Agenda

BIGGS UNIFIED SCHOOL DISTRICT REGULAR MEETING OF THE BOARD OF TRUSTEES

BOARD ROOM – 300 B Street

August 13, 2025

6:00 p.m. Closed Session

6:30 p.m. Estimated Open Session

District LCAP Goals

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

OPEN SESSION

- 1. CALL TO ORDER
- 2. ROLL CALL
- 3. PLEDGE OF ALLEGIANCE
- 4. APPROVAL OF AGENDA
- 5. APPROVAL OF MINUTES
- Pg 5-8 A. June 25, 2025 Special Meeting
 - **6. PUBLIC COMMENT** Anyone wishing to address the Board on Items listed under Closed Session on the agenda may do so at this time. Comments are limited to 3-5 minutes and 20 minutes each subject matter.

CLOSED SESSION

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

If Closed Session is not completed before 6:30 p.m., it will resume immediately following the open session/regular meeting.

RECONVENE TO OPEN SESSION

- 7. ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION
- 8. PARENT ASSOCIATIONS REPORTS
- CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS

- **10. PUBLIC COMMENT** Anyone wishing to address the Board on items on or off the agenda may do so at this time. No action may be taken on items that are not listed as Action Items. Comments are limited to 3-5 minutes and 20 minutes each subject matter.
- **11. REPORTS** Pursuant to the Brown Act: Gov. Code 854950 et.seq. Reports are limited to announcements or brief descriptions of individual activities
 - A. DEAN OF STUDENTS' REPORT:
 - B. RES/MIDDLE SCHOOL PRINCIPAL'S REPORT:
 - C. HIGH SCHOOL PRINCIPAL'S REPORT:
- Pg 9 D. M/O/T AND FOOD SERVICE DIRECTOR'S REPORT:
 - E. SUPERINTENDENT'S REPORT:
- Pg 10 F. CBO'S REPORT:
 - G. BOARD MEMBER REPORTS:
 - **12. CONSENT AGENDA** All matters listed under the Consent Agenda are routine and will be acted upon by one motion and vote. If an item needs further clarification and/or discussion, it may be removed from the Consent portion of the agenda and then be acted upon as a separate item.
- Pg 11-12 A. Approve Superintendent's recommendations regarding Inter-District Agreement Request(s) as listed for the 2025-2026 school year
- Pg 13-28 B. Approve AP Vendor Check Register and Purchase Order Listing July 1, 2025 July 31, 2025

13. ACTION ITEMS

- Pg 29-33 A. Approve 2024 Consumer Confidence Report for Richvale Elementary School
- Pg 34-158 B. Approve Amended 2025-2026 LCAP
- Pg 159-168 C. Adopt the New or Updated Board Policies (BP), Admin. Regulations (AR), and Exhibits (E) from the CSBA June 2025 release
- Pg 169-171 D. Approve quote from NexGen Math LLC in the amount of \$6,244.00 using Learning Recovery Block Grant Funds
- Pg 172-174 E. Approve quote from Cengage Learning in the amount of \$6,167.70 using Learning Recovery Block Grant Funds
- Pg 175-176 F. Approve quote from The Golden Rule Signs to replace the marquee at BHS using \$32,536.75 from General Unrestricted Funds
- Pg 177-181 G. Approve proposal from Mike Wolfchuck for samba drum classes
- Pg 182-201 H. Approve Renewal of Service Agreement with San Joaquin COE for LEA Billing Options Claiming Services
 - I. Approve the following members of the 2025-26 Measure "A" Oversight Committee:

Anita Wilks

Travis Smith

Janet Smith

Barry Smith

Kathryn Sheppard

14. PERSONNEL ACTION

- A. Accept resignation of Jessica Lowry, 6 HR SDC Instructional Aide, effective July 21, 2025
- B. Accept Katie Cyr's resignation from her 5.25 HR Instructional Aide position effective July 31, 2025
- C. Approve Katie Cyr as a 6 HR SDC Instructional Aide effective August 4, 2025
- D. Approve Mahri Hinshaw as a 4.5 HR Instructional Aide at RCA effective August 4, 2025
- E. Approve Valentina Gonzalez as a 5.25 HR Instructional Aide at BES effective August 4, 2025
- F. Approve Amie Little as a 5.25 HR Instructional Aide at BES effective August 4, 2025
- G. Approve Brandy Mower as a 5.25 HR Instructional Aide at BES effective August 4, 2025
- H. Approve Janet Thao as a Substitute Instructional Aide
- I. Approve Shelby Jackson as a Substitute Instructional Aide
- J. Approve Cheng Kong as a Bus Driver / Custodian for RCA effective August 4, 2025
- K. Approve Lila Wheeler as a Summer 2025 Lifeguard
- L. Approve Ali Khan as a Summer 2025 Lifeguard
- M. Approve Kari Cline as a Certificated Substitute Teacher for the RSP Lower Grades position at BES while the issuance of her Intern Credential is pending
- Pg 202-203 N. Approve Agriculture Teacher Extended Year Agreement with Lilly Baker
- Pg 204-205 O. Approve Agriculture Teacher Extended Year Agreement with Stephen Boyes

Pg 206-207 P. Approve the following Stipend positions for the 2025-2026 school year:

Lisa Seipert Head Varsity Volleyball Coach
Janet Thao Head JV Volleyball Coach

Kameron Smith CJSF Advisor

Jill Pearson STEAM Night Coordinator
Beth Chavez ASB/Student Council Advisor

Jill Pearson RCA Lead Teacher Beth Chavez BES Lead Teacher

Shawn Smith JV Assistant Football Coach (replacing Jack McDaniel – approved 6/11/25)

- Q. Approve Ron Carr as a Walk-On Assistant Football Coach
- R. Approve Cody Owen as a Walk-On Assistant Football Coach

15. INFORMATION ITEMS

- A. Board Ethics Training requirement
- B. Quarterly Report on Williams Uniform Complaints No complaints were filed with any school in the district during the last quarter

Pg 208 C. Bond Expense Report to date

16. FUTURE ITEMS FOR DISCUSSION

17. ADJOURNMENT

Notice to the Public: Please contact the Superintendent's Office at 868-1281 ext. 8100 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request. Agenda materials are available for public inspection at 300 B St., Biggs, CA 95917

Minutes BIGGS UNIFIED SCHOOL DISTRICT SPECIAL MEETING OF THE BOARD OF TRUSTEES June 25, 2025

OPEN SESSION

CALL TO ORDER – President Jesmer called the meeting to order at 6:00 p.m.

ROLL CALL - <u>Board members present</u>: Melissa Jesmer, Linda Brown, Jonna Phillips, and Sean Avram were present. <u>Board members absent</u>: M. America Navarro was absent.

PLEDGE OF ALLEGIANCE – President Jesmer led the Pledge of Allegiance.

APPROVAL OF AGENDA

The Board approved the agenda with amendments as presented. MSCU (Brown/Avram) 4/0/1

Jesmer – Aye Brown – Aye Phillips – Aye Navarro – Absent Avram – Aye

APPROVAL OF MINUTES

The Board approved the minutes from the Regular Board Meeting on June 11, 2025 as written. MSCU (Avram/Brown) 4/0/1

Jesmer – Aye Brown – Aye Phillips – Aye Navarro – Absent Avram – Aye

PUBLIC COMMENT - None

CONSENT AGENDA:

The Board approved Consent Agenda Item A. MSCU (Avram/Phillips) 4/0/1

Jesmer – Aye Brown – Aye Phillips – Aye Navarro – Absent Avram – Aye

A. Inter-district Agreement Request(s) for the 2025-2026 school year

REPORTS:

<u>SUPERINTENDENT'S REPORT</u>: Doug Kaelin reported that we received a bid to remove everything at the old Richvale school site except for the big tree. The job will start soon. We are asking for bids to replace some roofing at the high school. We hope to have a link posted to our website, which will keep the public updated on the bond projects. Summer School attendance is down. We are averaging 35-40 a day. The Summer School sign up total for July is lower than June. Summer School teachers have been instructed to use ELOP money on items that can be used all school year long. We are mandated to offer extra learning opportunities for K-6th grade. We are considering including Saturday field trips and instructional days during school breaks. We will poll parents to judge interest. The Booster Club had

the press box painted, and it looks good. Consideration will be given to the pros and cons of having an Independent Charter vs. one dependent on the District. Pros include access to \$500,000 in startup money, and cons include the possibility of losing control of Richvale Charter Academy altogether.

<u>CBO'S REPORT</u>: Analyn Dyer reported that the Governor's budget has been finalized. She read her CBO report and submitted it for the record.

BOARD MEMBER REPORTS: None

ACTION ITEMS:

The Board approved Action Items A-S. MSCU (Phillips/Brown) 4/0/1

Jesmer – Aye Brown – Aye Phillips – Aye Navarro – Absent Avram – Aye

- A. Approve the 2025-2026 LCAP Plan (Districtwide)
- B. Approve the 2025-2026 LCAP Plan (Richvale Charter Academy)
- C. Adopt Original Budget for 2025-2026
- D. Adopt LCFF Local Indicators
- E. Approve the 2025-2026 Certification of Assurances Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at: http://www.cde.ca.gov/fg/aa/co/ca22assurancestoc.asp Attached is the Consolidated Application for Spring Data Collection.
- F. Approve the 2025/2026 Expanded Learning Program (ELOP) contract in the amount of \$138,991 with the Butte County Office of Education
- G. Approve Education Protection Account (EPA) Expenses in the estimated amount of \$1,321,729
- H. Approve Agreement to Prepare Developer Fee Justification Study with Jack Schreder & Associates
- I. Approve E-Rate Advisors Contract Renewal
- J. Approve purchase of Study Sync from McGraw Hill for \$25,437.29 using Lottery Funds
- K. Approve renewal with Acellus Educational Services
- L. Approve renewal of Benchmark Education subscription totaling \$4,495.38 split between BES and RCA using Lottery Funds

- M. Approve Agreement with BUTA Bargaining Unit for 2025-2027 including Salary Schedule with Public Disclosure
- N. Approve Agreement with Confidential Classified Unit for 2025-2027 including Salary Schedule
- O. Approve Certificated Management Salary Schedule
- P. Approve Agreement with CSEA Bargaining Unit for 2025-2027 including Salary Schedule with Public Disclosure
- Q. Approve Administrative, Certificated Management, and Confidential Classified Management Public Disclosure
- R. Approve overnight field trip for FFA Officers' retreat
- S. Approve 2025-2026 Instructional Continuity Plan Addendum to the School Safety Plan for: BHS

BES

RCA

PERSONNEL ACTION ITEMS:

The Board approved Personnel Action Items A-F. MSCU (Brown/Avram) 4/0/1

Jesmer – Aye Brown – Aye Phillips – Aye Navarro – Absent Avram – Aye

- A. Approve contract with Tracey McPeters for the Richvale Charter Academy and BES Middle School Principal with Special Projects position for the 2025-2026 school year
- B. Approve contract with Beverly Landers for the Biggs Elementary School TK-5th Grade Dean of Students position for the 2025-2026 school year
- C. Approve contract with Melissa Green for the Speech Therapist position for the 2025-2026 school year
- D. Approve Hallie Green as SDC Teacher effective 8/4/2025 pending approval of her application for a Short Term Staff Permit
- E. Approval of Local Assignment Options for the 2025-2026 School Year

Rebecca Christy – Intervention

Joelene Gilman – Independent Study

April Robinson – Health and Chemistry

Anne Romena Lair – Academic Support

Vince Sormano – Credit Recovery and Consumer Math

Casey Morch - Independent Study

Lauren Garcia – Student Government

Robert Chaplin - Freshman Studies

INFORMATION ITEMS – None	
FUTURE ITEMS FOR DISCUSSION – None	
The Board adjourned into Closed Session at 6:33 p.m.	
CLOSED SESSION	
1. Litigation; Pursuant to Government Code Section 5	64956.9
Closed Session was adjourned at 6:47 p.m. and the Bo	pard reconvened to Open Session at 6:47 p.m.
ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESS action was taken during closed session.	SION – President Jesmer announced that no
ADJOURNMENT – 6:48 p.m.	
MINUTES APPROVED AND ADOPTED:	
Presiding President	Date

F. Approve Second Amendment to Analyn Dyer's (CBO) contract

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

MOT & Food Services.

1. Transportation

- a. We have completed the most recent 45, 90-day bus inspections.
- b. We have completed all current lube oil and filter changes on the van fleet. We have also spent a good part of the summer making sure all of our Districts vehicles are in good working order.
- c. We have hired a new Bus Driver/ custodian Cheng Kong. He has started his training and is very eager to get his bus driver's

2. Grounds

a. Our Grounds & Maintenance staff have worked hard all summer making irrigation repairs, trimming and removing trees and limbs as well as maintaining all of the grass areas. Ensuring that our grounds look their best for the start of the 2025-2026 school year.

3. Maintenance

- a. Maintenance has been busy all summer making repairs throughout the district to ensure that the district is ready and safe for the new 2025-2026 school year.
- b. We are working on removing the marquee at the High School to make room for a brand new start of the art Marquees. That hope will arrive next month.

4. Custodial

a. The custodial staff has done a wonderful job deep cleaning all of the classrooms and surrounding areas this summer. Providing a clean fresh start to the new school year.

5. Food Service

- **a.** The Food Service department is continuing to focus flavorful, nutritious and safe meals for all students.
- **b.** We are currently awaiting a quote for the electrical work that is needed to on install the steamer and Steam kettle to assist the department with production and giving us the benefit of provide more variety to our menus.
- **c.** Over the summer we purchased new cafeteria tables for the High School and Richvale Charter Academy
- **d.** We have all purchased van for foods service deliveries, and are currently outfitting it to be capable of hot and cold food storage during transport.

Biggs Unified School District Item 11 F

300 B STREET, BIGGS, CALIFORNIA 95917 (530)868-1281

Doug Kaelin Superintendent

CBO BOARD REPORT

08/13/2025

❖ The Property Tax Collection as of June 30, 2025, increases

Estimated Actuals 2024/25 (as of June)	\$3,276,825
Original Budget (June 2025)	\$3,276,825
Actual Collections as of 6/30/2025 **	\$3,407,720
Total increases	\$130,894

^{**} Awaiting final confirmation from BCOE for LCFF Calculator

- ❖ The June 30th Federal Funds Delays have been released 7/28/2025
- Fiscal Year 2025/26 marks the third and final year of the Prop 28 Allocation from 2023/24, with a total of \$81,686. The district administration is exploring various methods to ensure that the allocated funds are utilized for performing Arts, Dance, and music-related programs.
- ❖ This year, 2025/26, also marks the closing of the Arts Music Discretionary Block Grant.
- ❖ The business department has been busy with the back-to-school purchasing, accounts payable, and preparation for closing the Fiscal Year 2024/25 Financial Reports. The Unaudited Actuals 24/25 Report is in process and will be presented at the September Meeting.

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: August 13, 2025

Item Number: 12 A

Item Title: Inter-district Agreement Request(s)

Presenter: Doug Kaelin, Superintendent & Loretta Long, Admin. Assistant/HR Officer

Attachment: None

Item Type: [X] Consent Agenda [] Action [] Report [] Work Session [] Other:

Background/Comments:

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

2025-2026 School Year	From:	То:	Action	New/Ongoing
1. (4 th Grade)	Biggs	Live Oak	Release	New
2. (7 th Grade)	Palermo	Biggs	Accept	Ongoing
3. (5 th Grade)	Palermo	Biggs	Deny Acceptance	ce New
4. (2 nd Grade)	Gridley	Biggs	Accept	Ongoing
5. (1 st Grade)	Gridley	Biggs	Accept	Ongoing
6. (1 st Grade)	Biggs	Palermo	Release	New
7. (11 th Grade)	Biggs	Chico	Release	New
8. (7 th Grade)	Biggs	Chico	Release	New
9. (12 th Grade)	Biggs	Gridley	Release	Ongoing
10. (11 th Grade)	Biggs	Gridley	Release	Ongoing
11. (11 th Grade)	Biggs	Gridley	Release	Ongoing
12. (10 th Grade)	Biggs	Gridley	Release	Ongoing
13. (11 th Grade)	Biggs	Gridley	Release	Ongoing
14. (7 th Grade)	Biggs	Gridley	Release	Ongoing
15. (12 th Grade)	Biggs	Gridley	Release	Ongoing
16. (10 th Grade)	Biggs	Gridley	Release	Ongoing
17. (10 th Grade)	Biggs	Gridley	Release	Ongoing
18. (8 th Grade)	Biggs	Gridley	Release	Ongoing
19. (6 th Grade)	Biggs	Gridley	Release	Ongoing
20. (5 th Grade)	Thermalito	Biggs	Accept	Ongoing
21. (K)	Gridley	Biggs	Accept	New
22. (3 rd Grade)	Gridley	Biggs	Accept	Ongoing
23. (5 th Grade)	Gridley	Biggs	Accept	Ongoing
24. (9 th Grade)	Biggs	Gridley	Release	Ongoing
25. (7 th Grade)	Biggs	Manzanita	Release	Ongoing
26. (10 th Grade)	Biggs	Gridley	Release	Ongoing
27. (1 st Grade)	Biggs	Gridley	Release	Ongoing
28. (12 th Grade)	Biggs	Durham	Release	Ongoing
29. (8 th Grade)	Biggs	Durham	Release	Ongoing
30. (1 st Grade)	Biggs	Durham	Release	Ongoing
31. (5 th Grade)	Biggs	Manzanita	Release	Ongoing
32. (2 nd Grade)	Biggs	Manzanita	Release	Ongoing
33. (K)	Biggs	Manzanita	Release	Ongoing
34. (12 th Grade)	Gridley	Biggs	Accept	Ongoing
34. (7 th Grade)	Gridley	Biggs	Accept	Ongoing
35. (12 th Grade)	Gridley	Biggs	Accept	Ongoing
36. (8 th Grade)	Gridley	Biggs	Accept	Ongoing
37. (2 nd Grade)	Gridley	Biggs	Accept	Ongoing
38. (K)	Gridley	Biggs	Accept	Ongoing
39. (5 th Grade)	Gridley	Biggs	Accept	Ongoing
40. (9 th Grade)	Gridley	Biggs	Accept	Ongoing
41. (5 th Grade)	Biggs	Oro Elementary	Release	Ongoing
42. (9-12 th Grade)	OUHSD	Biggs	Accept	New

2025-2026 School Year	From:	To:	Action	New/Ongoing
42. (11 th Grade)	Chico	Biggs	Accept	New
43. (4 th Grade)	Thermalito	Biggs	Accept	Ongoing
44. (3 rd Grade)	Thermalito	Biggs	Accept	Ongoing
45. (K)	Thermalito	Biggs	Accept	New
46. (7 th Grade)	Thermalito	Biggs	Accept	Ongoing
47. (7 th Grade)	Biggs	Gridley	Release	New
48. (10 th Grade)	Gridley	Biggs	Accept	Ongoing
49. (9 – 12 th Grade)	OUHSD	Biggs	Accept	New
50. (K)	Gridley	Biggs	Accept	Ongoing
51. (4 th Grade)	Biggs	Gridley	Release	Ongoing
52. (9 th Grade)	Biggs	Gridley	Release	New
53. (7 th Grade)	Biggs	Gridley	Deny Release	New
54. (10 th Grade)	Biggs	Live Oak	Release	New
55. (6 th Grade)	Gridley	Biggs	Accept	Ongoing
56. (5 th Grade)	Gridley	Biggs	Accept	Ongoing
57. (4 th Grade)	Gridley	Biggs	Accept	Ongoing
58. (3 rd Grade)	Gridley	Biggs	Accept	Ongoing
59. (10 th Grade)	Gridley	Biggs	Accept	Ongoing
60. (4 th Grade)	Gridley	Biggs	Accept	Ongoing
61. (2 nd Grade)	Gridley	Biggs	Accept	Ongoing
62. (10-12th Grade)	OUHSD	Biggs	Accept	New

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

<u>Recommendation</u>: The Superintendent recommends action as indicated.

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: August 13, 2025

Item Number:	12 B
Item Title:	Approve AP Vendor Check Register and Purchase Order Listing
Presenter:	Moneek Graves, Fiscal Assistant
Attachment:	AP Vendor Check Register & Purchase Order Listing for July 1, 2025 through July 31, 2025
Item Type:	[X] Consent Agenda [] Action [] Report [] Work Session [] Other
Background/Commer	<u>nts</u> :
The AP Vendor Check	Register and Purchase Order totals are as attached.
Fiscal Impact:	
As indicated.	
Recommendation:	
Approve.	

Register 000538 - 07/0	1/2025			Bank Account COUNTY - US Bank
Number	Amount Status	Fund	Cancel Register Id	Payee
3005-327588	491.14 Printed	01		Graves, Moneek S (001383 - Emp)
3005-327589	292.41 Printed	01		Primo Brands BlueTriton Brands,Inc. (100070/1)
3005-327590	231.40 Printed	01		AMAZON (100697/1)
3005-327591	1,035.91 Printed	01		AT&T (100086/1)
3005-327592	65.36 Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-327593	23.06 Printed	01		GRAINGER INC (100240/1)
3005-327594	1,770.94 Printed	01		Granite Data Solutions (100851/1)
3005-327595	526.48 Printed	01		LES SCHWAB (100308/1)
3005-327596	293.99 Printed	01		PRO PACIFIC FRESH (100376/1)
3005-327597	110.00 Printed	01		RIGHT WAY PEST CONTROL (100393/1)

4,840.69	Number of Items	10	Totals for Register 000538

2026 FUND-OBJ Expense	Summary / Register 0	00538
01-9110*		4,840.69-
01-9510*	4,840.69	
Totals for Register 000538	4,840.69	4,840.69-
2025 FUND-OBJ Sum	nmary / Register 00053	8
01-4300	1,802.09	
01-4400	1,306.29	
01-4700	293.99	
01-5800	292.41	
01-5808	110.00	
01-5900	1,035.91	
01-9529*		4,840.69-
Total for Fiscal Year 2025 and Fund 01	4,840.69	4,840.69-
01-9110*		4,840.69-
01-9510*	4,840.69	
Total for Fiscal Year 2026 and Fund 01	4,840.69	4,840.69-
Totals for Register 000538	9,681.38	9,681.38-

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Starting Check Date = 7/1/2025, Ending Check Date = 7/31/2025, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

FERP for California
Page 1 of 2

Register 000538 - Fund/Obj Summary

Bank Account COUNTY - US Bank

2026 FUND-OBJ Summary / Register 000538 (continued)

* denotes System Generated entry

Net Change to Cash 9110

4,840.69- Credit

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Starting Check Date = 7/1/2025, Ending Check Date = 7/31/2025, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ERP for California

Check Register

Register 000539 - 07/1	0/2025			Bank Account COUNTY - US Bank
Number	Amount Status	Fund	Cancel Register Id	Payee
3005-328512	1,498.36 Printed	01		ANDES POOL SUPPLY (100077/1)
3005-328513	7.78 Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-328514	1,750.00 Printed	01		CASBO PROFESSIONAL DEVELOPMENT ACCOUNTS RECEIVABLE (100148/1)
3005-328515	2,363.04 Printed	01		CITY OF BIGGS (100164/1)
3005-328516	4,098.58 Printed	01		CONTINENTAL ATHLETICS (100170/1)
3005-328517	11,262.00 Printed	01		CSBA - WESTAMERICA BANK (100177/2)
3005-328518	4,390.27 Printed	01		FRONTLINE TECHNOLOGIES GROUP (100231/1)
3005-328519	480.00 Printed	01		GAYNOR TELESYSTEMS (100233/1)
3005-328520	38.20 Printed	01		Golden Pacific Bank (100235/1)
3005-328521	139.46 Printed	01		GRIDLEY COUNTRY FORD (100242/1)
3005-328522	18.41 Printed	01		LES SCHWAB (100308/1)
3005-328523	552.70 Printed	01		MACS MARKET (100318/1)
3005-328524	210.00 Printed	01		North State Water System (100827/1)
3005-328525	506.18 Printed	01		TPX COMMUNICATIONS (100764/2)
3005-328526	201.70 Printed	01		VERIZON WIRELESS (100467/1)

27,516.68	Number of Items	15 Totals for Register 000539
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2026 FUND-OBJ Expense Summary / Register 000539			
	01-4300	4,209.05	
	01-5300	17,402.27	
	01-5800	480.00	
	01-9110*		27,516.68-
	01-9510*	5,425.36	
Tota	s for Register 000539	27,516.68	27,516.68-

