LCFF Budget Overview for Parents

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

CDS Code: 04614240000000

School Year: 2021-22

LEA contact information:

Kelly Staley

Superintendent

kstaley@chicousd.org

530-891-3000

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 2021-22 School Year
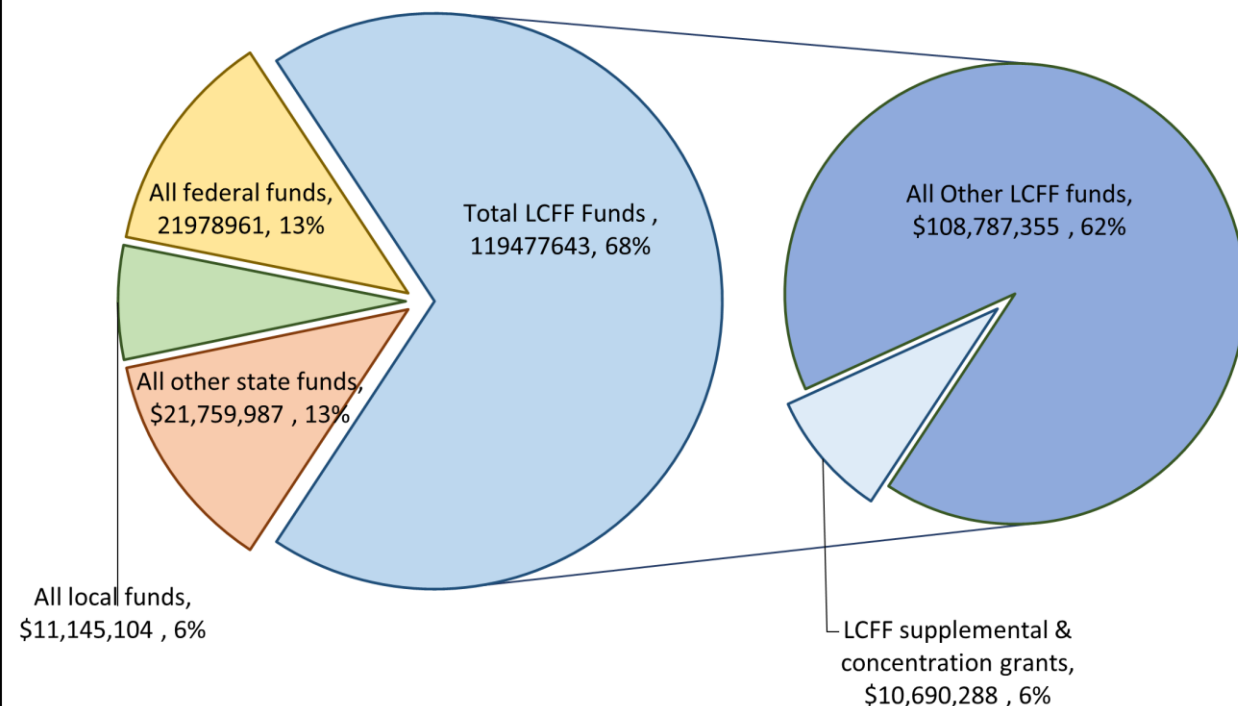
This chart shows the total general purpose revenue Chico Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Chico Unified School District is $174,361,695, of which $119,477,643 is Local Control Funding Formula (LCFF), $21,759,987 is other state funds, $11,145,104 is local funds, and $21,978,961 is federal funds. Of the $119,477,643 in LCFF Funds, $10,690,288 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
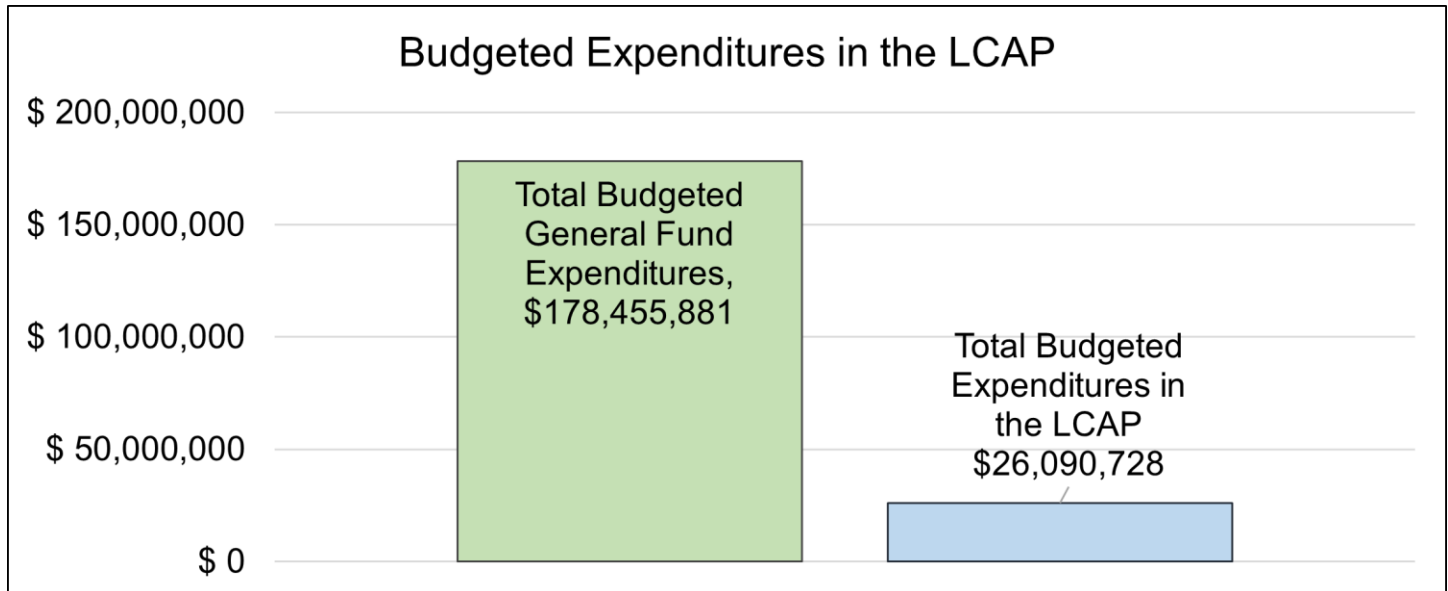
This chart provides a quick summary of how much Chico Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Chico Unified School District plans to spend $178,455,881 for the 2021-22 school year. Of that amount, $26,090,728 is tied to actions/services in the LCAP and $152,365,153 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
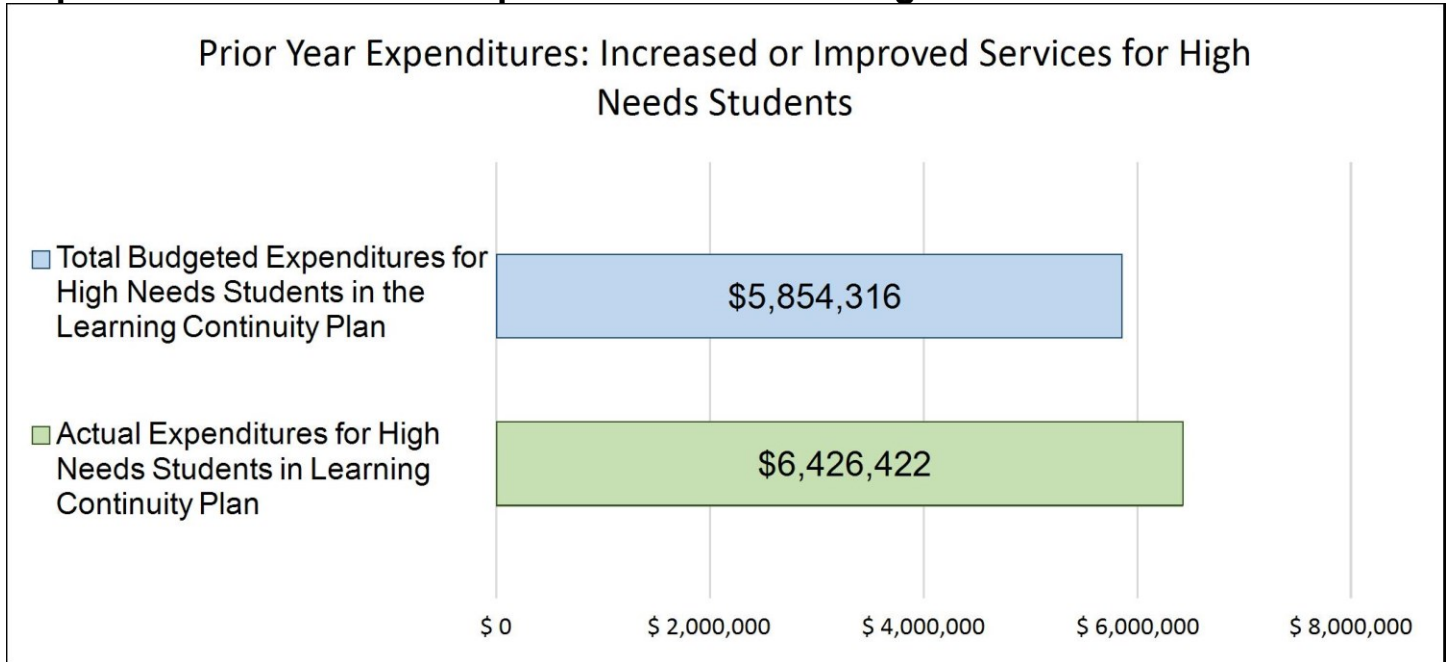
Basic/Core Services:
Maintenance and Operations
Core Program (including staffing)
Transportation
Information Technology
Nutrition Services
General Staffing and Support Services
Specialty Grants
Federal "Title" Funding
Human Resources
Fiscal Services, Payroll, Purchasing, and Warehouse
General Administrative Support Services

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Chico Unified School District is projecting it will receive $10,690,288 based on the enrollment of foster youth, English learner, and low-income students. Chico Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chico Unified School District plans to spend $12,603,623 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $5,854,316

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $6,426,422

(Axis: $0, $2,000,000, $4,000,000, $6,000,000, $8,000,000)

This chart compares what Chico Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Chico 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.

In 2020-21, Chico Unified School District's Learning Continuity Plan budgeted $5,854,316 for planned actions to increase or improve services for high needs students. Chico Unified School District actually spent $6,426,422 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Chico Unified School District	Kelly Staley Superintendent	kstaley@chicousd.org 530-891-3000

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

Goal 1

Goal 1: Quality Teachers, Materials, and Facilities

1.1: All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

1.2: By 2019, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.
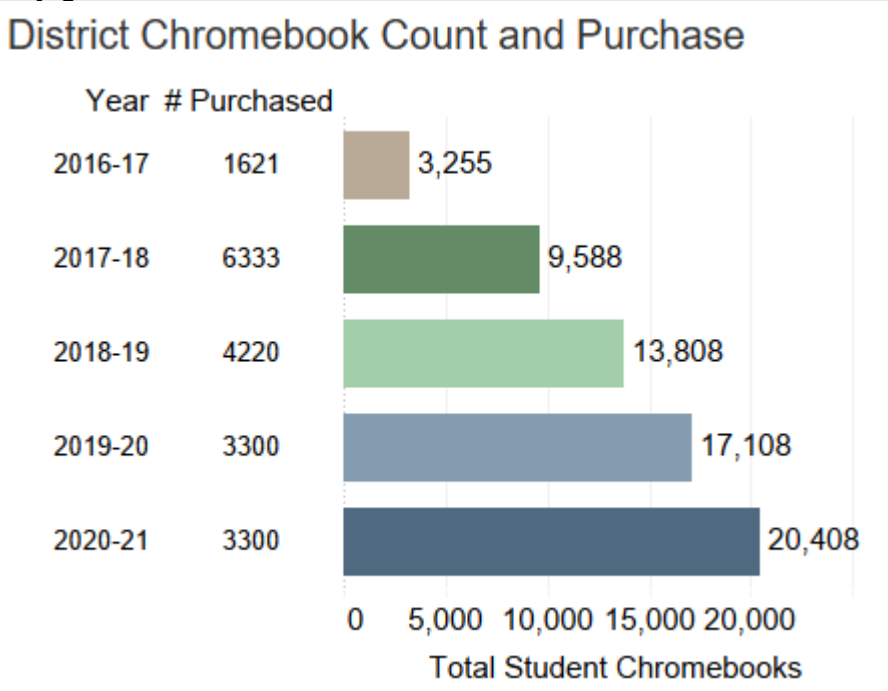
State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential **19-20** Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher report and Williams Report). **Baseline** All teachers are 100% appropriately assigned and credentialed.	All teachers are 100% appropriately assigned and credentialed.
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **19-20** CUSD K-5 classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	100% of CUSD K-5 classrooms have sufficient instructional materials as verified by a CUSD School Board Resolution and the Williams Report.

Expected	Actual
Baseline 100% of CUSD K-5 classrooms have sufficient instructional materials as verified by a CUSD School Board Resolution and the Williams Report. **Metric/Indicator** Priority 1: Local Indicator/ Facilities in good repair **19-20** CUSD schools will continue to rate good or exemplary as measured by the FIT. **Baseline** 100% of CUSD rated as "good" or "exemplary" as measured by the Facility Inspection Tool (FIT).	100% of CUSD rated as "good" or "exemplary" as measured by the Facility Inspection Tool (FIT).
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **19-20** The district has completed the 1:1 device ratio goal. Chromebooks will continue to be distributed for student use at home and at school for 6th-12th grades. Elementary (2nd - 5th) sites will maintain a 1:1 device to student ratio with the devices available on the school site. **Baseline** 90% of CUSD students have access to computer technology at any given time	100% of CUSD students have access to computer technology at any given time **District Chromebook Count and Purchase** | Year	# Purchased	Total Student Chromebooks
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2016-17	1621	3,255
2017-18	6333	9,588
2018-19	4220	13,808
2019-20	3300	17,108
2020-21	3300	20,408	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Review credentials and assignments	NO additional costs incurred $0	NO additional costs incurred $0
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: • Textbooks and supplemental materials • Educational software: Illuminate and Renaissance	Textbooks and Supplemental Materials 4000-4999: Books And Supplies Lottery $707,805 Textbooks and Supplemental Materials 4000-4999: Books And Supplies Base $52,647 Educational Software - AERIES, Illuminate, Edmentum, Follett, Mitinet 5800: Professional/Consulting Services And Operating Expenditures Base $163,500 Educational Software- Renaissance and Iready 5800: Professional/Consulting Services And Operating Expenditures Supplemental $158,895 Educational Software - Iready 5800: Professional/Consulting Services And Operating Expenditures Title I $200,000	Textbooks and Supplemental Materials 4000-4999: Books And Supplies Lottery $482,678 Textbooks and Supplemental Materials 4000-4999: Books And Supplies Base $76,870 Educational Software - AERIES, Illuminate, Edmentum, Follett, Mitinet 5800: Professional/Consulting Services And Operating Expenditures Base $208,548 Educational Software- Renaissance and Iready 5000-5999: Services And Other Operating Expenditures Supplemental $175,879 Educational Software - Iready 5800: Professional/Consulting Services And Operating Expenditures Title I $151,532
Regularly inspect and maintain facilities. Purchase devices for students and teachers per district technology needs (e.g. Chromebooks).	Facilities Maintenance 5000-5999: Services And Other Operating Expenditures Base $4,500,226 Technology 4000-4999: Books And Supplies Supplemental $850,000	Facilities Maintenance 5000-5999: Services And Other Operating Expenditures Base $4,447,574 Technology 4000-4999: Books And Supplies Supplemental $850,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
To ensure access to on-line resources, employ: • Librarians, and Library Media assistants • Instructional Technology Aides	Librarians and Library Media assistants 2000-2999: Classified Personnel Salaries Supplemental $1,037,388 Instructional Technology Aides 2000-2999: Classified Personnel Salaries Supplemental $387,624	Librarians and Library Media assistants 2000-2999: Classified Personnel Salaries Supplemental $1,070,101 Instructional Technology Aides 2000-2999: Classified Personnel Salaries Supplemental $329,226

Goal Analysis

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

All actions and services indicated above were implemented.

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

The implementation of the actions and services indicated above was highly successful. The action that necessitated the most attention by CUSD staff was providing student Chromebooks for home and school use at all CUSD sites.

With so many devices in use, it is expected that we provide sufficient support to students and staff for use, maintenance, and management of the devices. Sites are provided with instructional technology aides, library media assistants, and librarian access to provide this support. In addition, multiple software platforms are purchased with LCAP funds to provide student and staff access to curriculum, instruction and assessment.

Our facilities continue to be regularly inspected and maintained to ensure a safe, positive learning environment. All CUSD teachers are appropriately credentialed for their assignments.

Goal 2

Goal 2: Fully Align Curriculum and Assessments with California State Content Standards

2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.

