action was effective in supporting positive behavior and school engagement, incentives alone were not sufficient to address underlying attendance barriers. Additional individualized attendance supports, family outreach, and intervention strategies will be necessary moving forward.

Metrics: 3.4 (Attendance Rate), 3.5 (Chronic Absenteeism), CAASPP/ELPAC/Benchmark Outcomes

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.

Changes Made to Goal 3 Based on Reflections from Prior Practice

Based on reflection and analysis of 2025–26 implementation outcomes, several revisions were made to Goal 3 for the 2026–27 school year in order to strengthen school climate systems, improve attendance and behavioral supports, and better align action descriptions and metrics with current district data and implementation practices. These changes were informed by student outcome data, stakeholder feedback, California School Dashboard results, and review of the effectiveness of current engagement and school climate strategies.

Changes in Metrics

Metric 3.9 – School Climate and Engagement Survey Data
Metric 3.9 was revised to reflect use of local survey data rather than the California Healthy Kids Survey (CHKS). Reflection on prior practice indicated that CHKS data are only collected every other year and therefore do not provide annual data needed to consistently monitor school climate and engagement outcomes.

The revised metric will utilize locally administered surveys to provide more timely annual data regarding student, family, and staff perceptions of school climate, engagement, safety, and connectedness.

Changes in Actions

Action 3.1 – Parent and Student Input
The action description was revised to remove the parent coffee component. Reflection on prior implementation indicated that parent coffee events were not consistently well attended and did not significantly expand family engagement beyond existing communication systems. Families currently have multiple avenues to communicate directly with school administration, including email, phone calls, and scheduled appointments with the principal. The revised action reflects the district’s continued emphasis on maintaining accessible communication opportunities while focusing engagement efforts on strategies with broader participation and impact.

Action 3.2 – Alternatives to Suspension
The action description was revised to reflect current California School Dashboard data identifying Homeless Youth performance in the Red performance level for suspension indicators. This revision was made to ensure the action more accurately reflects identified student needs and aligns behavioral support efforts with student groups experiencing the greatest need for intervention and support.

Action 3.3 – Student Incentives
The district revised this action to include Student of the Month recognition as part of the district's broader efforts to improve student engagement, attendance, and school connectedness. In addition, the action description was updated to reflect current chronic absenteeism data indicating Red performance levels districtwide and for specific student groups at BES, including Homeless Youth, White students, and Socioeconomically Disadvantaged students. These revisions were made in response to analysis of attendance data and ongoing concerns related to chronic absenteeism. The updated action is intended to strengthen positive attendance reinforcement systems and increase student engagement and recognition opportunities.

Action 3.5 – Vice Principal Support for Attendance, Behavior, and School Climate
The district added a new action to provide vice principal support focused on improving attendance, student behavior, and overall school climate. Reflection on prior implementation indicated a need for increased administrative oversight and coordination related to attendance intervention systems, behavioral supports, and school climate improvement efforts. In addition, feedback from staff and students at BES indicated a need for more consistent discipline support and systems. The addition of this action is intended to strengthen implementation of attendance systems, improve consistency of behavioral interventions, increase family communication related to attendance and discipline, and support a more positive and connected school environment for students.

Action 3.9 – PBIS
The action description for PBIS was revised to reflect current Dashboard data identifying Homeless Youth rather than White students as the student group in the Red performance level for suspension-related indicators. This revision aligns the action more closely with current student needs and behavioral support priorities identified through district data analysis.

Action 3.10 – Social-Emotional Learning (SEL)
The action description for SEL was similarly revised to reflect Homeless Youth rather than White students as the identified student group in the Red performance level for behavioral and school climate indicators. This revision ensures alignment between SEL supports and the student groups demonstrating the greatest need for social-emotional and behavioral intervention services.