2025 FUND-OBJ Summary / Register 000539			
01-4300	1,588.32		
01-5502	2,363.04		
01-5600	157.87		
01-5800	1,076.23		
01-5811	38.20		
01-5900	201.70		
01-9529*		5,425.36-	

Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Selection Starting Check Date = 7/1/2025, Ending Check Date = 7/31/2025, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

P ERP for California Page 1 of 2

Register 000539 - Fund/Obj Summary Bank Account COUNTY - US Bank 2025 FUND-OBJ Summary / Register 000539 (continued) Total for Fiscal Year 2025 and Fund 01 5,425.36 5,425.36 01-4300 4,209.05 4,209.05

Net Change to Cash 9110

27,516.68- Credit

^{*} denotes System Generated entry

Check Register

Register 000540 - 07/1	5/2025			Bank Account COUNTY - US Bank
Number	Amount Status	Fund	Cancel Register Id	Payee
3005-328844	51.14 Printed	01		Primo Brands BlueTriton Brands,Inc. (100070/1)
3005-328845	715.18 Printed	01		AMAZON (100697/1)
3005-328846	345.31 Printed	01		BI-COUNTY IRRIGATION (100498/1)
3005-328847	3,323.41 Printed	01		BIG VALLEY AG SERVICES (100100/1)
3005-328848	63.80 Printed	01		BUTTE AUTO PARTS (100115/1)
3005-328849	175.00 Printed	01		CA STATE DEPT OF JUSTICE ACCOUNTING OFFICE (100132/1)
3005-328850	99.82 Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-328851	945.82 Printed	01		CINTAS CORPORATION NO. 2 (100749/1)
3005-328852	147.05 Printed	01		DANIELSEN COMPANY (100182/1)
3005-328853	11,724.35 Printed	01		AERIES Software (100200/2)
3005-328854	39.00 Printed	01		FGL ENVIRONMENTAL (100221/1)
3005-328855	255.00 Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-328856	6,244.00 Printed	01		Next Gen Math, LLC (100897/2)
3005-328857	64.95 Printed	01		Pitney Bowes Inc (100371/2)
3005-328858	399.90 Printed	01		PRO PACIFIC FRESH (100376/1)
3005-328859	187.01 Printed	01		RECOLOGY BUTTE COLUSA (100384/1)
3005-328860	61.09 Printed	01		Pape' Machinery, Inc. (100836/1)

24,841.83 17 Totals for Register 000540 **Number of Items**

2026 FUND-OBJ Expense	2026 FUND-OBJ Expense Summary / Register 000540				
01-4300	7,143.35				
01-4301	64.95				
01-4700	546.95				
01-5800	11,763.35				
01-9110*		24,315.65-			
01-9510*	4,797.05				
Totals for Fund 01	24,315.65	24,315.65-			
13-4300	271.18				
13-4700	255.00				
13-9110*		526.18-			
Totals for Fund 13	526.18	526.18-			
Totals for Register 000540	24,841.83	24,841.83-			
	- I				

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Starting Check Date = 7/1/2025, Ending Check Date = 7/31/2025, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

P ERP for California Page 1 of 2

Selection

2025 FUND-OBJ Summary / Register 000540 (continued)

2025 FUND-OBJ Sur	nmary / Register 00054	40
01-4300	1,060.49	
01-5504	187.01	
01-5800	3,374.55	
01-5807	175.00	
01-9529*		4,797.05
Total for Fiscal Year 2025 and Fund 01	4,797.05	4,797.05
01-4300	7,143.35	
01-4301	64.95	
01-4700	546.95	
01-5800	11,763.35	
01-9110*		24,315.65
01-9510*	4,797.05	
Totals for Fund 01	24,315.65	24,315.65
13-4300	271.18	
13-4700	255.00	
13-9110*		526.18
Totals for Fund 13	526.18	526.18
Total for Fiscal Year 2026	24,841.83	24,841.83
Totals for Register 000540	29,638.88	29,638.88

^{*} denotes System Generated entry

Net Change to Cash 9110

24,841.83- Credit

Register 000541 - 07/1	15/2025	Bank Account COUNTY - US Bank		
Number	Amount Status	Fund	Cancel Register Id	Payee
3005-328861	152.84 Printed	01		Long, Loretta L (001404 - Emp)
3005-328862	106.14 Printed	01		A Z Bus Sales Inc (100057/4)
3005-328863	19,750.00 Printed	01		ACELLUS LEARNING SERVICES (100062/1)
3005-328864	271.87 Printed	01		Callenstitch, LLC Corporate Casuals (100838/1)
3005-328865	510.00 Printed	01		Deer Creek Advertising, LLC (100947/1)
3005-328866	79,028.00 Printed	01		NorthValley Insurance Group II c/o Keenan -SETECH (100951/1)
3005-328867	850.00 Printed	01		Records Consultants, Inc. (100834/2)
3005-328868	430.77 Printed	01		Tracey McPeters (100905/1)

101,099.62

Selection

Number of Items

8 Totals for Register 000541

2026 FUND-OBJ Expense Summary / Register 000541				
01-4300 961.62				
01-5450	79,028.00			
01-5800	20,600.00			
01-5801	510.00			
01-9110*		101,099.62-		
Totals for Register 000541	101,099.62	101,099.62-		

^{*} denotes System Generated entry

Net Change to Cash 9110

101,099.62- Credit

ReqPay04a Check Register

Register 000541 - Fund/Obj Expense Summary

Bank Account COUNTY - US Bank

2026 FUND-OBJ Expense Summary / Register 000541 (continued)

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ERP for California

Check Register

Register 000542 - 07/22	2/2025	Bank Account COUNTY - US Bank		
Number	Amount Status	Fund	Cancel Register Id	Payee
3005-329356	1,440.00 Printed	01		4Tree Farms LLC (100946/1)
3005-329357	9.73 Printed	01		AMAZON (100697/1)
3005-329358	75.04 Printed	01		PACIFIC STORAGE COMPANY AMERICAN MOBILE SHREDDING (100075/1)
3005-329359	80.27 Printed	01		CA Department of Tax & Fee Ad (100762/1)
3005-329360	135.69 Printed	01		CA Department of Tax & Fee Ad (100762/1)
3005-329361	1,005.33 Printed	01		LES SCHWAB (100308/1)
3005-329362	208.80 Printed	01		Tammie Loftin (100908/1)

2,954.86 7 Totals for Register 000542 **Number of Items**

2026 FU	2026 FUND-OBJ Expense Summary / Register 000542			
	01-4300	1,005.33		
	01-5800	1,440.00		
	01-9110*		2,954.86-	
	01-9510*	509.53		
Totals for Regis	ter 000542	2,954.86	2,954.86-	

2025 FUND-OBJ Summary / Register 000542					
	208.80	01-3701			
	9.73	01-4300			
	80.27	01-4303			
	75.04	01-5800			
509.53-		01-9529*			
	135.69	01-9580			
509.53-	509.53	otal for Fiscal Year 2025 and Fund 01			
	1,005.33	01-4300			
	1,440.00	01-5800			
2,954.86-		01-9110*			
	509.53	01-9510*			
2,954.86-	2,954.86	otal for Fiscal Year 2026 and Fund 01			
3,464.39-	3,464.39	Totals for Register 000542			

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Selection

Register 000542 - Fund/Obj Summary

Selection

Bank Account COUNTY - US Bank

2026 FUND-OBJ Summary / Register 000542 (continued)

* denotes System Generated entry

Net Change to Cash 9110

2,954.86- Credit

P ERP for California

Register 000543 - 07/2	9/2025			Bank Account COUNTY - US Bank
Number	Amount Status	Fund	Cancel Register Id	Payee
3005-329833	71.22 Printed	01		Tanner, Derek G (001388 - Emp)
3005-329834	1,139.52 Printed	01		Johnson, Caleb R (001469 - Emp)
3005-329835	1,453.84 Printed	01		Weaver, Allison G (001537 - Emp)
3005-329836	282.26 Printed	01		BUTTE AUTO PARTS (100115/1)
3005-329837	321.32 Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-329838	6,676.54 Printed	01		CENGAGE LEARNING, INC. (100152/1)
3005-329839	9,726.87 Printed	01		CITY OF BIGGS (100164/1)
3005-329840	24,156.52 Printed	01		Hertz Furniture System, LLC (100933/1)
3005-329841	106.50 Printed	01		HYLEN DISTRIBUTING (100268/1)
3005-329842	2,342.17 Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-329843	1,929.00 Printed	01		Lakeview Petroleum Co. (100304/3)
3005-329844	929.16 Printed	01		LEARNING WITHOUT TEARS (100546/1)
3005-329845	1,311.00 Printed	01		LES SCHWAB (100308/1)
3005-329846	2,407.71 Printed	13		SFS OF SACRAMENTO, INC (100443/2)

52,853.63 Number of Items 14 Totals for Register 000543

2026 FUND-OBJ Expense Summary / Register 000543				
01-4200	7,605.70			
01-4300	4,256.75			
01-4303	1,929.00			
01-4700	106.50			
01-5200	2,593.36			
01-5800	71.22			
01-9110*		50,589.07-		
01-9510*	34,026.54			
Totals for Fund 01	50,589.07	50,589.07-		
13-9110*		2,264.56-		
13-9510*	2,264.56			
Totals for Fund 13	2,264.56	2,264.56-		
Totals for Register 000543	52,853.63	52,853.63-		

2025 FUND-OBJ Summary / Register 000543

01-4400 24,381.76

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Starting Check Date = 7/1/2025, Ending Check Date = 7/31/2025, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

P ERP for California

01-4700	143.15	
01-5502	9,726.87	
01-9110*	.00	.00
01-9529*		34,026.54-
01-9580*		225.24-
Totals for Fund 01	34,251.78	34,251.78-
13-4300	1,070.79	
13-4700	1,193.77	
13-9529*		2,264.56-
Totals for Fund 13	2,264.56	2,264.56-
Total for Fiscal Year 2025	36,516.34	36,516.34-
01-4200	7,605.70	
01-4300	4,256.75	
01-4303	1,929.00	
01-4700	106.50	
01-5200	2,593.36	
01-5800	71.22	
01-9110*		50,589.07-
01-9510*	34,026.54	
Totals for Fund 01	50,589.07	50,589.07-
13-9110*		2,264.56-
13-9510*	2,264.56	
Totals for Fund 13	2,264.56	2,264.56-
Total for Fiscal Year 2026	52,853.63	52,853.63-
Totals for Register 000543	89,369.97	89,369.97-

^{*} denotes System Generated entry

Net Change to Cash 9110

52,853.63- Credit

25

P ERP for California

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Register 000544 - 07/29/2025 Bank Account COUNTY - U					
Number	Amount Status	Fund	Cancel Register Id	Payee	
3005-329847	304.94 Printed	01		First Book (100950/1)	
3005-329848	12.30 Printed	01		MJB SALES & SERVICE (100336/1)	
3005-329849	800.00 Printed	01		SAN JOAQUIN COUNTY OF EDUCATN (100403/1)	
3005-329850	950.00 Printed	01		The Main Idea (100949/1)	

2,067.24

Number of Items

4 Totals for Register 000544

2026 FUND-OBJ Expense Summary / Register 000544						
01-4200	304.94					
01-5200	950.00					
01-5800	800.00					
01-9110*		2,067.24-				
01-9510*	12.30					
Totals for Register 000544	2,067.24	2,067.24-				
-		2,067				

2025 FUND-OBJ Summary / Register 000544					
01-5800	12.30				
01-9529*		12.30-			
Total for Fiscal Year 2025 and Fund 01	12.30	12.30-			
01-4200	304.94				
01-5200	950.00				
01-5800	800.00				
01-9110*		2,067.24-			
01-9510*	12.30				
Total for Fiscal Year 2026 and Fund 01	2,067.24	2,067.24-			
Totals for Register 000544	2,079.54	2,079.54-			

^{*} denotes System Generated entry

Net Change to Cash 9110

2,067.24- Credit

Selection

ReqPay04a Check Register

Register 000544 - Fund/Obj Summa	ry	Bank Account COUNTY - US Bank
_	2026 FUND-OBJ Summary / Register 000544 (continued)	

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ERP for California

Number of Items

216,174.55

Register 000544 - Fulld/Obj Sullil	пату	Bank Account County - US Bank
	2026 FUND-OBJ Summary / Register 000544 (continued)	_

75 Totals for Org 006 - Biggs Unified School District

2024 Consumer Confidence Report

Water System Name: RICHVALE ELEMENTARY SCHOOL # CA0400062 Report Date: July 2025

We test the drinking water quality for many constituents as required by state and federal regulations. This report shows the results of our monitoring for the period of January 1 to December 31, 2024 and may include earlier monitoring data.

Language in Spanish: Este informe contiene información muy importante sobre su agua para beber. Favor de comunicarse RICHVALE ELEMENTARY SCHOOL a 530-868-1281 ext. 8106 para asistirlo en español.

Type of water source(s) in use: According to SWRCB records, this Source is Groundwater.

Name & general location of source(s): Your water comes from 1 source: Main Well

5236 Church Street, Richvale CA

Drinking Water Source Assessment information: Assessment was done using the Default Groundwater System Method A source water assessment was conducted for the Main Well in 2002 and updated in 2010.

A source water assessment was conducted for the Main wen in 2002 and updated in 2010.

Acquiring Information:

For more information you may contact:

Butte County Public Health Department, Division of Environmental Health

Butte County Environmental Health Program Manager

202 Mira Loma Drive, Oroville, CA 95965. You may request a summary of the assessment be sent to you by contacting the Department at the above address or by calling (530) 552-3880.

Time and place of regularly scheduled board meetings for public participation: Board meetings are held on the second

Wednesday of the month at 6 p.m. at Biggs Unified School District's Board Room at 300 B Street, Biggs CA 95917

For more information, contact: John Strattard, Richvale Elementary School Phone: (530) 868-1281 x 8106

TERMS USED IN THIS REPORT

Level 1 Assessment: A Level 1 assessment is a study of the water system to identify potential problems and determine (if possible) why total coliform bacteria have been found in our water system.

Level 2 Assessment: A Level 2 assessment is a very detailed study of the water system to identify potential problems and determine (if possible) why an *E. coli* MCL violation has occurred and/or why total coliform bacteria have been found in our water system on multiple occasions.

Maximum Contaminant Level (MCL): The highest level of a contaminant that is allowed in drinking water. Primary MCLs are set as close to the PHGs (or MCLGs) as is economically and technologically feasible. Secondary MCLs are set to protect the odor, taste, and appearance of drinking water.

Maximum Contaminant Level Goal (MCLG): The level of a contaminant in drinking water below which there is no known or expected risk to health. MCLGs are set by the U.S. Environmental Protection Agency (U.S. EPA).

Maximum Residual Disinfectant Level (MRDL): The highest level of a disinfectant allowed in drinking water. There is convincing evidence that addition of a disinfectant is necessary for control of microbial contaminants.

Maximum Residual Disinfectant Level Goal (MRDLG): The level of a drinking water disinfectant below which there is no known or expected risk to health. MRDLGs do not reflect the benefits of the use of disinfectants to control microbial contaminants.

Primary Drinking Water Standards (PDWS): MCLs and MRDLs for contaminants that affect health along with their monitoring and reporting requirements, and water treatment requirements.

Public Health Goal (PHG): The level of a contaminant in drinking water below which there is no known or expected risk to health. PHGs are set by the California Environmental Protection Agency.

Regulatory Action Level (AL): The concentration of a contaminant which, if exceeded, triggers treatment or other requirements that a water system must follow.

Secondary Drinking Water Standards (SDWS): MCLs for contaminants that affect taste, odor, or appearance of the drinking water. Contaminants with SDWSs do not affect the health at the MCL levels.

Treatment Technique (TT): A required process intended to reduce the level of a contaminant in drinking water.

Variances and Exemptions: Permissions from the State Water Resources Control Board (State Board) to exceed an MCL or not comply with a treatment technique under certain conditions.

ND: not detectable at testing limit

ppm: parts per million or milligrams per liter (mg/L)

ppb: parts per billion or micrograms per liter (μg/L)

ppt: parts per trillion or nanograms per liter (ng/L)

ppq: parts per quadrillion or picogram per liter (pg/L)

pCi/L: picocuries per liter (a measure of radiation)

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

Contaminants that may be present in source water include:

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

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

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

TABLE 1 – SAMPLING RESULTS SHOWING THE DETECTION OF COLIFORM BACTERIA								
Microbiological Contaminants	Highest Number of Detections	No. of months in violation	MCL	MCLG	Typical Source of Bacteria			
E. Coli	(in the year 2024)	0	(a)	0	Human and animal fecal waste			

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

TABLE	TABLE 2 – SAMPLING RESULTS SHOWING THE DETECTION OF LEAD AND COPPER								
Lead and Copper (complete if lead or copper detected in the last sample set)	Sample Date	No. of Samples Collected	90 th Percentile Level Detected	No. Sites Exceeding AL	Range of Detections	AL	PHG	Typical Source of Contaminant	
Lead (ppb)	(Jun 21, 2022)	5	0	0	n/a all ND	15	0.2	Internal corrosion of household water plumbing systems; discharges from industrial manufacturers; erosion of natural deposits	
Copper (ppm)	(Jun 21, 2022)	5	0.121	0	0.096 – 0.121	1.3	0.3	Internal corrosion of household plumbing systems; erosion of natural deposits; leaching from wood preservatives	

TABLE 3 – SAMPLING RESULTS FOR SODIUM AND HARDNESS							
Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	MCL	PHG (MCLG)	Typical Source of Contaminant	
Sodium (ppm)	(1992)	8.0	n/a	None	None	Salt present in the water and is generally naturally occurring	
Hardness (ppm)	(1992)	79	n/a	None	None	Sum of polyvalent cations present in the water, generally magnesium and calcium, and are usually naturally occurring	

TABLE 4 – DETECTION OF CONTAMINANTS WITH A PRIMARY DRINKING WATER STANDARD **PHG** Level **MCL Chemical or Constituent** Sample Range of (MCLG) **Typical Source of Contaminant** (and reporting units) Date Detected **Detections** [MRDL] [MRDLG] 0.004 Erosion of natural deposits; runoff from 10 n/a Arsenic (µg/L) (2024)2 orchards; glass and electronics production wastes. Discharge from steel and pulp mills and n/a 50 (100)10 chrome plating; erosion of natural Chromium [Total] (µg/L) (2024)deposits 10 Runoff and leaching from fertilizer use; n/a Nitrate as N (mg/L) (2024)1.1 leaching from septic tanks and sewage; erosion of natural deposits Gross Alpha (pCi/L) 0.466 15 Erosion of natural deposits. (2016)n/a (0)

While the Gross Alpha test result was below the detection limit for required reporting, the result was higher than the (MCLG).

TABLE 5 – DETE	TABLE 5 – DETECTION OF CONTAMINANTS WITH A <u>SECONDARY</u> DRINKING WATER STANDARD							
Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	SMCL	PHG (MCLG)	Typical Source of Contaminant		
Chloride (mg/L)	(2005)	6.0	n/a	500	n/a	Runoff/leaching from natural deposits; seawater influence.		
Specific Conductance (µS/cm)	(2005)	190	n/a	600	n/a	Substances that form ions when in water; seawater influence.		
Total Dissolved Solids (TDS)	(2005)	160	n/a	1000	n/a	Runoff/leaching from natural deposits.		
Turbidity (NTU)	(2005)	0.29	n/a	5	n/a	Soil runoff.		

Note that the information above is more than 9 years old, and therefore, not required to be reported. It is included for reference only as it is the most recent information available.

	TABLE 6 – DETECTION OF UNREGULATED CONTAMINANTS							
Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	Notification Level	Health Effects Language			
Hexavalent Chromium (μg/L) **	(2017)	5.2	n/a	100 (US EPA)	Discharge from electroplating factories, leather tanneries, wood preservation, chemical synthesis, refractory production, and textile manufacturing facilities; erosion of natural deposits			
Vanadium (ug/L)	(2024)	28	n/a	50	Vanadium exposures resulted in developmental and reproductive effects in rats.			

^{**} Note that the MCL for Hexavalent Chromium was 10 µg/L in California. It was suspended in 2017. The Hexavalent Chromium MCL was reinstated with an MCL of 10 µg in the Primary Drinking Water Standard as of October 1, 2024. New testing was required by April 1, 2025.

TABLE 7 – SUMMARY INFORMATION FOR VIOLATION OF A MCL, MRDL, AL, TT OR MONITORING REPORTING REQUIREMENT

NONE IN 2024

TABLE 8 – SAMPLING RESULTS SHOWING FECAL INDICATOR-POSITIVE GROUNDWATER SOURCE SAMPLES

NONE DETECTED IN 2024

TABLE A – ADDITIONAL DETECTIONS (This information is not required to be reported.)						
Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	Notification Level	Typical Source of Contaminant	
pH (units) [lab code 1925]	(2005)	7.8	n/a	n/a	n/a	

Additional General Information on Drinking Water

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

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

Lead-Specific Language: Lead can cause serious health problems, especially for pregnant women and young children. Lead in drinking water is primarily from materials and components associated with service lines and home plumbing. *RICHVALE ELEMENTARY SCHOOL* is responsible for providing high quality drinking water and removing lead pipes, but cannot control the variety of materials used in plumbing components in your home. You share the responsibility for protecting yourself and your family from lead in your home plumbing. You can take responsibility by identifying and removing lead materials within your home plumbing and taking steps to reduce your family's risk. Before drinking tap water, flush your pipes for several minutes by running your tap, taking a shower, doing laundry or a load of dishes. You can also use a filter certified by an American National Standards Institute accredited certifier to reduce lead in drinking water. If you are concerned about lead in your water and wish to have your water tested, contact a California accredited drinking water testing laboratory or a local water testing service that works with one of these accredited laboratories. Information on lead in drinking water, testing methods, and steps you can take to minimize exposure is available at http://www.epa.gov/safewater/lead.

Source Water Protection Tips for Consumers

Protection of drinking water is everyone's responsibility. You can help protect your community's drinking water source in several ways:

- Eliminate excess use of lawn and garden fertilizers and pesticides they contain hazardous chemicals that can reach your drinking water source.
- Pick up after your pets.
- If you have your own septic system, properly maintain your system to reduce leaching to water sources or consider connecting to a public water system.
- Dispose of chemicals properly; take used motor oil to a recycling center.

Volunteer in your community. Find a watershed or wellhead protection organization in your community and volunteer to help. If there are no active groups, consider starting one. Use U.S. EPA's Adopt Your Watershed https://nepis.epa.gov/Exe/ZyPDF.cgi/20004I2M.PDF?Dockey=20004I2M.PDF.

Water Conservation Tips for Consumers

Did you know that the average U.S. household uses approximately 400 gallons of water per day or 100 gallons per person per day? Luckily, there are many low-cost and no-cost ways to conserve water. Small changes can make a big difference – try one today and soon it will become second nature.

- Take short showers a 5 minutes shower uses 4 to 5 gallons of water compared to up to 50 gallons for a bath.
- Shut off water while brushing your teeth, washing your hair, and shaving and save up to 500 gallons a month.
- Use a water-efficient showerhead. They are inexpensive, easy to install, and can save you up to 750 gallons a
 month.
- Run your clothes washer and dishwasher only when they are full. You can save up to 1,000 gallons a month.
- Water plants only when necessary.
- Fix leaking toilets and faucets. Faucet washers are inexpensive and take only a few minutes to replace. To check your toilet for a leak, place a few drops of food coloring in the tank and wait. If it seeps into the toilet bowl without flushing, you have a leak. Fixing it or replacing it with a new, more efficient model can save up to 1,000 gallons a month.
- Adjust sprinklers so only your lawn is watered. Apply water only as fast as the soil can absorb it and during the
 cooler parts of the day to reduce evaporation.
- Teach your kids about water conservation to ensure a future generation that uses water wisely. Make it a family
 effort to reduce next month's water bill!
- Visit https://www.epa.gov/watersense for more information.