2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool **19-20** Grades TK -11 will fully implement District Wide assessments and continue to refine assessments. **Baseline** TK - 5 have a fully developed assessment plan and have implemented common District Wide assessments - see chart above 6-8 developed a plan and have implemented the plan for the first time this year	Grades TK-11 fully implemented district-wide assessments and continued to refine them in the 2019-2020. In 2020-2021, the administration of the district-wide assessment plan was significantly reduced due to the pandemic.
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	In 2020-2021, 100% of CUSD teachers with positions that include teaching English, Language Arts, ELD, Math, and/or Science will attend one or more CSCS trainings in Math, English Language Arts, English Language Development and/or the Next Generation Science Standards. In 2020-2021, district trainings were focused on the implementation of the standards utilizing online resources.

Expected	Actual
19-20 95% of CUSD teachers will attend one or more California State Content Standards(CSCS) trainings in Math, English Language Arts, English Language Development and/or the Next Generation Science Standards. **Baseline** 80% of CUSD teachers attended one or more CSCS trainings in Math and/or the Next Generation Science Standards.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action is being discontinued due to the prioritization of the need to analyze student needs and growth related to the CSCS. District Summer Offerings District Wide Staff Development Day in August District Wide Staff Development four times per year Provide professional development before and after school in: • English Language Development • Instructional Technology • Co-teaching models • Best Instructional Practices • Trauma Informed Practices	Professional Development 1000-1999: Certificated Personnel Salaries Title II $0 ELD Professional Development 1000-1999: Certificated Personnel Salaries Title III $24,000 ELD Professional Development 1000-1999: Certificated Personnel Salaries Title III $0 NGSS Triad Grant with CSUC 4000-4999: Books And Supplies Other $18,330 EEFunds - expired 1000-1999: Certificated Personnel Salaries Other $ 0	Professional Development 1000-1999: Certificated Personnel Salaries Title II $0 ELD Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title III $24,000 ELD Professional Development 1000-1999: Certificated Personnel Salaries Title III $0 NGSS Triad Grant with CSUC - expired 4000-4999: Books And Supplies Other $0 EEFunds - expired 1000-1999: Certificated Personnel Salaries Other $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Social-Emotional Learning • Universal Design for Learning • California State Common Standards		
Refine the existing assessment plan, including: • TK-8 English Language Arts and Math common assessments • Integrated Math 1 common assessments • Gr. 9 and 10 Common Writing Assessments Implement new additions to the CUSD assessment plan, including: • Integrated Math 2 and Math C common assessments • Gr. 11 Common Writing Assessments	LCFF included in certificated contract days $0	LCFF included in certificated contract days
Provide K-12 TOSAs to support instruction, assessment development, and instructional feedback: • Secondary Instructional Specialists TOSAs (1.8 FTE) • Elementary Instructional Specialists TOSAs (2.4 FTE) • Illuminate/Data TOSA (1.0 FTE)	TOSAs DLC 1000-1999: Certificated Personnel Salaries Supplemental $336,311 TOSA Technology / TOSAs DLC 1000-1999: Certificated Personnel Salaries Title II $228,006 TOSA - CCPT expired 1000-1999: Certificated Personnel Salaries California Career Pathways Trust $0 TOSA Illuminate and Data / TOSAs ELD 1000-1999: Certificated Personnel Salaries Title I $211,770	TOSAs DLC 1000-1999: Certificated Personnel Salaries Supplemental $366,802 TOSA Technology / TOSAs DLC 1000-1999: Certificated Personnel Salaries Title II $147,758 TOSA - CCPT expired 1000-1999: Certificated Personnel Salaries California Career Pathways Trust $0 TOSA Illuminate and Data / TOSAs ELD 1000-1999: Certificated Personnel Salaries Title I $165,461

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
- Tech PD (CSEA) (1.0 FTE) - ELD TOSA (1.6 FTE) - PD, PBIS TOSA (.4 FTE) - ASP Intervention TOSA (1.0 FTE)	TOSA CTEIG 1000-1999: Certificated Personnel Salaries Other $56,126 TOSAs ELD 1000-1999: Certificated Personnel Salaries Title III $139,295	TOSA CTEIG 1000-1999: Certificated Personnel Salaries Other $58,170 TOSAs ELD 1000-1999: Certificated Personnel Salaries Title III $141,704

Goal Analysis

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

All actions and services indicated above were implemented, with the following exceptions: staff funded by expired grants and the administration of the CUSD assessment plan in its entirety in the 2020-2021 school year.

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

In general, the structure and framework in which the TOSAs work, including DLC, has made a positive impact in meeting our LCAP goals. Specific examples are given below.

DLC TOSAs continued to refine the CUSD assessment plan in order to adjust to pandemic learning conditions and to plan for updates for the 2021-2022 school year.

As measured by teacher surveys, the feedback on CUSD professional development indicated that the large majority of teachers were satisfied by the timeliness, content and delivery of the offerings.

The Career and Technical Education Incentive Grant (CTEIG) TOSA managed grant funding and expenditures for equipment and other supplies for our Career and Technical Education (CTE) programs. This TOSA also ensures that the Eleven Elements of a Quality CTE program are in place for all courses.

Goal 3

Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

- 3.1: Implement and refine a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.

- 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.

- 3.3: Increase the number of students entering high school at grade level in ELA and mathematics.

- 3.4: Increase student achievement for English learners.

- 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                        Priority 7: Course Access (Conditions of Learning)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.) **19-20** Provide academic interventions and supports to increase percentage of students entering 3rd, 6th, and 9th grade level in Reading and Writing (as measured by end of year CUSD assessments).	Due to pandemic conditions, CUSD was unable to administer end of year assessments in the 2019-2020 school year. Overall the Star Reading scores dropped in 2020-2021 from 2018-2019.

Baseline

Provide academic interventions and supports to increase percentage of students entering 3rd, 6th, and 9th grade level in Reading and Writing (as measured by end of year CUSD assessments).

Star Reading Grades 3-8
Percentage of Students Meeting or Exceeding Benchmark

Group	Year	% Meets or Above Benchmark
All Students	2018-2019	45.9%
	2020-2021	41.6%
English Learners	2018-2019	5.0%
	2020-2021	6.8%
Foster	2018-2019	36.8%
	2020-2021	21.6%
Homeless	2018-2019	37.3%
	2020-2021	20.6%
Socioeconomically Disadvantaged	2018-2019	35.5%
	2020-2021	29.8%
Students with Disabilities	2018-2019	17.3%
	2020-2021	14.8%
African American	2018-2019	34.3%
	2020-2021	22.6%
American Indian or Alaska Native	2018-2019	27.7%
	2020-2021	39.6%
Asian	2018-2019	33.3%
	2020-2021	36.5%
Filipino	2018-2019	62.5%
	2020-2021	64.3%
Hispanic	2018-2019	30.8%
	2020-2021	28.1%
Native Hawaiian or Pacific Islander	2018-2019	52.4%
	2020-2021	47.6%
White	2018-2019	53.5%
	2020-2021	49.4%
Two or More Races	2018-2019	47.3%
	2020-2021	42.2%

% Meets or Above Benchmark

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results **19-20** Score an "Increased" on the State Dashboard Change metric for all subgroups and all tested grade levels. **Baseline** 2015-2016 3-8th Grade ELA 49% Met or Exceeded Standard	Due to the pandemic, there was no Smarter Balanced assessments administered in 2019-2020. **Grades 3-8 Smarter Balanced English Language Arts Percentage Met or Above Standard**

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results **19-20** Score an "Increased" on the State Dashboard Change metric for all subgroups and all tested grade levels. **Baseline** 2015-2016 3-8th Grade Math 45% Met or Exceeded Standard	Due to the pandemic, there was no Smarter Balanced assessments administered in 2019-2020. Grades 3-8 Smarter Balanced Mathematics Percentage Met or Above Standard | Student Group	Year	% Met or Above Standard
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All Students	2018	43.26%
	2019	41.14%
English Learner	2018	34.78%
	2019	8.33%
Homeless	2019	30.19%
Socioeconomically Disadvantaged	2018	28.47%
	2019	21.84%
Students with Disability	2018	12.12%
	2019	12.50%
African American	2018	9.52%
	2019	19.35%
American Indian or Alaska Native	2018	25.00%
	2019	6.25%
Asian	2018	60.32%
	2019	53.57%
Filipino	2018	
	2019	
Hispanic or Latino	2018	25.54%
	2019	26.85%
Native Hawaiian or Pacific Islander	2018	
	2019	
White	2018	48.45%
	2019	47.01%
Two or more races	2018	31.25%
	2019	29.41%	

Expected	Actual
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results **19-20** Increase the percentage of students meeting or exceeding standard by 3 percentage points. **Baseline** 2015-2016 11th Grade ELA 66% Met of Exceeded Standard	Due to the pandemic, there was no Smarter Balanced assessments administered in 2019-2020. Grade 11 Smarter Balanced English Language Arts Percentage Met or Above Standard | Student Group	Year	% Met or Above Standard
---	---	---
All Students	2018	43.26%
	2019	41.14%
English Learner	2018	34.78%
	2019	8.33%
Homeless	2019	30.19%
Socioeconomically Disadvantaged	2018	28.47%
	2019	21.84%
Students with Disability	2018	12.12%
	2019	12.50%
African American	2018	9.52%
	2019	19.35%
American Indian or Alaska Native	2018	25.00%
	2019	6.25%
Asian	2018	60.32%
	2019	53.57%
Filipino	2018	
	2019	
Hispanic or Latino	2018	25.54%
	2019	26.85%
Native Hawaiian or Pacific Islander	2018	
	2019	
White	2018	48.45%
	2019	47.01%
Two or more races	2018	31.25%
	2019	29.41%	

Metric/Indicator	Due to the pandemic, there was no Smarter Balanced assessments administered in 2019-2020.
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results **19-20** Increase the percentage of students meeting or exceeding standard by 3 percentage points. **Baseline** 2015-2016 11th Grade Math 42% Met of Exceeded Standard	Grade 11 Smarter Balanced Mathematics Percentage Met or Above Standard Chico Unified High Schools All Students | Student Group	Year	% Met or Above Standard
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All Students	2018	43.26%
	2019	41.14%
English Learner	2018	34.78%
	2019	8.33%
Homeless	2019	30.19%
Socioeconomically Disadvantaged	2018	28.47%
	2019	21.84%
Students with Disability	2018	12.12%
	2019	12.50%
African American	2018	9.52%
	2019	19.35%
American Indian or Alaska Native	2018	25.00%
	2019	6.25%
Asian	2018	60.32%
	2019	53.57%
Filipino	2018	
	2019	
Hispanic or Latino	2018	25.54%
	2019	26.85%
Native Hawaiian or Pacific Islander	2018	
	2019	
White	2018	48.45%
	2019	47.01%
Two or more races	2018	31.25%
	2019	29.41%	 % Met or Above Standard (scale 0.0 to 0.8)

Metric/Indicator

Expected	Actual

Priority 4: College and Career Ready/A-G course completion

19-20
Provide academic interventions and supports so the percentage of students completing UC/CSU (a-g) requirements increases by 3% over the previous year.

Baseline
UC/CSU Required Course Completion - 37.5% (2015-2016)

Chico Unified Graduates Meeting UC/CSU (a-g) Graduation Requirements

RC Description	Reporting Year	Students in Cohort	Met UC/CSU Grad. Reqs
All Students	2018-19	1009	39.1%
	2019-20	1035	38.5%
English Learners	2018-19	67	9.0%
	2019-20	68	1.5%
Foster	2018-19	14	7.1%
	2019-20	12	25.0%
Homeless	2018-19	73	4.1%
	2019-20	118	11.9%
Socioeconomically Disadvantaged	2018-19	537	22.9%
	2019-20	566	23.5%
Students with Disabilities	2018-19	124	6.5%
	2019-20	122	4.9%
African American	2018-19	33	18.2%
	2019-20	25	8.0%
American Indian or Alaska Native	2018-19	11	27.3%
	2019-20	12	8.3%
Asian	2018-19	78	43.6%
	2019-20	64	46.9%
Filipino	2018-19	<10	
	2019-20	<10	
Hispanic	2018-19	222	26.6%
	2019-20	248	25.4%
Native Hawaiian or Other Pacific Islander	2018-19	<10	
	2019-20	<10	
White	2018-19	603	44.8%
	2019-20	630	44.0%
Two or More Races	2018-19	24	8.3%
	2019-20	26	50.0%

Metric/Indicator

Expected	Actual
Priority 8: State Indicator/College/Career Indicator (HS only) **19-20** Increase by 2% students who complete a CTE pathways sequence over the previous year's rate. **Baseline** CTE Pathway Completion - 23% Chico High 2017 graduates, 24% Pleasant Valley 2017 graduates	**Career and Technical Education Completion Rate by Graduating Class** All Students 2019: 26.4%, 2020: 26.6% English Learner 2019: 2.9%, 2020: 4.8% Foster Youth 2019: 7.7%, 2020: 5.9% Homeless 2019: 11.0%, 2020: 15.3% Socioeconomically Disadvantaged 2019: 16.9%, 2020: 20.9% Students with Disabilities 2019: 16.7%, 2020: 16.4% African American 2019: 18.2%, 2020: 17.6% American Indian or Alaska Native 2019: 9.1%, 2020: 5.6% Asian 2019: 15.6%, 2020: 20.6% Hispanic 2019: 22.5%, 2020: 22.7% White 2019: 30.2%, 2020: 30.6% Two or More Races 2019: 25.0%, 2020: 11.8% Filipino and Native Hawaiian or Other Pacific Islander student groups are not included due to small sample size. CTE Completion Rate (0% to 30%)
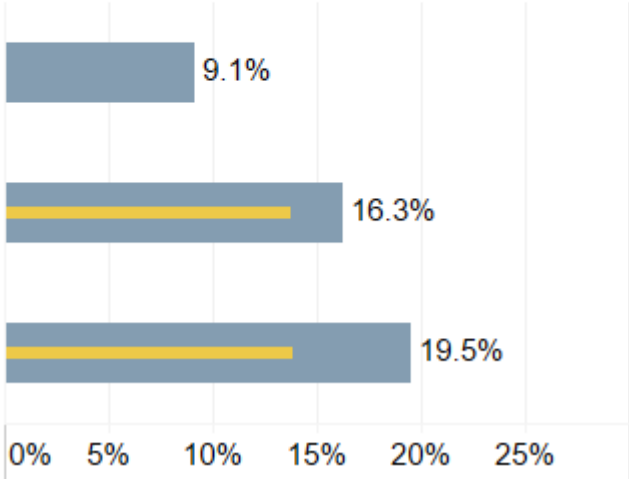
Expected	Actual
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/AP pass rate **19-20** The percentage of 12th grade students that pass at least one AP exam with a score of 3 or higher, and the percentage of 12th grade students that pass at least one IB exam with a score of 4 or higher will increase by 1%. **Baseline** AP Exams - 45.2% of graduates passed at least one AP exam with a three or higher (2015-2016)	Overall, the AP Pass Rate decreased by .4 percentage points. The following student groups showed a significant decline: *Homeless *Socioeconomically Disadvantaged *African-American *Two or more Races

Expected	Actual
	## % of Graduating Class Passing at Least One AP Exam

Student Group	Year	Cohort Size	% Passed AP Exam
All Students	2018-2019	1033	23.8%
	2019-2020	1003	23.4%
English Learners	2018-2019	68	
	2019-2020	42	
Foster Youth	2018-2019	13	
	2019-2020	17	
Homeless	2018-2019	100	6.0%
	2019-2020	124	0.8%
Socioeconomically Disadvantaged	2018-2019	555	10.8%
	2019-2020	536	7.3%
Students with Disabilities	2018-2019	126	2.4%
	2019-2020	177	2.3%
African American	2018-2019	22	9.1%
	2019-2020	34	5.9%
American Indian or Alaska Native	2018-2019	11	
	2019-2020	18	
Asian	2018-2019	64	18.8%
	2019-2020	63	20.6%
Hispanic	2018-2019	249	16.5%
	2019-2020	238	18.1%
White	2018-2019	633	27.0%
	2019-2020	579	26.9%
Two or More Races	2018-2019	24	37.5%
	2019-2020	34	20.6%

Filipino, Native Hawaiian or Pacific Islander student group data is omitted for privacy reasons because the graduating cohort size was 10 or fewer.