Changes in projected budgeted expenditures

**Action 3.3 Student incentives was decreased by $1000 based on the expected spending in 2026-2027.
**Action 3.4 Home to School Transportation was increased from $365,568 to $437,771.00 based on projected costs
**Action 3.6 Catapult decreased from 17,350 to 11,980 based on projected costs.
**Action 3.9 PBIS was increased from $600 to $1000 based on projected costs, due to expanding the rewards for students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improve parent and student input.	We will continue to administer a parent, student, staff survey in the spring. In order to improve participation we will send home a paper survey with a QR code as well as distribute it electronically to families in English and Spanish and multiple modalities. We will meet twice a year with student advisory groups and administer Healthy Kids Survey or other local student surveys to students. The results from all surveys and events will be analyzed and shared with educational partners.	$200.00	Yes
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 homeless students at BES.	$200.00	Yes
3.3	Student Incentives	The district will provide attendance incentives in order to maintain and improve our attendance rate and decrease chronic absenteeism. We will recognize and reward students of the month and honor roll students in order to improve student achievement.	$10,000.00	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	$437,771.00	Yes
3.5	Vice Principal	The district will fund and maintain a Vice Principal position to oversee and coordinate systems that support student attendance, behavior, school climate, and student engagement. The Vice Principal will lead the implementation and monitoring of schoolwide behavior expectations, Positive Behavioral Interventions and Supports (PBIS), restorative practices, attendance improvement efforts, and tiered student interventions.	$117,124.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Parent/ Student Communication	We will provide Catapult as a way to better communication between home and school.	$11,980.00	Yes
3.7	Student Academic Celebration	Maintain student academic celebration events like Night of the Stars, Senior Awards Night, and CJSF Induction Night.	$6,550.00	Yes
3.8	Family Events	BUSD will provide family events districtwide in order to increase student and family engagement.	$0.00	No
3.9	PBIS	Implement a schoolwide PBIS system that encourages and rewards positive behavior. Work with BCOE to provide training to teachers and administrators on PBIS. This will help improve BES suspension rate which is in the RED for homeless students.	$1,000.00	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 homeless students, which is in the RED. It should also help students with disabilities so they can be more successful in class.	$15,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,123,223.00	$78,580.00

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
15.217%	0.000%	$0.00	15.217%

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 9.4 points lower than their peers county/district-wide in ELA, and 11.4 points lower than their peers in math.	This action will ensure that BUSD will make every effort to hire and retain effective and fully credentialed teachers in order to maintain small class sizes for effective instruction. All services are planned to be implemented district/school-wide because of the high percentage of targeted students. After assessing the needs of our low-income students, English learners and students with disabilities, we learned that their achievement rates are lower than for all	1.1, CAASPP scores, benchmark assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our English learner students are performing 22.4 points lower than their peers county/district-wide in ELA and 17.6 points lower than their peers in math. Our Students with Disabilities are performing 63.2 points lower than their peers county/district-wide in ELA, and 69.3 points lower than their peers in math. Students with disabilities, low income students, Hispanic Students and ELD students are identified in the RED on the dashboard for math district wide. All student groups are identified for Math at BHS. ELD students, Hispanic students, and low income students are identified in the RED at BES. 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 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 67 PBS. Our low income students' math scores at BES are 106 PBS and at BHS are 164.5 PBS. ELD scores are low at BES for math at 119.8 PBS and ELA at 72.2 PBS. According to the dashboard, ELD, Hispanic, low income and students with disabilities and in the RED for Math. BES ELD students, Hispanic Students, and low income students are in the RED for math. All students at BHS are in the RED for math. 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	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
	benefit from support in making science standards more accessible and engaging. Students and families would benefit from opportunities to build partnerships with teachers and administration in order to help students be successful in becoming college and career ready. 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.	
1.4	**Action:** Technology **Need:** Unduplicated pupils—including low-income students, English learners, and foster youth—face barriers to academic success due to limited access to technology at home. Significant achievement gaps exist between the district's overall performance and low income students, English learners and students with disabilities. Our low income students are performing 9.4 points lower than their peers county/district-wide in ELA, and 11.4 points lower than their peers in math. Our English learner students are performing 22.4 points lower than their peers county/district-wide in ELA and 17.6 points lower than their peers in math. Our students	This action ensures that all students, including unduplicated pupils, have access to Chromebooks for both in-school and at-home use. It is designed to eliminate technology access gaps that disproportionately affect low-income students and to support academic success across content areas by enabling participation in digital curricula, assessments, and intervention platforms. Providing Chromebooks on an LEA-wide basis ensures that all students—regardless of income level—benefit from consistent access to instructional technology. For unduplicated students, this is a foundational equity strategy to reduce barriers to engagement and learning. California Education Code Section 52064(b)(6) permits LEA-wide implementation when the action is the most effective use of funds to meet the needs of unduplicated pupils, which applies here	1.7, 1.8.1.13, CAASPP Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with disabilities are performing 63.2 points lower than their peers county/district-wide in ELA, and 69.3 points lower than their peers in math. Students with disabilities, low income students, Hispanic students and ELD students are identified in the RED on the dashboard for math district wide. All student groups are identified for Math at BHS. ELD students, Hispanic students, and low income students are identified in the RED at BES. These gaps reflect not only academic challenges but also inequitable access to digital learning tools. Educational partner input, particularly from families and teachers, emphasized that many students—especially those from low-income households—do not have reliable access to computers or internet at home, limiting their ability to complete assignments, access instructional content, or develop essential digital skills. **Scope:** LEA-wide	due to the systemic nature of digital access inequities. Research supports this investment: studies from the Brookings Institution and the Alliance for Excellent Education show that 1:1 device access improves digital literacy, assignment completion, and engagement, especially in low-income communities where home access is limited.	
1.5	**Action:** Professional Development **Need:** BUSD needs to continue to improve in CAASPP scores, especially for low income students, ELD Students, and students with disabilities in Math. District wide low income students are 103.4 PBS in math and in the RED. ELD students in the district are 109.6 PBS and in the RED. Students with	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
	disabilities in the district are 161.3 PBS and in the RED on the California Dashboard. English Learner Progress district wide is 41% making progress which is RED on the dashboard. While ELA scores are not in the RED on the dashboard, there is room for growth at BES. All students are 58.9% PBS, while ELD is 72.2 PBS, students with disabilities are 112. PBS, and low income students are 67 PBS. BHS college and career readiness rate is low at 32.6% which is an improvement by 20.1% and we want to continue our progress. In addition, teachers and administrators have expressed the need for professional development, especially in math. Research consistently demonstrates that high-quality, research-based professional development for teachers can lead to improved student learning outcomes across subject areas, grade levels, and student populations. By providing teachers with the knowledge, skills, and support they need to enhance their instructional practice, PD plays a crucial role in promoting student success and academic achievement (Hoge, D. M., 2016). **Scope:** LEA-wide		