2025-26 LCFF Budget Overview for Parents Data Input Sheet $^{\rm 13~B}$

Local Educational Agency (LEA) Name:	Biggs Unified School District			
CDS Code:	04-61408			
LEA Contact Information:	Name: Doug Kaelin Position: Superintendent Email: dkaelin@biggs.org Phone: 530)868-1281 250			
Coming School Year:	2025-26			
Current School Year:	2024-25			

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	Amount Whole Numbers
Total LCFF Funds	\$7611845.00
LCFF Supplemental & Concentration Grants	\$1155449
All Other State Funds	\$1212685.00
All Local Funds	\$581344.00
All federal funds	\$369643.00
Total Projected Revenue	\$9,775,517

Total Budgeted Expenditures for the 2025-26 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$10136033.00
Total Budgeted Expenditures in the LCAP	\$2009945
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1218049.00
Expenditures not in the LCAP	\$8,126,088

Expenditures for High Needs Students in the 2024-25 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,154,720.00
Actual Expenditures for High Needs Students in LCAP	\$1,224,869.00

Funds for High Needs Students	Amount [AUTO- CALCULATED]
2025-26 Difference in Projected Funds and Budgeted Expenditures	\$62,600
2024-25 Difference in Budgeted and Actual Expenditures	\$70,149

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not	The expenditures not included in the Local Control and Accountability Plan (I CAP) on the General Fund
included in the Local Control and Accountability Plan (LCAP).	are other programs, administrative and operational costs to operate Biggs Unified School District. These
,	expenditures include educational and operational costs such as special education, grant programs,
	contracted services, utilities, supplies and services.

The amount budgeted to increase or improve services for high needs students in the 2025-26 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2025-26. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.

To address the shortfall between budgeted services and projected LCFF supplemental and concentration grant revenue, the LEA has added Action 2.10. This action is designed to improve English Language Arts (ELA) and Mathematics proficiency at BES and BHS, with targeted supports for Hispanic students, English Learners (EL), and socioeconomically disadvantaged students—groups that have consistently demonstrated lower performance on state assessments. While this action benefits all students, it is principally directed to meet the unique academic needs of these unduplicated student groups by providing additional instructional time, culturally relevant interventions, and specialized academic support. Effectiveness will be measured by disaggregated CAASPP ELA and Math scores, progress on local benchmark assessments, and subgroup performance metrics outlined in Goal 2. This additional action helps ensure compliance with the proportionality requirement by increasing services in a manner that is responsive to both Dashboard data and educational partner input.

LCFF Budget Overview for Parents

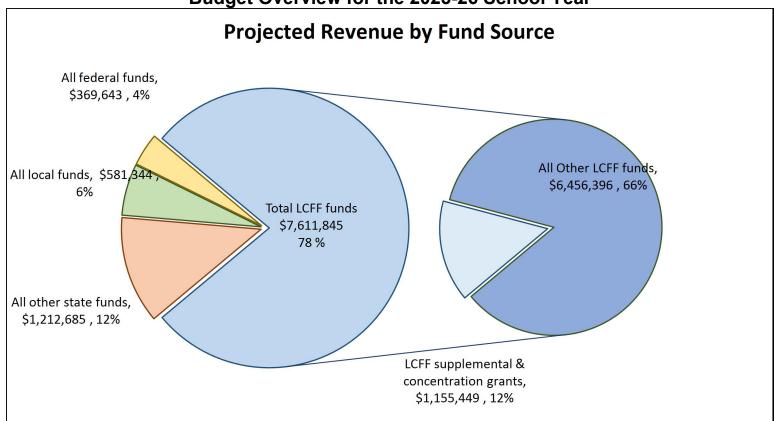
Local Educational Agency (LEA) Name: Biggs Unified School District

CDS Code: 04-61408 School Year: 2025-26 LEA contact information:

Doug Kaelin Superintendent dkaelin@biggs.org 530)868-1281 250

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

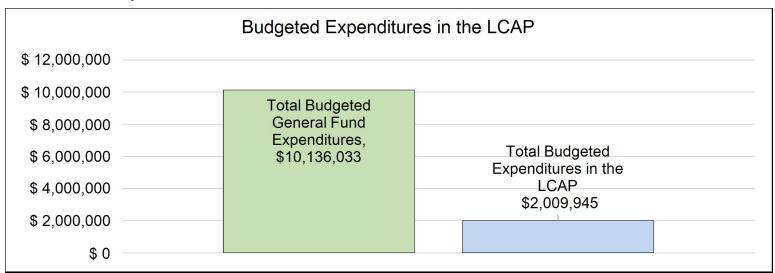
Budget Overview for the 2025-26 School Year



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

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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 2025-26. 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 \$10136033.00 for the 2025-26 school year. Of that amount, \$2009945 is tied to actions/services in the LCAP and \$8,126,088 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Biggs Unified School District is projecting it will receive \$1155449 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 \$1218049.00 towards meeting this requirement, as described in the LCAP.

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Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Biggs Unified School District's LCAP budgeted \$1,154,720.00 for planned actions to increase or improve services for high needs students. Biggs Unified School District actually spent \$1,224,869.00 for actions to increase or improve services for high needs students in 2024-25.

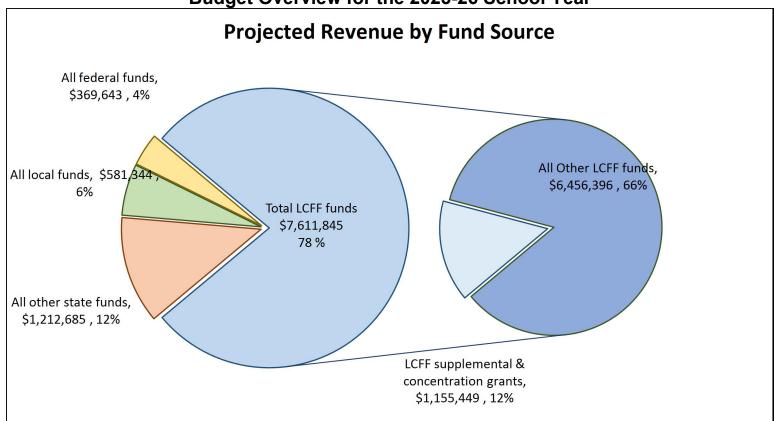
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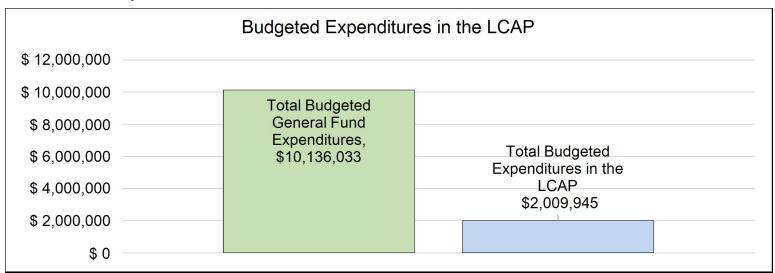
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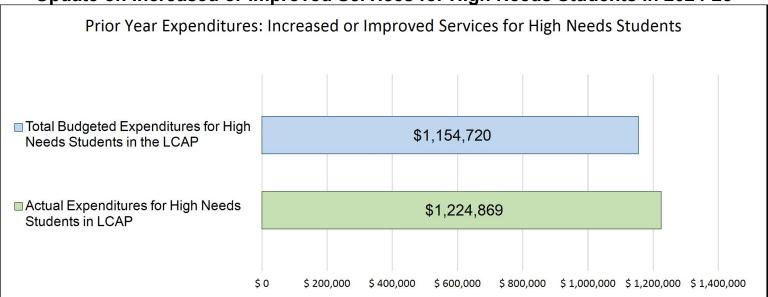
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Local Control and Accountability Plan

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	dkaelin@biggs.org
	Superintendent	530)868-1281 250

Plan Summary [2025-26]

General Information

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

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

The district includes the following schools:

Biggs Elementary School (TK-8) and Biggs High School (9-12), located in Biggs.

Richvale Elementary School (grades 1–6) in the nearby community of Richvale, transitioning to Richvale Charter Academy in the upcoming school year.

BUSD employs 36 credentialed teachers and 34 classified and confidential staff. The district administrative structure includes:

A Superintendent/High School Principal

A TK-5 Principal at Biggs Elementary

A 6-8 Principal at BES who also oversees Richvale Elementary

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

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

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

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

Reflections: Annual Performance

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

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

Areas of Progress Based on State Dashboard and Local Data:

College and Career Readiness: The percentage of students identified as "Prepared" increased from 12.5% (2022–23) to 32.6% (2023–24), reflecting the impact of expanded CTE offerings and the implementation of the "Get Focused, Stay Focused" curriculum (Action 1.6). CTE Completion: Completion of CTE pathways improved from 65.5% to 71.4% (Metric 2.5), indicating strengthened alignment between student interests and career readiness programs.

Chronic Absenteeism: Chronic absenteeism declined district wide from 22.7% to 14.1%. Significant subgroup improvements include Hispanic students (22.3% to 13.3%) and students with disabilities (33.3% to 27%) (Goal 3, Metric 3.5).

Family Engagement: Parent participation rose significantly, with 69 parents completing surveys compared to 15 the previous year. Expanded outreach, translated surveys, and family events contributed to this growth (Actions 3.1, 3.8).

Instructional Supports and Professional Development: Teachers at BES and Richvale engaged in professional learning through Building Thinking Classrooms and CGI. BHS focused on student engagement and preparing students for 21st century competencies. BES and RES piloted a new math curriculum and BHS and middle school students utilized IXL for grades 6–12 (Actions 1.2, 1.5, 2.3, 2.5).

Technology Access: BUSD sustained its 1:1 student-to-device ratio, ensuring consistent access to instructional technology (Action 1.4).

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

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

To address this:

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

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

To address this:

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

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

To address this:

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

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

ELA and Math Achievement: CAASPP scores at BES declined in ELA (-16.7 points) and math (-12.6 points). At BHS, math dropped by 41.7 points and ELA by 18.7 points. Multiple student groups—English Learners, Low-Income, and Students with Disabilities—remain in the Red performance band in both subjects (Metric 2.1).

English Learner Progress: Only 41% of English Learners made progress toward English proficiency (down from 51%), and the reclassification rate was 0% (Metrics 2.2, 2.3). Actions 2.6 and 2.9 are designed to improve designated and integrated ELD.

Suspension Rates: The districtwide suspension rate increased to 7%, with Biggs Elementary at 10.7%. Students with Disabilities (15.9%), Low-Income (11%), White (14.4%), and ELD students (7.3%) are in the Red performance band for suspensions (Goal 3, Metric 3.7). Actions 3.2, 3.9, and 3.10 address school climate and behavior support.

Credentialing: Only 82.5% of teachers are fully credentialed and properly assigned. Action 1.1 is focused on reaching 100% credentialing by the end of the LCAP cycle.

Local Benchmark Data: BES Reading 41% meet or exceed, BES Math 30% meet or exceed, RES Reading 54% meet or exceed, RES Math 59% meet or exceed, 6-8 MAPS Reading 36%, 6-8 MAPS Math 49%, 9-12 MAPS ELA 38%

9-12 MAPS Math 50%

Benchmark data across K–12 continue to show low performance, particularly in early literacy and math proficiency. However, math scores improved in the middle school, high school, and at RES. These outcomes reinforce the need for differentiated support and intervention (Metric 2.8).

Next Steps. To accelerate progress, BUSD will:

Improve English Learner outcomes through strengthened designated ELD (Action 2.6).

Enhance math achievement with targeted coaching, tutoring, and aligned curriculum (Actions 2.3, 2.5, 2.8).

Increase fully credentialed teacher staffing (Action 1.1).

Address suspension rates through restorative practices and SEL supports (Actions 3.2, 3.10).

Deepen use of data through expanded teacher collaboration and coaching cycles (Action 2.1).

Learning Recovery Block Grant Funding:

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

In response, BUSD developed Action 2.10, funded by the Learning Recovery Emergency Block Grant (LREBG), to address these gaps beginning in 2025–26. The following evidence-based interventions are included:

Academic Vocabulary Toolkit for Middle School English Learners: Improves academic vocabulary and comprehension across subjects, supported by Calderón, Slavin, & Sánchez (2011) and Coxhead (2000).

Accelerated Reader (AR): Enhances reading fluency and comprehension in early grades, especially effective for low-income students (Nunnery, Ross, & McDonald, 2006; What Works Clearinghouse, 2010).

Cognitively Guided Instruction (CGI) and Building Thinking Classrooms (BTC): Builds conceptual math understanding and teacher capacity (Carpenter et al., 1999; Liljedahl, 2020).

Math Coaching and Curricular Pilots: Support instructional coherence and capacity-building aligned to learning recovery.

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

- (1) Expanded instructional time (e.g., tutoring programs)
- (2) Accelerated learning supports (e.g., literacy and math interventions)
- (3) Early intervention in literacy (e.g., AR in elementary grades)
- (5) Support for students at risk of not meeting standards
- (6) Professional learning and instructional coherence

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

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

Reflections: Technical Assistance

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

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	A survey was sent to all teachers in the district on February 3, 2024.
Principals and Administrators	The superintendent and principals of BHS, BES, and RES consulted together in person to discuss the needs of the schools in the district and how to address through actions in the LCAP on April 8, 2025.
Classified Staff	A survey was sent to all classified staff in the district on February 3, 2024
BUTA: Biggs Unified Teachers Association	The president and secretary of BUTA gave feedback for the LCAP on March 27, 2025 in person with the Mrs. McPeters to discuss the goals and actions of the LCAP and discuss the actions they would like to see continued, improved, or added in order to improve student achievement and school climate.
Parents	A survey was sent to the parents at BHS, BES and RES on February 3, 2025 Parent Coffee was held at BES on September 17, 2024 and RES on September 24, 2024 to discuss ideas on improving behavior and soliciting input on how to improve the school.
Students	Mrs. Landers met with the principal advisory team and solicited input for the LCAP on January 27, 2025. Mrs. McPeters visited with students in the middle school on January 27, 2025. Mr. Kaelin met with students in grades 9-12 on January 28, 2025. The healthy kids survey was administered in March 2025 to students in grades 5-12.
District Advisory Council	BES and RES Site Council met on February 10, 2025 and discussed LCAP actions and goals. BHS site council met November 21, 2024,
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Educational Partner(s)	Process for Engagement
	February 27, 2025, and March 27, 2025 and talked about ways to improve student outcomes and family engagement. Parent Advisory Feedback was gathered through consultation with individual site councils.
ELD Parents and DELAC	Translated surveys were sent to parents of ELD students on February 3, 2025. An ELAC meeting was held May 8, 2025 and input was solicited on how we can improve student outcomes and family engagement for ELD students.
SELPA	The SELPA engages with the superintendent through monthly meetings of the Directors' Council and Governing Board. At these meetings, BUSD receives information about trend data, compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. SELPA Program Specialists also attend DA meetings for BUSD, and engages on subjects related to educational benefit reviews and student record reviews. The SELPA consulted with the district on LCAP on May 9, 2025 and provided context for students with disabilities and answered questions related to students with disabilities in the RED.
Ag Advisors	The superintendent met with the local AG advisory on March 26, 2025 and discussed FFA and the agriculture component of RIchvale Elementary as it becomes Richvale Charter Academy next year.

Process for Engagement

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

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

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

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

Educational Partner(s)

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

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

Only 85.09% of teachers were fully credentialed and appropriately assigned, well below the district's target of 100%. Biggs Elementary currently has no school counselor, limiting access to essential academic and emotional support for TK–8 students. College and Career Readiness improved significantly on the California Dashboard—rising from 12.5% to 32.6% prepared—yet remains far from the 50% goal.

The AP exam pass rate dropped from 66% to 43%, with a district goal to stabilize this metric at 50% or higher.

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

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

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

Measuring and Reporting Results

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

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

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

Goal Analysis [2024-25]

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

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

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

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

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

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

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

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

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

Action 1.1 – Class Size Reduction

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

Action 1.2 – Standards-Aligned Materials

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

Action 1.3 – STEM Night

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

Action 1.4 – 1:1 Technology

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

Action 1.5 – Professional Development

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

Action 1.6 – Get Focused Stay Focused

There were no material differences between the planned and actual expenditures for this action.

Action 1.7 – Counseling Support

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

Action 1.8 – Independent Study

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

Action 1.9 – Facilities Improvements

Expenditures exceeded the budget by \$95,888, largely due to inflationary construction costs and the identification of additional site needs during implementation

Action 1.10 – AP Spanish

There were no material differences between budgeted and actual expenditures.

Action 1.11 – New Teacher Support

The district spent \$3,500 more than anticipated, as more beginning teachers than projected required enrollment in the state-mandated induction program.

Action 1.12 - Classified Staff

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

Action 1.13 - Family Literacy Night

There were no material differences between budgeted and actual expenditures.

Summary

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

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

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

Action 1.1 – Class Size Reduction

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

CAASPP: BES scored -58.9 PBS in ELA, -98.2 in Math; BHS Math was -147.1 PBS

Benchmarks: BES showed minimal change; RES, 6-8, and BHS improved in math but declined in reading

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

Action 1.2 – Standards-Aligned Instructional Materials

All students were provided access to state standards-aligned materials in core academic subjects, verified via the SARC. Despite full access:

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

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

Action 1.3 – STEM Night

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

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

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

Action 1.4 – 1:1 Technology

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

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

Technology access was ensured, but instructional integration must be strengthened to improve consistency in student performance.

Effectiveness: Conditionally effective – strong infrastructure, mixed academic outcomes

Metrics: 1.4 (Technology Access), Benchmark Assessments

Action 1.5 – Professional Development

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

Outcomes:

Math Benchmarks: +5% (6–8), +24% (9–12), +5% (RES)

CAASPP at RES: +12.6 in ELA, +9.3 in Math

CCI: +20.1% growth

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

Action 1.6 - Get Focused Stay Focused

This action supported college and career readiness at BHS through structured planning and academic goal-setting.

Outcomes:

CCI: Increased from 12.5% to 32.6%

A–G Completion: Rose from 18.4% to 25%

Graduation Rate: Remained high

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

Action 1.7 – Counseling Support

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

Action 1.8 – Independent Study

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

Action 1.9 – Facilities Improvements

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

Action 1.10 – AP Spanish

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

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

Action 1.11 – New Teacher Support

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

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

Action 1.12 - Classified Staff

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

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

Action 1.13 - Family Literacy Night

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

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

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

Modifications to Actions in implementation:

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

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

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

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

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

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

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

Modifications to Actions – Goal 1 Budget Adjustments

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

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

- Action 1.2 Standards-Aligned Instructional Materials: The budget was increased by \$2,106 to accommodate rising material costs and enhancements to curriculum adoption.
- Action 1.3 STEM Night: The budgeted cost was reduced by \$500 due to financial support provided by the Parent Club, offsetting district expenditures.
- Action 1.4 1:1 Technology: The district increased the LCFF allocation by \$8,696 and added \$76,676 in state funds to meet rising costs and growing student technology needs. They also deducted \$13,696 from the budget for Richvale Charter Academy. With a net change of \$5000 in LCFF funding.
- Action 1.5 Professional Development: The professional development budget was reduced by \$1,000 due to funding support from the Rural Math Collaborative Grant, which now offsets math PD costs.
- Action 1.6 Get Focused Stay Focused: The budget was increased by \$200 to align with actual program costs for continued implementation at BHS.
- Action 1.7 Counseling Support: The district decreased the budget by \$4,967 due to the receipt of a mental health grant, which provides a wellness counselor.
- Action 1.8 Independent Study: The budgeted amount was reduced by \$4,252 based on revised cost estimates reflecting actual staffing and curriculum expenditures.
- Action 1.9 Facilities Improvements: The budget was increased by \$140,086 to address critical campus updates and safety-related facility improvements identified during the needs assessment process.
- Action 1.11 New Teacher Support: The district increased the budget by \$4,100 to cover the cost of induction support for additional newly hired teachers.
- Action 1.12 Classified Staff: The classified staff budget was increased by \$354 based on updated salary and benefit calculations. However, Richvale's portion of \$36,807 was deducted from the district budget. This was a net change of \$36,454.
- These modifications are grounded in the Year 1 data, which showed that infrastructure-based actions (e.g., materials, technology, staffing) require stronger instructional follow-through and targeted support to benefit unduplicated pupils. Adjustments are focused on increasing fidelity, differentiation, and consistency in service delivery, particularly at BES and BHS where outcome gaps remain widest.

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

Actions

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Analyzation of school data suggest some areas of concern:

The district is in the RED on the California State Dashboard for math for Hispanic Students (113 PBS), ELD students (109.6 PBS), Students with disabilities (161.3 PBS), and low income at 103.4 PBS.

All students at BHS scored in the RED on the California State Dashboard at 147.1 PBS.

At BES Hispanic students (98.2 PBS), ELD students (118. PBS) and low income students (106 PBS) scored in the RED on the California State Dashboard.

ELA scores were low districtwide at 43.2 PBS and low at BES at 58.9 PBS

The district would also like to improve our ELD reclassification rate which was 0 last year, with only 41% of students making progress and RED on the Dashboard.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	4A Statewide Assessments 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	+34.9 PAS White		BES and RES at standard for math and ELA BHS at standard for math and 10 points above standard for ELA	BES dropped 16.6 from baseline for all students for ELA and 12.6 points for moth for All Students. RES improved ELA by 8.4 points and math by 12.7 points. BHS declined in math by 41.7 points and in ELA by 18.8 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student groups in the RED 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	BHS Math -147.1 PBS ALL -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 disabilitie s -103.4PBS Low income			
2.2	4E EL's who make progress toward English proficiency	2023 51% of EL students made progress	2024 41% of EL students made progress. RED on dashboard.		50% of EL students make progress	Dropped 10% from baseline

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

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

Goal Analysis [2024-25]

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

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

All actions under Goal 2 were implemented either as planned or with only minor adjustments.

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

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

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

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

Action 2.1 – Assessment Data Analysis

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

Action 2.2 - District Benchmark Plan

There were no material differences between the budgeted and actual expenditures. The action was implemented in full as intended.

Action 2.3 – Math Coaching

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

Action 2.4 – ELA Intervention

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

Action 2.5 – Secondary Interventions

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

Action 2.6 – ELD Support

Actual spending was \$500 higher than budgeted. This minor overage resulted from initial underestimation of curriculum material costs.

Action 2.7 – Support for Students with Disabilities

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

Action 2.8 – Afterschool Tutoring

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

Action 2.9 – LTEL Support

There were no material differences between budgeted and actual expenditures. The action was fully implemented as anticipated.

Summary

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

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

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

Action 2.1 – Assessment Data Analysis

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

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

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

Action 2.2 - District Benchmark Schedule

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

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

Benchmark Scores:

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

9-12: ELA -24%, Math +24%

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

Action 2.3 – Math Coaching

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

Benchmark Gains:

BES: Math -1% RES: Math +5%

Grades 6–8: Math +5% Grades 9–12: Math +24%

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

Action 2.4 – ELA Intervention – BES

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

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

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

Action 2.5 – Secondary Interventions

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

11th Grade CAASPP: ELA: 27% above target. Math: -24%

College/Career Readiness: CTE Completion: +5.9%, Dual A-G/CTE Completion: +6.1%, A-G Completion: +18%

Benchmarks: 6-8: Reading -13%, Math +5%, 9-12: ELA -24%, Math +24%

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

Action 2.6 – ELD Support

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

ELPAC Growth Rate: 41% (-10% from baseline). Reclassification Rate: 0% (down from 9%)

CAASPP EL Scores (BES): ELA -72.2 PBS, Math -119.8 PBS

Benchmarks: BES: Reading +1%, Math -1%. RES: Reading -14%, Math +5%

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

Action 2.7 – Support for Students with Disabilities

This action emphasized family engagement and IEP implementation. While events like BES Disability Night promoted inclusion, academic progress declined.