0% 10% 20% 30% 40%
% Passed AP Exam

Expected	Actual
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results **19-20** Due to changes in the California State University Early Assessment Program policy, this measure will not be used. **Baseline** EAP - 29% college ready in ELA, 15% college ready in math (2015-2016)	This metric expired due to changes in the California State University Early Assessment Program policy.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates **19-20** Increase the reclassification rate for English Learners by 1%. **Baseline** The reclassification rate for English Learners was 20.3% in 2016-2017.	The English Learner reclassification rate for 2019-2020 was 16.2%. This is down from 19.5% in the previous year. CUSD's reclassification rate for 2019-2020 was 2.4 percentage points higher than the state average. Chico Unified and State of California English Learner Reclassification Rate 2020-2021: 9.1% 2019-2020: 16.3% 2018-2019: 19.5%

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates **19-20** Increase the percentage of students improving by one level or more on the ELPAC. **Baseline** The percentage of students who increased by at least one level on CELDT in 2015-2016 is 38.7%.	Percentage of students scoring "Well Developed" on the ELPAC went up by 2.2 percentage points in the 18-19 school year. **Chico Unified** **English Language Proficiency** **Assessment for California (ELPAC)** 2017-2018 11.4% 24.9% 38.3% 25.4% 2018-2019 13.6% 33.8% 39.7% 12.9% 0% 20% 40% 60% 80% 100% Measure Names ■ Well Developed ■ Moderately Developed ■ Somewhat Developed □ Minimally Developed

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Moved to Action 5.2 for 2019-2020.	Secondary Counselors - Budgeted in Action 5.2 1000-1999: Certificated Personnel Salaries Supplemental Grant funding expired 1000-1999: Certificated Personnel Salaries Other 0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement RTI academic interventions in TK-12 (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) and designate .4 RSP certificated RTI support staff at TK-5 sites.	Reading Pals 1000-1999: Certificated Personnel Salaries Supplemental $0 Elementary RtI 1000-1999: Certificated Personnel Salaries Supplemental $560,735 Site allocated funds for intervention/instruction 1000-1999: Certificated Personnel Salaries Supplemental $1,325,000 1000-1999: Certificated Personnel Salaries Supplemental $0	Reading Pals 1000-1999: Certificated Personnel Salaries Supplemental $0 Elementary RtI 1000-1999: Certificated Personnel Salaries Supplemental $572,716 Site allocated funds for intervention/instruction 1000-1999: Certificated Personnel Salaries Supplemental $1,325,000
Provide the following services to support and improve instruction: • Bilingual Aides • Transitional Kg Instructional Aides (3.5 hours) • All day K Instructional Aides (2.5 hours)	Bilingual Aides 2000-2999: Classified Personnel Salaries Supplemental $412,025 TK Aides 2000-2999: Classified Personnel Salaries Supplemental $106,725 All Day K - Aides for 26 classrooms 2000-2999: Classified Personnel Salaries Base $260,187	Bilingual Aides 2000-2999: Classified Personnel Salaries Supplemental $484,635 TK Aides 2000-2999: Classified Personnel Salaries Supplemental $100,989 All Day K - Aides for 26 classrooms 2000-2999: Classified Personnel Salaries Supplemental $316,006
Provide after school homework support at Elementary and Secondary as per site needs.	ASES 1000-1999: Certificated Personnel Salaries Other $1,038,402 21st Century - ASSETS at Fair View 1000-1999: Certificated Personnel Salaries Other $250,000 21st Century Grant - BJHS/CJHS BLAST 1000-1999: Certificated Personnel Salaries Other $517,400	ASES 1000-1999: Certificated Personnel Salaries Other $1,011,078 21st Century - ASSETS at Fair View 1000-1999: Certificated Personnel Salaries Other $239,512 21st Century Grant - BJHS/CJHS BLAST 1000-1999: Certificated Personnel Salaries Other $434,958

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Medically Necessary/Off Campus Instruction as needed. Provide online options at the secondary level. Provide online options at the elementary level	MNI Off-campus instruction teachers / mileage 1000-1999: Certificated Personnel Salaries Supplemental $292,750	MNI Off-campus instruction teachers / mileage 1000-1999: Certificated Personnel Salaries Supplemental $185,984
	Panther/Viking Academies On-line Teachers 1000-1999: Certificated Personnel Salaries Base $134,805	Panther/Viking Academies On-line Teachers 1000-1999: Certificated Personnel Salaries Base $147,616
	Oak Bridge Academy teachers/counselor 1000-1999: Certificated Personnel Salaries Base $251,678	Oak Bridge Academy teachers/counselor 1000-1999: Certificated Personnel Salaries Base $261,684

Goal Analysis

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

All budgeted funds were utilized.

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

While all services were in place, pandemic conditions forced many services online and significantly decreased the amount of time that students were on campus. We also faced a decline in attendance rates.

Goal 4

Goal 4: Provide opportunities for meaningful parent involvement and input

- 4.1: For all 6-12 students at all schools, provide training and support to increase the percentage of parents using district electronic student information system to monitor student performance information.

- 4.2: At all levels, increase parent input and involvement in school activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access. **Baseline** Currently, 6-12 has approximately 87% of the parents accessing Parent Portal.	For the 2020-2021 school year, 96.1% of Chico Unified students have an associated parent portal account. **Percentage of Students with an Associated Parent Portal Account by Student Group** Student Group / Year / % of Students with Parent Portal All Students: 2019-2020 94.0%, 2020-2021 96.1% English Learner: 2019-2020 89.5%, 2020-2021 90.9% Foster: 2019-2020 80.6%, 2020-2021 92.3% Homeless: 2019-2020 79.4%, 2020-2021 87.8% Socioeconomically Disadvantaged: 2019-2020 92.3%, 2020-2021 96.0% Students with Disabilities: 2019-2020 91.4%, 2020-2021 93.4% African American: 2019-2020 91.9%, 2020-2021 96.9% American Indian or Alaska Native: 2019-2020 93.7%, 2020-2021 97.0% Asian: 2019-2020 96.2%, 2020-2021 96.9% Filipino: 2019-2020 91.7%, 2020-2021 98.4% Hispanic: 2019-2020 92.3%, 2020-2021 95.2% Native Hawaiian or Other Pacific Islander: 2019-2020 96.4%, 2020-2021 96.2% White: 2019-2020 94.9%, 2020-2021 97.8% Two or More Races: 2019-2020 92.4%, 2020-2021 96.9%

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** All sites will have Targeted Case Managers to support families to ensure student academic, social, and emotional success and maintain or increase the number of parent contacts. **Baseline** Baseline TCM parent contact number of 3441 was established with 2016-17 year Aeries data. TCMs specifically target families of unduplicated students and students with exceptional needs.	The percentage of students contacted by Targeted Case Manager went up by 4 percentage points. The contacts per student went up by .2. **Targeted Case Manager Contacts** **Chico Unified 2020-2021** English Learner 2020-2021 12.8% (Contacts per Student:0.4) Foster Youth 2019-2020 16.8% (Contacts per Student:0.6) 2020-2021 39.5% (Contacts per Student:1.5) Homeless 2019-2020 60.6% (Contacts per Student:3.4) 2020-2021 33.3% (Contacts per Student:1.1) Socioeconomically 2019-2020 60.6% (Contacts per Student:2.2) Disadvantaged 2020-2021 42.8% (Contacts per Student:1.9) Students with 2019-2020 61.1% (Contacts per Student:3.1) Disabilities 2020-2021 19.1% (Contacts per Student:0.6) African American 2019-2020 26.0% (Contacts per Student:1.0) 2020-2021 18.3% (Contacts per Student:0.6) American Indian or 2019-2020 22.3% (Contacts per Student:0.9) Alaska Native 2020-2021 19.0% (Contacts per Student:0.5) Asian 2019-2020 28.0% (Contacts per Student:1.1) 2020-2021 13.5% (Contacts per Student:0.2) Filipino 2019-2020 22.3% (Contacts per Student:0.6) 2020-2021 17.3% (Contacts per Student:0.5) Hispanic 2019-2020 28.9% (Contacts per Student:1.3) 2020-2021 11.5% (Contacts per Student:0.2) Native Hawaiian or 2019-2020 12.5% (Contacts per Student:0.3) Other Pacific Islander 2020-2021 17.9% (Contacts per Student:0.6) White 2019-2020 25.1% (Contacts per Student:1.0) 2020-2021 15.5% (Contacts per Student:0.3) Two or More Races 2019-2020 29.6% (Contacts per Student:0.7) 2020-2021 9.5% (Contacts per Student:0.2) 10.6% (Contacts per Student:0.3) 14.8% (Contacts per Student:0.5) 18.2% (Contacts per Student:0.5) 0% 20% 40% 60% 80% 100% 120% Contact Rate

Expected	Actual
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate **19-20** All secondary and elementary schools will utilize the MTSS-FIA evaluation tool. Increase the number of school sites administering the MTSS-FIT tool. **Baseline** McManus and Bidwell are currently using the MTSS-FIT evaluation tool.	The MTSS-FIT evaluation tool was not used by any school sites. **Elementary Student School Climate Survey Spring 2021** Neutral ■ Agree & Strongly Agree ■ Disagree & Strongly Disagree Adults working at this school treat all studen.. 1,610 / 334 I feel I can talk to a teacher when I don't un.. 1,401 / 391 I feel my teacher grades my work fairly. 1,647 / 235 I feel that I can talk to my school principal/a.. 1,092 / 565 / 251 I get extra help at home when I need it. 1,449 / 353 I get extra help at school when I need it. 1,361 / 423 I have internet access for my computer at h.. 1,818 I look forward to going to school most of the.. 1,207 / 615 I use the school library. 1,087 / 814 I usually feel good at school. 1,319 / 545 My homework is related to what I am doing .. 1,428 / 391 My school is a safe place to learn. 1,713 / 194 My school work is interesting. 1,168 / 604 / 177 My teacher is friendly and supportive. 1,785 My teacher usually tells me when I do well i.. 1,457 / 355 People of different races get along well at th.. 1,677 / 243 The school buildings and restrooms are kep.. 927 / 686 / 298 **Secondary Student School Climate Survey Spring 2021** Adults working at this school treat all studen.. 3,281 / 1,178 I feel I can talk to a teacher when I don't un.. 2,532 / 1,532 / 465 I feel my homework is appropriate. 2,231 / 1,620 / 679 I feel that I can talk to my school principal/a.. 2,113 / 1,562 / 821 I feel that the grading in my classes is fair. 2,414 / 1,684 I feel that the teachers are friendly and sup.. 2,937 / 1,443 I feel the school buildings and restrooms ar.. 1,842 / 1,629 / 981 I get extra help at home when I need it. 2,725 / 1,157 / 620 I get extra help at school when I need it. 2,342 / 1,546 / 597 I have internet access for my computer at h.. 3,944 I look forward to going to school most of the.. 1,553 / 2,137 / 865 I receive an appropriate amount of homewo.. 1,925 / 1,728 / 862 I use the school library. 1,096 / 1,533 / 1,847 I usually feel good at school. 2,057 / 1,948 / 526 My school is a safe place to learn. 3,183 / 1,176 My school work is interesting. 1,459 / 2,006 / 1,065 My teachers usually tell me when I do well i.. 2,200 / 1,515 / 791 People of different cultural backgrounds, ra.. 3,727 / 683 This school provides instructional materials .. 3,088 / 1,253 0% 20% 40% 60% 80% 100%

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** Parent engagement with CUSD via social media will increase from the previous year. **Baseline** Baseline level to be set in 2017-2018.	The number of Chico Unified social media followers increased on all three platforms, most significantly on Facebook. Chico Unified Social Media Followers

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide teacher and staff training/information in: • using Parent Portal in Aeries for secondary teachers • Timely updates to Aeries parent portal as per contract	$0	
Provide TCMs to: • increase parent participation as demonstrated by logging instances of parent contact in Aeries • support parents during Parent Teacher Conferences • conduct Home Visits as needed • be a liaison to their site and the District English Learner Advisory Committees	Targeted Case Managers 2000-2999: Classified Personnel Salaries Supplemental $543,101	Targeted Case Managers 2000-2999: Classified Personnel Salaries Supplemental $513,517
Increase parent involvement as measured by: • Attendance at Parent Teacher Conferences in TK-5 • Parent Information/Back to School Nights. • Attendance at Family nights (Fall Festivals, Multi-Culture Nights, Math and Science nights, Movie Nights, etc)	No cost incurred $0	No cost incurred $0

Goal Analysis

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

All budgeted funds were utilized.

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

Even though we were able to get a majority of our students back on campus in person in October, we were not able to welcome families on campus in person due to the COVID-19 pandemic. Out TCM's continued to contact parents/guardians via phone, text, and email the best they could.

Goal 5

Goal 5: Improve School Climate
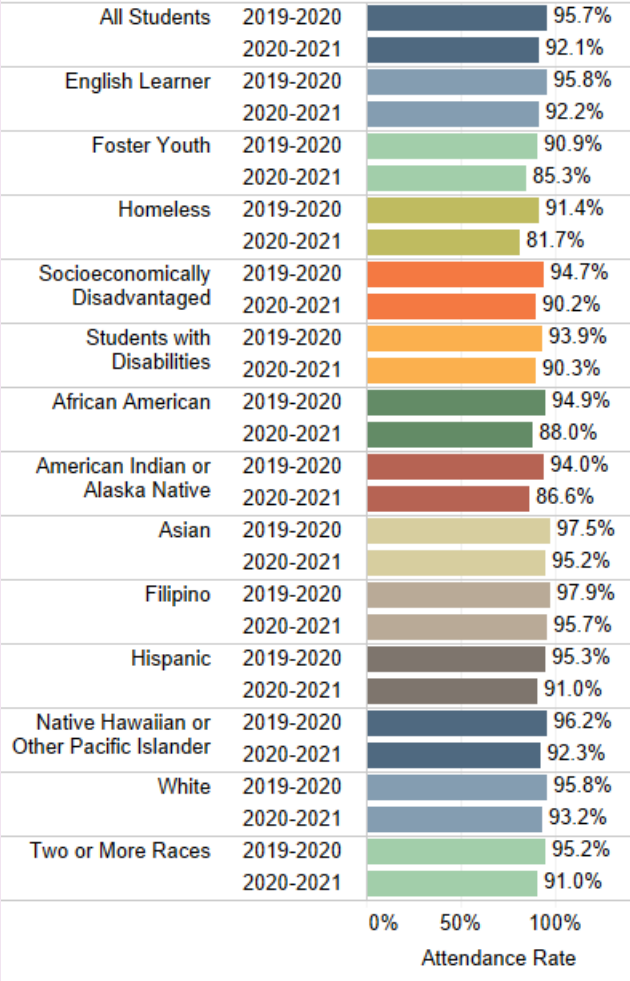
- 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates **19-20** Maintain student attendance rate of 95.6% or better. **Baseline** Maintain student attendance rate of 95.6% or better.	Our attendance rate declined for all student groups, with the exception of students with disabilities. We saw the most significant decline in our homeless population. **Attendance Rate** All Students 2019-2020 95.7% / 2020-2021 92.1% English Learner 2019-2020 95.8% / 2020-2021 92.2% Foster Youth 2019-2020 90.9% / 2020-2021 85.3% Homeless 2019-2020 91.4% / 2020-2021 81.7% Socioeconomically Disadvantaged 2019-2020 94.7% / 2020-2021 90.2% Students with Disabilities 2019-2020 93.9% / 2020-2021 90.3% African American 2019-2020 94.9% / 2020-2021 88.0% American Indian or Alaska Native 2019-2020 94.0% / 2020-2021 86.6% Asian 2019-2020 97.5% / 2020-2021 95.2% Filipino 2019-2020 97.9% / 2020-2021 95.7% Hispanic 2019-2020 95.3% / 2020-2021 91.0% Native Hawaiian or Other Pacific Islander 2019-2020 96.2% / 2020-2021 92.3% White 2019-2020 95.8% / 2020-2021 93.2% Two or More Races 2019-2020 95.2% / 2020-2021 91.0%

Expected	Actual
Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates **19-20** Score "Declined" on the State Dashboard Change metric for all subgroups and all tested grade levels. The Chronic Absenteeism Rate will decline by at least 0.5% for all student groups. **Baseline** Chronic Absenteeism 2016-2017 9.9%	The California Department of Education (CDE) has stated that Chronic Absenteeism data for the 2019-2020 school year is not reliable or valid. The CDE did not publicly release Chronic Absenteeism data for 2019-2020. **Chronic Absenteeism by Student Group** English Learners — 2017-18: 10.7%, 2018-19: 10.8% Foster — 2017-18: 8.7%, 2018-19: 9.9% Homeless — 2017-18: 30.3%, 2018-19: 25.5% Socioeconomically Disadvantaged — 2017-18: 36.6%, 2018-19: 24.0% Students with Disabilities — 2017-18: 15.9%, 2018-19: 15.1% African American — 2017-18: 17.6%, 2018-19: 18.5% American Indian or Alaska Native — 2017-18: 18.2%, 2018-19: 19.0% Asian — 2017-18: 17.3%, 2018-19: 21.6% Filipino — 2017-18: 4.7%, 2018-19: 5.8% Hispanic — 2017-18: 2.3%, 2018-19: 3.7% Native Hawaiian or Other Pacific Islander — 2017-18: 12.5%, 2018-19: 12.2% White — 2017-18: 11.8%, 2018-19: 5.1% Two or More Races — 2017-18: 9.7%, 2018-19: 9.8% 16.9% 12.9% 0% 20% 40% Chronic Absenteeism Rate