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
1.6	**Action:** Get Focused- Stay Focused High School Curriculum **Need:** 32.6% of students were prepared for college/career on the California State Dashboard. This is a 20.1% increase but is still 17.4% less than our district target. 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
1.7	**Action:** Wellness Counselor **Need:** ELD, low income, and students with disabilities at BIggs Elementary would benefit from counseling in order to address trauma, and social and emotional needs. Teachers, families, and principals have recognized that many students at BES have experienced trauma and need support with social skills. At BES in ELA ELD students are 72.2 PBS, low income are 67 PBS and Students with disabilities are 112.4 PBS . In math ELD students are 119.8 PBS, low income are 106 PBS and students with disabilities are 155.5 PBS.	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
	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. 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) **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.	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.	1.2, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	This service is planned to be implemented district/school-wide. Low income students will have priority access to independent study.	
1.10	**Action:** AP Spanish **Need:** BHS had 43% of AP students pass AP tests which is 7% less than the 50% district target. Spanish requires additional support curriculum in order to make it accessible to students in order to help them pass the AP test. 32.6% of high school students were college and career ready, which is 17.4% points lower than the district target. **Scope:** Schoolwide	VIsta Learning provides additional support to help students pass the AP test in order to maintain and improve the number of students who are passing the AP test at a 3 or higher. AP courses help students to be better prepared for college. Action 1.10 should help low income students pass the AP test, which will help improve their college readiness rate which is lower than it is for all students. This action will be provided districtwide as the college career readiness rate is low for all students.	1.7 and 1.9
1.11	**Action:** New Teacher Support **Need:** BUSD has only 85.09% fully credentialled teachers. We also have room for improvement on standardized testing: ELA is.43.2 points below standard and math is 92points below standard district wide. Low income students scores are even lower districtwide at 52.6PBS for ELA and 103.4 PBS for math. Research suggests that a teacher's years of experience and quality of training are	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