BES SWD: ELA -112.4 PBS, Math -155.5 PBS

Districtwide SWD: ELA -118.5 PBS, Math -148.5 PBS

Benchmarks (All Students): BES: Reading +1%, Math -1%. RES: Reading -14%, Math +5%. 6-8: Reading -13%, Math +5%. 9-12: ELA -

24%, Math +24%

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

Action 2.8 – Afterschool Tutoring

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

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

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

Action 2.9 – LTEL Support

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

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

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

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

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

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

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

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

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

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

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

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

Action 2.8 – Afterschool Tutoring

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

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

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

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

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

Actions

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

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

Action #	Title	Description	Total Funds	Contributing
2.10	Additional support for ELA and Math using LRBG funding		\$100,000.00	No

Action # Title	Description	Total Funds	Contributing
	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. 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.		75% Participation in Google form survey. 30 parents attend Parent Coffee Continue to have an active parent club and site council	11% more response on survey from baseline. 1 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.		Maintain surveys in multiple languages and continue to provide an interpreter at parent events.	Maintained baseline and target
3.3	3C Efforts to seek parent input of students with exceptional needs.	Provide a survey of parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/paper, access to school computer, and google forms.	Provided a survey of parents of onsite RSP students and county operated programs in multiple modalities: pencil/ paper, access to school computer, and google forms.		Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site.	Maintained baseline and target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	5 A- Attendance Rates Source P2 Attendance Report	95.63% Districtwide 95.30% BES 95.15 RES 96.42 BHS	94.09% Districtwide 92% BES 96% RES 93% BHS		Maintain 95%	1.54% less than baseline
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		10% Chronically Absent 10% SED 15% students with disabilities 10% Hispanic Students	8.6% improvement from baseline 9.7% improvement of SED 6.3% improvement of SWD 9% 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		0% Middle School 1% High School	Improved middle school by .8% Declined HS by 4.3%
3.7	6A- Suspension Rates Source: Dashboard Suspension Rate Indicator	2023 5.3% suspended at least one day BES 6.3% 8.2% students with disabilities 6.9% low income Dashboard RED 9.8% White	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		1.2% Suspended at least once a day.	District suspension rate increased 1.7% from baseline. BES suspension rate increased 4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5.9% Hispanic 7.3% ELD 14.4% White 7.8% Homeless			
3.8	6B Expulsion Rates Source: CALPADS	2023 0 students expelled	2024 0 students expelled		Maintain 0 students expelled	Maintained baseline and target 0 students expelled
3.9	6C- Sense of school safety and connectedness. 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% districtwide feel school is safe. 18% 5th feel school is safe 43% 7th feel school is safe 74% 9th 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.	13% increase for parents believing school is safe 15% decrease from baseline students feel school is safe. 13% increase from baseline parents feeling connected to school

Goal Analysis [2024-25]

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

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

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

Key Implementation Successes

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

Substantive Implementation Difference:

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

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

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

Action 3.1 – Improve Parent and Student Input

There were no material differences between budgeted and actual expenditures. The action was fully implemented as planned.

Action 3.2 – Alternative to Suspension

There were no material differences between budgeted and actual expenditures. The action proceeded as intended.

Action 3.3 – Student Incentives

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

Action 3.4 – Home-to-School Transportation

There were no material differences between budgeted and actual expenditures. Transportation services were provided as projected.

Action 3.6 – Parent-Student Communication (Catapult Connect)

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

Action 3.7 – Student Academic Celebration

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

Action 3.8 - Family Events

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

Action 3.9 – PBIS Implementation

There were no material differences between budgeted and actual expenditures. The action was implemented in full.

Action 3.10 - SEL Curriculum

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

Summary

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

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

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

Action 3.1 – Improve Parent and Student Input

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

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

Action 3.2 – Alternatives to Suspension

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

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

Action 3.3 - Student Incentives

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

Low income: -9.7%

Students with disabilities: -6.3%

Hispanic students: -9%

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

Action 3.4 – Home-to-School Transportation

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

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

Action 3.6 – Parent/Student Communication

The Catapult system allowed school-home communication in multiple formats. Although not directly linked to a single LCAP metric, outcomes suggest indirect benefits:

Parent sense of safety increased by 9% (from 85% to 94%)

Parent connectedness rose by 13% (from 81% to 94%)

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

Action 3.7 – Student Academic Celebration

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

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

Action 3.8 - Family Events

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

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

Action 3.9 – PBIS Implementation

Supported by BCOE training, PBIS implementation improved adult perception of school climate:

Parent safety perception increased from 85% to 94%

Connectedness rose from 81% to 94%

However, student perception of safety declined, especially in younger grades:

5th grade: 91% ? 18% 7th grade: 86% ? 43%

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

Action 3.10 – SEL Curriculum

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

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

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

Changes to Metrics or Measurement Tools

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

Changes to Actions or Implementation Scope

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

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

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

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

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

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

Action 3.9 – PBIS Implementation:

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

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

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

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

Actions

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

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

Required Percentage to Increase or Improve Services for the LCAP Year

C	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
1	8.424%	0.000%	\$0.00	18.424%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: 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	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	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	1.2, 1.7, 1.8 and CAASPP scores
	standard in ELA and Math we have developed	promote language acquisition. This will be	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	this action. Our ELA scores reflect that low income students at BES are 67 PBS. Our low income students' math scores at BES are 106 PBS and at BHS are 164.5 PBS. ELD scores are low at BES for math at 119.8 PBS and ELA at 72.2 PBS. According to the dashboard, ELD, Hispanic, low income and students with disabilities and in the RED for Math. BES ELD students, Hispanic Students, and low income students are in the RED for math. All students at BHS are in the RED for math. 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	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	1.2, 1.4, local survey data of feeling connected to the school.
	Need: Feedback from educational partners indicate that families and students at BUSD would	standards. In addition, it supports education at home by giving families ideas and tools to help	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	benefit from a STEM night, as well as more family events. Students and families would benefit from support in making science standards more accessible and engaging. Students and families would benefit from opportunities to build partnerships with teachers and administration in order to help students be successful in becoming college and career ready. Research demonstrates the positive impact of elementary school family science night on academic achievement (Lee, H. and Kim, J., 2017). Scope: LEA-wide	bring science exploration out of the classroom and into the home. 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	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.	1.7, 1.8.1.13, CAASPP Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	22.4 points lower than their peers county/district-wide in ELA and 17.6 points lower than their peers in math. Our students with disabilities are performing 63.2 points lower than their peers county/district-wide in ELA, and 69.3 points lower than their peers in math. Students with disabilities, low income students, Hispanic students and ELD students are identified in the RED on the dashboard for math district wide. All student groups are identified for Math at BHS. ELD students, Hispanic students, and low income students are identified in the RED at BES. 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	permits LEA-wide implementation when the action is the most effective use of funds to meet the needs of unduplicated pupils, which applies here due to the systemic nature of digital access inequities. 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 Control and Accountability Plan for Biggs Unified School	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 aggress the needs of all students,	1.4, 1.7, CAASPP scores, benchmark assessments, and teacher feedback. Page 57 of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disabilities in Math. District wide low income students are 103.4 PBS in math and in the RED. ELD students in the district are 109.6 PBS and in the RED. Students with disabilities in the district are 161.3 PBS and in the RED on the California Dashboard. English Learner Progress district wide is 41% making progress which is RED on the dashboard.	especially low income students who are the majority.	
	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).		

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		
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: Counseling Support Need: ELD, low income, and students with disabilities at Blggs Elementary would benefit from counseling in order to address trauma, and social and emotional needs. Teachers, families, and principals have recognized that many students at BES have experienced trauma and need support with social skills. At	A counselor at Blggs 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

Soal and action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	BES in ELA ELD students are 72.2 PBS, low income are 67 PBS and Students with disabilities are 112.4 PBS. In math ELD students are 119.8 PBS, low income are 106 PBS and students with disabilities are 155.5 PBS.		
	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:	Providing a long term independent study program provides options to accommodate students with emotional, behavioral, health, challenges, or students who thrive learning from home	1.2, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Some students have health, social, or behavioral challenges, or family preferences and would benefit from having options other than the traditional classroom experience. This is especially necessary for low income students who experience a higher rate of trauma. Scope: LEA-wide	independently. This action provides curriculum that meets state standards, as well as a coordinator to check in with students and families and provide the support necessary for them to be successful. 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	Action 1.1 provides additional support for new teachers and helps improve teaching practices which will help prepare students for college and career, access state standards, and improve student learning. This action supports teachers in clearing their credential and helps recruit and keep qualified teachers. This action will be provided districtwide to benefit all students,	1.1, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard district wide. Low income students scores are even lower districtwide at 52.6PBS for ELA and 103.4 PBS for math. Research suggests that a teacher's years of experience and quality of training are correlated with children's academic achievement (Gimbert, Bol, &Wallace, 2007). Additionally, children in low-income schools are less likely to have well-qualified teachers (Clotfelter, Ladd, & Vigdo, 2006). Scope: LEA-wide	especially improving outcomes for low income students who are less likely to have qualified teachers and who have lower test scores districtwide than all students.	
1.12	Action: 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	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
	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.		
	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.	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
	Research shows that family literacy nights are a valuable and effective strategy for promoting	101	Page 63 of a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	literacy skills, fostering family-school partnerships, and building supportive learning communities. By providing opportunities for families to engage in literacy-related activities together, schools can support children's literacy development and academic success while strengthening connections between home, school, and community (Swatosh, C. R., 2014) 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.	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
	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	102	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improvement, teachers can ensure that they are meeting the diverse needs of their students and fostering positive learning outcomes for all (Mandinach, E. B., 2012). Scope:		
	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.	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
	Research suggests that districtwide benchmark assessments play a valuable role in improving student outcomes, guiding instructional decisions, promoting data-informed practices, and fostering collaboration		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	among educators, and parents (Bergan, J. R., Bergan, J. R., & Burnham, C. G., 2009).		
	Scope: LEA-wide		
2.3	Action: Math Coach Support 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	This action will provide coaching to teachers in math instruction and in using data to provide intervention that will help close the achievement gap for low income students, ELD students, and students with disabilities. This will be provided districtwide as all schools in the district are below standard in math.	2.1, 2.8
	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	104	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	targeted support, personalized professional development, and ongoing collaboration, math coaches help empower teachers to become more effective educators and promote excellence in mathematics education (Stewart, M. T., 2013) . Scope: 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	IXL provides personalized learning experiences tailored to each student's individual needs and skill levels. Research suggests that personalized learning can lead to improved student outcomes, including higher test scores, as students receive instruction that is aligned with their specific learning goals and areas of need. ELLs, SPED students, and low income schools experience similar or even greater gains with IXL (An, X., 2022).	2.1, 2.4, 2.6, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	PBS. All students are in the RED for math at BHS at 147.1 PBS. Benchmark assessments are below target for BES in Reading only XX meet or exceeds standard. BES Math only XX% meet or exceeds standard. Benchmark assessments for the highschool	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.	
	Scope: Schoolwide		
2.8	Action: Afterschool Tutoring Need: BUSD has low CAASPP scores at BES and BHS. There is a significant achievement gap in ELA at Biggs Elementary School for all students and ELD, Hispanic, and low income. BES ELA CAASPP scores are 58.9 points below standard (PBS) for all students, ELD students are 13.3 points lower than all students, and 21.1 points lower than white students. Hispanic students are 66.4PBS, which is 5.5 points lower than all students and 15.3 points lower than white students. Low income students are 67 points below standard which is 8.1 points lower than all students, and 15.9 points lower than white students.	Research shows that afterschool tutoring programs can help to narrow the achievement gap between students from different socioeconomic backgrounds and ELD students. By providing additional support and resources to students who may be struggling academically, tutoring programs aim to ensure that all students have access to the help they need to succeed (Allen, B., 2016). Action 2.8 will be provided to ALL students at BHS and BES as the majority are low income and test scores are low for all student groups. However, to close the achievement gap, priority will be given to ELD, low income, and students with special needs. We can measure the progress through state and benchmark test scores.	2,1, 2.4, 2.5, 2.6, 2.7, 2.8
	The achievement gap is significant for math at BES, but still exists and scores are low across all student groups. All students are 98.2 PBS,	106	Page 68 of

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	Action: 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. Scope: LEA-wide	Research on restorative practices in education indicates that these approaches hold promise for promoting positive school environments, reducing disciplinary incidents, and improving student outcomes, especially for low income and minority students (Allen, B., 2016). In order to bring down the suspension rate, especially at Biggs Elementary, we will offer an alternative to suspension that is restorative. This will provide a structured day and accountability project to help student take responsibility and learn from their mistakes. This action will help improve the suspension rate for low income students, but will be offered to all students as white students, and students with disabilities have the highest suspension rate at BES. Improving student behavior will improve student outcomes for low income students and ELD students as they will feel safer at school and be less distracted by student behavior.	3.7, 3.8
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.	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	3.4, 3.5, CAASPP, ELPAC, and Benchmark assessments

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	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
3.9	Action: PBIS	Research consistently demonstrates that schools implementing PBIS experience a reduction in	3.7, 3.9, CAASPP Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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	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.	
3.10	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: LEA-wide	Research consistently demonstrates the effectiveness of SEL curriculum in promoting positive social, emotional, and academic outcomes for low income students (Calhoun, B., Williams, J., Greenberg, M., Domitrovich, C., Russell, M. A., & Fishbein, D. H., 2020). By integrating SEL into schools' educational practices, educators can help students develop the skills they need to succeed academically, socially, and emotionally, both in school and beyond. Additionally, chronic absenteeism can be a consequence of social emotional difficulties. Action 3.10 provides lessons and support for teachers to explicitly teach social and emotional skills. This should help improve behavior, improve attendance, and ultimately improve student achievement, especially for our low income students. This will be offered to all students LEA	3.4, 3.5,3.6, 3.7, 3.9, improved CAASPP scores

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	Action: 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). RES does not meet the threshold, has their own LCAP and is not included in the calculation for additional funding.

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

The following actions align with this purpose:

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

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

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

2025-26 Total Planned Expenditures Table

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

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?		Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$293,858.0 0	\$0.00	\$293,858.00				\$293,858 .00	
1	1.2	Standards Aligned Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$17,106.00	\$17,106.00				\$17,106. 00	
1	1.3	Increase engagement and awareness of NGSS	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	Ongoing	\$500.00	\$0.00	\$500.00				\$500.00	
1	1.4	Technology	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$227,676.00	\$160,000.00	\$67,676.00			\$227,676 .00	
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.0	
1	1.6	Get Focused- Stay Focused High School Curriculum	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BHS	Ongoing	\$0.00	\$2,800.00	\$2,800.00				\$2,800.0 0	
1	1.7	Counseling Support	English Learners Foster Youth Low Income	Yes		Learners	Specific Schools: BES	Ongoing	\$7,990.00	\$0.00	\$7,990.00				\$7,990.0 0	
1	1.8	Independent Study	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth	All Schools	Ongoing 115	\$48,712.00	\$107,161.00	\$155,873.00				\$155,873 .00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?		Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.9	Facilities	All	No			All Schools	Ongoing	\$10,000.00	\$499,286.00	\$509,286.00				\$509,286 .00	
1	1.10	AP Spanish	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BHS	Ongoing	\$0.00	\$750.00	\$750.00				\$750.00	
1	1.11	New Teacher Support	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$21,600.00	\$21,600.00				\$21,600. 00	
1	1.12	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$69,494.00	\$69,494.00				\$69,494. 00	
1	1.13	Family Literacy Night	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BES, RCA		\$0.00	\$1,000.00	\$1,000.00				\$1,000.0 0	
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	\$24,785.00	\$24,785.00				\$24,785. 00	
2	2.3	Math Coach Support	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools	Starting 2024	\$0.00	\$10,000.00	\$10,000.00				\$10,000. 00	
2	2.4	ELA Intervention Specialist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BES K-5	Ongoing	\$90,061.00	\$0.00	\$10,156.00			\$79,905.00	\$90,061. 00	
2	2.5	Middle School and High School Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS 6-12	Ongoing	\$0.00	\$7,676.00	\$7,676.00				\$7,676.0 0	
2	2.6	ELD Support and Curriculum	English Learners	Yes	Limited to Undupli cated	English Learners	All Schools	Ongoing	\$0.00	\$3,500.00	\$3,500.00				\$3,500.0 0	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
2	2.7	Additional Support for Students with Disabilities.	Students with Disabilities	No			All Schools	Ongoing	\$6,000.00	\$0.00	\$6,000.00				\$6,000.0 0	
2	2.8	Afterschool Tutoring	English Learners Foster Youth Low Income			Learners Foster Youth Low Income	Specific Schools: BHS, BES 3-12	Ongoing	\$41,322.00	\$0.00	\$12,293.00	\$29,029.00			\$41,322. 00	
2	2.9	LTELS Additional Support	ELD	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.10	Additional support for ELA and Math using LRBG funding	All Hispanic, Low Income, White, ELD	No			Specific Schools: BES, BHS TK-12	2025-2028	\$0.00	\$100,000.00		\$100,000.00			\$100,000 .00	
3	3.1	Improve parent and student input.	English Learners Foster Youth Low Income		wide		All Schools	Ongoing	\$0.00	\$200.00	\$200.00				\$200.00	
3	3.2	Alternatives to Suspension	English Learners Foster Youth Low Income			Learners Foster Youth	Specific Schools: BES, BHS	Ongoing	\$0.00	\$200.00	\$200.00				\$200.00	
3	3.3	Student Incentives	English Learners Foster Youth Low Income		LEA- wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$11,000.00	\$11,000.00				\$11,000. 00	
3	3.4	Home to School Transportation	English Learners Foster Youth Low Income		LEA- wide		All Schools	Ongoing	\$0.00	\$365,568.00	\$365,568.00				\$365,568 .00	
3	3.6	Parent/ Student Communication	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$17,350.00	\$17,350.00				\$17,350. 00	
3	3.7	Student Academic Celebration	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$6,550.00	\$6,550.00				\$6,550.0 0	
3	3.8	Family Events	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?		Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	PBIS	English Learners Foster Youth Low Income	Yes	School wide	Learners Foster Youth	Specific Schools: BES, RES TK-8	Ongoing	\$0.00	\$600.00	\$600.00				\$600.00	
3	3.10	SEL Curriculum	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00			\$	\$15,000. 00	

2025-26 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	Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6271496	1155449	18.424%	0.000%	18.424%	\$1,218,049.00	0.000%	19.422 %	Total:	\$1,218,049.00
								LEA-wide	04 474 004 00

LEA-wide Total: \$1,171,284.00

Limited Total: \$3,500.00

Schoolwide Total: \$43,265.00

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

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Independent Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,873.00	
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	\$21,600.00	
1	1.12	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,494.00	
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	\$24,785.00	
2	2.3	Math Coach Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.4	ELA Intervention Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES K-5	\$10,156.00	
2	2.5	Middle School and High School Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS 6-12	\$7,676.00	
2	2.6	ELD Support and Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,500.00	
2	2.8	Afterschool Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS, BES 3-12	\$12,293.00	
3	3.1	Improve parent and student input.	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$200.00	

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

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,866,921.00	\$2,145,393.00

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	\$346,487.00	\$424,990.00
1	1.2	Standards Aligned Instructional Materials	Yes	\$15,000.00	\$17,036.00
1	1.3	Increase engagement and awareness of NGSS	Yes	\$1,000.00	\$500.00
1	1.4	Technology	No	\$165,000.00	\$215,089.00
1	1.5	Professional Development	Yes	\$3,000.00	\$2,074.00
1	1.6	Get Focused- Stay Focused High School Curriculum	Yes	\$2,600.00	\$2,800.00
1	1.7	Counseling Support	Yes	\$12,957.00	\$0.00
1	1.8	Independent Study	Yes	\$160,125.00	\$172,046.00
1	1.9	Facilities	No	\$369,200.00	\$465,088.00
1	1.10	AP Spanish	Yes	\$750.00	\$750.00
1	1.11	New Teacher Support	Yes	\$17,500.00	\$21,100.00

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	\$165,655.00	\$132,463.00
1	1.13	Family Literacy Night	Yes	\$1,000.00	\$1,000.00
2	2.1	Assessment Data Analyzation	Yes	\$1,000.00	\$200.00
2	2.2	District wide benchmark plan and schedule for math and ELA	Yes	\$24,785.00	\$24,785.00
2	2.3	Math Coach Support	Yes	\$10,000.00	\$1,668.00
2	2.4	ELA Intervention Specialist	Yes	\$146,631.00	\$162,449.00
2	2.5	Middle School and High School Intervention	Yes	\$4,275.00	\$7,676.00
2	2.6	ELD Support and Curriculum	Yes	\$9,000.00	\$9,500.00
2	2.7	Additional Support for Students with Disabilities.	No	\$38,702.00	\$91,212.00
2	2.8	Afterschool Tutoring	Yes	\$12,293.00	\$7,500.00
2	2.9	LTELS Additional Support	Yes	\$0.00	\$0.00
3	3.1	Improve parent and student input.	Yes	\$200.00	\$200.00
3	3.2	Alternatives to Suspension	Yes	\$200.00	\$200.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Student Incentives	Yes	\$9,000.00	\$7,950.00
3	3.4	Home to School Transportation	Yes	\$319,453.00	\$331,906.00
3	3.6	Parent/ Student Communication	Yes	\$5,000.00	\$19,855.00
3	3.7	Student Academic Celebration	Yes	\$4,250.00	\$7,250.00
3	3.8	Family Events	Yes	\$1,000.00	\$2,506.00
3	3.9	PBIS	Yes	\$600.00	\$600.00
3	3.10	SEL Curriculum	Yes	\$20,258.00	\$15,000.00

2024-25 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)
\$1,008,571.00	\$1,154,720.00	\$1,224,869.00	(\$70,149.00)	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	\$346,487.00	\$424,990.00		
1	1.2	Standards Aligned Instructional Materials	Yes	\$15,000.00	\$17,036.00		
1	1.3	Increase engagement and awareness of NGSS	Yes	\$1,000.00	\$500.00		
1	1.5	Professional Development	Yes	\$3,000.00	\$2,074.00		
1	1.6	Get Focused- Stay Focused High School Curriculum	Yes	\$2,600.00	\$2,800.00		
1	1.7	Counseling Support	Yes	\$12,957.00	\$0.00		
1	1.8	Independent Study	Yes	\$160,125.00	\$172,046.00		
1	1.10	AP Spanish	Yes	\$750.00	\$750.00		
1	1.11	New Teacher Support	Yes	\$17,500.00	\$21,100.00		
1	1.12	Classified Staff	Yes	\$165,655.00	\$132,463.00		
1	1.13	Family Literacy Night	Yes	\$1,000.00	\$1,000.00		
2	2.1	Assessment Data Analyzation	Yes	\$1,000.00	\$200.00		
2	2.2	District wide benchmark plan and schedule for math and ELA	Yes	\$24,785.00	\$24,785.00		
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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	2.3	Math Coach Support	Yes	\$10,000.00	\$1,668.00		
2	2.4	ELA Intervention Specialist	Yes	\$7,332.00	\$13,314.00		
2	2.5	Middle School and High School Intervention	Yes	\$4,275.00	\$7,676.00		
2	2.6	ELD Support and Curriculum	Yes	\$9,000.00	\$9,500.00		
2	2.8	Afterschool Tutoring	Yes	\$12,293.00	\$7,500.00		
2	2.9	LTELS Additional Support	Yes	\$0.00	0		
3	3.1	Improve parent and student input.	Yes	\$200.00	\$200.00		
3	3.2	Alternatives to Suspension	Yes	\$200.00	\$200.00		
3	3.3	Student Incentives	Yes	\$9,000.00	\$7,950.00		
3	3.4	Home to School Transportation	Yes	\$319,453.00	\$331,906.00		
3	3.6	Parent/ Student Communication	Yes	\$5,000.00	\$19,855.00		
3	3.7	Student Academic Celebration	Yes	\$4,250.00	\$7,250.00		
3	3.8	Family Events	Yes	\$1,000.00	\$2,506.00		
3	3.9	PBIS	Yes	\$600.00	\$600.00		
3	3.10	SEL Curriculum	Yes	\$20,258.00	\$15,000.00		

2024-25 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)	Services for the	for Contributing Actions	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$6,135,655.00	\$1,008,571.00	0.00	16.438%	\$1,224,869.00	0.000%	19.963%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- Comprehensive Strategic Planning: The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- Meaningful Engagement of Educational Partners: The LCAP development process should result in an LCAP that reflects decisions made through
 meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs
 and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be
 included in the LCAP.
- Accountability and Compliance: The LCAP serves an important accountability function because the nature of some LCAP template sections
 require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - NOTE: As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 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.
 - o 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 <u>EC Section 32526(c)(2)</u>;
 - 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 <u>EC Section 32526(d)</u>.
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the <u>LREBG Program Information</u> 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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: <u>EC Section 52060(g)</u> and <u>EC Section 52066(g)</u> 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: <u>EC Section 47606.5(d)</u> 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 <u>Education Code Section 52062</u>;
 - 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 <u>LCFF State Priorities Summary</u> 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: <u>EC Section 42238.024(b)(1)</u> 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 threeyear 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."