Expected	Actual
Metric/Indicator Priority 5: Local Metric/Middle school dropout rate **19-20** Maintain the 8th grade dropout rate. **Baseline** 8th grade dropout rate is 0.1% (2015-2016)	Chico Unified had no 8th grade dropouts in the 2019-2020 school year. **8th Grade Dropout Rate** | Student Group	Academic Year	Dropout Rate
---	---	---
All Students	2018-2019 2019-2020	0.2%
English Learners	2018-2019 2019-2020	
Foster	2018-2019 2019-2020	
Homeless	2018-2019 2019-2020	1.3%
Socioeconomically Disadvantaged	2018-2019 2019-2020	0.4%
Students with Disabilities	2018-2019 2019-2020	
African American	2018-2019 2019-2020	
American Indian or Alaska Native	2018-2019 2019-2020	
Asian	2018-2019 2019-2020	
Filipino	2018-2019 2019-2020	
Hispanic	2018-2019 2019-2020	0.4%
Native Hawaiian or Other Pacific Islander	2018-2019 2019-2020	
White	2018-2019 2019-2020	
Two or More Races	2018-2019 2019-2020	2.2%	 1.0% 2.0% 3.0% Dropout Rate

Expected	Actual
Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate **19-20** Decrease the number of high school students dropping out by .5% over previous year. **Baseline** High school dropout rate is 1.2% (2015-2016)	The overall Chico Unified dropout and non-completer rate declined by two percentage points in 2019-2020. Student groups that saw the most significant drop include Foster, Homeless, Socioeconomically Disadvantaged, Students with Disabilities. Student groups that saw the most significant increase include English Learners, African American, and American Indian or Alaska Native. **Dropout and Non-Completer Rate** | Student Group	Year	Rate
---	---	---
All Students	2018-19	8.4%
	2019-20	6.4%
English Learners	2018-19	4.5%
	2019-20	11.8%
Foster	2018-19	21.4%
	2019-20	8.3%
Homeless	2018-19	26.0%
	2019-20	17.8%
Socioeconomically Disadvantaged	2018-19	12.1%
	2019-20	7.8%
Students with Disabilities	2018-19	20.2%
	2019-20	12.3%
African American	2018-19	18.2%
	2019-20	24.0%
American Indian or Alaska Native	2018-19	9.1%
	2019-20	25.0%
Asian	2018-19	0.0%
	2019-20	6.3%
Filipino	2018-19	
	2019-20	
Hispanic	2018-19	9.5%
	2019-20	5.2%
Native Hawaiian or Other Pacific Islander	2018-19	
	2019-20	
White	2018-19	7.8%
	2019-20	5.4%
Two or More Races	2018-19	25.0%
	2019-20	11.5%	 Dropout and Non-Completer Rate (0% to 30%)

Expected	Actual
Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator **19-20** The Change metric for Graduation Rate on the state dashboard will be "Increased" or better. The graduation rate will increase by at least 1% for all student groups. **Baseline** High school graduation rate: 89.4% (2015-16) Moving forward we will utilize the new California Accountability Dashboard calculation, which calculates graduation rate differently than the former system. Using the new calculation method, the graduation rate for 2014-15 was 90.2% and for 2015-16 was 91.9%.	The overall graduation rate for CUSD declined from the previous year by 3.6 percentage points to 87.9% in 2019-2020. Student groups showing the most significant increase include African American and American Indian or Alaska Native. Student groups showing the most significant decline include, English Learners, Foster, Students with Disabilities, Asian and Two or More Races. **Chico Unified Graduation Rate** *As Reported on the California State Dashboard* *Combined Four- and Five-Year Rates* | Student Group	Year	Graduation Rate
---	---	---
All Students	2018-2019	91.5%
	2019-2020	87.9%
English Learner	2018-2019	79.4%
	2019-2020	73.8%
Foster Youth	2018-2019	92.3%
	2019-2020	70.6%
Homeless	2018-2019	84.0%
	2019-2020	82.3%
Socioeconomically Disadvantaged	2018-2019	89.6%
	2019-2020	85.3%
Students with Disabilities	2018-2019	78.6%
	2019-2020	66.1%
African American	2018-2019	77.3%
	2019-2020	88.2%
American Indian or Alaska Native	2018-2019	72.7%
	2019-2020	88.9%
Asian	2018-2019	92.2%
	2019-2020	84.1%
Filipino	2018-2019	
	2019-2020	
Hispanic	2018-2019	90.8%
	2019-2020	87.8%
Native Hawaiian or Other Pacific Islander	2018-2019	
	2019-2020	
White	2018-2019	92.6%
	2019-2020	88.1%
Two or More Races	2018-2019	91.7%
	2019-2020	85.3%	

Expected	Actual
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator **19-20** The Change metric for Suspension Rate on the state dashboard will be "Declined" or better. The Suspension Rate will decline by a minimum of 0.3% for all student groups. **Baseline** Suspension rate is 3.4% (2015-16).	Suspension rates have declined significantly in 2020-2021. We believe that this is largely due to the significant reduction in time students spent on campus this year. For this reason,, the 2020-21 data is not included.

Suspension Rate by Student Group

Student Group	Academic Year	Suspension Rate
All Students	2018-19	4.3%
	2019-20	3.5%
English Learners	2018-19	1.4%
	2019-20	1.3%
Homeless	2018-19	6.6%
	2019-20	9.3%
Foster	2018-19	17.4%
	2019-20	18.6%
Socioeconomically Disadvantaged	2018-19	5.8%
	2019-20	5.3%
Students with Disabilities	2018-19	8.3%
	2019-20	8.0%
African American	2018-19	9.7%
	2019-20	8.0%
American Indian or Alaska Native	2018-19	13.2%
	2019-20	9.0%
Asian	2018-19	1.6%
	2019-20	1.2%
Filipino	2018-19	2.4%
	2019-20	1.3%
Hispanic or Latino	2018-19	4.5%
	2019-20	3.7%
Native Hawaiian or Other Pacific Islander	2018-19	1.7%
	2019-20	3.4%
White	2018-19	4.0%
	2019-20	3.4%
Two or More Races	2018-19	4.5%
	2019-20	3.7%

0% 10% 20%
Suspension Rate

Expected	Actual
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator **19-20** CUSD will maintain or reduce the expulsion rates from the previous year. **Baseline** Expulsion rate is 0.06% (2015-16)	Expulsion rate increased by .24% in 2019-2020, most significantly for African-American and Homeless students. **Expulsion Rate by Student Group**

Expulsion Rate by Student Group

Student Group	Academic Year	Cumulative Enrollment	Expulsion Rate
All Students	2018-19	13225	0.06%
	2019-20	12876	0.30%
English Learners	2018-19	838	0.00%
	2019-20	774	0.00%
Foster	2018-19	172	0.58%
	2019-20	156	0.64%
Homeless	2018-19	1039	0.19%
	2019-20	495	1.21%
Socioeconomically Disadvantaged	2018-19	7289	0.10%
	2019-20	6781	0.52%
Students with Disabilities	2018-19	1966	0.05%
	2019-20	1799	0.61%
African American	2018-19	329	0.30%
	2019-20	289	2.08%
American Indian or Alaska Native	2018-19	182	0.55%
	2019-20	156	0.64%
Asian	2018-19	681	0.00%
	2019-20	641	0.00%
Filipino	2018-19	83	0.00%
	2019-20	78	0.00%
Hispanic	2018-19	3436	0.03%
	2019-20	3372	0.30%
Native Hawaiian or Other Pacific Islander	2018-19	59	0.00%
	2019-20	58	0.00%
White	2018-19	7517	0.04%
	2019-20	7264	0.22%
Two or More Races	2018-19	687	0.00%
	2019-20	722	0.55%

0.0%   2.0%

Expulsion Rate

Expected	Actual
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate **19-20** Education for the Future survey results will maintain or increase across sites. **Baseline** Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety and being treated fairly on TK-12 site surveys.	Beginning in the fall of 2019, Chico Unified changes survey instruments to a district-created survey. No survey was administered in the Spring 2020 due to pandemic conditions. Spring 2021 results are given below.
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.) **19-20** Using the 2017-2018 California Physical Fitness Test as a baseline, CUSD will improve the percentage of students meeting standard in at least five of six areas.	The California Physical Fitness Test was not administered in the 2019-2020 and 2020-2021 school years.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development opportunities for staff in: • becoming a trauma-informed district • behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach • PBIS will be funded by Butte County Office of Education and school site support.\	Professional Development EEF - expired 1000-1999: Certificated Personnel Salaries $ 0 Professional Development/PBIS 1000-1999: Certificated Personnel Salaries Title II $0	Professional Development EEF - expired 1000-1999: Certificated Personnel Salaries $0 Professional Development/PBIS 1000-1999: Certificated Personnel Salaries Title II $0
Continue support for Alternative Education Programs: • Opportunity Programs (CAL)	Opportunity Classes CAL/Chapman (2) 1000-1999:	Opportunity Classes CAL/Chapman (2) 1000-1999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Psychology/Counseling services for Opportunity Class • Secondary Out of School suspension alternatives (e.g. ISS) • Alternative Ed. Supplemental staffing	Certificated Personnel Salaries Supplemental $336,077	Certificated Personnel Salaries Supplemental $333,153
	Elementary Counselors 1000-1999: Certificated Personnel Salaries Supplemental $585,473	Elementary Counselors 1000-1999: Certificated Personnel Salaries Supplemental $585,919
	Alt Ed (AFC) Staffing 1000-1999: Certificated Personnel Salaries Supplemental $343,711	Alt Ed (AFC) Staffing 1000-1999: Certificated Personnel Salaries Supplemental $357,623
	Alt Ed Continuation Counselors 1000-1999: Certificated Personnel Salaries Supplemental $127,134	Alt Ed Continuation Counselors 1000-1999: Certificated Personnel Salaries Supplemental $129,889
	Community Day Counselors 1000-1999: Certificated Personnel Salaries Supplemental $123,941	Community Day Counselors 1000-1999: Certificated Personnel Salaries Supplemental $125,089
	Title 1 Counselors/Psychologist (including Chapman, Citrus and McManus) 1000-1999: Certificated Personnel Salaries Title I $130,867	Title 1 Counselors/Psychologist (including Chapman, Citrus and McManus) 1000-1999: Certificated Personnel Salaries Title I $149,613
	Secondary Counselors 1000-1999: Certificated Personnel Salaries Supplemental $1,762,834	Secondary Counselors 1000-1999: Certificated Personnel Salaries Supplemental $1,827,315
Provide health, social-emotional counseling support services: • EMHI/PIP/Guidance Aides	Guidance Aides/EMHI/PIP 2000-2999: Classified Personnel Salaries Supplemental $368,976	Guidance Aides/EMHI/PIP 2000-2999: Classified Personnel Salaries Supplemental $341,641
• .5 FTE Counselor at each elementary site • Nurses	Nurses, Health Aides, LVNs 1000-1999: Certificated Personnel Salaries Supplemental $814,220	Nurses, Health Aides, LVNs 1000-1999: Certificated Personnel Salaries Supplemental $781,324
• Health Aides	Health Aide Time 2000-2999: Classified Personnel Salaries Supplemental $0	Health Aide Time 2000-2999: Classified Personnel Salaries Supplemental $0
• Cal Safe Teen Parenting Program	Cal Safe Program/E-Center 5800: Professional/Consulting Services	Cal Safe Program/E-Center 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Psychologists	And Operating Expenditures Supplemental $55,500	And Operating Expenditures Supplemental $55,500
Support campus supervision as per site needs.	Campus supervision 2000-2999: Classified Personnel Salaries Supplemental $1,208,816	Campus supervision 2000-2999: Classified Personnel Salaries Supplemental $1,190,254
	School Climate Survey 5800: Professional/Consulting Services And Operating Expenditures Base $14,000	School Climate Survey 5800: Professional/Consulting Services And Operating Expenditures Base $0
Support student engagement at the high schools by encouraging participation in sports teams.	Coaching Stipends 1000-1999: Certificated Personnel Salaries Supplemental $723,200	Coaching Stipends 1000-1999: Certificated Personnel Salaries Supplemental $745,529
	Athlete Committed 1000-1999: Certificated Personnel Salaries Supplemental $10,000	Athlete Committed 1000-1999: Certificated Personnel Salaries Supplemental $5,846
Support student engagement in Art, Music, and PE activities at the elementary schools, which provides prep/collaboration time for core teachers.	Elementary Fine Arts,Music/Band and PE 1000-1999: Certificated Personnel Salaries Supplemental $1,604,372	Elementary Fine Arts,Music/Band and PE 1000-1999: Certificated Personnel Salaries Supplemental $1,672,365

Goal Analysis

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

All budgeted funds were utilized. We have made the shift from contracting out for our Climate Survey to writing and managing it internally, which does save us money.

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

The overall graduation rate declined and suspension rates declined significantly. We believe this is largely due to the reduced time students spent on campus this year. Due to the pandemic, we were not able to administer the Climate Surveys in the regular time frames. We look forward to those time frames returning next year.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Sanitation Stipend	500,000	0	No
Laptops for teachers and support staff	850,000	934,461	Yes
Plexiglass Dividers	50,000	92,787	No
Personal Protective Equipment (PPE)	190,000	46,924	No
Edgenuity Curriculum (grades 6-12) for all secondary schools	346,500	461,750	Yes
Mystery Science (Elementary)	25,000	10,989	Yes
Wonders English Language Arts Digital Curriculum (Elementary)	140,000	137,997	Yes
Unique Curriculum (Special Education)	20,000	26,364	Yes
Razz Kids (Special Education)	25,000	0	Yes
Zoom	170,000	30,642	Yes
iPads for Special Education	15,000	17,063	Yes
Viewsonics for Classrooms	1,700,000	1,330,036	Yes
Webcams for teachers	55,000	64,136	Yes
Honors English course Edgenuity curriculum revisions	1,000	0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Special Education Edgenuity curriculum revisions	1,000	0	Yes
Document Cameras	250,000	238,930	Yes
After School Program Grant Extra Assignment for Childcare	80,000	149,646	Yes
Wireless access points at schools	250,000	124,838	Yes
Moderate/Severe Special Education Curriculum - Touch Math	51,000	51,991	Yes
T-Mobile Hot Spots	60,000	47,996	Yes
ELD digital curriculum grades 3-12	44,594	39,678	Yes
Workday Child Supervision through December	200,000	817,179	Yes
6 ft. Distancing Markers (2,000-2,500)	2,000	24,548	No
.2 Edgenuity Support	20,000	21,606	Yes
Drama teacher PD Subscriptions	222	214	Yes
500 eDynamic Licenses	50,000	169,300	Yes
Oak Bridge Teachers	1,500,000	1,751,606	Yes

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

In analyzing our Estimated Actual Expenditures as compared to our Total Budgeted Funds, some of the amounts came out even, some came out higher, and some came out lower. Many of the items came out relatively close. Below is a description of several of those actual expenditures that were either higher or lower than the budgeted funds:

*Sanitation Stipend: Initially, we were prepared to offer sanitation stipends to teachers, but did not need to do that.
*Laptops: Due to supply and demand, costs increased.
*Plexiglass Dividers: We had an actual increase on this purchase.
*Personal Protective Equipment (PPE): Our purchases were for masks and hand sanitation items, which was less than what we had budgeted for.
*Edgenuity Curriculum: Increased actual amount due to the needs we had at the time.
*Razz Kids Special Education Curriculum: Curriculum was not purchased.
*Zoom: Actual cost for Zoom was far less than anticipated and budgeted.
*Viewsonics: Actual amounts were less than budgeted.
*After School Program Grant Extra Assignment for Childcare: This cost was to add extra work time to our After School Program Coordinators, as they were only contracted for .6 FTE and we needed them to work a full day.
*Wireless Access Points at Schools: Total actual expense was less than budgeted.
*Workday Child Supervision through December: As an expense all through the school year as we remained in AM/PM for the remainder of the year, the cost increased.
*6 ft. Distancing Markers: This actual increased from the budgeted dollars.
*500 eDynamic Licenses: This actual increased from the budgeted dollars because we had to increase the purchase of 500 licenses to approximately 1,500 licenses.

Analysis of In-Person Instructional Offerings

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

Overall, we successfully implemented our plan for in-person instruction as described in the Learning Continuity Plan. While we started the school year online, due to high rates of infection in Butte County, the board voted to transition to a modified in-person instructional model beginning October 19.

Specific successes included:
- Both elementary and secondary students attended school in person using the modified traditional in-person instructional model. Specifically, elementary and secondary students attended every day for a half-day beginning October 19, 2020.
- We implemented cleaning and sanitation protocols and health screening as planned.
- Masks or other protective face coverings were required for all staff and students.
- Classrooms and sites were reorganized to ensure appropriate social distancing.
- Elementary teachers, using Wonders and Ready math as the in-person curriculum, used the assessments built into these programs to monitor student progress and create interventions as needed to monitor learning loss. Additionally, the elementary grades were assessed in the BPST, BAS, STAR Reading and iReady Math. These assessments guided intervention and enrichment groups.
.