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
	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		
1.12	**Action:** Classified Staff **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 9.4 points lower than their peers county/district-wide in ELA, and 11.4 points lower than their peers in math. Our English learner students are performing 22.4 points lower than their peers county/district-wide in ELA and 17.6 points lower than their peers in math. Our students with disabilities are performing 63.2 points lower than their peers county/district-wide in ELA, and 69.3 points lower than their peers in math. District wide ELD, Hispanic, low income, and students with disabilities are in the RED for math. All students at BHS are identified in the RED for math. At BES ELD, Hispanic, and Low income students are in the red for math.	This action provides the staff necessary for low income, ELD, and students with disabilities to be successful in the classroom through additional support, tutoring, and intervention. In addition, playground supervision keeps students safe and cut down on behavior issues. This will be provided districtwide to support all students; however, low income, ELD, and students with disabilities have the lowest scores so they will have the most access to para professionals in the classrooms to support their learning and increase their performance.	1.4, CAASPP scores, benchmark assessments, and feedback from staff about students safety.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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		
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 58.9 points below standard. ELD students at BES are 72.2 points below standard. That is a discrepancy of 13.3 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	Action 1.13 provides an event to bring families and staff together in order to build relationships and improve literacy. This will be provided to all students at BES and RES as the majority are low income. Spanish speaking staff will be available to help communicate with our ELD families. In addition, free books will be available in English and Spanish, which will benefit both low income and ELD students.	1.2, 1.4, ELA CAASPP scores and benchmark assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	home, school, and community (Swatosh, C. R., 2014). . **Scope:** Schoolwide		
2.1	**Action:** Assessment Data Analyzation **Need:** BUSD has low CAASPP scores for many student groups in ELA and Math. In ELA all students are 43.2 PBS, while ELD students are 65.6 PBS, Low income are 52.6 PBS and homeless are 41.6 PBS. In Math all students district wide are 92 PBS, while ELD students are 109.6 PBS and in the RED, low income students are 103.4 PBS and in the RED, students with disabilities are 161.3 PBS and in the RED and Hispanic students are 113 PBS and in the RED. BES has ELD, Hispanic, and SED in the RED in math. 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:**	This action provides both a data coordinator stipend and time for teachers in order to look at the assessment data, collaborate with other teachers, and use it for data driven instruction. ELD and Low income students have low CAASPP scores and should benefit significantly. This action is provided throughout the district as the majority of students are low income and CAASPP scores are low districtwide.	2.1, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** District wide benchmark plan and schedule for math and ELA **Need:** BUSD has low CAASPP scores for low income students: Districtwide math is 103.4 PBS which is in the RED . BES also is in the red for math at106 PBS. Biggs High School math scores for low income students are 164.5 PBS, also in the RED. BUSD has low CAASPP scores for ELD students in ELA districtwide and at BES: Districtwide 65.6 PBS and BES 72.2 PBS . ELD students are low in math at BES at 119.8 PBS, which is in the RED. Districtwide ELD students are in the RED for math at 161.3 PBS. 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	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
2.3	**Action:** Math Coach Support	This action will provide coaching to teachers in math instruction and in using data to provide	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
	Need: Based on the math scores of low income students at BES (106 PBS) and BHS (164.5 PBS) and ELD students at BES (119.8 PBS) and districtwide (109.6PBS) we developed this action. All of which are in the RED. Students with disabilities also have low math scores districtwide (161.3 PBS -RED on the dashboard) and at Biggs Elementary (155.5 PBS- RED on dashboard). Hispanic students in math are also in the RED on the dashboard districtwide at 113 PBS and at BES at 118.5 PBS. All students at BHS are in the RED for math at 147.1. Hispanic students are 173 PBS and low income are 164.5 PBS. Research suggests that math coaching for teachers is a valuable form of professional development that can lead to improved instructional practices, increased teacher confidence, and enhanced student learning outcomes in mathematics. By providing 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:**	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.	