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
 - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - 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 threeyear 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.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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 <u>EC Section</u> 32526(d). For information related to the required needs assessment please see the Program Information tab on the <u>LREBG</u>

<u>Program Information</u> web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the <u>California Statewide System of Support LREBG Resources</u> 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 32526(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 <u>EC Section 32526(c)(2)</u>.
- 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:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that
 is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration
 of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - 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: 2025-26 Local Control and Accountability Plan for Biggs Unified School District

- 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)
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- 5. Total Planned Percentage of Improved Services
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - 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)

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

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

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

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

California Department of Education November 2024

Policy Updates CSBA Sample Manual Site

Guidesheet 06.2025: June 2025 Update Packet

Status: ADOPTED

Original Adopted Date: 06/16/2025 | Last Reviewed Date: 06/16/2025

CSBA POLICY GUIDESHEET June 2025

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0410 - Nondiscrimination in District Programs and Activities

Policy updated to reflect NEW COURT DECISION (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and NEW GUIDANCE from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to reflect NEW LAW (SB 1137, 2024) which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. In addition, policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities. Policy also updated to reflect NEW LAW (AB 3074, 2024) which prohibits public schools, except public schools operated by an Indian tribe or a tribal organization, from using the term "Redskins" as a school or athletic team name, mascot, or nickname, and, beginning July 1, 2026, prohibits public schools, other than those operated by an Indian tribe or a tribal organization, from using any derogatory Native American term for school or athletic team names, mascots, or nicknames without the written consent of a local federally recognized Indian tribe.

Board Policy 0420.4 - Charter School Authorization

Policy updated to reflect that the prohibition from approving a petition for the establishment of a new charter offering nonclassroom-based instruction extends to January 1, 2026. Additionally, policy updated to add the section "Material Revisions to Charter," which was moved from Board Policy 0420.41 - Charter School Oversight, as that section is more appropriately placed with material related to authorization of charter schools.

Administrative Regulation 0420.4 - Charter School Authorization

Regulation updated to reflect the inclusion of long-term English learners as a numerically significant subgroup. and to include the location of the charter school to the list of items to be described in the charter petition. Additionally regulation updated to reflect the requirement for comprehensive school safety plans (CSSP) to include adaptations for students with exceptional needs, NEW LAW (AB 2887, 2024) which requires CSSPs to include procedures for responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds, and NEW LAW (AB 1858, 2024) which requires CSSPs to include a provision relating to active shooter and armed assailant drills. In addition, regulation updated to expand upon the material related to suspensions and expulsions in the list of items to be described in the charter petition.

Board Policy 0420.41 - Charter School Oversight

Policy updated to add that the Superintendent or designee and the governing bodies of charter schools review new laws and regulations applicable to charter schools, and delete the section "Material Revisions to Charter," which was moved to Board Policy 0420.4 - Charter School Authorization, as that section is more appropriately placed with material related to authorization of charter schools.

Exhibit(1) 0420.41 - Charter School Oversight

Exhibit updated to include that the exhibit will not be updated after June 1, 2025. Additionally, exhibit updated to reflect (1) NEW LAW (AB 3216, 2024) which requires the governing body of a charter school to, by July 1, 2026, adopt policy that limits or prohibits student use of smartphones while at a school site or under the supervision and control of district employee(s), and subsequently, to update the policy every five years, (2) the

requirement for charter schools to, by July 1, 2026, develop, adopt, implement, and annually review weather protocols for extreme weather conditions, (3) the requirement for members of the governing body in service as of January 1, 2025, except for members whose term of office ends before January 1, 2026, to receive ethics training before January 1, 2026, and at least once every 2 years thereafter, (4) NEW LAW (SB 153, 2024) which requires, if the governing body is unable to review local indicator due to any specified emergency, to review such data at its next meeting, adopt a resolution describing the emergency event and the date on which the local indicator data was reviewed, and submit the resolution to the California Department of Education (CDE), (5) NEW LAW (SB 1318, 2024), which requires the governing body to, on or after July 1, 2026, update its policy to include best practices identified in CDE's updated Model Youth Suicide Prevention Policy related to crisis intervention protocols in the event of a student suicide crisis, (6) NEW LAW (SB 1137, 2024) which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases, (7) NEW LAW (SB 153, 2024) which prohibits the governing body from adopting or approving the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination, (8) REVISED GUIDANCE from the California Attorney General related to responding to immigration enforcement in K-12 schools, (9) NEW LAW (AB 1955, 2024) which prohibits a charter school or a member of the governing body of a charter school, from enacting or enforcing any policy, rule, or administrative regulation that would require an employee or a contractor to disclose any information related to a student's sexual orientation, gender identity, or gender expression to any other person without the student's consent, unless otherwise required by state or federal law, (10) NEW LAW (SB 153, 2024) which requires the annual update to the local control and accountability plan (LCAP) to be presented as a nonconsent item at the meeting of the governing body, and that all Learning Recovery Emergency Funds received by the charter school to be included in the LCAP/annual update to the LCAP for the period of July 1, 2025 through June 30, 2028, (11) NEW LAW (SB 1429, 2024) which adds snowstorms to the list of emergencies for which a charter school may apply to the Superintendent of Public Instruction to obtain apportionment credit, (12) NEW LAW (AB 2429, 2024) which requires the governing body of a charter school that has elected to require its students to complete a course in health education for graduation from high school to include instruction in the dangers associated with fentanyl use, (13) NEW LAW (AB 1796, 2024) which requires charter schools to annually notify parents/guardians of students admitted to, or advancing to, grades 7-12, of any dual enrollment or International Baccalaureate courses offered by the local educational agency, (14) NEW LAW (SB 153, 2024) which authorizes charter schools, until July 1, 2031, to extend the exemption from all coursework and other requirements adopted by the charter school governing body that are in addition to the statewide course requirements, and award a high school diploma, to an eligible student with exceptional needs who was enrolled in grade 10 or higher in the 2022-23 school year, (15) NEW LAW (AB 2345, 2024) which prohibits the charter school from hiring any person for purposes of a short-term staff permit, provisional internship permit, or a teaching permit for statutory leave, unless that person has a certification in cardiopulmonary resuscitation that meets the standards established by the American Heart Association or the American Red Cross, (16) NEW LAW (AB 2534, 2024) which requires charter schools, when considering an applicant for a certificated position, to inquire with each local educational agency that previously employed the applicant if the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialing, (17) **NEW LAW** (AB 1913, 2024) which requires charter schools to provide annual training to employees on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, (18) NEW LAW (AB 2316, 2024) which prohibits charter schools, beginning December 31, 2027, from offering or selling, except for food items sold as part of a school fundraising event, foods containing artificial food dyes that have been linked to hyperactivity and behavioral issues in some children, (19) **NEW** LAW (SB 1063, 2024) which requires charter schools that serve students in grades 7-12 and issue or reissue student identification cards to have printed on either side of the card the telephone number for the 988 Suicide and Crisis Lifeline and the National Suicide Prevention Lifeline (1-800-273-8255), (20) NEW LAW (SB 939, 2024) which requires charter schools to ensure that specified resources related to neurodiversity are readily accessible in a prominent location on the school's website in a manner that is easily accessible to parents/guardians and students, (21) **NEW LAW (SB 997, 2024)** which provides that a charter school may not prohibit a student in middle school, junior high school, or high school, while on a school site or participating in school activities, from carrying fentanyl test strips or a federally approved opioid antagonist for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose, (22) **NEW** LAW (AB 2998, 2024) which provides that a charter school may not prohibit students 12 years of age or older, while on a school site or participating in school activities, from carrying or administering, for the purposes of providing emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose, a naloxone hydrochloride nasal spray or any other opioid overdose reversal medication, (23) NEW LAW (AB 1984, 2024) which requires, commencing with the 2026-27 school year, charter schools to provide to CDE data on student transfers due to disciplinary reasons, including whether the student

transferred to an alternative school based on a referral by the school, (24) **NEW LAW (AB 2711, 2024)** which provides that students who voluntarily disclose their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports may not be suspended solely for that disclosure, (25) **NEW LAW (AB 2565, 2024)** which requires charter schools serving students in grades kindergarten-12 that undertake an addition, alteration, reconstruction, rehabilitation, or retrofit of a school building, to install interior locks on each door of any room with an occupancy of 5 or more persons in that school building.

Board Policy 0440 - District Technology Plan

Policy updated to revise the philosophical paragraph to acknowledge, in addition to the benefits gained from technological resources, potential negative consequences. Additionally, policy updated to add material related to the alignment of technological resources with other district goals, objectives, and academic standards, the safe use of technological resources, the use of technology in accordance with district policy, and the use of artificial intelligence, as applicable. In addition, policy updated to (1) reflect that state law and the California Department of Education no longer requires districts to have a technology plan and (2) maintain the requirement for the Superintendent to develop and regularly propose revisions to a technology plan. Policy also updated to list the components to be included in the district technology plan.

Delete - Administrative Regulation 0440 - District Technology Plan

Regulation deleted as unnecessary since the California Department of Education no longer requires districts to have a technology plan.

New - Board Policy 0441 - Artificial Intelligence

New policy provides principles for the district regarding the use of artificial intelligence (AI) by students and staff, and requires the Superintendent to ensure that the use of AI is consistent with district policy.

Board Policy 0450 - Comprehensive Safety Plan

Policy updated to include in the philosophical statement that, in addition to high expectations for student conduct, there are high expectations for staff conduct. Additionally, policy updated to reflect legislative intent to provide staff training on the comprehensive school safety plan.

Administrative Regulation 0450 - Comprehensive Safety Plan

Regulation updated to reflect **NEW LAW (AB 2887, 2024)** which (1) provides legislative intent that districts develop a comprehensive school safety plan (CSSP) in consultation with local medical services personnel and other persons who may be interested in the health and safety of students, and (2) requires CSSPs to include procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. Additionally, regulation updated to reflect **NEW LAW (AB 2968, 2024)** which requires, beginning with the 2026-27 school year, the disaster procedures in CSSPs to include a procedure to identify appropriate refuge shelter for all students and staff for use in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff, and **NEW LAW (AB 1858, 2024)** which requires, if the CSSP includes procedures to prepare for active shooters or other armed assailants by conducting a drill, the drill to be in accordance with specified components. In addition, regulation updated for reflect **NEW LAW (SB 153, 2024)** which requires CSSPs to include an instructional continuity plan to establish communication and provide instruction to students when in-person instruction is disrupted due to an emergency.

Board Policy 1113 - District and School Websites

Policy updated to make the philosophical paragraph more current by assuming that districts have websites and to recognize the value of district and school websites for communication purposes. Additionally, policy updated to **NEW LAW (AB 1785, 2024)** which prohibits districts from publicly posting online specified information of any elected or appointed official, such as a Governing Board member, without first obtaining the written permission of that individual.

Administrative Regulation 1113 - District and School Websites

Regulation updated to reflect **NEW REGUATION** (89 Fed.Reg. 31337) which establishes requirements and technical standards for making web content offered by government entities accessible to the public.

Additionally, regulation updated to provide minor clarifications, and revisions to style.

Exhibit(1) 1113 - District and School Websites

Exhibit updated to reflect **NEW COURT DECISION** (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, exhibit updated to reflect **NEW LAW** (SB 939, 2024) which requires districts to ensure that specified resources related to neurodiversity are readily accessible in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. In addition, exhibit updated to include the requirement, beginning January 1, 2027, for districts to post a notification of the hearing date and location for inspection for the district's proposed budget prominently on the district's website homepage at least three days before the availability of the proposed budget for public inspection. Exhibit also updated to reflect **NEW LAW** (AB 2690, 2024) which requires districts to post information about the risks of social media being used as a way to market and sell synthetic drugs.

Board Policy 1312.3 - Uniform Complaint Procedures

Policy updated to reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. Additionally, policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities. In addition, policy updated to reflect the California Department of Education's federal program monitoring instrument which now lists "Instructional Materials and Curriculum: Diversity" as its own item, and **NEW LAW (AB 3074, 2024)** which requires the use of the uniform complaint procedures to resolve complaints related to school or athletic team names, mascots, or nicknames. Policy also updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025.

Administrative Regulation 1312.3 - Uniform Complaint Procedures

Regulation updated to reflect **NEW COURT DECISION** (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, regulation updated to delete language which is not required by law related to receipt of an investigation report by respondent and consideration of an appeal by the Governing Board. In addition, regulation updated to delete material which is no longer supported related to an alleged victim receiving information in the notice of the investigation report about sanction(s) to be imposed upon a respondent that relates directly to an alleged victim.

Exhibit(1) 1312.3 - Uniform Complaint Procedures

Exhibit updated in conjunction with accompanying Board policy and administrative regulation.

Exhibit(2) 1312.3 - Uniform Complaint Procedures

Exhibit updated in conjunction with accompanying Board policy and administrative regulation, with minor revisions to more closely align with law.

Administrative Regulation 3512 - Equipment

Regulation updated to clarify that (1) district equipment may only be used for an approved district-related purpose, (2) the Superintendent or designee is required to maintain property records as specified in Administrative Regulation 3440 - Inventories, including updating property records when there is a change in the status of the property, (3) the Superintendent or designee is required to obtain prior approval from the California Department of Education or other awarding agency before disposing or encumbering equipment purchased with federal funds, and (4) persons involved in the selection, award, or administration of a contract

supported by federal funds comply with the requirements specified in 2 CFR 200.13 and 200.318, and in accordance with Administrative Regulation 3230 - Federal Grant Funds and Board Bylaw 93270 - Conflict of Interest.

Exhibit(1) 3512 - Equipment

Exhibit updated in conjunction with accompanying administrative regulation, with the condition of equipment included in the description of loaned equipment.

Administrative Regulation 3542 - School Bus Drivers

Regulation updated to include in the philosophical statement that in order to administer safe and efficient transportation of students, the district may employ its own school bus or student activity bus drivers or contract with an agency to provide such drivers. Additionally, regulation updated to reflect specified qualification and training requirements for all drivers employed to operate school buses or student activity buses. In addition, regulation updated to add, to the list of required training for drivers, training related to the district's transportation safety plan. Regulation also updated to include additional requirements for drivers employed to operate school buses or student activity buses related to length of driving time, daily log sheets, and pretrip inspections. Additionally, regulation updated to add that the Superintendent or designee retain records of school bus accident reports, including a report of each accident that occurred on public or private property involving a school bus with students aboard, including pertinent details of the accident, for 12 months from the date of the accident, and that if the accident was not investigated by the California Highway Patrol (CHP), the Superintendent or designee forward a copy of the report to the local CHP within five business days of the date of the accident.

Board Policy 4030 - Nondiscrimination in Employment

Policy updated to align those who are included as "employees" for purposes of the policy and accompanying administrative regulation with analogous language in related sample Board policies and administrative regulations. Additionally, policy updated to reflect NEW LAW (SB 1137, 2024) which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. In addition, policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in the course of employment. Policy also updated to reflect NEW LAW (SB 1100, 2024) which makes it an unlawful employment practice to include a statement in a job advertisement, posting, application, or other material that an applicant is required to have a driver's license, unless specified conditions are satisfied. Additionally, policy updated to reflect **NEW** COURT DECISION (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and NEW GUIDANCE from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. In addition, policy updated to include material related to sex discrimination, which had been moved to Board Policy and Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment when last revised based on the now vacated Title IX regulations, in order to keep material related to all forms of discrimination together.

Administrative Regulation 4030 - Nondiscrimination in Employment

Regulation updated to reflect **NEW COURT DECISION** (**Tennessee v. Cardona**) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. Additionally, regulation updated to delete material related to Title IX sexual harassment, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment to keep material related to sexual harassment, including Title IX sexual harassment, together.

Board Policy 4033 - Lactation Accommodation

Policy updated to clarify that required lactation accommodations apply to expressing breast milk, rather than

breastfeeding an infant child, and that these accommodations are required for at least a year after the birth of the child. Additionally, policy updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and delete references to Title IX because lactation accommodations, although required by state law and other federal law, are not required by the Title IX regulations as they existed prior to August 1, 2024.

Board Policy 4112.9/4212.9/4312.9 - Employee Notifications

Policy updated in conjunction with the accompanying exhibit, with no substantive changes made.

Exhibit(1) 4112.9/4212.9/4312.9 - Employee Notifications

Exhibit updated to reflect (1) **NEW LAW (AB 2473, 2024)** which requires districts to comply with specified notice requirements related to transfer of coursework and credits for students participating in a newcomer program, as defined, (2) **NEW LAW (AB 2499, 2024)** which requires districts to provide notice of the rights pertaining to leaves and accommodations for victims of qualifying acts of violence, (3) **NEW LAW (AB 1870, 2024)** which requires notice of the district's current compensation insurance carrier, or if appropriate, that the district is self-insured, and who is responsible for claims adjustment, (4) the requirement to post a notice explaining the California Family Rights Act provisions and procedures for filing complaints of violations of the Act with the Civil Rights Department, (5) **NEW LAW (SB 153, 2024)** which requires notice to certificated employees on existing school site and community resources related to the support of students who may face bias or bullying, and (6) **NEW LAW (AB 2499, 2024)** which requires the district to provide notice, when an employee informs the district that the employee or the employee's family member is a victim of a qualifying act of violence, of accommodations and leave for victims of a qualifying act of violence. Additionally, exhibit updated to delete the notification related to potential exposure to COVID-19 as this notification is no longer required.

Board Policy 4119.11/4219.11/4319.11 - Sexual Harassment

Policy updated to reflect **NEW COURT DECISION** (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 4030 - Nondiscrimination in Employment to keep material related to discrimination, including sex discrimination, together. In addition, policy updated to add general statement related to the prohibition of discrimination on the basis of sex and compliance with Title IX, which was moved from the accompanying administrative regulation. Policy also updated to align those who are included as "employees" for purposes of the policy and accompanying administrative regulation with analogous language in related sample Board policies and administrative regulations.

Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment

Regulation updated to reflect NEW COURT DECISION (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and NEW GUIDANCE from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, regulation updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 4030 - Nondiscrimination in Employment to keep material related to discrimination, including sex discrimination, together. In addition, regulation updated to delete general statement related to the prohibition of discrimination on the basis of sex and compliance with Title IX, which was moved to the accompanying Board policy. Regulation also updated to reflect NEW LAW (SB 1137, 2024) which provides that prohibited discrimination or harassment includes discrimination or harassment not just because of one protected class under state law, but also because of the combination of two or more protected bases. Additionally, regulation updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for sexual harassment in the course of employment. In addition, regulation updated to delete examples of actions that may constitute sexual harassment as it is nuanced regarding when the action(s) amount to sexual harassment.

Regulation updated to reflect **NEW COURT DECISION** (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. Additionally, regulation updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, as the Title IX regulations as they existed prior to August 1, 2024 only require complaints alleging sexual harassment to follow the Title IX grievance procedures. In addition, regulation updated to require that records of insurance which evidence the district's coverage for acts of sexual assault be maintained indefinitely.

Exhibit(1) 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures

Exhibit updated to reflect **NEW COURT DECISION** (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and revise the notification requirements accordingly.

Board Policy 5125.1 - Release of Directory Information

Policy updated to include that a student's directory information may only be included in the minutes of the Governing Board's meeting in accordance with Board Bylaw 9324 - Minutes and Recordings. Additionally, policy updated to delete options regarding access to directory information to employers, colleges, and military recruiters and instead provide that colleges and prospective employers, including military recruiters, have access to a student's name, address, email address, and telephone number, unless the student's parent/guardian, or the student, if the student is 18 years of age or older, has specified that the information not be released.

Administrative Regulation 5125.1 - Release of Directory Information

Regulation reviewed in conjunction with accompanying Board Policy, with minor clarifications and rearrangement of material.

Exhibit(1) 5125.1 - Release of Directory Information

Exhibit updated to clarify when a student's identification number, user identification, or other unique personal identifier may be used to communicate in electronic systems, and add that the district may disclose a student identification number or other unique personal identifier that is displayed on a student identification badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user. Additionally, exhibit updated to reflect **REVISED GUIDANCE** from the California Attorney General related to responding to immigration enforcement in K-12 schools, clarifying that the district may not disclose a student's Social Security number.

Administrative Regulation 5131.41 - Use of Seclusion and Restraint

Regulation updated to reflect **NEW LAW (SB 483, 2024)** which prohibits the use of prone restraint and prone containment, and add the requirement that the district's data on the use of seclusion and behavioral restraint be reported on the district's website.

Board Policy 5145.3 - Nondiscrimination/Harassment

Policy updated to reflect **NEW COURT DECISION** (**Tennessee v. Cardona**) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to reflect **NEW LAW** (**SB 1137, 2024**) which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. In addition, policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities. Policy also updated to make permissive, when a student has been suspended or other means of correction have been implemented for an incident of racist bullying,

harassment, or intimidation the (1) engagement of a victim and perpetrator in restorative justice practices, (2) engagement of the perpetrator in culturally sensitive programs, and (3) regular checks on the victim to ensure the victim is not in danger of suffering from any long-lasting mental health issues, as these measures are encouraged rather than required by state law.

Administrative Regulation 5145.3 - Nondiscrimination/Harassment

Regulation updated to reflect **NEW COURT DECISION** (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. Additionally, regulation updated to reflect **NEW LAW** (SB 939, 2024) which requires districts to ensure that specified resources related to neurodiversity are readily accessible in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. In addition, regulation updated to delete material related to Title IX sexual harassment, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 5145.7 - Sexual Harassment to keep material related to sexual harassment, including Title IX sexual harassment, together. Regulation also updated to add section "Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students," which was moved from Administrative Regulation 5145.7 - Sexual Harassment and updated in accordance with various provisions of state and federal law and related court cases.

Board Policy 5145.6 - Parent/Guardian Notifications

Policy updated in conjunction with the accompanying exhibit, with minor stylistic changes.

Exhibit(1) 5145.6 - Parent/Guardian Notifications

Exhibit updated to reflect (1) NEW LAW (AB 2179, 2024) which requires notification on local apprenticeship and preapprenticeship programs, (2) NEW LAW (AB 1796, 2024) which requires notification of any dual enrollment or International Baccalaureate courses offered by the district, (3) NEW LAW (AB 2690, 2024) which requires notification of the risk of social media platforms being used as a way to market and sell synthetic drugs such as fentanyl, (4) NEW LAW (AB 2473, 2024) which requires districts to comply with specified notice requirements related to transfer of coursework and credits for students participating in a newcomer program, as defined, (5) NEW LAW (AB 2630, 2024) which defines "kindergarten" for purposes of proof of having received an oral health assessment as both transitional kindergarten and kindergarten, (6) **NEW** LAW (SB 153, 2024) which requires notification regarding the California colleges edu platform and that student data may be shared with the California College Guidance Initiative, (7) NEW LAW (SB 691, 2024) which requires revised and additional notifications related to truancy, (8) NEW LAW (AB 3262, 2024) which requires students to be notified of the location of all automated external defibrillators on campus, (9) NEW LAW (AB 543, 2024) which requires the district to display a poster that notifies students of the applicable written policy on sexual harassment required by Education Code 231.5, and (1) the requirement for signage identifying a bathroom facility as being open to all genders and in conformity with Title 24 of the California Code of Regulations, that the bathroom is available during school hours and school functions when students are present, and designated point of contact.

Board Policy 5145.7 - Sexual Harassment

Policy updated to reflect **NEW COURT DECISION** (**Tennessee v. Cardona**) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 5145.3 - Nondiscrimination/Harassment to keep material related to discrimination, including sex discrimination, together. In addition, policy updated to add general statement related to the prohibition of discrimination on the basis of sex and compliance with Title IX, which was moved from the accompanying administrative regulation.

Administrative Regulation 5145.7 - Sexual Harassment

Regulation updated to reflect **NEW COURT DECISION** (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of

Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, regulation updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 5145.3 - Nondiscrimination/Harassment to keep material related to discrimination, including sex discrimination, together. In addition, regulation updated to delete general statement related to the prohibition of discrimination on the basis of sex and compliance with Title IX, which was moved to the accompanying Board policy. Regulation also updated to reflect NEW LAW (SB 1137, 2024) which provides that prohibited discrimination or harassment includes discrimination or harassment not just because of one protected class under state law, but also because of the combination of two or more protected bases. Additionally, regulation updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for sexual harassment in district programs and activities. In addition, regulation updated to delete examples of actions that may constitute sexual harassment as it is nuanced regarding when the action(s) amount to sexual harassment. Regulation also updated to delete section "Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students," as this section was moved to Administrative Regulation 5145.3 - Nondiscrimination/Harassment and amended.

Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures

Regulation updated to reflect **NEW COURT DECISION** (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. Additionally, regulation updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, as the Title IX regulations as they existed prior to August 1, 2024 only require complaints alleging sexual harassment to follow the Title IX grievance procedures. In addition, regulation updated to clarify that when a student is a respondent and is removed from school on an emergency basis, the removal may not constitute discipline for other purposes. In addition, regulation updated to require that records of insurance which evidence the district's coverage for acts of sexual assault be maintained indefinitely.