Challenges in implementation included:
- Edgenuity, while suited to students at Oak Bridge, was less effective as an instructional delivery method for secondary teachers during in-person instruction. We thus transitioned away from Edgenuity for in-person instruction in November and December, and teachers used Google Classroom and other platforms to meet the needs of in-person and distance learners. Edgenuity was used by some teachers as a supplement to the core curriculum.
- Some families who preferred distance-learning wanted to also be connected to their school and teacher rather than to our online academy, Oak Bridge. Thus, we added the option for students to Zoom into a class that was also being taught in person. However, it proved to be a challenge to keep students on a Zoom and in-person equally engaged in the class.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2 Days Extra Assignment for Class Scheduling	Included in above action		Yes
Extra office help for registrars	Included in above section		Yes
Laptops for teachers and support staff (psychologists, etc.)	Included in above action		Yes
Sanitation Stipend	Included in above section		No
Social-Emotional Supports: Zones of Regulation Training	Included in above section		Yes
Plexiglass Dividers	Included in above action		No
Personal Protective Equipment (PPE)	Included in above action		No
Training costs for aides - focus TBD	Included in above action		Yes
Additional Professional Development time for teachers (initial day)	Included in above section		Yes
3 additional teacher Professional Development days	Included in above section		Yes
1 day of Special Education Professional Development days for teachers and paraprofessionals	Included in above section		Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Edgenuity Curriculum (grades 6-12) for all secondary schools	Included in above section		Yes
Edgenuity Curriculum (grades 6-12) for Oak Bridge Online Academy	Included in above section		Yes
Mystery Science (Elementary)	Included in above section		Yes
Wonders English Language Arts Digital Curriculum (Elementary)	Included in above section		Yes
Language Live Curriculum (Special Education)	Included in above section		Yes
Unique Curriculum (Special Education)	Included in above section		Yes
Online Speech Platform	Included in above section		Yes
Razz Kids (Special Education)	Included in above section		Yes
Zoom	Included in above section		Yes
iPads for Special Education	Included in above section		Yes
Viewsonics for Classrooms	Included in above section		Yes
Webcams for teachers	Included in above section		Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Honors English course Edgenuity curriculum revisions	Incliuded in above section		Yes
Special Education Edgenuity curriculum revisions	Included in above section		Yes
Document Cameras	Included in above section		Yes
After School Program Grant Extra Assignment for Childcare	Included in above section		Yes
Site Discretionary	Included in above section		Yes
Wireless access points at schools	Included in above section		Yes
Q-Globalinteractive (online psych assessment)	Included in above section		No
Moderate/Severe Special Education Curriculum - Touchmath	Included in above section		Yes
Comcast Contract	Included in above section		Yes
T-Mobile Hot Spots	Included in above section		Yes
ELD digital curriculum Grades 3-12	Included in above section		Yes
Workday Child Supervision for Foster Youth/Homeless/At-Risk/Essential Workers	Included in above section		Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
6-foot distancing markers (2,000-2,500)	Included in above action		No
Drama Teacher PD Subscriptions	Included in above action		Yes
500 eDynamics Licenses	Included in above action		Yes
Oak Bridge Teachers	Included in above action		Yes

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

In analyzing our Estimated Actual Expenditures as compared to our Total Budgeted Funds, some of the amounts came out even, some came out higher, and some came out lower. Many of the items came out relatively close. Below is a description of several of those actual expenditures that were either higher or lower than the budgeted funds:

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*Razz Kids Special Education Curriculum: Curriculum was not purchased.
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*Workday Child Supervision through December: As an expense all through the school year as we remained in AM/PM for the remainder of the year, the cost increased.
*6 ft. Distancing Markers: This actual increased from the budgeted dollars.

*500 eDynamic Licenses: This actual increased from the budgeted dollars because we had to increase the purchase of 500 licenses to approximately 1,500 licenses.

Analysis of the Distance Learning Program

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

For the first nine weeks of the 2020-21 academic year (August 17-October 19, 2020), all instruction was delivered through distance learning. The successes and challenges of each of the elements of our distance-learning program are described below:

CONTINUITY OF INSTRUCTION:

Successes:
1) At the elementary level, primary academic instruction was delivered as planned using Wonders for English-Language Arts and Ready Classroom for mathematics. The transition from distance-learning to in-person learning was fairly seamless with these programs.
2) During the asynchronous time in the afternoons, students received ELD, Fine Arts/PE/Music and individual and small group interventions.

Challenges:
1) Although the secondary curriculum (Edgenuity) was also chosen to ensure an easy transition to in-person learning, it turned out to be frustrating for students, parents and teachers, as it was not as closely aligned with the pre-COVID curriculum as originally thought.
2) Students and teachers had to learn the norms of instruction and build classroom culture virtually via distance learning.

ACCESS TO DEVICES AND CONNECTIVITY

Successes:
1) The CUSD IT Department established a hotline for parents to answer immediate questions about connectivity and/or problems.
2) Hot spots were dispersed to families who needed them.
3) ViewSonics were purchased with CARES funding to be placed in all classrooms that did not already have one.
4) Schools distributed Chromebooks efficiently to all students.
5) The CUSD IT Department created and distributed a "Chromebook 1:1 Parent Handbook" which provided step-by-step information to parents to support their students' use of the Chromebooks.
6) Utilizing the map of Comcast Community WiFi hot spots, the IT Department was able to direct parents for use.

Challenges:
1) Frustration felt by teachers/students/families when there were technology glitches or failings.
2) The backlog of ordering and receiving supplies could slow things down in terms of delivery as all of these items were in great need worldwide.

PUPIL PARTICIPATION AND PROGRESS

Successes:
1) Once a daily routine was established, teachers handled attendance very well.
2) Families with supports at home could assist their child in participating daily.

Challenges:
1) Communicating to site staff of how to take attendance in our student information system.
2) Families without supports at home could not assist their child in participating daily.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT

Successes:
1) In a very tight timeframe, numerous professional development opportunities were offered to teachers and staff, specifically in digital curriculum.
2) Professional Development included PBIS, Social-Emotional Learning, Google Classroom and Zoom.
3) We continued to communicate with school sites to determine what specific professional development needs existed.
4) Professional development was offered to all general education teachers as well as our teachers delivering special education services.

Challenges:
1) The immediate need to pivot to a very different teaching model, platform and schedule was difficult and frustrating to teachers.
2) A high volume of professional development was overwhelming to teachers in a very short time frame.

STAFF ROLES AND RESPONSIBILITIES

Successes:
1) Our classified staff was able to work in the workday child supervision program until the return to in-person learning.
2) Bus drivers were able to support Nutrition Services in delivering meals to sites for family pick-up.
3) Site staff reached out to families in multiple ways and held the best communication possible with their families.

Challenges:
1) The almost-overnight shift for all teachers from teaching in-person to online was difficult.

2) Our CUSD staff, in general, felt the stress and pressure of doing things differently than in pre-COVID times. This was true for certificated, classified and administrative staff.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS

Successes:
1) Our English Learners received designated ELD instruction four times each week during asynchronous learning.
2) Special Education services providers used both synchronous and asynchronous learning time to deliver instruction to their students.
3) Our Foster Youth/Homeless Liaison played a pivotal role as the lead contact person for the students/families needing support in this student population.
4) Students with a 504 plan were supported as per their plan.
5) CUSD was able to offer child supervision to our most at-risk students at our school sites during school hours. This ensured that students participated in their synchronous and asynchronous learning time. Additionally, students received meals daily onsite through CUSD Nutrition Services.
6) Physical safety measures were implemented to support the health and well-being for our most fragile and at-risk students with disabilities who were receiving services on campus.

Challenges:
1) Site staff working together to ensure that our most at-risk students and families did not fall through the cracks.
2) Delivering safety training and ensuring all safety measures were in place for students on campus.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

There are no substantive differences between the planned actions in this category.

Analysis of Pupil Learning Loss

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

We expected that there would be some learning loss in the wake of the abrupt transition to distance learning in March 2020. We also recognized that the learning loss was likely to be more pronounced for those students with less academic support at home. To mitigate the effects of this, we planned to monitor student academic progress through administering regular assessments (using the assessments embedded in the online curricula Edgenuity, Wonders, and Ready Math), analyzing the assessment results to identify students in need of additional support, and designing and delivering interventions.

Overall, our plans to address learning loss were carried out as planned. Successes included:

1) Using break-out rooms in Zoom to provide small-group instruction (from teacher or aides) during synchronous time.
2) Cohorts of targeted student groups -- foster, homeless, economically disadvantaged -- were invited to participate in in-person instruction even when distance learning was still in effect.
3) Targeted student groups were also able to take part in the workday child supervision program provided to the children of CUSD staff. During this time, and under the supervision of a CUSD certificated or classified employee, students were allowed to stay on campus before or after their in-person instructional session and receive support in completing their asynchronous work.
4) Students with Individualized Educational Plans (IEPs) and 504 Plans continued to receive the supports designated on those plans.
5) Beginning in spring, 2021, many elementary teachers provided tutoring for a half hour up to four times a day (before and after the am and pm in-person sessions).
6) ELD instruction continued to be delivered four days/week to our English Learners.

7) Targeted Case Managers and the Foster/Homeless Liaison provided additional support to students who seemed to be experiencing the greatest learning loss.

There were also some challenges, including:
1) We had originally planned that teachers would provide interventions during afternoon asynchronous time. When we returned to in-person instruction in an am/pm hybrid model, however, teachers were teaching two cohorts of students each day, making them unavailable for interventions.
2) While there are always some families who can provide more academic support for their children than others, those differences became more pronounced during this past year. Predictably, there was a correlation between the amount of learning loss and the amount of home support students had during their asynchronous time.
3) There were an extremely high number of failing grades at the secondary grade levels.

ANALYSIS OF THE EFFECTIVENESS OF EFFORTS TO ADDRESS PUPIL LEARNING LOSS TO DATE:

Our efforts to address pupil learning loss were carried out as planned: IEP-driven goals and objectives have been monitored by case carriers. Staff delivering special education services have worked with site teachers in communicating student needs. Formative and summative unit and lesson assessments have been given. This data provided real-time re-teaching to students when possible during both in-person and asynchronous times. Our district benchmark assessments such as the BPST, BAS, Star Reading, and iReady in Math, among others, have continued to be given. Teachers have analyzed the data and formed groups for small group instruction as well as the tutoring that sites began offering in February. Quarterly and semester progress reports continued to be disseminated and communicated to students and parents.

Analysis of Mental Health and Social and Emotional Well-Being

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

Our successes in monitoring and supporting mental health and social and emotional well-being included:

1) Half-time Wellness Counselor at each site, as well as counseling assistants, supported student social-emotional health and well-being, both in-person and via Zoom.
2) Positive Behavior Intervention and Support (PBIS) implemented at most sites.
3) Use of a Social-Emotional Learning (SEL) curriculum (Living Works) to support student mental health.
4) Continued partnership with Care Solace to provide community supports for students, families, and staff members.
5) Continued use of our Chico Unified Employee Assistance Program (EAP) for CUSD staff members.
6) Continued use of Kelvin Education with our students provides regular check-ins with students as to how they are feeling.
7) CUSD implemented Securly, which monitors our student technology use and alerts site administration to concerning and unhealthy searches. This communication occurs quickly so assistance/support can be provided as soon as possible.
8) The Inner Explorer Mindfulness program continues to be used across the district. This program can also be utilized by parents.
9) School sites continue to use character programs to support a positive school climate and culture.

Our challenges in this area included:

1) Monitoring student mental health for students in Zoom was more difficult.
2) Our community experienced devastating loss during this pandemic. CUSD partnered with community agencies and experts in the area of suicide awareness to support student, family, and staff needs. However, for many students and staff the compounding effects of the losses, COVID, and the Camp Fire deepened the need for social-emotional support.

Analysis of Pupil and Family Engagement and Outreach

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

Specific successes included related to pupil and family engagement and outreach included:

1) Targeted Case Managers (TCMs) at each site, as well as a district Homeless/Foster Liaison, encouraged family engagement and provided outreach to families who might have otherwise been less engaged.
2) Parents in LCAP meetings (March, 2021) expressed appreciation for the multiple ways the school reached out to families, including through Aeries Communication, site and district newsletters, Facebook Live, PTSOs and PTSAs, and counselors.
3) To prepare for our Local Control and Accountability Plan (LCAP) meetings, small, socially-distanced groups of elementary and secondary students were able to provide insight on a variety of topics for our LCAP to district staff.

4) Additionally, CUSD was able to host small, socially-distanced meetings of the parents of targeted student populations for LCAP feedback.
5) Our two community LCAP meetings were held in a different format from previous years, but they generated thoughtful comments and suggestions. Sites hosted their families to Zoom in together during the Community LCAP meetings. Feedback was positive as families felt more comfortable being on a site they knew well.
6) School Site Council and PTA meetings continued to be held during the year via Zoom.
7) Our CUSD board meetings were broadcast via YouTube so the public could tune in to the meetings. If family or community members wished to participate, they were able to call in with their comments.
8) In-Person attendance at the board meetings began once our county landed in the Orange Tier, the end of March, 2021.
9) Sites held parent connection times virtually. These included check-in's with families as well as offered support to parents on ways to assist their students with learning during the pandemic.

Challenges in the area of pupil and family engagement and outreach included:

1) While parents at all sites were appreciative of TCM and Wellness Counselor time, they expressed a need for a full-time TCM and counselor at each site.
2) The social distancing constraints imposed by COVID-19 meant that Parent Coffees and other community-building activities at sites did not take place, making continued family engagement more challenging.
3) Some parents also expressed concerns about Aeries Communication: difficult to access at home, not user-friendly, and not being consistently available in languages other than English.
4) Some parents pointed out the need for additional interpreters as well as more bilingual / bicultural teachers and office staff.

Analysis of School Nutrition

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

Successes:
Throughout the 2020-21 school year the Nutrition Department has been faced with many obstacles and challenges, many of which were overcome successfully due to the flexibility and determination of our staff. We are proud to say that we have maintained participation in school meals comparable to pre-COVID service. Serving weekend meals has allowed us to combat potential losses by gaining extra days of participation. These meals have also helped us maintain consistent meal availability to protect students from food insecurity. Nutrition Services has not missed a day serving meals to our community since the pandemic started. We have maintained all staff members and their hours. This is due in part to our staff's continued flexibility with the ever-changing demands and guidelines surrounding COVID safety. Quick action and training in safety/sanitation procedures has helped us keep our staff safe and healthy at work.

Challenges:
Along with our successes, we also experienced some challenges. The Nutrition Department staff pride themselves on providing a variety of meals that are high quality and fresh baked. COVID has forced us to scale back on production, limit our serving menu and use prewrapped items only. With all other districts in the same situation, product availability was scarce and we had to get creative with how to provide these items. As the district made plans for operation, Nutrition Services plans had to adapt on the spot to the daily changes. Serving outside of the cafeteria has posed its many challenges including logistics of serving during inclement weather, maintaining meal integrity for those students with allergies, and keeping food within safe serving temperatures when transporting it to the students. Also, social distancing has made interacting with our staff and trainings difficult. This has forced us to cancel normal meetings and turn to a virtual method of communication, which is not as conducive to all staff needs.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Through our After School Safety and Enrichment (ASES) grant and to comply with the Senate Bill 98 language for child supervision, Chico Unified has provided Workday Child Supervision for foster youth and homeless students and children of essential workers within our district and community. This program runs on the majority of our campuses from 8:00-2:00 daily and provides supervision of schoolwork, added enrichment, and nutrition. Students are grouped in pods and follow all health and safety guidelines and protocols.	200,000	0.00	Yes

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

The Workday Child Supervision program was implemented as planned. The above expenditures are reflected in the "In-Person Instructional Offerings" section of this document.

Overall Analysis

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

The COVID-19 pandemic created an extremely challenging and difficult learning environment. We had to pivot our instructional model in response to changing state and county mandates, and adjust our instructional platform based on student academic needs and parent wishes. For example, some parents wanted their students to continue in distance learning, but also wanted them to be connected to their school of origin and their teacher. As a result, we had teachers simultaneously teaching classes via Zoom and in-person. These changes and adjustments led to learning loss for many of our students. In addition, the stresses of the year have taken their toll on students' mental health. And although we have worked to address this through different interventions, including before- and after-school tutoring, summer academies, and counseling, it is clear that that has not been enough. We need a systematic

approach to addressing each and every student's needs for enrichment or intervention, be those needs academic, social-emotional, or behavioral. Thus, as described more fully in the "Overall Analysis" section, we have restructured our LCAP for 2021-24 around a Multi-Tiered System of Support (MTSS) framework. Our new LCAP includes the same actions and services as in previous LCAPs, yet structured in a way that keeps our focus squarely on the three MTSS components: inclusive academic instruction, inclusive social-emotional support, and behavioral support.