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
	LEA-wide		
2.4	**Action:** ELA Intervention Specialist **Need:** ELA scores are low at BES (58.9 PBS). ELD students have an achievement gap, scoring 72.2 PBS, which is 13.3 points lower than all students. Low income students scored at 67 PBS which is 8.1 points lower than all students. **Scope:** Schoolwide	Children from low-income families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013). 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 164.5 PBS for math. At BES low income students are 106 PBS for math (RED) and 67 PBS for ELA. ELD students at BES are 119.8 PBS for Math (RED) and 78.2 PBS for ELA. ELD students are in the RED districtwide for math at 109.6 PBS. All students are in the RED for math at BHS at 147.1 PBS. **Scope:** Schoolwide	IXL provides personalized learning experiences tailored to each student's individual needs and skill levels. Research suggests that personalized learning can lead to improved student outcomes, including higher test scores, as students receive instruction that is aligned with their specific learning goals and areas of need. ELLs, SPED students, and low income schools experience similar or even greater gains with IXL (An, X., 2022). 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.	2.1, 2.4, 2.6, 2.7, 2.8
3.1	**Action:** Improve parent and student input.	By listening to the voices of students and families, educators can create more inclusive, supportive,	3.1, 3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Only 26% of parents districtwide responded to the parent survey. Only 14 parents attended the parent coffees at BES and RES. In order to have accurate feedback that represents all educational partners, especially those with unduplicated students and students with disabilities, we need to improve our efforts in order to get more participation. **Scope:** LEA-wide	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 64.4% low income students and the data from all educational partners is necessary. However, in order to meet the needs of our ELD and Hispanic students, the survey will be translated into all languages represented in our population.	
3.2	**Action:** Alternatives to Suspension **Need:** Districtwide 7% of students were suspended for at least one day. Biggs Elementary School has a suspension rate of 10.7%, with 14.4% of white students being suspended for at least one day. 15.9 % of students with disabilities, 11% low income, 5.9% Hispanic, 7.3% ELD, and 7.8% homeless. The California State Dashboard indicated RED for the district and RED for BES ALL including Hispanic, ELD, Students with disabilities, white student, low income students, and homeless students. Administration, parents, students, teachers, classified staff, and BES Site Council all expressed improving student behavior as a priority.	Research on restorative practices in education indicates that these approaches hold promise for promoting positive school environments, reducing disciplinary incidents, and improving student outcomes, especially for low income and minority students (Allen, B., 2016). 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	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
	Scope: LEA-wide	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 14.1%, while the rate is 27% for students with disabilities (SWD), 22.9 for homeless, and 17.8% for low income students. In addition, teachers have noticed that students don't often try their best on assessments and that results in lower scores than the students are capable of. No ELD students were reclassified. **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 3.7% higher rate of chronic absenteeism than all students, 12.9% higher for SWD, and 8.8% higher for homeless students. In addition, ELD students district wide, at BHS, and at BES are in the RED for Math. The reclassification rate is 0. Providing incentives schoolwide will benefit all students, while targeting low income and ELD students.	3.4, 3.5, CAASPP, ELPAC, and Benchmark assessments
3.4	**Action:** Home to School Transportation **Need:** The district has a chronic absenteeism rate of 14.1% (Dashboard). Low income students are at 17.8% which is higher than for all students. Parents have expressed that school transportation is necessary in order to help students get to and from school. Many low	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).	3.4, 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	income and ELD families work or don't have access to reliable transportation. **Scope:** LEA-wide	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.	
3.5	**Action:** Vice Principal **Need:** Biggs Elementary School has identified a need to improve student attendance, reduce chronic absenteeism, and decrease suspension rates, particularly among unduplicated student populations. During the 2024–25 school year, BES reported an overall attendance rate of 93.38% and a chronic absenteeism rate of 18.7%, indicating that a significant number of students are missing substantial instructional time. Rates are disproportionately higher among unduplicated student groups, including homeless students, who demonstrated a chronic absenteeism rate of 28.6%, and socioeconomically disadvantaged students, who demonstrated a chronic absenteeism rate of 20.9%. Additionally, suspension data indicates disproportionality among unduplicated student groups. While the overall suspension rate for all students was 6.9%, homeless students experienced a suspension rate of 11.1%, reflecting a need for additional behavioral, social-emotional, and attendance supports.	Action 3.5 addresses the identified needs of unduplicated pupils by providing targeted leadership and coordinated systems of support focused on improving attendance, reducing chronic absenteeism, strengthening school climate, and decreasing behavioral incidents. Data from Biggs Elementary School indicate that unduplicated student groups, particularly homeless students and socioeconomically disadvantaged students, experience disproportionately high rates of chronic absenteeism and suspension when compared to the general student population. These barriers reduce access to instructional time and negatively impact academic achievement, engagement, and connectedness to school. The Vice Principal position will support implementation of research-based practices including Positive Behavioral Interventions and Supports (PBIS), restorative practices, tiered intervention systems, attendance monitoring, and family engagement strategies. Research demonstrates that schools implementing strong schoolwide PBIS systems and proactive administrative leadership experience reductions in office discipline referrals, suspensions, and absenteeism, while improving overall school climate and student connectedness. Studies	3.4, 3.5, 3.6, 3.7, 3.8, 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
	These data indicate that unduplicated students face increased barriers to consistent school attendance, engagement, and positive behavioral outcomes. Increased administrative oversight and coordinated systems of support are needed to strengthen school climate, implement proactive behavior interventions, improve student connectedness, and provide targeted attendance interventions for students most at risk. The district will continue to prioritize supports and services designed to improve engagement, maximize instructional time, and create a safe and supportive learning environment for unduplicated student populations. **Scope:** Schoolwide	further indicate that positive school climate and consistent behavioral supports are associated with improved attendance and engagement outcomes for students experiencing economic hardship and housing instability. This action is being provided on a schoolwide basis because the needs identified among unduplicated pupils are most effectively addressed through comprehensive systems and structures that improve the overall school environment for all students while providing increased access and support for students with the greatest needs. Schoolwide implementation of attendance systems, behavioral expectations, restorative practices, and tiered interventions allows unduplicated students to receive support in an inclusive setting without isolation or stigmatization. Additionally, research supports that schoolwide climate and behavioral frameworks are more effective when implemented consistently across all grade levels, classrooms, and student groups. Although the action benefits all students, the district expects that unduplicated pupils will benefit to a greater degree through increased engagement, improved attendance interventions, enhanced behavioral supports, stronger family communication, and improved access to a safe and supportive learning environment.	
3.6	**Action:** Parent/ Student Communication **Need:**	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	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
	In 2024 26% of parents responded to Google forms. ELD families need access to information in Spanish. **Scope:** LEA-wide	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 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 math at BHS for all students, including low income and Hispanic students (147.1 PBS). The California State Dashboard included ALL students in the RED. **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