Exhibit(1) 5145.71 - Title IX Sexual Harassment Complaint Procedures

Exhibit updated to reflect **NEW COURT DECISION** (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and revise the notification requirements accordingly.

Board Policy 5146 - Married/Pregnant/Parenting Students

Policy updated to reflect NEW COURT DECISION (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and NEW GUIDANCE from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to identify rights and privileges of a student under 18 years of age who enters into a valid marriage. In addition, policy updated to clarify the period of time of parental leave, and that failure to notify the district of the student's intent to take parental leave does not abridge a student's rights in this regard.

Board Policy 6142.91 - Reading/Language Arts Instruction

Policy updated to add to the philosophical statement "listening, speaking, and composition" as effective communication skills. Additionally, policy updated to clarify that the Governing Board adopt instructional materials that meet or exceed the Common Core State Standards. In addition, policy updated to add new section "Screening for Risk of Reading Difficulties" that provides for required (1) Board adoption of screening instruments to assess students in grades kindergarten-2 for risk of reading difficulties and (2) annual assessment each student in grades kindergarten-2 for risk of reading difficulties, unless exempted. Policy also updated to add requirement for (1) the provision of specified information to parents/guardians of students eligible for screening for risk of reading difficulties, and (2) that employees administering screening instruments for risk of reading difficulties be appropriately trained to administer the instrument.

Policy updated to reflect NEW LAW (AB 3074, 2024) which (1) prohibits public schools, except public schools operated by an Indian tribe or a tribal organization, from using the term "Redskins" as a school or athletic team name, mascot, or nickname, (2) beginning July 1, 2026, prohibits public schools, other than those operated by an Indian tribe or a tribal organization, from using any derogatory Native American term for school or athletic team names, mascots, or nicknames without the written consent of a local federally recognized Indian tribe, (3) requires any district school using or in which any such derogatory term is being used, to complete the implementation of a new school or athletic team name, mascot, or nickname before the start of the 2028-2029 school year, and (4) provides if a school selects a new school or athletic team name due to this prohibition, then any purchases or replacements of materials or fixtures due required by the implementation of the new name be completed before the start of the 2028-2029 school year. Additionally, policy updated to require that the district post on its website the California Department of Education's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form. In addition, policy updated to state that student athletes, coaches, parents/guardians, spectators, and others are required to teach, enforce, advocate, and abide by the applicable Code of Conduct adopted by the California Interscholastic Federation (CIF). Policy also updated to require the written emergency action plan to include the location of emergency medical equipment, procedures to be followed in the event of concussion and heat illness, and a description of the manner and frequency at which the procedures to be followed in the event of medical emergencies will be rehearsed, pursuant to coaches training requirements as specified in law. Additionally, policy updated to include that that coaches and/or athletic trainers comply with any training required by law and in accordance with the accompanying administrative regulation and Administrative Regulation 4127/4227/4327 - Temporary Athletic Team Coaches.

Administrative Regulation 6145.2 - Athletic Competition

Regulation updated to clarify that the Superintendent or designee (1) provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and the appropriate response to, concussions and sudden cardiac arrest, and (2) acquire at least one automated external defibrillator (AED) for each district school that participates in any interscholastic athletic program. Additionally, regulation updated to reflect **NEW LAW (AB 3262, 2024)** which requires students to be notified of the location of any AED, and to clarify that notice provided to students and their parents/guardians related to the filing a discrimination complaint that arises out of an interscholastic athletic activity include the name of the district's Compliance Officer, in addition to the district's Title IX Coordinator.

Administrative Regulation 6159.4 - Behavioral Interventions for Special Education Students

Regulation updated to reflect the requirement for the district's data on the use of seclusion and behavioral restraint to be reported on the district's website and submitted to the California Department of Education, and **NEW LAW (SB 483, 2024)** which prohibits the use of prone restraint and prone containment.

Board Bylaw 9011 - Disclosure of Confidential/Privileged Information

Bylaw updated to expand and clarify definition of confidential information to include (1) information acquired by being present in a closed session that is specifically related to the basis for the Governing Board to meet lawfully in closed session, (2) information acquired in anticipation of a closed session, or as follow-up to a closed session, that is specifically related to the basis for the Board to meet lawfully in closed session, (3) information contained in communications provided to Board members from the district's attorney, and (4) information deemed confidential by the Board. Additionally, bylaw updated to clarify that confidential information does not include information that is already publicly disclosed, provided that the initial disclosure did not violate law or Board bylaws or policies. In addition, bylaw updated to expand material related to (1) a Board member willfully and knowingly using or disclosing for pecuniary gain information acquired in the course of the Board member's official duties, and (2) actions the Board may pursue if a Board member threatens to disclose or discloses confidential information. Bylaw also updated to remove reference to employees, which are governed by Board Policy 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information.

Supporting Documents



June 2025 Guidesheet

BIGGS UNIFIED SCHOOL DISTRICT

June 25, 2025

Item Number:	13 D
Presenter:	Tracey McPeters
Attachments:	Next Gen Math Proposal
Item Type:	[] Consent Agenda [X] Action [] Report [] Work Session [] Other

Background/Comments:

This is a math intervention supplement in grades 3-8 for BES and RCA. We used it last year and would like to renew again this year. It helps students with math standards and prepare for state testing.

Fiscal Impact:

Learning Recovery Block Grant Fund

Recommendation:

The Administration recommends that the Board approve Next Generation Math as presented.

NextGenMath, LLC

11278 Los Alamitos Blvd #733 Los Alamitos, CA 90720 +13109184804 melissa@nextgenmath.com www.nextgenmath.com



Quote

ADDRESS

Biggs Unified School District 300 B St. Biggs Biggs, CA 95917 QUOTE # 24-2118

DATE 02/20/2025

EXPIRATION DATE 07/31/2025

SUBSCRIPTION END DATE

6/30/2026

DATE	PRODUCT	DESCRIPTION	QUANTITY	RATE	AMOUNT
	NextGenMath.com Subscription	NextGenMath.com subscription includes instructional video library, blended learning groups,individualized learning pathways and assignable procedural fluency with progress monitoring and analytics. (Per Student Rate) 2025/26 Academic Year Grades 3-8 Only	216	18.00	3,888.00
	NextGenMath.com Subscription	Progression Playlist Feature	216	3.00	648.00
	NextGenMath.com Discount	Continuous Subscriber Discount	216	-2.00	-432.00
	Account activation and maintenance	Account Activation and Maintenance Per School	1	240.00	240.00
	NextGenMath.com New Features	NextGenMath.com New Features for Teacher Success (90 minute Training)	1	950.00	950.00
	NextGenMath.com Implementation Menu	PD Topic of Choice from NextGenMath.com Implementation Menu (90 minute Training)	1	950.00	950.00

I erms:

All students, teachers, staff, administrators and other associated members of this school or school district named in the quote to address above will have complete access to all of Next Gen Math's interactive and printable educational material. This site cannot be shared with other non-subscribing users. All material is copyrighted and can only be used by the users described above and cannot be redistributed for use by other non-subscribing schools or districts.

Thank you!

SUBTOTAL	6,244.00
TAX	0.00
TOTAL	\$6,244,00

Accepted By Accepted Date

BIGGS UNIFIED SCHOOL DISTRICT

August 13, 2025

Item Number: 13 E.

Presenter: Tracey McPeters

Attachments: Academic Vocabulary Toolkit

Item Type: [] Consent Agenda [X] Action [] Report [] Work Session [] Other

Background/Comments:

This is a supplemental curriculum that helps students with academic vocabulary. It improves reading, speaking, and writing skills and is will impact ELD and all students in the middle school. We can use learning recovery block grant funding for this program. We used it last year for the middle school ELD students.

Fiscal Impact:

Learning Recovery Block Grant Fund

Recommendation:

The Administration recommends that the Board approve quote from Cengage Learning as presented.



Cengage Learning

ATTN: Order Fulfillment 10650 Toebben Drive Independence, KY 41051 (888)-915-3276

Created Date

4/29/2025

Expiration Date

8/31/2025

Quote Number

00066334

Prepared By:

Zakery Gierke

zakery.gierke@cengage.com

Presented To: Tracey McPeters

riddoy ividi eleid

tmcpeters@biggs.org

Bill To:

BIGGS UNIFIED SCHOOL DISTRICT

Ship To:

BIGGS UNIFIED SCHOOL DISTRICT

300 B ST

BIGGS, California 95917

United States

Product	ISBN	Quantity	Sales Price	Total Price
Academic Vocabulary Toolkit Grade 6: Student Text	9781305661929	40.00	USD 40.75	USD 1,630.00
Academic Vocabulary Toolkit Grade 7 Student Edition	9781337296212	42.00	USD 40.75	USD 1,711.50
Academic Vocabulary Toolkit Grade 7: Teacher's Guide	9781337552042	1.00	USD 116.75	USD 116.75
Academic Vocabulary Toolkit Grade 8 Student Edition	9781337296229	47.00	USD 40.75	USD 1,915.25
Academic Vocabulary Toolkit Grade 8: Teacher's Guide	9781337552059	2.00	USD 116.75	USD 233.50
	Subtotal	USD 5,607.00)	
	Total Price	USD 5,607.00)	
	Shipping and Handling	USD 560.70		
	Grand Total	USD 6,167.70)	
	Total Savings	USD 0.00		

Accept Quote

Order Creation Link https://cengageorg.my.site.com/Service/s/k12-order?orderId=00066334

Terms & Conditions

This quote shall be deemed accepted by Customer upon Cengage receiving (i) any written confirmation indicating acceptance, or (ii) a Customer purchase order. Any terms or conditions contained in any written confirmation or Customer purchase order will have no force and effect and will not amend or modify this quote. Once confirmed, an invoice will be sent on the start date of Customer purchase.

Notwithstanding anything in the Terms (defined below), invoices are due and payable within thirty (30) days from receipt of the applicable invoice. This quote shall be governed by the terms and conditions for Products and/or Offerings found at https://cengage.widen.net/s/glsqhrqfbt/ngl-online-sales-terms----jan-2025 (the "Terms"), except (i) where Customer has a written sales agreement executed by Cengage for the Products and/or Offerings referenced herein, in which case such written sales agreement will govern, or (ii) as otherwise set forth herein.

If Customer wishes to negotiate terms, please reach out to Cengage to obtain the proper agreement. All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage.

Additional Information

Comments



Cengage Learning ATTN: Order Fulfillment 10650 Toebben Drive Independence, KY 41051 (888)-915-3276

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BIGGS UNIFIED SCHOOL DISTRICT

August 13, 2025

Item Number: 13 F

Item Title: BHS Marquee Signs

Presenter: Doug Kaelin

Attachments: Golden Rule Quote # 36391

Item Type: [] Consent Agenda [X] Action [] Report [] Work Session [] Other

Background/Comments:

To replace the marquee signage located at Biggs High School. Since the last quarter of Fiscal Year 2024/25, signage has not been working. The Golden Rule Signs are the cheapest among other companies.

Fiscal Impact:

A total amount of \$32,536.75 will be taken from General unrestricted funds.

Recommendation:

The Administration recommends that the Board approve the Golden Rule Signs proposal as presented. We will work with the Educational Foundation, provided they are willing to cover 50% of the total costs.



1083 Brooks Industrial Shelbyville KY 40065

Consultant Kody Sutton 1-800-732-9886

kody@goldenrulesigns.com

Quote Date #36391

02-06-2025

Client

Doug Kaelin

Biggs Unified School District

3046 2nd St. Biggs CA 95917

Great Signs. Great Service. Great Prices.

L.E.D. Message Unit (Impact G3 Series)

Color
Pitch
Matrix
Dimensions
Max # of Lines
Max letter per line
Configuration

RGB -2 Billion Colors 10mm

150 x 360

5' -0" x 12' -0"" (Height x Length)

21 60

Single Face - without backwrap

Communication Capabilities

Certifications

Cellular Modem - Lifetime Data Text, Pictures, Graphics, Video Animations, Time & Temperature





Identification/Logo Cabinet & Support Structure (Full Depth Cabinet)

Cabinet Size Pedestal Size Additional Pole Height

Structure

Not required Not required 0"

Cantilever Angle Mount (4) #2

Your sign cabinet will be internally lit and controlled by a day/night sensor. It contains translucent faces which display digitally printed lettering/art (name of organization/mascot etc.) which will be approved prior to manufacturing.

Electrical Requirements

120v 240v Typical Amps 6.31 3.23 Max Amps 18.02 9.24 Our sign system can be manufactured for 110v-120v or 220v-240v service. Our Project Management Team will confirm your choice at the time of order and answer any questions you may have on grounding requirements.

Alternate Resolution Options

Pitch: 6mm Matrix: 250 x 600 Total: \$ 34,116.61

If choosing an alternate resolution option, Please circle your selection & Initial

Additional Items (included in total)

Price

Installation, Delivery & Warranty

Installation
Site Survey
Existing Sign
Delivery
Warranty

Self Install/Client Install
Client Providing Measurements
Not Applicable
Included - LTL2.5
Limited Lifetime Warranty

Total
50% Deposit:
50% Prior to Shipping:

\$ 30,057.04 \$ 15,028.52 \$ 15,028.52

To begin the purchase process please sign and fax to 502-416-0544 or scan and e-mail to your Project Consultant.

Signature:

Date:

Applicable sales tax will be added to your invoice - exempt organizations must provide certificate. Manufacturing lead time is 4-10 weeks depending on scope of work - confirm with your Project Manager. Engineering, permit acquisition, and running electric are not included unless specifically stated in this quote. This quote is valid for 90 days.

Proposed Scope of Work-Biggs High School

Term: August 12, 2025 - May 30, 2026

Mike Wofchuck will teach the fundamentals of playing percussion instruments and familiarize students grades 9-12 with Afro Brazilian Samba music. Students will learn the history, rhythms, and instruments of the unique Samba genre through regular hands-on activities. It is understood that a preference of Biggs Unified School District is the formation of a high school Samaba band. Wofchuck will assess student ability and make feasibility recommendations as the school year progresses.

Wofchuck will meet with students for approximately 1 hour on a weekly basis. Classes will begin the week of August 12 and will occur on Tuesdays, Thursdays, or Fridays at 10:00-11:00 a.m. or 12:00-1:00 p.m. to be determined. (Wofchuck's preferred schedule is Tuesdays 10:00-11:00 a.m. or Thursdays 10:00-11:00 a.m. or 12:00-1:00 p.m.) In addition, Wofchuck will provide support for periodic student performances throughout the school year.

Wofchuck will provide 15 Samaba drums for use by students during each class. Biggs Unified School District will provide the items listed below that will be required for each class. Wofchuck is readily available to facilitate and guide purchase of these items.

- 20 pairs of mallets
- 3 bells
- 6 Brazilian bass drums
- 6 bass drum stands

Fee for Services

Wofchuck's services will consist of teaching 18 classes during fall semester and 18 classes during spring semester with additional support for periodic student performances. Biggs Unified School District agrees to pay for services upon receipt of Wofchuk's first invoice not to exceed 10,000 which he will submit on December 30,2025 and Wofchuck's second invoice not to exceed to \$10,000 which he will submit on May 30, 2026. The fee for this service is based on a rate of \$500 \$450 per hour of instruction. Invoices will reflect hours worked over the period.

Biggs Unified School District

300 B STREET, BIGGS, CALIFORNIA 95917 (530)868-1281

Doug Kaelin Superintendent

CONSULTANT AGREEMENT

This agreement is entered into as of this <u>13th</u> day of **August**, **2025**, by and between the Biggs Unified School District, hereinafter referred to as "District", and <u>Michael Irwin</u> **Wolfchuck**, hereinafter referred to as "Consultant".

		hereinafter referred to as "Co	nsultant".		
1.	. Purpose				
	A.	for a school district to contra special services and advice if	ment Code Section 53060 provides authority ct with any person for the furnishing of such persons are specially trained, to perform the special services required;		
	В.	Whereas, the Consultant is s	pecially trained and experienced in the area of Music for the 7 th Grade		
	C.	Whereas the District recogni			
II.		therefore, the Parties agree a Name, address, and phone # Michael Irwin Wolfchuck_ 1725 Dayton Road, Chico, C	e of consultant:		
		1723 Dayton Roau, Cinco, C	530-566-1071		
		Social Security # OR	Phone Number		
		Company ID #			
	В.	Types of Services to be provi	ided:		
		Assembly (topic) Staff Development (X Other _ <u>Samba Dru</u>	topic)		
	C.	Term: The Consultant shall Or from <u>September</u>	provide services at <u>Biggs High School</u> through <u>May, 2026</u> .		
	D.	5	eimburse the Consultant at a rate that e cost to the District and reimbursement to the		

- D. Payment. The District shall reimburse the Consultant at a rate that includes travel expenses. The cost to the District and reimbursement to the Consultant pursuant to this agreement shall not exceed \$8,100. Payment shall be made upon receipt of an invoice from the Consultant detailing the service rendered and/or costs incurred if payment includes materials, lodging, or mileage.
- **E.** Special provisions or assistance needed for the Consultant to perform services. **A Middle School P.E. Teacher must be present.**

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III. Conditions:

- A. Assignment and Transfer: Consultant shall not assign or transfer this agreement or any interest therein to any other party without first having obtained the written consent of the District. The Consultant shall personally perform all services required hereunder, unless written permission otherwise is obtained from the District.
- B. Sensitive Issues: Consultant will, in the performance of this contract, refrain from actions or remarks pertaining to race, religion, gender, or use of profanity, which would reflect negatively upon individuals or groups or be offensive to others.
- C. Independent Contractor: At all times, according to the terms of this agreement, the Consultant shall be an independent contractor and shall not be an employee of the District. The District shall have the right to control the Consultant insofar as the results of the Consultant's services rendered pursuant to this agreement. The consultant is specifically responsible for obtaining workers' compensation insurance, at his/her option, and the District is not responsible for providing such coverage.
- D. Hold Harmless: Consultant shall save and hold harmless, defend, and indemnify the District from any liability and expense on account of any suits, verdicts, judgments, costs, or claims of any nature arising out of or in any way connected with Consultant's activities upon District property.
- E. Applicable Law: This agreement is subject to all applicable laws of the State of California, all of which are part of the terms and conditions of this agreement as set forth herein.
- F. Entire Agreement: This agreement is the complete and entire agreement between the parties, and no other oral contracts exist between the parties. No alterations or amendments in this agreement shall be made except in writing and signed by the District and the Consultant.
- G. Discontinue Contract: Either party may discontinue this contract with thirty (30) days' notice, provided that funding is eliminated or reduced by federal, state, or grant cuts.

Doug Kaelin. Superintendent Biggs Unified School District	Date
Consultant	Date
For District/S	School Use Only
District/School: Biggs High School	
Principal's Signature:	
Funding: AMS Resource 6762	
Chief Business Officer:	
Purchase Order:	
Date Board Approved:	

Biggs Unified School District

300 B STREET, BIGGS, CALIFORNIA 95917 (530)868-1281

Doug Kaelin Superintendent

CONSULTANT AGREEMENT

This agreement is entered into as of this <u>13th</u> day of **August**, **2025**, by and between the Biggs Unified School District, hereinafter referred to as "District", and <u>Michael Irwin</u> **Wolfchuck**, hereinafter referred to as "Consultant".

olfo	huck, l	hereinafter referred to as "Consultant".				
I.	Purpo	ose				
	A.	Whereas, California Government Code Section 53060 provides authority for a school district to contract with any person for the furnishing of special services and advice if such persons are specially trained, experienced, and competent to perform the special services required;	y			
	В.	Whereas, the Consultant is specially trained and experienced in the area Afro Brazilian Samba Music for Grades 9-12	a of			
	C.	Whereas the District recognizes the need.	_			
II.	Now.	therefore, the Parties agree as follows:				
		Name, address, and phone # of consultant:				
		Michael Irwin Wolfchuck				
		1725 Dayton Road, Chico, CA 95928				
		530-566-1071				
		Social Security # OR Phone Number				
		Company ID #				
	В.	Types of Services to be provided:				
		Assembly (topic)				
		Staff Development (topic)				
		X Other Samba Drums Music				
	C.	Term: The Consultant shall provide services at <u>Biggs High School</u>				
	D.	Payment. The District shall reimburse the Consultant at a rate that includes travel expenses. The cost to the District and reimbursement to Consultant pursuant to this agreement shall not exceed \$16.200 . Payment				

- D. Payment. The District shall reimburse the Consultant at a rate that includes travel expenses. The cost to the District and reimbursement to the Consultant pursuant to this agreement shall not exceed \$16,200. Payment shall be made upon receipt of an invoice from the Consultant detailing the service rendered and/or costs incurred if payment includes materials, lodging, or mileage.
- **E.** Special provisions or assistance needed for the Consultant to perform services. **A High School Art Teacher must be present.**

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III. Conditions:

- A. Assignment and Transfer: Consultant shall not assign or transfer this agreement or any interest therein to any other party without first having obtained the written consent of the District. The Consultant shall personally perform all services required hereunder, unless written permission otherwise is obtained from the District.
- B. Sensitive Issues: Consultant will, in the performance of this contract, refrain from actions or remarks pertaining to race, religion, gender, or use of profanity, which would reflect negatively upon individuals or groups or be offensive to others.
- C. Independent Contractor: At all times, according to the terms of this agreement, the Consultant shall be an independent contractor and shall not be an employee of the District. The District shall have the right to control the Consultant insofar as the results of the Consultant's services rendered pursuant to this agreement. The consultant is specifically responsible for obtaining workers' compensation insurance, at his/her option, and the District is not responsible for providing such coverage.
- D. Hold Harmless: Consultant shall save and hold harmless, defend, and indemnify the District from any liability and expense on account of any suits, verdicts, judgments, costs, or claims of any nature arising out of or in any way connected with Consultant's activities upon District property.
- E. Applicable Law: This agreement is subject to all applicable laws of the State of California, all of which are part of the terms and conditions of this agreement as set forth herein.
- F. Entire Agreement: This agreement is the complete and entire agreement between the parties, and no other oral contracts exist between the parties. No alterations or amendments in this agreement shall be made except in writing and signed by the District and the Consultant.
- G. Discontinue Contract: Either party may discontinue this contract with thirty (30) days' notice, provided that funding is eliminated or reduced by federal, state, or grant cuts.

Doug Kaelin. Superintendent Biggs Unified School District	Date
Consultant	Date
For District/S	School Use Only
District/School: Biggs High School	
Principal's Signature:	
Funding: AMS Resource 6762	
Chief Business Officer:	
Purchase Order:	
Date Board Approved:	

BIGGS UNIFIED SCHOOL DISTRICT

August 13, 2025

Item Number: 13 H

Item Title: Renewal Service Agreement with San Joaquin COE

Presenter: Analyn Dyer

Attachments: Service Agreement

Item Type: [] Consent Agenda [X] Action [] Report [] Work Session [] Other

Background/Comments:

The San Joaquin County Office of Education services helped the district maximize its reimbursement with the Department of Health Care Services—LEA Billing Options Claiming Services.

The Medi-Cal Billing revenues help the district offset the costs incurred by the Speech/Language Pathologists and other related Special Education expenses.

Fiscal Impact:

An estimated \$3,500 in total services for FY 25/26 will be taken from funding source 9013-Medi-Cal Billing. An increase of \$500 from FY24/25 spending.

SY 24/25 DHCS Claims	Biggs USD Revenues	Biggs USD Payments to SJCOE
\$30,653	\$27,516	\$ 3,137

Recommendation:

The Administration recommends that the Board approve the presented San Joaquin County Office of Education renewal service agreement.



P.O. Box 213030 Stockton, CA 95213-9030 (209) 468-4800 www.sjcoe.org

SAN JOAQUIN COUNTY OFFICE OF EDUCATION SEIS BILLING SERVICES AGREEMENT

This Agreement made and entered this <u>July 1, 2025</u> between **Biggs Unified School District**, a **public agency of the State of California** hereinafter referred to as "CLIENT", having an address at 300 B Street, Biggs, California 95917 and **San Joaquin County Office of Education**, a California County Office of Education, hereinafter referred to as "SJCOE" having an address at 2922 Transworld Drive, Stockton, California 95206.

The parties hereto agree that **SJCOE** shall be considered a "Business Associate," and **CLIENT** shall be considered a "Covered Entity" as such terms are defined under the Privacy, Security, Breach Notification and Enforcement Regulations promulgated under the Health Insurance Portability and Accountability Act of 1996, as set forth in the Code of Federal Regulations ("CFR") at Title 45, Parts 160 and 164, as may be amended (collectively, "HIPAA").