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

We will continue to assess student learning as described in the Pupil Learning Loss section of this report: through administering regular formative and summative assessments, analyzing the assessment results to determine which students need additional support or enrichment, and then delivering the interventions or enrichment as needed. The districtwide MTSS focus for our 2021-24 LCAP will allow us to systematically build a district-wide system of interventions that provide each and every student with the enrichment or remediation that meets their individual needs. In addition, students who are in the foster care system, experiencing homelessness, as well as those with Individualized Educational Programs or who are still learning English, will be supported in accessing the appropriate levels of support by English Language Development coaches, a Foster/Homeless Liaison, Targeted Case Managers, and special education instructors and aides.

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

There was no substantive difference between the description of the actions and services we proposed to meet the increased or improved services requirement and what we carried out. As noted above, we directed additional resources and personnel to our targeted and unduplicated personnel, including Targeted Case Managers, English Language Development Coaches, a Foster/Homeless Liaison, and special education staffing. Students from economically disadvantaged backgrounds were supported in a number of ways, including mobile hotspots and assistance in connecting to the internet to complete asynchronous work at home.

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

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

As noted in the previous section, COVID-19 has been a challenge like no other. Through it all, however, one thing has remained constant: the commitment to keeping our students and staff members as safe and supported as constraints allowed. In light of this, we have a very clear direction in moving forward with the development of our 2021-24 LCAP. Chico Unified is shifting our LCAP to center around a Multi-Tiered System of Supports (MTSS). The MTSS framework is strongly rooted in research that supports the whole child in three parts: academic needs, social-emotional needs, and behavioral needs. We know that learning loss has occurred for many students due to the pandemic itself and to and not being in a regular school environment. We also know that social-emotional and mental health supports, especially in our community, continue to be a critical need. Our students and staff have not only navigated the pandemic, but we have also had to adjust to great loss and change due to the Camp Fire and the North Complex Fire. After the disruptions of the past three years, there is little doubt that transitioning back to full-day in-person school will be a major adjustment for many, if not all, students. The MTSS behavioral piece will be critical as school sites prepare to implement and support this re-entry into the school day environment.

All five of our previous goals fall under one of the three MTSS components: inclusive academic support, inclusive social-emotional support, and inclusive behavioral support. Therefore, all actions and services that were included in our previous LCAPs are still included in our 2021-24 plan. However, we have revised our LCAP to include three primary goals which not only encompass the previous goals but which align with the three major components of the MTSS. Moving forward, we know that an intensive focus on those three areas -- academics, social-emotional wellness, and behavioral support -- will be necessary to help our students transition out of the trauma and disruption of the past three years. Additionally, as feedback comes in from stakeholders and as our board of trustees approves one-time monies to support activities to address learning loss, we can add important student support services in all three goals to the LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

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

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	22,973,852.00	22,591,058.00
	0.00	0.00
Base	5,377,043.00	5,142,292.00
California Career Pathways Trust	0.00	0.00
Lottery	707,805.00	482,678.00
Other	1,880,258.00	1,743,718.00
Supplemental	14,074,808.00	14,442,302.00
Title I	542,637.00	466,606.00
Title II	228,006.00	147,758.00
Title III	163,295.00	165,704.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	22,973,852.00	22,591,058.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	11,928,107.00	11,772,108.00
2000-2999: Classified Personnel Salaries	4,324,842.00	4,346,369.00
4000-4999: Books And Supplies	1,628,782.00	1,409,548.00
5000-5999: Services And Other Operating Expenditures	4,500,226.00	4,623,453.00
5800: Professional/Consulting Services And Operating Expenditures	591,895.00	439,580.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	22,973,852.00	22,591,058.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	386,483.00	409,300.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	1,861,928.00	1,743,718.00
1000-1999: Certificated Personnel Salaries	Supplemental	8,945,758.00	9,014,554.00
1000-1999: Certificated Personnel Salaries	Title I	342,637.00	315,074.00
1000-1999: Certificated Personnel Salaries	Title II	228,006.00	147,758.00
1000-1999: Certificated Personnel Salaries	Title III	163,295.00	141,704.00
2000-2999: Classified Personnel Salaries	Base	260,187.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	4,064,655.00	4,346,369.00
4000-4999: Books And Supplies	Base	52,647.00	76,870.00
4000-4999: Books And Supplies	Lottery	707,805.00	482,678.00
4000-4999: Books And Supplies	Other	18,330.00	0.00
4000-4999: Books And Supplies	Supplemental	850,000.00	850,000.00
5000-5999: Services And Other Operating Expenditures	Base	4,500,226.00	4,447,574.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	175,879.00
5800: Professional/Consulting Services And Operating Expenditures	Base	177,500.00	208,548.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	214,395.00	55,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	200,000.00	151,532.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	24,000.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	8,058,085.00	7,792,408.00
Goal 2	1,013,838.00	903,895.00
Goal 3	5,149,707.00	5,080,178.00
Goal 4	543,101.00	513,517.00
Goal 5	8,209,121.00	8,301,060.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$6,596,316.00	$6,590,681.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$200,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$6,796,316.00	$6,590,681.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$742,000.00	$164,259.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$742,000.00	$164,259.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$5,854,316.00	$6,426,422.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$200,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$6,054,316.00	$6,426,422.00

Local Control 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
Chico Unified School District	Kelly Staley Superintendent	kstaley@chicousd.org 530-891-3000

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Chico Unified School District (CUSD) serves 11,911 students in twenty-three school settings: twelve elementary sites, three junior highs, two comprehensive high schools, four alternative education options, an online academy and a special services school for students with severe disabilities. Five elementary "schools of choice" options are offered: Two-Way Spanish Immersion, Academics Plus, Hands-On Thematic Learning, Science/Technology /Engineering/Math (STEM) and a pull-out Gifted and Talented Education (GATE) program for fourth and fifth graders from across the district. All twelve sites offer at least one all-day kindergarten class, seven sites offer transitional kindergarten and four sites provide a state-funded preschool program. The district also sponsors eight charters, six of which are K-8. A ninth charter, also serving grades K-8, was approved by the CUSD Board of Trustees in May, 2021.

As Chico's population has steadily grown, our student population has also become more diverse. The ethnic composition of our student body is 55.4% White, 27.3% Hispanic, 4.9% Asian, 5.9% two or more races, 2% African- American, 1.1% American Indian or Alaska Native. Filipino and Native Hawaiian/Pacific Islander comprise less than 1% each. Students with disabilities make up 13.3% of our student population. This diversity enriches all students, and at the same time brings a responsibility to ensure that we are responding to all student and family needs in a culturally sensitive and appropriate way.

An increasing number of our students live in poverty or are experiencing other challenging circumstances, including homelessness and foster care. CUSD's student population includes 49.3% Free and Reduced Meal (FRM), 34.7% Direct Certification, 5.9% English Learners, 1.8% who are homeless, and 0.8% living in foster care. Students in these groups combined make up a total unduplicated percentage of 51%. These increases are due in part to the Camp Fire of 2018, which destroyed Paradise and other surrounding communities and swelled Chico's population by 20% literally overnight. The scale of the Camp Fire's destruction, followed two years later by the North Complex Fire which leveled the nearby communities of Berry Creek and Feather Falls, triggered widespread trauma for our students and staff. This trauma was most acute for those students and staff who lost homes in the fires. However, mental health and social-emotional needs have increased

for all our students, as our schools and community work to house, educate, and tend to the needs of such a large displaced and emotionally vulnerable population. In our 2019-20 LCAP, we noted that secondary trauma, compassion fatigue, and a stretching of existing resources and infrastructure was likely to impact our schools and students for years to come. Little did we know then what lay ahead: a global pandemic, swirling societal unrest partially fueled by a contentious political climate, increased awareness of social justice, and the tragic loss of three students and a staff member within our district.

In light of this, we recognized the critical need for a systematic and consistent approach to identifying students' academic and social-emotional needs and providing appropriate tiered interventions and support. We also realized that there were some student groups who were consistently underperforming on California State Dashboard measures of academic performance and student engagement. While this achievement gap was not new, our efforts to close it had clearly not been effective enough. We began to dig deeper into the causes of the gaps by talking with parents and students about what was working for them in schools and what wasn't, as described in the "Stakeholder Engagement" section.

All of this has led to a district-wide focus on equity, which we define as providing every student, every day, with the opportunities, supports, and resources needed for each of them to achieve their unique potential. This focus is reflected in our CUSD Equity Statement: "Chico Unified School District is committed to educational excellence for every student, which requires the identification and removal of barriers to success as well as the assurance that each student has access to the full range of resources, supports, and services necessary for them to achieve their unique potential."

To support this focus, we have restructured our LCAP to reflect our district-wide commitment to a Multi-Tiered System of Support (MTSS). Our LCAP is still driven by the eight state priorities* per the California Department of Education (CDE), and still encompasses the same actions and services we identified in previous LCAPs. But this philosophical shift -- reorganizing the LCAP goals to align with the three major components of MTSS -- will keep us all squarely focused on providing the academic, social-emotional, and behavioral supports our students so greatly need.

*California State Priorities:

1. Basic Services

2. State Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access
8. Other Student Outcomes

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2020-21 school year was a year like no other. Beginning the year in Distance Learning and moving to a hybrid AM/PM model on October 19, made us think and work differently to serve our students, staff, and families. With that in mind, the Chico Unified staff is proud of the progress that we have made in areas, considering the challenges that came our way. Our stakeholders and the district are committed to allocating support and funding to continue this progress. We are particularly focused on monitoring the progress of our targeted student groups toward state and local goals. Even though this LCAP section addresses successes, we are highly cognizant of the challenges the pandemic presented and the learning loss and disengagement that occurred.

Goal 1: Quality Teachers, Materials, and Facilities

All students in grades K-12 now have access to Chromebooks for both home and school use.

Goal 2: Fully Aligned Curriculum and Assessments with California State Content Standards

There were an abundance of district trainings that were focused on the implementation of the standards utilizing online resources, including curriculum, in the classrooms.

Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

Due to the suspension of state testing in 2019-20 and the suspension of the state Dashboard for 2019-20, the most up-to-date data comes from the 2018-19 school year.

For English Language Arts, Chico Unified scored an "Increased" change level with an overall color of green.

The graduation rate for African American and American Indian/Alaska Native increased by over 10 percentage points.

One success on the College and Career Indicator (CCI) is the percentage of African American students at the "Prepared" level more than doubled.

We completed our first year of a district-funded Foster Youth/Homeless Liaison. This person supports families in areas such as suspensions, IEPs, credits, and monitoring the path to graduation.

Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

96.1% of Chico Unified students have at least one parent/guardian accessing Aeries Parent Portal in the 2020-21 school year. Parent Portal Accounts allow parents/guardians to check student grades, missing assignments, view state test scores, keep contact information updated, and access Aeries Communication messaging to and from school and district staff.

16.8% of students received a contact from a Targeted Case Manager. The CUSD district wide contacts per student rate was 0.6.

The implementation of the Aeries Communication system allowed for ongoing and timely communication to families regarding school events, activities, and safety concerns. The Aeries Communication System will be upgraded in the 2021-22 school year for continued on-going and timely communication.

Goal 5: Improve School Climate

In the wake of the COVID-19 pandemic, site and district based student services, including counseling, ongoing family contact, and welcoming new students was completely different from previous years. Staff development in online instruction and digital curriculum was provided to all staff, including classified employees. CUSD collaborated with the Butte County Public Health Department, Butte County Behavioral Health Services, and other outside agencies to address student needs brought forth by the pandemic. This is an area that CUSD will continue to monitor and provide services as necessary. Our stakeholders and the district are committed to allocating support and funding to continue this progress. We are particularly focused on monitoring the progress of our targeted student groups toward state and local goals.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Learning Loss Grades K-2:
- Overall, the percentage of students meeting or exceeding standard on the Basic Phonics Skills Test (BPST) declined from 73.5% in 2018-19 to 63.5% in 2020-21. The following student groups dropped more than 10 percentage points from 2018-19 to 2020-21: Foster Youth, Homeless, Students with Disabilities, Socioeconomically Disadvantaged, American Indian or Alaska Native, and Hispanic.

Learning Loss Grades 3-8:

- Overall, the percentage of students meeting or exceeding benchmark in STAR Reading declined from 45.9% in 2018-19 to 41.6% in 2020-21. The following groups declined more than 4.3 percentage points from 2018-19 to 2020-21: Foster Youth, Homeless, Socioeconomically Disadvantaged, African American, Native Hawaiian or Pacific Islander, and Two or More Races.

Learning Loss Grades 6-12:

- In the spring of 2021, F's made up 7.6% of all grades. This is an increase from 3.4% in 2018-19 and .4% in 2019-20.
- In the spring of 2021, 18.6% of secondary students received at least one F. This is an increase from 11.2% in 2018-19 and 1.3% in 2019-20.
- Student groups that increased more than All Students in the percentage of grades that were failing are: English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, African American, American Indian or Alaska Native, Asian, Hispanic, Native Hawaiian or Other Pacific Islander, and Two or More Races.

State Indicators:

- Suspension Rate (From the 2018-19 Dashboard): Foster Youth, Homeless, and African American student groups received a "Red" in Suspension Rate.
- Graduation Rate: Declined from 91.5% in 2018-19 to 87.9% in 2019-20. Student groups that declined more than all students are: English Learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, Asian, White, and Two or More Races.
- College and Career Indicator: The percent of graduates meeting the criteria for "Prepared" on the College and Career Indicator dropped from 59.4% in 2018-19 to 52.1% in 2019-20. Student groups dropping more than All Students were English Learners, Foster Youth, Socioeconomically Disadvantaged, Asian, Hispanic, and Two or More Races.

On the California State Dashboard (Fall 2019), Chico Unified received an "Orange" for both Chronic Absenteeism and Suspension Rate. However, a review of Dashboard indicators as well as local performance indicators point to areas of need for specific student groups. We have identified those groups, their needs, and the steps we plan to take in addressing those needs below.

Foster Youth:
Dashboard Indicator: "Red" in Suspension Rate, Math, and English Language Arts
Planned Actions:

- Sites will continue to support student social-emotional needs and their influence on academic achievement.
- Our Foster Youth/Homeless Liaison will continue to work with our site administrators and TCMs to better serve families.
- Review our school registration process to establish a protocol to more thoroughly identify our Chico foster youth. This may include students who are living with family members other than their mother and/or father. This would enable us to better serve our Chico Unified foster youth.

- Sites will utilize Positive Behavioral Interventions and Supports (PBIS)

Students with Disabilities:
Dashboard Indicator: "Red" in Math and Suspension Rate
Planned Actions:

- Provide professional development on IEP meetings and completion of state testing documents.
- Provide student/parent information on state assessments, through our website and parent contact.
- Universal Design for Learning (UDL) training for special education teachers.
- Continue Co-Teaching practices to support inclusion of special education students in core English and Math classes.
- Continue to administer Smarter Balanced Interim Assessments.
- Continue staff training on student test accessibility supports.
- Sites will utilize Positive Behavioral Interventions and Supports (PBIS)

African American:
Dashboard Indicator: "Red" in Chronic Absenteeism and Suspension Rate
Planned Actions:

- Continue ongoing communication with families and students by targeted case managers, teachers, counselors, and administration.
- CUSD will continue its involvement in the League of Stars mentoring program that reaches out to Chico State, Butte College, and Chico Unified to provide mentoring support for minority student groups, including African American students.
- All CUSD sites have formed an Equity Alliance to examine and revise school site practices that affect our historically underrepresented student population.
- CUSD allocated funding from the Low Performing Student Block Grant to support "at-risk" students who are not part of our unduplicated student group. With this funding, site specific services will be provided to support student social-emotional and academic needs.
- Sites will utilize Positive Behavioral Interventions and Supports (PBIS)

American Indian or Alaska Native:
Dashboard Indicator: "Red" in Suspension Rate

- All CUSD sites have formed an Equity Alliance to examine and revise school site practices that affect our historically underrepresented student population.
- Sites will utilize Positive Behavioral Interventions and Supports (PBIS)

The student groups indicated below had performance levels two or more levels below the "All Student" performance on the Fall, 2019 Dashboard:

Chronic Absenteeism: African American

Suspension Rate: Foster Youth, Students with Disabilities, African American, American Indian or Alaska Native

English Language Arts: English Learners, Students with Disabilities, American Indian or Alaska Native

Math: Foster Youth, Students with Disabilities

We continue to see a common thread of needs for our homeless, foster youth, students with disabilities and African American student groups. We recognize the importance of social-emotional needs and the effect that socioeconomic status can have on those needs. Meeting social-emotional needs is an essential component of academic achievement. As noted in the "LCAP Highlights" section, we have an action plan to address social-emotional needs, academic progress, and behavioral support to meet these needs. In addition, throughout this document, we remain focused on these areas for our targeted student groups.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

As discussed in the General Information section, the past three years have brought a number of external challenges which have impacted our students' academic achievement and mental health. In addition, we anticipate that transitioning back to full-time in-person instruction in the fall will be difficult for some of our students, and may also lead to some behavioral challenges. To maintain our firm commitment to helping each and every student succeed, we are systematically implementing a Multi-Tiered System of Support (MTSS) across every site in our district. A key change in our 2021-24 LCAP is restructuring the Plan under three broad goals that reflect the three major areas of MTSS:

1) Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

2) Provide social-emotional learning, supports and interventions to promote healthier student attitudes about themselves and others.

3) Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

These three goals encompass all eight of the state-identified priorities: 1) Basic Services; 2) State Standards; 3) Parent Involvement; 4) Student Achievement; 5) Student Engagement 6) School Climate; 7) Course Access; 8) Student Outcomes. All five of our previous LCAP goals fall under one of these three goals, and the actions and services included in our previous LCAPs are still included in our 2021-24 plan. However, moving forward, we know that an intensive focus on those three areas -- academics, social-emotional wellness, and behavioral support -- will be necessary to help our students transition out of the trauma and disruption of the past three years. Restructuring this Plan

into these three goals reinforces the districtwide focus on developing and utilizing multiple academic, social-emotional, and behavioral supports to meet each and every student's needs.

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.

The Center for Alternative Learning (CAL)

Support for Identified Schools

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

Stakeholder input at CAL is a constant process with all campus groups taken into consideration: teaching staff, classified staff, administration, parents, and students. The School Site Council is the primary vehicle for gathering stakeholder input: it meets every session (quarter) to review any and all updates to progress, funding, goals, etc. In 2020-21, CAL's School Site Council was comprised of the principal, four teaching staff, one other staff, five parents or community members, and four secondary students. School Site Council input, as well as input from individual staff, parents and students, contribute to the planning process and overall success of all programs and plans at CAL, including the CSI.

The CSI plan was based on specific site needs, as measured by student performance on State indicators measured by the California Assessment of Student Performance and Progress (CAASSP), the English Language Proficiency Assessments for California (ELPAC), and data on college/career readiness, chronic absenteeism, graduation rates, and suspension rates. In 2019, suspension rates were in yellow (the middle of five tiers) and chronic absenteeism was in red (the lowest tier). Academic indicators were not reported on the State Dashboard as there were not enough students at each grade level taking the CAASSP and ELPAC. The high chronic absenteeism rate and fairly high suspension rate, as well as staff observation, informed the development of the plan by making clear the following needs (as articulated in the 2019 School Plan for Student Achievement): a) Reduce the number of out-of-school suspensions b) Reduce chronic absenteeism; c) Improve reading, writing, speaking and reasoning skills in all subject areas for all student groups;

The evidence-based interventions selected to address these needs, and included in the 2021 SPSA, include

a) Professional development: research and implementation of evidence-based practices related to Positive Behavior Intervention and Support (PBIS), Trauma Responsive Systems of Support (TRSS), social-emotional learning, and Restorative Practices in SARB

b) Evidence-based social-emotional learning curriculum and support materials

c) LCSW clinicians to support the socio-emotional well-being of students using the evidence-based social-emotional learning curriculum

d) College / Career curriculum

e) Tutoring Services through Butte County Office of Education

f) Technology to support student engagement

At an LEA level, we will review LEA and site budgets to ensure that the CSI plan addresses any resource inequities.

Monitoring and Evaluating Effectiveness

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

The types of data and information gathered and analyzed to inform ongoing decision-making includes indicators of academic progress (CAASPP and ELPAC scores, grades, teacher observation); indicators of engagement (suspension rates, attendance rates, chronic absenteeism rates, college and career readiness indicators); and data aligned with our district Local Control and Accountability Plan (LCAP).

CAL is an alternative program, and students generally enter as a result of needing help with attendance, behavior, or credits and grades. The school's vision is to draw upon the educational strengths, unique backgrounds and supportive nature of staff to build an alternative education program that serves the needs of the opportunity school student population. Staff works to reconnect young people to education and encourage personal and academic achievement. CAL staff, parents, students, and community members help in monitoring and evaluating the effectiveness of the program in three primary ways. First, the effectiveness of the evidence-based interventions provided to our students is evaluated formally by stakeholders during the development of the SPSA each year. Secondly, the School Site Council reviews and approves the SPSA, providing another set of eyes and perspectives. Finally, because our enrollment is relatively low and the needs of the students are unique and disparate, we rely on stakeholders and providers to give us ongoing, anecdotal, "just-in-time" evidence about each intervention's effectiveness with particular students and student groups.

The site-level School Plan for Student Achievement (SPSA) is aligned with the district-level Local Control and Accountability Plan (LCAP), which is our district-level vehicle for self-monitoring and continuous improvement. The LCAP is developed through a series of stakeholder engagement meetings each year. These evening meetings bring together parents and families of all student groups, including our targeted student groups such as homeless and foster. Child care and dinner are provided, and interpreters are on hand to ensure full access and participation for all parents and other stakeholders. Parents and staff sit at tables with others from the same school site, ensuring that the needs of each site are represented as a part of the unified school district. Targeted case managers, including some who are Spanish-speaking and other who speak Hmong, are another important bridge between the school and its families and students. The District English Language Advisory Committee (DELAC) is a third structure used to engage stakeholders and encourage their input as a part of the continuous improvement process.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

CUSD has always made an effort to include stakeholders in the development and revision of district and site plans, including our LCAPs. We have generally been successful in engaging parents, students, educators, and community members, including students who represent the student groups identified in the Local Control Funding Formula (LCFF). With student groups convened for the LCAP, we ask two simple questions: What are we getting right, and where can we improve? With parents and community members, however, the complexities of the educational system, nuanced state requirements, and the alphabet-soup of jargon we fall into as educators can present barriers to meaningful participation.

In the past two years, however, we have begun the journey toward more meaningful, two-way conversations with parents. It began right after a difficult expulsion hearing, when the mother of an expelled African-American student told the then Director of Secondary Education that we, CUSD, "need to do better." During the same timeframe, two of our Educational Services directors, while reviewing data for the 2019-20 LCAP, were struck by a troubling pair of facts: first, that our African-American students were behind all other students on the Dashboard in almost all indicators. And second, that we did not have a plan in place districtwide to systematically do anything about that. Shortly after that, another Educational Services director and our Assistant Superintendent reached out to Black, Indigenous and People of Color (BIPOC) leaders in the community and California State University, Chico (CSUC). Through their guidance and support, we brought together a group of BIPOC parents to ask one simple question: what can we do better to serve BIPOC students? What we expected to be a one-hour meeting lasted for three, as parents began to share the challenges faced by their students, and brainstorm ways schools and parents might partner to address those challenges. This meeting was held just before COVID closed everything down. However, from that one courageous conversation, several powerful supports for BIPOC students emerged. It has also led to the development of an Equity Alliance cohort on each campus, designed to ensure that all students have the resources and supports they need to succeed academically and personally. Though still in their early stages, the Equity Alliances are also working to identify and address practices, policies and instructional barriers that might exist on campuses.

In 2020-21, stakeholder feedback was elicited from the following groups:

- Community LCAP Advisory Committee - Including parents representing BIPOC youth, English Learners, Foster Youth, Homeless, and Students with Disabilities
- School Site Councils - Parents, staff, and community members
- Parent Teacher Organizations - Parents, staff, and community members
- Site Instructional Leadership Teams - Teachers from a variety of grade levels and curricular areas
- Chico Unified Teachers Association (CUTA) members
- California School Employees Association (CSEA) members

- Chico Unified School District Leadership Team - All district administrators
- Consultation with SELPA Administrator - LCAP/SELPA Collaboration on March 8, 2021
- Community members
- District Leadership Council (DLC) - Teacher representatives from each site and administrators
- Student focus groups - The students in these groups were reflective of various student groups
- CUSD School Board members

LCAP Timeline 2020-21 :
In addition to stakeholder groups, CUSD staff received LCAP guidance from the county and state levels. CUSD received support for LCAP creation and review from Butte County Office of Education (BCOE) throughout the year. This support was in the form of trainings and plan creation. Periodically, the California Department of Education (CDE) would deliver LCAP guidance via Zoom webinars. CUSD Educational Services Team met over the course of the 2020-21 school year to plan LCAP advisory meetings, analyze progress toward LCAP goals, and to use feedback from meetings to write this LCAP plan.

To meet CUSD students' needs as we transition back to full in-person learning after the COVID-19 pandemic, we will implement a systematic district-wide approach to addressing each and every student's needs for enrichment or intervention, be those needs academic, social-emotional, or behavioral. We have restructured our LCAP for 2021-24 around a Multi-Tiered System of Support (MTSS) framework. Our new LCAP includes the five previous LCAP goals as well as the same actions and services as in previous LCAPs. It is structured in a way that keeps our focus squarely on the three MTSS components: academic learning for every student, social-emotional learning for every student, and social and behavior interventions and supports for every student. As with every school district in the nation, COVID-19 has been a challenge like no other. Through it all, however, one thing has remained constant: the commitment to keeping our students and staff members as safe and supported as constraints allowed. In light of this, we have a very clear direction in moving forward with the development of our 2021-24 LCAP. The MTSS framework is strongly rooted in research that supports the whole child in three parts: academic needs, social-emotional needs, and behavioral needs. We know that learning loss has occurred for many students due to the pandemic itself and to and not being in a regular school environment. We also know that social-emotional and mental health supports, especially in our community, continue to be a critical need. Our students and staff have not only navigated the pandemic, but we have also had to adjust to great loss and change due to the Camp Fire and the North Complex Fire. After the disruptions of the past three years, there is little doubt that transitioning back to full-day in-person school will be a major adjustment for many, if not all, students. The MTSS behavioral piece will be critical as school sites prepare to implement and support this re-entry into the school day environment.

Additionally, as feedback comes in from stakeholders and as our board of trustees approves one-time monies to support activities to address learning loss, we can add important student support services in all three goals to the LCAP.

Fall, 2020
- School Site Council, English Learner Advisory Committees, and staff meetings review of previous year's site LCAP goals
- BCOE/LCAP Support Meeting for CUSD Administration

- District English Learner Advisory Committee (DELAC) meeting September 9, 2020.

Winter, 2020-21

- District English Learner Advisory Committee meeting January 27, 2021
- First Community LCAP meeting on March 9, 2021 at all sites via Zoom to begin development of 2021-22 LCAP
- BIPOC Parent Group LCAP meeting on March 24, 2021 at Marsh Junior High School to begin development of 2021-22 LCAP
- Students with Disabilities Parent Group LCAP meeting on March 25, 2021 at Marsh Junior High School to begin development of 2021-22 LCAP
- Homeless/Foster Youth Parent Group LCAP meeting on March 30, 2021 at Marsh Junior High School to begin development of 2021-22 LCAP
- District English Learner Advisory Committee (DELAC) LCAP meeting on April 6, 2021 at Marsh Junior High School to begin development of 2021-22 LCAP

Spring, 2021

- CUSD staff review of budget for proposed LCAP Actions and Services
- Second and final Community LCAP meeting on April 13, 2021 at CUSD sites via Zoom to provide input on proposed actions, services, and goals
- Superintendent Kelly Staley, Assistant Superintendent Jay Marchant, Director John Shepherd and Director Ted Sullivan met with student groups from each school site. Two-three students from each site were represented from twelve elementary schools, three junior high schools, two comprehensive high schools, and one alternative high school.
- Parent/Staff/Student Surveys administered
- District English Learner Advisory Committee (DELAC) meeting on May 4, 2021
- LCAP public hearing at the June 23, 2021 CUSD Board meeting
- LCAP final review and approval at the June 30, 2021 CUSD Board meeting

A summary of the feedback provided by specific stakeholder groups.

Specific feedback was shared by parents/guardians from all of the Community LCAP meetings. The feedback is as follows:

Community Meetings #1 and #2 Input:

*Would like an action plan for necessary repairs and additions.

*Parents appreciate the added technology (Chromebooks for students, classroom technology.

*Staff would like additional Instructional Technology (IT) support for school sites.

*Seek curriculum which represents diversity.

*District Leadership Council (DLC) provides important link between each site and the district.

*Provide professional development opportunities for staff.

*Tutoring and interventions support student academic achievement.

*Staff would like more instructional support positions.

*Counselors and Targeted Case Managers (TCMs) provide excellent support for students. Parents would like to see even more TCMs and counselors at each site.

*Positive Behavior Intervention and Support (PBIS) and social-emotional learning (SEL) cited as improving school climate.

BIPOC Parent Meeting Input:

*Diversify hiring pools to reflect CUSD demographics.

*Increase equity and bias training for all CUSD staff.

*Parent involvement is encouraged and supported through TCMs, Homeless/Foster Youth Liaison, and programs such as Aeries Communication, district and site newsletters, PTSA/PTSO, and Facebook Live.

*Need more parent support for the Aeries system.

*Parents and teachers want additional after-school programs including tutoring for students during COVID period (COVID related).

Students with Disabilities Parent Meeting Input:

*While some parents feel communication between parents, teachers, and counselors is a strength, others feel that more regular communication is necessary.

*Additional counseling services for students relating to trauma and self-esteem are needed.

*Non special education teachers need more training on 504 and Individualized Education Plan (IEP) accommodations.

*Parents would like more support in requesting, preparing for, and participating in IEP meetings.

Foster Youth/Homeless Parent Meeting Input:

*Parents strongly felt that in-person instruction is much more effective than online.

*Students are supported through coaches, Targeted Case Managers (TCMs), and after school programs.

*Positive incentives - sports, positive emails, certificates, etc. - are positive for this population of students and helps their engagement.

*Counseling services - a trusted individual for each student and building trust is helpful.

*teachers have been helpful in walking parents through Aeries, but parent still need more support.

English Learner Parent Meeting Input:

*Parents feel that teachers are helpful to students and to parents.

*Counselors, Targeted Case Managers (TCMs) and other staff are supportive.

*Parents would like more interpreters at the school site in order to speak with all parents.

Would like more multicultural and/or bilingual teachers.

*Would like more diversity in the celebration of holidays and more cultural events.

*Parents at most sites felt that communication between the school and parents was good: however, some sites felt there could be better communication.

Elementary Student Input:

*Students were consistently very complimentary of their teachers.

*Students felt the Viewsonics were a productive teaching tool and they appreciated having their own Chromebook. Some students mentioned connectivity issues (Zoom freezes, dropped calls, etc.) while at home.

*Students enjoyed the small class size but also nearly all of them expressed interest in returning full time to be with their friends more.

*Very few students reported bullying situations. They also shared that they knew who to go to for help if there was a problem.

Secondary Student Input:

*Staff demonstrate how much they care about students individually, both academically and social-emotionally.

*Appreciate the increase in technology - Chromebooks, Viewsonics, internet access.

*Increase the amount and availability of counseling and wellness support.

*Would like to have more tutoring and/or intervention opportunities available every day.

*Increase opportunities to celebrate the diversity in our schools, including increasingly diversifying curriculum.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The LCAP Community Meetings ensured that the LCAP represented a cross-section of needs and backgrounds. During the two 2021-22 meetings, the following stakeholders were represented:

- March 9, 2021 Community LCAP Meeting #1: 134 parents/staff/community members. Translators were provided on site to ensure full participation.
- March 24, 2021-22 BIPOC LCAP Meeting: 69 parents/staff/community members. Translators were provided on site to ensure full participation.
- March 25, 2021 Students with Disabilities LCAP Meeting: 41 parents/staff/community members. Translators were provided on site to ensure full participation.
- March 30, 2021 Foster Youth/Homeless LCAP Meeting: 27 parents/staff/community members. Translators were provided on site to ensure full participation.
- April 6, 2021 District English Learner Advisory Committee LCAP Meeting: 34 parents/staff/students/community members. Translators were provided on site to ensure full participation.
- April 13, 2021 Community LCAP Meeting #2: 123 parents/staff/community members. Translators were provided on site to ensure full participation.
- All of the district's 21 schools were represented
- Communication with all stakeholder groups was essential in providing a wide spectrum of viewpoints from the CUSD community. As evidenced below, feedback from each stakeholder group was taken into consideration in the development of the 2021-22 LCAP.

The proposed goals, actions, and services were reviewed at both Parent Advisory Committee Meetings. At the April 13, 2021 Parent Advisory Committee meeting, input was provided using a Google survey. The results showed a strong majority of the members present supported embedding the previous LCAP goals in to the three MTSS pieces. Results from the input survey were displayed instantaneously during the meeting to all attendees.

Goals and Actions

Goal

Goal #	Description
1	Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

An explanation of why the LEA has developed this goal.