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
3.9	**Action:** PBIS **Need:** California School Dashboard 2024 BES Suspension rate is 10.7% for all students which is in the RED. Hispanic is 5.9%, ELD is 7.3%, Students with Disabilities is 15/9%, White is 14.4%, low income is 11%, and homeless is 7.8%, all of which are in the RED on the California State Dashboard. Parents, teachers, classified staff, and administrators all agree that improving student behavior should be a priority. **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
3.10	**Action:** SEL Curriculum **Need:** Our suspension rate is 7% for the district and higher for BES (10.7%) which are both in the RED for ALL student groups. BES ELD, Hispanic, Students with disabilities, white, low income and homeless are all in the RED. Our chronically absent rate for the district is 14.1%, 17.8% low income, and 27% Students with disabilities. Teachers and administrators have noticed that many of the behavior issues that we have at school are related to social and emotional issues. **Scope:**	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	3.4, 3.5,3.6, 3.7, 3.9, improved CAASPP scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	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.	

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

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

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

Additional Concentration Grant Funding

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

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

For the 2026–27 school year, BUSD will receive $78,580.00 in additional concentration grant funds. These funds are being used to increase the number of staff providing direct services to unduplicated pupils, particularly at BES and BHS.

The following actions align with this purpose:

Action 1.1 – Class Size Reduction: Supports smaller class sizes by increasing the number of certificated staff in high-need grade levels, improving individualized support for unduplicated students.
Action 1.12 – Classified Staff: Adds paraprofessional support in classrooms to assist with academic and behavioral interventions, particularly for English Learners, low-income students, and foster youth.
Action 3.4 – Home-to-School Transportation: Expands access to reliable transportation, reducing absenteeism and improving equity in instructional access for unduplicated students.
Action 3.5- Vice Principal: Supports student behavior by implementing and monitoring systems that will lead to an improved school climate, better attendance, and a lower suspension rate.

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		BES 1-17 BHS 1-21
Staff-to-student ratio of certificated staff providing direct services to students		BES 1-16 BHS 1-12

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$7,381,423.00	$1,123,223.00	15.217%	0.000%	15.217%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,790,594.00	$136,176.00	$0.00	$150,625.00	$2,077,395.00	$1,073,539.00	$1,003,856.00

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	$381,438.00	$0.00	$381,438.00				$381,438.00	
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	$500.00	$1,000.00	$1,500.00				$1,500.00	
1	1.4	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$163,084.00	$155,000.00	$5,584.00		$2,500.00	$163,084.00	
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.6	Get Focused- Stay Focused High School Curriculum	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.7	Wellness Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Independent Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$118,889.00	$22,000.00	$140,889.00				$140,889.00	
1	1.9	Facilities	All	No			All Schools	Ongoing	$0.00	$441,800.00	$441,800.00				$441,800.00	