The parties hereto agree that **SJCOE** will provide the Local Education Agency (LEA claiming services outlined in the California State Plan under Title XIX of the Social Security Act. If CLIENT enters into subcontract agreements with other organizations for the purpose of incorporating their claiming with that of **CLIENT**, all terms and conditions of this Agreement will be binding for **CLIENT** and **CLIENT** shall hold **SJCOE** harmless from claims by its subcontracting organizations. **CLIENT** shall inform **SJCOE** within fourteen (14) days after **CLIENT** has entered into or terminated a contract with another organization.

1. COMMENCEMENT, DURATION, EVERGREEN CLAUSE AND TERMINATION OF SERVICES

This Agreement shall be effective for twelve (12) consecutive months commencing on <u>July 1, 2025</u> (Effective Date), for preparing LEA billing claims for CLIENT. Claims will be submitted on a monthly basis for such claims **SJCOE** receives from **CLIENT**.

This Agreement shall automatically renew for additional periods of twelve (12) months each year unless one party has provided written notice of cancellation to the other party not less than ninety (90) days prior to the renewal date.

CLIENT may terminate this Agreement, with or without cause, upon ninety (90) days written notice to SJCOE, provided that CLIENT agrees to pay SJCOE all fees for services provided by SJCOE through the date of termination.

The obligations of **SJCOE** to protect the confidentiality of the PHI (as defined hereinafter) in its possession and/or known to it, its employees, agents or subcontractors, shall survive termination of this agreement for any reason. In addition, at the termination of this Agreement for any reason, **SJCOE** shall return, destroy, or de-identify all PHI received from, created, maintained, or received by **SJCOE** on behalf of **CLIENT**. If de-identification or destruction of all or part of the PHI is not commercially feasible, **SJCOE** shall extend the protections of this Agreement for as long as necessary to protect the PHI

and to limit further access, use or disclosure of the PHI to those purposes that make the return or destruction of the PHI infeasible. If **SJCOE** elects to destroy the PHI it shall certify to **CLIENT** in writing that the PHI has been destroyed. Destruction of PHI must be in accordance with industry standards and processes for ensuring that reconstruction, reuse and/or re-disclosure of PHI is prevented after destruction, with the exact method of destruction dependent on the media in which the PHI is contained. To the extent applicable, **SJCOE** shall ensure any such destruction is consistent with state and/or federal record retention laws or regulations.

2. SEIS BILLING INPUT DATA

CLIENT shall be responsible for the input of all electronic entries into the Special Education Information System (SEIS), (IEP & Non-IEP) Billing, including electronic entries for the LEA Medi-Cal Billing Option Program and Multi-Payer Fee Schedule under the Children and Youth Behavioral Health Initiative (CYBHI), which SJCOE will process claims. Accurate, complete, and correct data necessary for SJCOE to perform its services hereunder shall be the sole responsibility of **CLIENT**. **SJCOE** will however make every reasonable effort to verify the completeness and accuracy of information underlying the claims it submits on the CLIENT's behalf. **SJCOE** shall not be responsible for any delays or failure to prepare a claim because of incomplete, inaccurate, or incorrect data provided by CLIENT. Any errors, mistakes or liability in connection with the failure of **CLIENT** to electronically enter such data, shall be the sole responsibility of **CLIENT** and every reasonable effort shall be made to correct such data by CLIENT. CLIENT shall notify SJCOE of any incorrect data and in the event **CLIENT** requests **SJCOE** to complete the necessary Claim Inquiry Form (CIF) to retract and resubmit such claims SJCOE will charge CLIENT a processing fee of Forty-Five Dollars (\$45.00) per hour. Claim Submission for the LEA BOP must be received by the Department of Health Care Services (DHCS) Fiscal Intermediary (FI) by the Twelve-Month Billing Limit; within twelve (12) months following the month in which services were delivered. As such, for the LEA BOP, SJCOE must receive claims by or within twelve months of the service being rendered. For the Multi-Payer Fee Schedule, SJCOE must receive claims by or within one hundred (100) days after a service is rendered. Please note: claims submitted after the required time may become non-reimbursable or reimbursed at a significantly less amount. SJCOE will make every reasonable effort to submit each billing claim within forty-five (45) days of the claim input by CLIENT. SJCOE will also make every reasonable effort to bill any necessary retroactive claims in order to minimize revenue lost due to Department of Health Care Services one (1) year billing limit or the one hundred eighty (180) day billing limit established by the Third-Party Administrator for services billed under the Multi-Payer Fee Schedule. CLIENT acknowledges that in the event either entity denies reimbursement of a claim, such denials are common and SJCOE will randomly monitor these denials and make every attempt to re-bill for reconsideration of reimbursement.

3. COST AND REIMBURSEMENT COMPARISON SCHEDULE SERVICES

The Cost and Reimbursement Comparison Schedule (CRCS) is a mandatory requirement for participation in the LEA Medi-Cal Billing Option Program (LEA Program). The LEA Program requires that LEAs annually certify that the public funds expended for LEA

services provided are eligible for federal financial participation, in accordance with 42 CFR 433.51. **CLIENT** ensures that only employees and/or contractors providing direct health services (mental health, speech, nursing, occupational, physical therapy, etc.) whom are listed on the Time Study Participant (TSP) cost pool 1 in a given quarter, may be included on the CRCS for that quarter. SJCOE will prepare the required bridging document template required by DHCS to include the eligible participants per quarter and provide to **CLIENT** for fiscal data completion. Upon receiving the fiscal information from **CLIENT**, **SJCOE** will prepare the CRCS report on behalf of **CLIENT**. **CLIENT** will certify the CRCS for accuracy prior to SJCOE's submission to DHCS. The submission of the CRCS is ultimately the responsibility of the CLIENT. Under DHCS' guidelines, failure to submit the CRCS may put the LEA at risk of future withholds of reimbursement and/or termination in the LEA BOP Program. If CLIENT participates in both the LEA Medi-Cal Billing Option Program (LEA BOP) and the CYBHI Multi-Payer Fee Schedule and chooses to use a different vendor for CYBHI billing services, CLIENT or its selected vendor shall be responsible for entering practitioner information required for CYBHI program participation.

4. **OPERATING PROCEDURES**

SJCOE shall be responsible for the processing of all claims for services rendered by **CLIENT** and its employees, which have been electronically submitted to **SJCOE** for processing. SJCOE will obtain and store pupil's Medi-Cal beneficiary eligibility in accordance with a signed, Agreement for Disclosure and Use of DHCS Data (hereinafter "Data Use Agreement" or "DUA") between the **CLIENT**, **SJCOE** and DHCS/Third-Party Administrator and hereby incorporated by reference.

SJCOE agrees to:

- a. Provide training and forms required by **CLIENT** staff for the preparation of data required for the submission of the claims for interim reimbursement.
- b. Maintain knowledge of current billing procedures, rules, and laws for California's Medi-Cal LEA Billing Option claiming program, CYBHI Multi-Payer Fee Schedule, School-Based Medi-Cal Administrative Activities and the Random Moment Time Survey Process. Maintain knowledge of the Centers of Medicare and Medicaid Services (CMS) guidelines as they pertain to the provision of services under this Agreement.
- c. Establish and maintain procedures for the timely preparation of claims to the DHCS Fiscal Intermediary/Third-Party Administrator. This includes setting time schedules that must be adhered to by **CLIENT's** staff.
- d. Provide monthly management reports to **CLIENT** as support for the claims submitted to Medi-Cal DHCS/Third-Party Administrator. Prepare and submit

- monthly claims to the DHCS Fiscal Intermediary/Third-Party Administrator for payment.
- e. **SJCOE** will provide technical assistance to **CLIENT** with gathering and maintaining data required for claiming. **SJCOE** will provide program support to **CLIENT** and will direct other resources to **CLIENT** as required. **SJCOE** will coordinate training support activities with the **CLIENT** either virtually or on-site as needed.
- f. The Department of Health Care Services Audits and Investigations unit (A&I) conducts multiple audits ranging from random claims audits, CRCS audits (most common) to field audits. In the event of any of these audits, SJCOE will act as the liaison between the CLIENT and the auditor via email, phone, and virtual meetings to support the CLIENT in the audit process. Upon receiving an audit entrance letter from the DHCS, SJCOE will provide in a timely manner to the CLIENT the requested documentation to include production logs showing all processed claims for the audit year. Potential fees owed by, or returned, to the district will be based upon the specific final audit findings and circumstances.

CLIENT agrees to:

- a. Ensure that all covered services are furnished by qualified practitioners acting within their scope of practice, in accordance with CCR Title 22; Business and Professions Code, Division 2, Sections 500 through 4998; and Education Code Section 44000. CLIENT will ensure that all qualified practitioners' licensure and credentials are current and in good standing with the respective licensing agent. CLIENT will notify SJCOE in writing of any changes in staffing both of employed and contracted practitioners.
- b. As of July 1, 2021 in order to be eligible to receive interim reimbursement under the LEA Medi-Cal Billing Option Program, CLIENT shall follow all guidelines set forth by CMS and DHCS in participation and cooperation in School-Based Medi-Cal Administrative Activities (SMAA) Random Moment Time Study (RMTS) unless otherwise acting as a model 2 SJCOE contracting out for ALL direct health service practitioners. CLIENT agrees to ensure that claims and costs are necessary for the proper and efficient administration of LEA billing services. CLIENT agrees to ensure that individuals submitting claims for LEA Medi-Cal Billing Option Program are also included on the quarterly SMAA Cost Pool as a direct service provider (Cost Pool 1) and participates in the SMAA program in accordance with DHCS and CMS guidelines.
- c. **SJCOE** recommends **CLIENT** implement a compliance plan in accordance with the Centers for Medicaid Services (CMS) and the Affordable Care Act. The Compliance plan is intended to assist Local Education Agencies (LEA) in developing and implementing effective compliance programs that promote,

adherence to, and allow for, the efficient monitoring of compliance with all applicable statutory, regulatory and Medicaid program requirements. An effective compliance plan should both articulate and demonstrate the LEAs commitment to ethical and legal business conduct and create a culture of compliance Federal Register/Vol. 63, No. 243 /. CLIENT agrees to adhere to all Policy and Procedure letters (PPL) relating to the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities and Targeted Case Management. CLIENT agrees to share the SMAA Quarterly Time Survey Participant lists with SJCOE Compliance staff to ensure accurate billing claims.

- d. Provide a contact person(s) who shall serve as coordinator(s) for all **CLIENT** activities (LEA BOP/CYBHI Multi-Payer Fee Schedule and SMAA). These person(s) will work directly with **SJCOE's** management and support staff to ensure program compliance and authenticity.
- e. Arrange for **CLIENT** staff to attend training sessions related to the electronic data input of SEIS billing and form/documentation completion. **CLIENT** will assume the responsibility of overseeing the participation of electronic entries and/or paper forms submitted to **SJCOE**.
- f. In accordance with Title 42 of the Code of Federal Regulations (CFR), Sections 455.410 & 455.440, CLIENT agrees to include the National Provider Identifier (NPI) number of the Ordering Referring and Prescribing (ORP) practitioner on claims for treatment health care services. CLIENT also agrees that all practitioners who order, refer or prescribe treatment services must be individually enrolled as a Medi-Cal ORP provider.

The Parties Agree as follows pertaining to the electronic storage of PHI pursuant to this Agreement:

- a. **Use and Disclosure of PHI by CLIENT; Responsibilities.** For purposes of this Agreement the parties acknowledge that regulations applicable to this Agreement include both the federal privacy regulations, as amended from time to time, issued under HIPAA and codified at 45 CFR Parts 160 and 164 (Subparts A & E) (the "**Privacy Rule**") and the federal security regulations, as amended from time to time, issued under HIPAA and codified at 45 CFR Parts 160 and 164 (Subparts A & C) (the "**Security Rule**"). **CLIENT** shall not include Protected Health Information in any Services other than as permitted by this Agreement.
- i. CLIENT is responsible for implementing appropriate privacy and security safeguards to protect CLIENT's PHI in compliance with HIPAA and this Agreement. CLIENT acknowledges and agrees that CLIENT controls how the Covered Services are used and configured and is responsible for ensuring, where applicable, that such usage and configuration is in compliance with HIPAA, and that CLIENT shall Use and Disclose PHI only as permitted by HIPAA. Without limiting the generality of the foregoing, CLIENT shall do the following:

- 1. Not authorize, request or require SJCOE to Use or Disclose PHI in any manner that would violate HIPAA if the Use or Disclosure were carried out by **CLIENT**, except as permitted under HIPAA and set forth in this Agreement.
- 2. Not agree to any restriction requests or place any restrictions in any notice of privacy practices that would cause **SJCOE** or one of its Subcontractors to violate this Agreement or any applicable law.
- 3. Use and retain a level of audit logging sufficient to record all activity related to use of and access to PHI in **CLIENT's** information systems.
- 4. Ensure that the use of any notation feature in the services, which **CLIENT** agrees and acknowledges is under **CLIENT's** sole control, discretion and liability, is compliant with HIPAA
- b. Use and Disclosure of PHI by SJCOE; Responsibilities. SJCOE shall Use or Disclose PHI only in the manner and for the purposes set forth in this Agreement or in accordance with the Agreement and not in any other manner or for any other purposes. Without limiting the generality of the foregoing, CLIENT hereby authorizes SJCOE to do the following:
 - 1. Use and Disclose PHI as necessary to provide and maintain the HIPAA Covered Services, to prevent or address service or technical problems, and to perform **CLIENT** support services for **CLIENT**;
 - 2. Use and Disclose PHI as Required by Law; and
 - 3. Use and Disclose PHI as necessary for the proper management and administration of **SJCOE** and to carry out the legal responsibilities of **SJCOE**.
- c. **Protection of PHI.** In connection with its receipt, maintenance or transmission of PHI on behalf of **CLIENT**, **SJCOE** agrees to do the following:
 - 1. in accordance with 45 CFR § 164.502(e)(1), **SJCOE** may disclose PHI to Subcontractors and such Subcontractors shall have the rights to Use and Disclose PHI under the agreement between SJCOE and each Subcontractor, provided that SJCOE shall ensure that any Subcontractors that receive, maintain or transmit PHI on behalf of **SJCOE** agree to restrictions and conditions no less restrictive than those that apply to **SJCOE** in this Agreement with respect to such PHI;
 - 2. use appropriate administrative, technical and physical safeguards, and comply, where applicable, with the Security Rule with respect to any PHI that constitutes Electronic Protected Health Information, to prevent Use or Disclosure of PHI other than as provided for by this Agreement; and
 - 3. to the extent **SJCOE** carries out the **CLIENT's** obligations under the Privacy Rule, if applicable, comply with the requirements of the Privacy Rule that apply

to the **CLIENT** in the performance of those obligations; notwithstanding the foregoing, the parties acknowledge that, under the Agreement and this Agreement, unless otherwise agreed upon by the parties in writing, SJCOE has no obligations to carry out any of **CLIENT**'s obligations under the Privacy Rule.

i. Breach Notification.

- 5. SJCOE shall report to **CLIENT** any Use or Disclosure of PHI not provided for in this Agreement of which **SJCOE** becomes aware, including any Breach of Unsecured Protected Health Information in accordance with 45 CFR § 164.410. **SJCOE** shall provide to the **CLIENT** all information required by 45 CFR § 164.410(c) to the extent known and provide any additional available information reasonably requested by **CLIENT** for purposes of investigating the Breach as required by HIPAA. For purposes of this Agreement, "**Breach**" means the acquisition, access, Use or Disclosure of PHI in a manner not permitted by the Privacy Rule that compromises the security or privacy of the PHI as defined, and subject to the exclusions set forth, in 45 CFR § 164.402.
- 6. **SJCOE** shall be required to report to **CLIENT**, without unreasonable delay, only successful Security Incidents pertaining to PHI of which **SJCOE** becomes aware. **SJCOE** hereby provides **CLIENT** with notice in this Section 4(ii) of the ongoing existence and occurrence of attempted but unsuccessful Security Incidents, which include, but are not limited to, pings and other broadcast attacks on **SJCOE's** firewall, port scans, unsuccessful log-in attempts, denial of service attacks and any combination of the above, so long as such incidents do not result in unauthorized access, Use or Disclosure of PHI. The parties agree that no further notice of unsuccessful Security Incidents is required.
 - ii. Access by HHS. SJCOE shall make its internal practices, books and records relating to the Use and Disclosure of PHI available to the Secretary of the United States Department of Health and Human Services for purposes of determining CLIENT's compliance with HIPAA.
 - iii. Individual Access Requests. SJCOE shall forward to CLIENT any requests SJCOE receives from an Individual for access to the Individual's PHI that is entered in the HIPAA Covered Services by CLIENT to which CLIENT shall respond in accordance with the requirements of 45 CFR § 164.524. The parties agree that, by providing the HIPAA Covered Services, when properly configured by CLIENT to the extent required by the BAA Restrictions, SJCOE will make available to CLIENT all PHI then contained in the HIPAA Covered Services by CLIENT, including PHI about an Individual, to facilitate CLIENT's compliance with the requirements of 45 CFR § 164.524.
 - iv. **Non-Compliance.** If either party becomes aware that the other party has engaged in a pattern of activity or practice that constitutes a material

breach or violation of this Agreement, the non-breaching party may request in writing that the breaching party cure the breach or violation. If the breach or violation is not cured within 30 days of the written notice, the non-breaching party may terminate this Agreement and the Agreement.

5. FEE SCHEDULE

CLIENT shall pay **SJCOE** by the number of processing and administrative hours worked. In accordance with regulations 42 CFR §447.10 and 22 CCR § 51502.1, **SJCOE** will validate the number of hours worked on the project by assuming approximately twenty percent (20%) of the LEA Coordinator's time at Eighty-Four Dollars (\$84.00) per hour and eighty percent (80%) of the LEA Project Liaison's time at Fifty-One Dollars (\$51.00) per hour. For **CLIENT** convenience, this typically amounts in and around to twelve percent (12%) charged to the LEA, however a percentage charge is prohibited by Federal regulations.

SJCOE anticipates receiving periodic reports from Medi-Cal regarding which CLIENT'S claims, submitted by SJCOE, were paid by Medi-Cal. Based on such reports, SJCOE shall submit invoices to CLIENT, which shows the amount CLIENT must pay SJCOE for claims submitted by SJCOE and paid to CLIENT. CLIENT must remit payment to SJCOE for the claims paid, as reflected on SJCOE'S invoice to CLIENT, within sixty (60) days of the date of invoice. A Seventy-Five Dollar (\$75.00) late fee will be applied to each monthly invoice where SJCOE has not received payment within the ninety (90) days of the date of invoice.

6. OWNERSHIP OF PROGRAMS AND CONFIDENTIALITY OF DATA

All computer hardware, operating system software, application software, programs, documentation, specifications, tapes, instruction manuals and similar material utilized and/or developed by SJCOE in connection with its systems and all patents, trade secrets, copyrights, trademarks, and other intellectual property rights are, as between SJCOE and CLIENT, the sole and exclusive property of SJCOE. CLIENT agrees to make no unauthorized use of these materials and systems and to preserve these materials and maintain the confidentiality of any and all of these materials in its possession.

CLIENT will abide by all Recitals as set forth in **CLIENT's** (SEIS) Technology Agreement specific to AB 1584.

WHEREAS, SJCOE provides digital education software that is authorized to access, store and use Pupil Records and/or provides services, including cloud-based services, for the digital storage, management and/or retrieval of Pupil Records;

WHEREAS, CLIENT is a "local educational agency" under California Education Code Section 49073.1(3), which defines "local educational agency" as including "school districts, county offices of education, and charter schools;"

WHEREAS, SJCOE is a "third party" under California Education Code Section 49073.1(6), which defines "third party" as a **SJCOE** of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Pupil Records;

WHEREAS, California Education Code Section 49073.1 requires that any contract for the provision of services entered into between **SJCOE** and **CLIENT** contain provisions specified in sections (b)(1) through (b)(9) of California Education Code Section 49073.1;

WHEREAS, SJCOE and CLIENT desire to amend the terms of the Agreement to satisfy the requirements of California Education Code section 49073.1; and now therefore, SJCOE and CLIENT agree to the terms in compliance with California Education Code Section 49073.1:

- I. <u>Definitions:</u> As used herein the following terms are defined as follows:
 - a. "Adult Pupil" means a Pupil who has reached 18 years of age.
 - b. "De-identified Information" means information that cannot be used to identify an individual pupil.
 - c. "Parent" means a natural parent, an adopted parent or legal guardian of a Pupil.
 - d. "Pupil" or "Pupils" means a student or students of CLIENT.
 - e. "Personally Identifiable Information" includes: 1) the Pupil's name, 2) the name of the Pupil's parent or other family members, 3) the address of the Pupil or Pupil's family, 4) a personal identifier, such as a Pupil's social security number, Pupil's number, or biometric record, 5) other indirect identifiers, such as the Pupil's date of birth, place of birth, and mother's maiden name, 6) other information that, alone or in combination, is linked or linkable to a specific Pupil that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the Pupil with reasonable certainty, or 7) information requested by a person who the educational agency or institution reasonably believes knows the identity of the Pupil to whom the Pupil Record relates.
 - f. "Pupil Records" means both of the following: 1) any information directly related to a Pupil that is maintained by **SJCOE**, including Personally Identifiable Information, and 2) any information acquired directly from the Pupil through the use of instructional software or applications assigned to the Pupil by a teacher or other **CLIENT** employee. "Pupil Records" does not mean aggregated de-identified Information used by **SJCOE** for the following purposes: to improve educational products for adaptive learning purposes and for customizing Pupil learning; to demonstrate the

effectiveness of **SJCOE's** products in the marketing of those products; or for the development and improvement of educational sites, services, or applications.

- II. Ownership and Control of Client Data, Including Pupil Records. At all times during the term of this Agreement and after termination of this Agreement, all Pupil Records remain the exclusive property of CLIENT and CLIENT retains exclusive rights, ownership and control thereto.
- III. <u>Use of Pupil Records.</u> **SJCOE** shall not use any Pupil Records to which it has access by way of this Agreement for any purpose other than those required or specifically permitted by this Agreement.
- IV. Review and Correction of Pupil Records. A Parent or Adult Pupil may review his/her Pupil Records that are retained, stored, hosted, accessed or used by SJCOE by making a request in writing to CLIENT for access to the subject Subject to CLIENT verification of identity, approval of Pupil Records. disclosure and redaction of any Personally Identifiable Information of a Pupil other than the Pupil of the Parent or Adult Pupil, who is making the request, CLIENT will direct SJCOE to provide access to any/all requested Pupil Records within five (5) business days or as otherwise required by law, by issuing the Parent or Adult Pupil a temporary user name and password to log on to the **SJCOE's** software/information system to review the requested Pupil Records. This time frame may be extended by written consent of the Parent or Adult Pupil. A Parent or Adult Pupil may submit written corrections to Pupil Records retained, stored, hosted, accessed or used by SJCOE to CLIENT. CLIENT shall have exclusive authority over SJCOE with respect to authorizing disclosure of Pupil Records pursuant to this Agreement.
- V. A Parent or Adult Pupil may correct erroneous information identified upon review of Pupil Records by making a written request to CLIENT. Subject to CLIENT's verification of identity and approval of such a request to correct the erroneous information, CLIENT shall notify SJCOE of the approved request and direct SJCOE to correct the erroneous information. SJCOE will not make any modification to Pupil Records unless specifically directed to do so by CLIENT. SJCOE shall direct all requests to review and/or correct erroneous information to CLIENT.
- VI. <u>Targeted Advertising Prohibited.</u> **SJCOE** shall not use any **CLIENT** Data, including Pupil Records, to engage in targeted advertising during the term of this Agreement, and this provision survives the termination of this Agreement.
- VII. <u>Security and Confidentiality of Pupil Records.</u> **SJCOE** will do the following to ensure the security and confidentiality of Pupil Records:

- a. Designate an employee responsible for the training and compliance of all **SJCOE** employees, agents, and assigns on compliance with security and confidentiality provisions detailed in this Agreement.
- b. **SJCOE** will protect the confidentiality of Pupil Records and take all reasonably necessary measures consistent with industry standards to protect **CLIENT** Data from any and all unauthorized access and disclosures.
- c. **SJCOE** has designated an individual responsible for training **SJCOE** employees, agents and assigns on reasonable protection measures and the confidentiality of Pupil Records consistent with state and federal law.
- d. **SJCOE** shall not disclose Pupil Records, except as specified under the terms of this Agreement or as required by law.
- e. **SJCOE** shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all stored, managed, retained, accessed or used Pupil Records received from or on behalf of **CLIENT** and/or Pupils.
- f. **SJCOE** warrants that all confidentiality and security measures identified in this Agreement will be extended by contract to any and all subcontractors used by **SJCOE**, if any, to execute the terms of this Agreement.
- g. **SJCOE** warrants that all Pupil Records will be encrypted in transmission and storage.
- h. **SJCOE** will use appropriate and reliable storage media, which shall include weekly backup of all input provided by **CLIENT** and offsite storage of backup material for a thirty (30) day period.
- VIII. <u>Unauthorized Disclosure Notifications.</u> In the event of an unauthorized disclosure of Pupil Records, the following process will be followed:
 - a. Immediately upon becoming aware of a compromise of Pupil Records, or of circumstances that could have resulted in an unauthorized access to or disclosure of Pupil Records, CLIENT and SJCOE agree to notify the other Party, fully investigate the incident and fully cooperate with the other Party's investigation of the incident, implement remedial measures and respond in a timely manner.
 - b. Parent or Adult Pupil will be immediately notified of:
 - v. The nature of the unauthorized use or disclosure (e.g., security breach, nonconsensual re-disclosure, etc.);

- vi. The specific Pupil Records that were used or disclosed without authorization;
- vii. What **SJCOE** and **CLIENT** have done or will do to mitigate any effects of the unauthorized use or disclosure; and
- viii. What corrective action **SJCOE** and **CLIENT** have taken or will take to prevent future occurrences.