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	1.10	AP Spanish	English Learners Foster Youth Low Income	Yes	Schoolwide	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	Ongoing	$0.00	$30,500.00	$30,500.00				$30,500.00	
1	1.12	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$48,496.00	$0.00	$48,496.00				$48,496.00	
1	1.13	Family Literacy Night	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RCA	Ongoing	$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	$0.00	$200.00	$200.00				$200.00	
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	$8,000.00	$8,000.00				$8,000.00	
2	2.3	Math Coach Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Starting 2026	$0.00	$0.00	$0.00				$0.00	
2	2.4	ELA Intervention Specialist	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES K-5	Ongoing	$101,321.00	$0.00	$11,758.00			$89,563.00	$101,321.00	
2	2.5	Middle School and High School Intervention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS 6-12	Ongoing	$0.00	$5,500.00	$5,500.00				$5,500.00	
2	2.6	ELD Support and Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$3,500.00	$3,500.00				$3,500.00	
2	2.7	Additional Support for Students with Disabilities.	Students with Disabilities	No			All Schools	Ongoing	$0.00	$200.00		$200.00			$200.00	
2	2.8	Afterschool Tutoring	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$7,392.00		$7,392.00			$7,392.00	

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
2	2.9	LTELS Additional Support	ELD	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.10	Additional support for ELA and Math using LREBG funding	All Hispanic, Low Income, White, ELD	No			Specific Schools: BES, BHS TK-12	2025-2028	$0.00	$123,000.00		$123,000.00			$123,000.00	
3	3.1	Improve parent and student input.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$200.00	$200.00				$200.00	
3	3.2	Alternatives to Suspension	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS	Ongoing	$0.00	$200.00	$200.00				$200.00	
3	3.3	Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
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	$305,771.00	$132,000.00	$437,771.00				$437,771.00	
3	3.5	Vice Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES TK-8	Ongoing	$117,124.00	$0.00	$58,562.00			$58,562.00	$117,124.00	
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	$11,980.00	$11,980.00				$11,980.00	
3	3.7	Student Academic Celebration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$6,550.00	$6,550.00				$6,550.00	
3	3.8	Family Events	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.9	PBIS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
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	$15,000.00	$15,000.00				$15,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$7,381,423.00	$1,123,223.00	15.217%	0.000%	15.217%	$1,348,794.00	0.000%	18.273 %	**Total:**	$1,348,794.00
								LEA-wide Total:	$1,264,724.00
								Limited Total:	$3,500.00
								Schoolwide Total:	$80,570.00

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	$381,438.00	
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	$1,500.00	
1	**1.4**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,000.00	
1	**1.5**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	**1.6**	Get Focused- Stay Focused High School Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	$2,000.00	
1	**1.7**	Wellness Counselor	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: BES	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Independent Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,889.00	
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	$30,500.00	
1	1.12	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,496.00	
1	1.13	Family Literacy Night	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RCA	$1,000.00	
2	2.1	Assessment Data Analyzation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200.00	
2	2.2	District wide benchmark plan and schedule for math and ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
2	2.3	Math Coach Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.4	ELA Intervention Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES K-5	$11,758.00	
2	2.5	Middle School and High School Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS 6-12	$5,500.00	
2	2.6	ELD Support and Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,500.00	
3	3.1	Improve parent and student input.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200.00	
3	3.2	Alternatives to Suspension	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: BES, BHS	$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	3.3	Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.4	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$437,771.00	
3	3.5	Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES TK-8	$58,562.00	
3	3.6	Parent/ Student Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,980.00	
3	3.7	Student Academic Celebration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,550.00	
3	3.9	PBIS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	$1,000.00	
3	3.10	SEL Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,009,945.00	$1,726,553.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Class Size Reduction	Yes	$293,858.00	$365,893.00
1	**1.2**	Standards Aligned Instructional Materials	Yes	$17,106.00	$0.00
1	**1.3**	Increase engagement and awareness of NGSS	Yes	$500.00	$840.00
1	**1.4**	Technology	Yes	$227,676.00	$179,328.00
1	**1.5**	Professional Development	Yes	$2,000.00	$0.00
1	**1.6**	Get Focused- Stay Focused High School Curriculum	Yes	$2,800.00	$2000.00
1	**1.7**	Counseling Support	Yes	$7,990.00	$0.00
1	**1.8**	Independent Study	Yes	$155,873.00	$127,313.00
1	**1.9**	Facilities	No	$509,286.00	$402,676.00
1	**1.10**	AP Spanish	Yes	$750.00	$200.00
1	**1.11**	New Teacher Support	Yes	$21,600.00	$21,600.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Classified Staff	Yes	$69,494.00	$75,711.00
1	1.13	Family Literacy Night	Yes	$1,000.00	$235.00
2	2.1	Assessment Data Analyzation	Yes	$200.00	$0.00
2	2.2	District wide benchmark plan and schedule for math and ELA	Yes	$24,785.00	$5234.00
2	2.3	Math Coach Support	Yes	$10,000.00	$0.00
2	2.4	ELA Intervention Specialist	Yes	$90,061.00	$101,122.00
2	2.5	Middle School and High School Intervention	Yes	$7,676.00	$4605.00
2	2.6	ELD Support and Curriculum	Yes	$3,500.00	$258.00
2	2.7	Additional Support for Students with Disabilities.	No	$6,000.00	$0.00
2	2.8	Afterschool Tutoring	Yes	$41,322.00	$10,172.00
2	2.9	LTELS Additional Support	No	$0.00	$0.00
2	2.10	Additional support for ELA and Math using LRBG funding	No	$100,000.00	$30,833.00
3	3.1	Improve parent and student input.	Yes	$200.00	$90.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Alternatives to Suspension	Yes	$200.00	$0.00
3	**3.3**	Student Incentives	Yes	$11,000.00	$5650.00
3	**3.4**	Home to School Transportation	Yes	$365,568.00	$382,825.00
3	**3.6**	Parent/ Student Communication	Yes	$17,350.00	$7089.00
3	**3.7**	Student Academic Celebration	Yes	$6,550.00	$2200.00
3	**3.8**	Family Events	No	$0.00	$0.00
3	**3.9**	PBIS	Yes	$600.00	$679.00
3	**3.10**	SEL Curriculum	Yes	$15,000.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,145,081.00	$1,218,049.00	$1,174,926.00	$43,123.00	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	Class Size Reduction	Yes	$293,858.00	$365,893.00		
1	1.2	Standards Aligned Instructional Materials	Yes	$17,106.00	$0.00		
1	1.3	Increase engagement and awareness of NGSS	Yes	$500.00	$840.00		
1	1.4	Technology	Yes	$160,000.00	$155,000.00		
1	1.5	Professional Development	Yes	$2,000.00	$0.00		
1	1.6	Get Focused- Stay Focused High School Curriculum	Yes	$2,800.00	$2000.00		
1	1.7	Counseling Support	Yes	$7,990.00	$0.00		
1	1.8	Independent Study	Yes	$155,873.00	$127,313.00		
1	1.10	AP Spanish	Yes	$750.00	$200.00		
1	1.11	New Teacher Support	Yes	$21,600.00	$21,600.00		
1	1.12	Classified Staff	Yes	$69,494.00	$75,711.00		
1	1.13	Family Literacy Night	Yes	$1,000.00	$235.00		
2	2.1	Assessment Data Analyzation	Yes	$200.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.2**	District wide benchmark plan and schedule for math and ELA	Yes	$24,785.00	$5235.00		
2	**2.3**	Math Coach Support	Yes	$10,000.00	$0.00		
2	**2.4**	ELA Intervention Specialist	Yes	$10,156.00	$11,228.00		
2	**2.5**	Middle School and High School Intervention	Yes	$7,676.00	$4605.00		
2	**2.6**	ELD Support and Curriculum	Yes	$3,500.00	$258.00		
2	**2.8**	Afterschool Tutoring	Yes	$12,293.00	$6275.00		
3	**3.1**	Improve parent and student input.	Yes	$200.00	$90.00		
3	**3.2**	Alternatives to Suspension	Yes	$200.00	$0.00		
3	**3.3**	Student Incentives	Yes	$11,000.00	$5650.00		
3	**3.4**	Home to School Transportation	Yes	$365,568.00	$382,825.00		
3	**3.6**	Parent/ Student Communication	Yes	$17,350.00	$7089.00		
3	**3.7**	Student Academic Celebration	Yes	$6,550.00	$2200.00		
3	**3.9**	PBIS	Yes	$600.00	$679.00		
3	**3.10**	SEL Curriculum	Yes	$15,000.00	$0.00		

2025-26 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)
$6,350,106.00	$1,145,081.00	0.00	18.032%	$1,174,926.00	0.000%	18.502%	$0.00	0.000%

Local Control and Accountability Plan 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.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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