Except as otherwise required by law, **SJCOE** will not provide notice of the incident directly to the Parent or Adult Pupil whose Pupil Records were involved, regulatory agencies, or other entities, without prior written permission from **CLIENT**.

- IX. Compliance with Applicable Laws. CLIENT Data includes Pupil Records subject to the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g). SJCOE recognizes that as a county office of education and public entity, SJCOE is considered a "School Official" (as the term is used in FERPA and its implementing regulations) for any and all software, hosting and services provided to CLIENT through this Agreement. The Parties agree that the services provided to CLIENT through this Agreement serve a "legitimate educational interest," as defined and used in FERPA and its implementing regulations. The Parties agree to jointly ensure compliance with FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to California Education Code Section 49060 et. seq. The Parties shall comply with the following process for compliance with FERPA and California law:
 - a. **SJCOE** and **CLIENT** warrant that they are familiar with the confidentiality, security and disclosure requirements of FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to Education Code Section 49060 et. seq., and have designated an individual responsible for ensuring compliance therewith.
 - b. **SJCOE** and **CLIENT** shall abide by the disclosure, security, breach notification, retention/destruction and use provisions contained in this Agreement and as required by law.

By the signature of its authorized representative or agent below, **SJCOE** hereby acknowledges that **CLIENT** has provided notice under California Education Code Section 49075(a) and 34 C.F.R. section 99.33(d) that **SJCOE** is strictly prohibited from disclosing Pupil Records from **CLIENT** to any third party without the prior written consent and direction to authorize disclosure by **CLIENT**.

X. Within thirty (30) days of the Effective Date of termination of this Agreement, or within thirty (30) days from completion of this Agreement, SJCOE warrants that it will securely transmit all CLIENT Data, including Pupil Records, to CLIENT in ASCII delimited file format or other mutually agreed format, without retaining any copies of CLIENT Data. In the alternative, and subject to a written request from CLIENT, SJCOE will securely destroy all CLIENT Data, including Pupil Records, upon termination of this Agreement. SJCOE will then provide verification to CLIENT that the CLIENT Data not otherwise returned to CLIENT was destroyed subject to CLIENT's written request, the date of destruction and the method of destruction.

The parties agree that, because of the sensitive nature of data and in view of the proprietary nature of business information, it is essential that all information, data and materials, whether transmitted in hard copy or in electronic media form, be maintained in each party's confidence. Each party agrees for itself, its employees, agents and independent contractors, that all information and/or data and/or materials received from the other party shall be held in confidence and each part agrees not to reproduce, disclose, or relinquish any data, information or materials to any party other than an authorized representative of the other party. Both parties agree to utilize a SFTP secure network to exchange all sensitive information.

The parties agree that, because of the unique nature of the data and/or information and/or materials to be transmitted that money damages for breach of the foregoing provision shall be wholly inadequate to fully compensate the aggrieved party and therefore the aggrieved party shall be entitled to full temporary and/or permanent injunctive relief against any breach or threat of breach of the foregoing provisions.

7. HIPAA OBLIGATIONS:

The parties agree that some of the data specified in this Agreement may constitute Protected Health Information (PHI), including protected health information in electronic media (ePHI), under federal law, and personal information (PI) under state law. The parties agree to comply with the applicable provisions of the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 (HIPAA), the Health Information Technology for Economic and Clinical Health Act, Public Law 111-005 (HITECH Act) and their implementing privacy and security regulations, which include the Final Omnibus Rule, at 45 CFR Parts 160 and 164 (HIPAA regulations), the provisions of the California Information Practices Act (IPA) at Civil Code section 1798 et. seq., Confidentiality of Substance Use Disorder Patient Records at 42 CFR Part 2, and the provisions of other applicable federal and state laws as required by the Data Use Agreement. The PHI subject to this Agreement shall be and remain the property of **CLIENT**. **SJCOE** shall acquire no title or rights to the PHI as a result of this Agreement.

a. **SJCOE** shall be permitted to use or disclose PHI provided or made available from **CLIENT** to perform any function on behalf of **CLIENT** with regard to the use and disclosure of, and/or access to, PHI that is

required, necessary or desirable for **SJCOE** to carry out its Contractual Obligations under this Agreement and/or other business responsibilities on behalf of **CLIENT** provided such function would not violate HIPAA if done by **CLIENT**. **SJCOE** may use or disclose PHI as required by law.

- b. Except as otherwise limited in this Agreement, **SJCOE** is permitted to use and disclose PHI received from **CLIENT** if necessary for the proper management and administration of **SJCOE**, to carry out the legal responsibilities of **SJCOE**, or otherwise in a manner which does not identify individual patients, provided:
 - i. The disclosure is required by law;
 - ii. **SJCOE** obtains reasonable assurance from the person or entity to whom the PHI is disclosed that it will be held confidentially and used or further disclosed only as required by law or for the purposes for which it was disclosed to the person or entity; the person or entity will use appropriate safeguards to prevent unauthorized access to, use or disclosure of the PHI, and the person or entity in possession of the PHI immediately notifies **SJCOE** of any instance in which it is aware that the confidentiality of PHI has been breached; or
 - iii. the PHI is de-identified.
- c. **SJCOE** shall ensure that its uses and disclosures of, and requests for PHI to or on behalf of **CLIENT**, are consistent with the minimum necessary requirement under HIPAA and **CLIENT's** minimum necessary policies and procedures.
- d. **SJCOE** may use PHI to de-identify the information in accordance with 45 CFR 164.514 (a)-(c).
- e. **SJCOE** may provide data aggregation services relating to the Health Care Operations of **CLIENT**.

8. BUSINESS ASSOCIATE HIPAA OBLIGATIONS

- I. SJCOE shall not use or further disclose the PHI provided or made available by CLIENT other than as permitted or required by this Agreement or as required by law.
- XI. As of the Agreement Effective Date, **SJCOE** shall establish and thereafter maintain appropriate safeguards, including but not limited to those necessary for compliance with 45 CFR Part 164 (c), to prevent any access to, or use or disclosure of the PHI, other than as provided for in this Agreement and shall

implement Administrative, physical, and Technical Safeguards that reasonably and appropriately protect the confidentiality integrity, and availability of the electronic PHI that it creates, receives, maintains, or transmits on behalf of **CLIENT**.

- XII. **SJCOE** shall provide HIPAA compliance education to its existing employees and all new hires who may have access to PHI.
- XIII. As of the Agreement Effective Date, **SJCOE** shall implement reasonable and appropriate policies and procedures, as set forth in 45 CFR 164.316, to comply with the standards, implementation specifications, and/or other security requirements for the protection of electronic PHI.
- XIV. Any time that **SJCOE's** subcontractor or agent creates, receives, maintains, or transmits the PHI on behalf of **SJCOE**, **SJCOE** shall first enter into a written Agreement with the subcontractor or agent that contains the same terms, conditions, and restrictions on the access, use and disclosure of PHI as contained in this Agreement. **SJCOE** shall also ensure that any subcontractor or agent to whom **SJCOE** provides electronic PHI agrees to implement reasonable and appropriate safeguards to protect such electronic PHI.
- XV. SJCOE shall make available PHI in a Designated Record Set to CLIENT as necessary to satisfy CLIENT's obligation under 45 CFR 164.524. In the event SJCOE receives a request for access to PHI directly from the individual, SJCOE shall forward such request to CLIENT promptly, and in no case later than five (5) business days following such request.
- XVI. **SJCOE** shall use reasonable efforts to facilitate **CLIENT's** obligation to make PHI in a Designated Records Set available for appropriate amendment by an Individual pursuant to 45 CFR 164.526. In the event that **SJCOE** receives a request to amend such PHI directly from the Individual, **SJCOE** shall forward such request to **CLIENT** promptly, and in no case later than five (5) business days following such request.
- XVII. SJCOE shall maintain and make available the information required to provide an accounting of disclosure of PHI to CLIENT as necessary to satisfy CLIENT's obligation under 45 CFR 164.528. In the event that SJCOE receives a request for an accounting directly from an Individual, SJCOE shall forward such request to CLIENT promptly, and in no case later than five (5) business days following such request.
- XVIII. To the extent **SJCOE** is to carry out one or more of **CLIENT's** obligations under 45 CFR 164(e), **SJCOE** shall comply with the requirements of such Subpart that apply to **CLIENT** in the performance of such obligation(s).

- XIX. **SJCOE** shall make its internal practices, books, and records relating to the use or disclosure of PHI received by **SJCOE** on behalf of **CLIENT**, available to the Secretary of the Secretary's designee for the purpose of determining compliance with HIPAA.
- XX. **SJCOE** shall have procedures in place for mitigating, the maximum extent practicable, any deleterious effect from the access, use or disclosure of PHI in a manner contrary to or inconsistent with this Agreement and HIPAA.
- XXI. **SJCOE** shall establish and implement a system of sanctions, including documentation of the sanctions that are applied, if any, for any employee, agent or subcontractor who violates this Agreement or HIPAA.

9. COVERED ENTITY HIPAA OBLIGATIONS

- I. CLIENT shall notify SJCOE of CLIENT's Notice of Privacy Practices, including any limitation(s) in accordance with 45 CFR 164.520, to the extent the Notice of Privacy Practices and/or such limitation(s) may affect SJCOE's use or disclosure of PHI.
- XXII. **CLIENT** shall notify **SJCOE** of any changes in, or revocation of, the permission by an individual to use or disclose PHI, to the extent that such changes may affect **SJCOE's** use or disclosure of PHI.
- XXIII. CLIENT shall notify SJCOE of any amendment or restriction to use or disclosure of PHI that CLIENT has agreed to in accordance with 45 CFR 164.522, to the extent that such restriction may affect SJCOE's use or disclosure of the PHI.
- XXIV. **CLIENT** shall not request **SJCOE** to use or disclose PHI in any manner that would not be permissible under 45 CFR 164(e) if done by **CLIENT** (except as set forth in Section 7 above).

10. LIMITATION OF LIABILITY ARISING FROM DEFAULT IN SERVICES

SJCOE SHALL NOT BE LIABLE OR DEEMED TO BE IN DEFAULT FOR ANY DELAYS OR FAILURES IN PERFORMANCE OR NON-PERFORMANCE OR INTERRUPTION OF SERVICE UNDER THIS AGREEMENT RESULTING FROM ANY CAUSE BEYOND THE REASONABLE CONTROL OF SJCOE. SJCOE'S LIABILITY, UNDER THIS AGREEMENT, IS LIMITED TO THE AMOUNT PAID BY CLIENT FOR THE SERVICES. SJCOE SHALL NOT BE LIABLE FOR ANY INDIRECT, CONSEQUENTIAL, OR INCIDENTAL DAMAGES ARISING OUT OF THIS AGREEMENT.

SJCOE IS PROVIDING THE SEIS BILLING PROGRAM FOR CLIENT'S USE. ACCORDINGLY, SJCOE SHALL NOT BE LIABLE FOR CLIENT'S CONDUCT, INCLUDING ANY VIOLATION OF APPLICABLE LAWS OR REGULATIONS, RESULTING FROM CLIENT'S USE OF THE SEIS BILLING PROGRAM.

11. **GENERAL**

- b. **ENTIRE AGREEMENT** This Agreement constitutes the entire Agreement between the parties pertaining to the subject matter hereof and supersedes all prior and contemporaneous agreements and understandings of the parties in connection therewith.
- c. **SUCCESSORS** This Agreement shall be binding upon and inure to the benefit of the successors, assigns and legal representatives of the respective parties hereto. Each party agrees that there are no third-party beneficiaries to this Agreement. Neither party may assign this Agreement in whole or in part, without the prior written consent of the non-assigning party except in connection with the sale of all or substantially all of its assets or outstanding capital stock.
- d. **ATTORNEYS** In the event that either **SJCOE** or **CLIENT** commences a legal proceeding, each party shall pay their own attorney's fees.
- e. **SEVERABILITY** In the event that any term or provision of this Agreement is held to be illegal, invalid or unenforceable under the laws, regulations or ordinances of any federal, state or local government, such term or provision shall be deemed severed from this Agreement and the remaining terms and provisions shall remain unaffected thereby.
- f. **CHANGE IN LAW/REGULATION** In the event that any new laws, regulations, or interpretations applicable to the laws or regulations referenced herein are promulgated, **CLIENT** and **SJCOE** shall use reasonable efforts to promptly amend this Agreement to comply with such change without any financial concession.
- g. **AMENDMENT** This Agreement may only be amended by a written Agreement between **SJCOE** and **CLIENT**.
- h. **NOTICES** Any notice sent pursuant to this Agreement shall be sent by certified mail to the parties at their respective addresses.
- i. **STATE LAW** This Agreement shall be governed by and construed in accordance with the laws of California.
- j. **SURVIVAL OF NON-DISCLOSURE OBLIGATION** The obligation of non-disclosure and confidentiality recited in this Agreement shall survive the termination

of this Agreement and shall be in full force and effect notwithstanding such expiration or termination.

- k. ANTI-FRAUD AND ABUSE Notwithstanding anything to the contrary herein this Agreement shall be subject to all applicable federal, state and local laws, regulations and directives concerning the Medicare/Medicaid and other medical reimbursement fraud and abuse limitations. To the extent anything contained herein purportedly herein or actually violates or is challenged as violating any of the above laws, statutes, regulations or interpretations, then the provision in question or this entire Agreement, if necessary, shall be automatically void and of no effect whatsoever.
- DESCRIPTIVE HEADINGS The descriptive headings in the Agreement are for convenience and reference only and in no way affect or alter the intent or effect of this Agreement.

12. EQUAL EMPLOYMENT OPPORTUNITY

It is and has been the policy of **SJCOE** to provide equal employment and individual opportunity to all job applicants and employees without regard to race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, age, ethnicity, nationality, national origin, ancestry, medical condition, marital status, veteran or disability status. It is **SJCOE's** policy not to violate Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act, the Americans with Disabilities Act, or any other local, state or federal law, regulation or ordinance prohibiting discrimination in employment.

SJCOE MAKES NO REPRESENTATION OR WARRANTIES EXPRESSED OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, ARISING BY OPERATION OF LAW OR OTHERWISE, EXCEPT AS EXPRESSLY STATED HEREIN.

[Signatures on following page.]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date. Further, the client's signature below affirms he/she is an authorized representative for the **CLIENT**.

San Joaquin County Office of Education	Biggs Unified School District
BY:	BY:
NAME: Warren Sun	NAME:
TITLE: <u>Division Director</u> , <u>Operations</u>	TITLE:
	Approved by Board Date: Please attach a copy of Board approved minutes.

BIGGS UNIFIED SCHOOL DISTRICT Agriculture Teacher Extended Year Agreement

This agreement is made and entered into this _____ day of ______ 2025 by and between Lilly Baker, hereinafter "Teacher", and the Biggs Unified School District, hereinafter "District" as recognition of the mutual obligations of the parties while conducting an active Future Farmers of America Program.

1. Duties

Teacher agrees to perform various professional, technical, and teaching services, tasks, and assignments as a teacher of vocational agriculture and an advisor to the Future Farmers of America (FFA) organization. The duties shall include all those normally associated with the conduct of an active FFA program, and includes work to be performed in the summer as well as outside school time during the school year.

This extended year contract does not include work required of a regular teacher in the normal course of the school year.

2. <u>Term</u>

This agreement will be in effect from July 1, 2025 to June 30, 2026. Any renewal of this agreement will be in accordance with the applicable provisions of the collective bargaining agreement between the District and the Biggs Unified Teachers Association.

3. Pro-ration

A full-time extended year contract requires the agriculture teacher to work a <u>minimum</u> of the <u>equivalent</u> of forty (40) additional days beyond those required in a regular teaching assignment, however, it is acknowledged that often times much more time is required to conduct an active FFA program. By September 15, 2025, teacher will submit a schedule for approval by Superintendent accounting for the forty (40) additional days.

Teacher is required to perform <u>one hundred</u> percent, (100%) of the work required in a <u>full time</u> extended year contract. The District Superintendent, in consultation with Teacher, will make the determination of what constitutes one hundred percent (100%) of the normal full-time extended year contract.

4. <u>Compensation</u>

For work to be performed in 2025-2026 the District agrees to pay Teacher twenty percent (20%) of the full-time salary of Teacher for the 2025-2026 year, as determined by placement of Teacher on the 2025-2027 Biggs Unified School District Certificated Employee Salary Schedule.

Agriculture Teacher Extended Year Agreement Page 2

5. <u>Method of Payment</u>

For the 2025-2026 school year, District will pay Teacher in ten (10) monthly payments.

IN WITNESS HEREIN we affix our signatures to this agreement as the full and complete understanding of the relationships between the parties hereto.

DOUG KAELIN	LILLY BAKER
Superintendent Biggs Unified School District	Wlyb. bokel Teacher
	8/6/2025
	Date of Acceptance

BIGGS UNIFIED SCHOOL DISTRICT Agriculture Teacher Extended Year Agreement

This agreement is made and entered into this day of day of 2025 by and between Stephen Boyes, hereinafter "Teacher", and the Biggs Unified School District, hereinafter "District" as recognition of the mutual obligations of the parties while conducting an active Future Farmers of America Program.

1. Duties

Teacher agrees to perform various professional, technical, and teaching services, tasks, and assignments as a teacher of vocational agriculture and an advisor to the Future Farmers of America (FFA) organization. The duties shall include all those normally associated with the conduct of an active FFA program, and includes work to be performed in the summer as well as outside school time during the school year.

This extended year contract does not include work required of a regular teacher in the normal course of the school year.

2. Term

This agreement will be in effect from July 1, 2025 to June 30, 2026. Any renewal of this agreement will be in accordance with the applicable provisions of the collective bargaining agreement between the District and the Biggs Unified Teachers Association.

3. <u>Pro-ration</u>

A full-time extended year contract requires the agriculture teacher to work a <u>minimum</u> of the <u>equivalent</u> of forty (40) additional days beyond those required in a regular teaching assignment, however, it is acknowledged that often times much more time is required to conduct an active FFA program. By September 15, 2025, teacher will submit a schedule for approval by Superintendent accounting for the forty (40) additional days.

Teacher is required to perform <u>one hundred</u> percent, (100%) of the work required in a <u>full</u> <u>time</u> extended year contract. The District Superintendent, in consultation with Teacher, will make the determination of what constitutes one hundred percent (100%) of the normal full-time extended year contract.

4. <u>Compensation</u>

For work to be performed in 2025-2026 the District agrees to pay Teacher twenty percent (20%) of the full-time salary of Teacher for the 2025-2026 year, as determined by placement of Teacher on the 2025-2027 Biggs Unified School District Certificated Employee Salary Schedule.

Agriculture Teacher Extended Year Agreement Page 2

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IN WITNESS HEREIN we affix our signatures to this agreement as the full and complete understanding of the relationships between the parties hereto.

DOUG KAELIN	STEPHEN BOYES
	All B
Superintendent	Teache
Biggs Unified School District	
	8-6-25
	Date of Acceptance

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CERTIFICATED STIPEND SCHEDULE Effective August 2025

High School

Fall Athletics	Staff Member/Name	\$ D	ate Bd Apprvd
Head Varsity Football Assistant Varsity Football (2) Head JV Football Assistant JV Football	Brian Harrison Rob Hall Miguel Aguirre Garrhett Milburn Shawn Smith	2020 1571 1571 1683 1459	03/12/2025 06/11/2025 06/11/2025 06/11/2025 08/13/2025
Head Varsity Volleyball Head JV Volleyball	Lisa Seipert Janet Thao	1683 1459	08/13/2025 08/13/2025
Cheerleader Advisor	Shelby Jackson Angie Cote	1683 Split 50/50	03/12/2025
Cross Country		1000	
Winter Athletics			
Head Varsity Basketball (boys) Head Varsity Basketball (girls)	Roscoe Deel Tim Sheridan	1908 1908	06/11/2025 06/11/2025
Head JV Basketball (boys) Head JV Basketball (girls)	Zonah Headley	1571 1571	06/11/2025
Head Varsity Wrestling Assistant Varsity Wrestling		1908 1571	
Spring Athletics			
Head Varsity Baseball Head Varsity Softball		1796 1796	
Head Coed Track Assistant Coed Track	Amanda Vargas	1796 1571	06/11/2025
Coed Golf	Vince Sormano	1683	06/11/2025

Other Stipends

Academic Decathlon Coordinator Chess Advisor CSF Advisor Student Council Advisor (ASB) Athletic Director State Testing Coordinator Student Study Team Coord Lead Teacher – H.S.	Doug Kaelin	561 500 750 1908 3000 337 450 2000	03/12/2025
<u>District-wide</u>			
Assistant Athletic Director	Michelle Schleef	2000	03/12/2025
BES/RES			
Volleyball 8 th Volleyball 7 th Volleyball 6 th		600 600 600	
Flag Football 7 th /8 th grade Flag Football 5 th /6 th grade		600 600	
Soccer		600	
Basketball (boys) 5 th /6 th grade Basketball (boys) 7 th grade Basketball (boys) 8 th grade		600 600 600	
Basketball (girls) 5 th /6 th grade Basketball (girls) 7 th grade Basketball (girls) 8 th grade		600 600 600	

^{**}If the team ends up being a combo grade team (ex.7 th /8 th), the stipend is paid \$600**

Other Stipends

CJSF Advisor	Kameron Smith	500	<mark>08/13/2025</mark>
Chess Advisor		500	
STEAM Night Coordinator	Jill Pearson	337	<mark>08/13/2025</mark>
ASB/Student Council Advisor	Beth Chavez	561	<mark>08/13/2025</mark>
RCA - Lead Teacher - Richvale	Jill Pearson	2244	<mark>08/13/2025</mark>
BES - Lead Teacher/PBIS/Classroom Support	Beth Chavez	2000	<mark>08/13/2025</mark>
Winter Program Director		337	
Science Camp Coordinator		800	
Science Camp Teacher (2)		500 ead	ch

Biggs Un	ified School Distri	ict	
GO	Bond Series A		
Bui	lding Fund 21		
		Remarks/Location	
Total Cash in Treasury- Beg	\$6,000,000.00	Remarks/Location	
Add Interest Earned	\$18,613.16	3/31/2025	
Total Cash Building Fund	\$6,018,613.16	0.0172020	
	-		
Less Expenditures	A 400 000 00		
Bond Cost of Issuance		District Admin	
Isom Advisors Services		District Admin	
Environmental Testing- Asbestos	· '	Asbestos- Richvale	
Environmental Testing- Asbestos	\$19,650.00	Asbestos- Richvale	
Total Expenditures	\$184,490.00		
Net Cash in Treasury 8/8/2025	\$5,834,123.16	Earned Interest as of 6/30/25 TBD	
Current Projects			
Central Valley Environmental	· · · · · ·	Abatement/Demolition Richvale	
Less Expenses above	\$27,790.00		
Balance	\$241,210.00		
Schreder & Associates		Project Management Services	
Nichols, Melburg, Rossetto		Architectural Services	