Academic assessment data from the past three years shows persistent achievement gaps for specific student groups, including foster, homeless, English learners, and economically disadvantaged. This gap was apparent before the pandemic: results from the most recent California State Dashboard (2019) shows that, while the groups "All Students" and "White" scored green (the second highest level) for English language arts, homeless students and economically disadvantaged students scored yellow in both areas; English learners scored orange in both areas; and foster youth scored red for both. Mathematics showed a similar pattern. The pandemic increased these gaps: while almost all our students experienced learning loss during the pandemic, as measured by benchmark assessments in English-language arts and mathematics at grades K-8, and by end-of-course grades at 9-12, we saw the greatest learning loss among our Foster Youth, Homeless, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, American Indian or Alaska Native, African American, Two or More Races, and Native Hawaiian or Other Pacific Islander.

To address these inequities in academic achievement, the Chico Unified School District is committed to implementing the Multi-Tiered System of Support (MTSS). We will provide academic instruction and tiered interventions that meet the specific needs of each and every student, from remediation to academic enrichment. The specific actions to support this goal and the metrics to assess our progress are detailed below. In general, though, they include:

a) Access to a rigorous core curriculum for all students through highly qualified teachers, facilities in good repair, access to instructional materials and technology, and use of a district-wide standards-aligned curriculum and assessments. An online educational option will also be available for all students.

b) Opportunities for differentiated instruction to meet varying student abilities, both within the classroom and through intervention teachers, after-school programs, English language development (ELD) teachers, Response to Intervention (RTI), Reading Pals at the elementary level, Math Lab and Read 180 at secondary, Power Reading, and a designated .4 RSP certificated RTI support staff at TK-5 sites.

By providing varying tiers of intervention, including enrichment opportunities, we hope to provide the supports students need to meet and exceed grade level expectations, and close the achievement gaps between our different student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic - Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	In 2019-2020, 100% of CUSD teachers were appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.				Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2020-2021,100% of of CUSD K-5 classrooms had sufficient instructional materials as verified by the Williams Report.				Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2020-2021, 100% of all CUSD students have 1:1 device access.				Maintain 100%
Priority 1: Basic - School Facilities in Good Repair	In 2020-2021, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).				Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.				Maintain 100%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	2018-2019 *All Students - 9.2 points above *English Learners - 53.2 points below *Foster Youth - 86.2 points below *Homeless - 10 points below *Socioeconomically Disadvantaged- 22.7 points below *Students with Disabilities - 74.3 point below *African American - 26.1 points below *American Indian or Alaska Native - 45.2 points below *Asian - 12.7 points above				All student groups scoring "Yellow", "Green, or "Blue" on the Fall, 2019 Dashboard will increase a minimum of 9 points in their average distance from standard. Students who score "Orange" or "Red" will have a growth of 19 points total.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Filipino - 56.6 points above *Hispanic - 24.7 points below *Native Hawaiian or Other Pacific Islander - 1.9 points above *White - 26.9 points above *Two or more races - 5.6 points above				
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	2018-2019 *All Students - 24 points below *English Learners - 83.5 points below *Foster Youth - 127.5 points below *Homeless - 47 points below *Socioeconomically Disadvantaged - 58.7 points below *Students with Disabilities - 112.1 points below *African American - 82.4 points below				All student groups scoring "Yellow", "Green, or "Blue" on the Fall, 2019 Dashboard will increase a minimum of 9 points in their average distance from standard. Students who score "Orange" or "Red" will have a growth of 19 points total.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*American Indian or Alaska Native - 70.8 points below *Asian - 5.6 points below *Filipino - 41.8 points above *Hispanic - 58.7 points below *Native Hawaiian or Other Pacific Islander - 18.3 points below *White - 6 points below *Two or more races - 31.9 points below				
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	2018-2019 *All Students - 37.9% *English Learners - 0.85% *Foster Youth - N/A *Homeless - 34.8% *Socioeconomically Disadvantaged - 25.16% *Students with Disabilities - 13.2% *African American - 22.0%				Percentage of students meeting or exceeding standard will increase by 10% for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*American Indian or Alaska Native - 24.0% *Asian - 38.2% *Filipino - 57.1% *Hispanic - 24.4% *Native Hawaiian or Other Pacific Islander - 40.0% *White - 45.7% *Two or more races - 30.0%				
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	2020-2021 *All Students - 41.6% *English Learners - 6.8% *Foster Youth - 21.6% *Homeless - 20.6% *Socioeconomically Disadvantaged - 29.8 *Students with Disabilities - 14.8% *African American - 22.6% *American Indian or Alaska Native - 39.6% *Asian - 36.5% *Filipino -64.3%				For grades, 2-8 all student groups will improve the percentage of students meeting or exceeding benchmarks by 10 points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Hispanic - 28.1% *Native Hawaiian or Other Pacific Islander - 47.6% *White - 49.4% *Two or more races - 42.2%				
Priority 7: Course Access - High School Honors Enrollment	2020-2021 Spring *All Students - 15.9% *English Learners - 0% *Foster Youth - 0% *Homeless - 0% *Socioeconomically Disadvantaged - 6.5% *Students with Disabilities - 0.9% *African American - 15.6% *American Indian or Alaska Native - 5.7% *Asian - 19.4% *Filipino - 33.3% *Hispanic - 9.5% *Native Hawaiian or Other Pacific Islander - 36.4% *White -18.3%				All student groups will be within 5 percentage points of the All Students student group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Two or more races - 12.0%				
Priority 4: Pupil Achievement Local Indicator: A-G Completion	2019-2020 *All Students - 38.5% *English Learners - 1.5% *Foster Youth - 25.0% *Homeless - 11.9% *Socioeconomically Disadvantaged - 23.5% *Students with Disabilities - 4.9% *African American - 8.0% *American Indian or Alaska Native - 8.3% *Asian - 46.9% *Filipino - N/A *Hispanic - 25.4% *Native Hawaiian or Other Pacific Islander - N/A *White - 44.0% *Two or more races - 50.0%				White, Asian, Socioeconomically Disadvantaged, and All Students will increase by 6 percentage points over 3 years. All other student groups will increase by 10 points over 3 years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement Local indicator - CTE Pathway Completion	2020 *All Students - 26.6% *English Learners - 4.8% *Foster Youth - 5.9% *Homeless - 15.3% *Socioeconomically Disadvantaged - 20.9% *Students with Disabilities - 16.4% *African American - 17.6% *American Indian or Alaska Native - 5.6% *Asian - 20.6% *Filipino - N/A *Hispanic - 22.7% *Native Hawaiian or Other Pacific Islander - N/A *White - 30.6% *Two or more races - 11.8%				The CTE completion rate for each graduating class will increase by two percentage points each year for a total growth of six percentage points over three years for all student groups.
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward	In 2018-2019, 29.8% Percent of English Learners improved by at least one level on				Increase the percentage of students improving by one level or more on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Proficiency measured by the ELPAC	the ELPAC over the previous year.				
Priority 4: Pupil Achievement - Reclassification Rate	In 2019-2020, 16.3% of our English Learners were reclassified.				Increase the reclassification rate for English Learners by 6% (2% each year).
Priority 4: Pupil Achievement Local Indicator - Graduates Passing an AP Exam with a score of 3 or higher	2019-2020 *All Students - 23.4% *English Learners - N/A *Foster Youth - N/A *Homeless - 0.8% *Socioeconomically Disadvantaged - 7.3% *Students with Disabilities - 2.3% *African American - 5.9% *American Indian or Alaska Native - N/A *Asian - 20.6% *Filipino -N/A *Hispanic: 18.1% *Native Hawaiian or Other Pacific Islander - N/A *White - 26.9%				White, Asian, Socioeconomically Disadvantaged, and All Students will increase by 3 percentage points over 3 years. All other student groups will increase by 6 points over 3 years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Two or more races - 20.6%				
Priority 4: Pupil Achievement Local Indicator - AP Exam Pass Rate	2019-2020 *All Students - 68.9% *English Learners - N/A *Foster Youth - N/A *Homeless - 0% *Socioeconomically Disadvantaged - 66.8% *Students with Disabilities - 80.0% *African American - 64.0% *American Indian/Alaska Native - 77.8% *Asian - 67% *Filipino - 88.9% *Hispanic - 72.8% *Native Hawaiian or Other Pacific Islander - 100% *White - 68.4% *Two or more races - 63.6%				For student groups with under an 80% pass rate, the pass rate will increase by 6% points over 3 years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement - High School Dropout/Non-Completer Rate	2019-2020 *All Students - 6.4% *English Learners - 11.8% *Foster Youth - 8.3% *Homeless - 17.8% *Socioeconomically Disadvantaged - 7.8% *Students with Disabilities - 12.3% *African American - 24% *American Indian/Alaska Native - 25% *Asian - 6.3% *Filipino - N/A *Hispanic - 5.2% *Native Hawaiian or Other Pacific Islander - N/A *White - 5.4% *Two or more races - 11.5%				Decrease by 3% (1% each year).
Priority 5: Pupil Engagement Local Indicator - Middle School Dropout Rate	2019-2020 *All Students - 0% *English Learners - 0%				We will maintain 0% middle school dropouts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Foster Youth - 0% *Homeless - 0% *Socioeconomically Disadvantaged -0% *Students with Disabilities - 0% *African American - 0% *American Indian/Alaska Native - 0% *Asian - 0% *Filipino - 0% *Hispanic - 0% *Native Hawaiian or Other Pacific Islander - 0% *White - 0% *Two or more races - 0%				
Priority 5: Pupil Engagement Local Indicator - High School Graduation Rate	2019-2020 *All Students - 87.9% *English Learners - 73.8% *Foster Youth - 70.6% *Homeless - 82.3%				All student groups will increase by 3% (1% each year).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Socioeconomically Disadvantaged - 85.3% *Students with Disabilities - 66.1% *African American - 88.2% *American Indian/Alaska Native - 88.9% *Asian - 84.1% *Filipino - N/A *Hispanic - 87.8% *Native Hawaiian or Other Pacific Islander - N/A *White - 88.1% *Two or more races - 85.3%				
Priority 8: Other Pupil Outcomes - Gr. K-2 Basic Phonics Skills Test (BPST) - Met or Exceeded Standard	2018-19 and (2020-21) Listed *All Students - 73.5% (63.5%) *English Learners - 53.1% (45.7%) *Foster Youth - 63.2% (52.6%) *Homeless - 73.0% (36.6%)				From the 2018-19 percentage of students meeting or exceeding standard, all student groups, at a minimum, will be at the level of the All Students group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Socioeconomically Disadvantaged - 67.3% (53.8%) *Students with Disabilities - 46.9% (31.0%) *African American - 52.4% (43.2%) *American Indian/Alaska Native - 72.7% (53.8%) *Asian - 73.3% (64.0%) *Filipino - 92.9% (100.0%) *Hispanic - 69.5% (53.5%) *Native Hawaiian or Other Pacific Islander - 76.9% (85.7%) *White - 78.0% (70.2%) *Two or more races - 71.2% (64.7%)				
Priority 4: Pupil Achievement - College and Career Indicator - Prepared	2019-2020 % of Students Meeting "Prepared" Criteria *All Students - 52.1%				All Student Groups will increase the percentage of students who meet the "Prepared" criteria on the College and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*English Learners - 17.9% *Foster Youth - 11.8% *Homeless - 28.3% *Socioeconomically Disadvantaged - 37.2% *Students with Disabilities - 20.0% *African American - 29.4% *American Indian/Alaska Native - 22.2% *Asian - 51.6% *Filipino - N/A *Hispanic - 40.2% *Native Hawaiian or Other Pacific Islander - N/A *White - 59.3% *Two or more races - 38.2%				Career Indicator by 10 percentage points.
Priority 7: Course Access - Advanced Placement Enrollment	2020-2021 (Spring) AP/IB Enrollment at Chico High and Pleasant Valley High Schools by				All student groups will be within 5 percentage points of the All Students student group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	percentage of student group *All Students - 15.9% * English Learners - 0% *Foster Youth - 0% *Homeless - 10.0% *Socioeconomically Disadvantaged - 6.7% *Students with Disabilities - 1.0% *African American - 15.6% *American Indian or Alaska Native - 5.7% *Asian - 19.4% *Filipino - 33.3% *Hispanic - 9.5% *Native Hawaiian or Other Pacific Islander - 36.4% *White - 18.3% *Two or More Races - 12.0%				
Priority 4: Pupil Achievement - Enrollment in CTE and A-G	2019-2020 *All Students - 24.0% *English Learners - 15.5%				All student groups will be within 5 percentage points of the All Students student group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Simultaneous Enrollment	*Foster Youth - 7.0% *Homeless - 10.6% *Socioeconomically Disadvantaged - 18.3% *Students with Disabilities - 21.9% *African American - 17.1% *American Indian or Alaska Native - 8.7% *Asian - 24.0% *Filipino - 21.4% *Hispanic - 19.6% *Native Hawaiian or Other Pacific Islander - 28.6% *White - 26.1% *Two or More Races - 25.0%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Review credentials and assignments	CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.	$130,813.00	No

Action #	Title	Description	Total Funds	Contributing
2	Standards-aligned Textbooks and Supplemental Materials	CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.	$1,601,200.00	No
3	Technology	CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).	$2,000,000.00	No
4	Facilities Maintenance	Regularly inspect and maintain facilities.	$5,353,978.00	No
5	Implementation of District Wide Assessments	CUSD will increase student achievement at all grades and in all subject areas, including targeted student groups, on state, district, and site assessments. District Leadership Council (DLC) will refine and monitor assessment programs.	$0.00	No
6	Academic Interventions	CUSD will implement Response to Intervention (RTI) academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading) and designate .4 RSP certificated RTI support staff at TK-5 sites. Students with disabilities will receive intervention as needed in addition to special education services.	$546,182.00	Yes
7	Instructional Support Services	CUSD will provide Bilingual Aides, Tech Instructional Aides, Transitional Kindergarten Instructional Aides and All Day Kindergarten	$1,232,658.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Instructional Aides to support and improve instruction for all unduplicated pupils.		
8	After School Homework Support (ASES, BLAST, Fair View High School)	CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.	$2,227,147.00	No
9	District-Wide Staff Development	CUSD will provide District-Wide Staff Development in the summer, the August Teacher Training Day, and four times yearly after school.	$0.00	No
10	Provide Professional Development	CUSD will provide professional development throughout the year in the following areas but not limited to: the California Standards, English Language Development, Instructional Technology, Co-teaching models, and Best Instructional Practices. Other PD may include Trauma-Informed Practices, Social-Emotional Learning and Mindfulness.	$621,110.00	No
11	District Leadership Council (DLC) and Teachers on Special Assignment	CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include: * Secondary Instructional Specialist TOSAs * Elementary Instructional Specialist TOSAs * Illuminate/Data TOSA (1.0 FTE) *Tech PD (CSEA) TOSA (1.0 FTE) * English Language Development (ELD) TOSA (1.0 FTE)	$896,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* After School Program (ASP) Intervention TOSA (.80 FTE)		
12	Support Art, Music, and extra PE in Elementary Grades	CUSD will support student engagement in Art, Music, and extra PE activities at the elementary schools.	$1,606,804.00	Yes
13	Online Access	To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.	$1,070,823.00	Yes
14	Secondary Counselors	Secondary counselors will implement and monitor college/career plans for each and every student, especially those in the targeted student groups.	$1,780,950.00	Yes
15	Medically Necessary Instruction/Off Campus Instruction	CUSD will provide Medically Necessary/Off Campus Instruction as needed.	$39,386.00	Yes
16	Online Education Options	CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.	$1,552,857.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others.

An explanation of why the LEA has developed this goal.

As the pandemic has continued to affect almost all aspects of life as we previously knew it, educators and parents across the country have become increasingly concerned with the impact on students' mental and social-emotional health needs. In Chico, unfortunately, this concern is not new: COVID-19 is only the latest in a series of traumatic events affecting our community. In 2013, a report on adverse childhood experiences (ACEs) found that Butte County held the dubious distinction of having the highest rate of ACEs in California, and among the highest in the country. 76.5% of Butte County adults reported one or more adverse childhood experience as a child (Butte County Coalition on ACEs, 2013). More recently, several natural disasters have impacted our area in quick succession, beginning with the February 2017 evacuation of 180,000 people after the failure of the Oroville Dam and Spillway. This was followed in November of 2018 by the Camp Fire, which destroyed Paradise and neighboring communities, claimed 87 lives, and displaced tens of thousands of residents. Among those displaced were over six hundred of our students and staff. In September of 2020, the North Complex Fire destroyed the nearby communities of Berry Creek and Feather Falls. Thick, toxic smoke blanketed Chico for weeks after each fire, at times making day look like night. The loss of routine and the uncertainty caused by the pandemic only intensified the effect of all these events and sent many of our students into crisis mode. From 2019 to 2020, the number of children (elementary and high school) arriving in emergency rooms with suicidal thoughts and depression tripled, from 20 to 60. But as Enloe Hospital's CEO Mike Wiltermood pointed out in an April 2021 interview with news station KRCR, "2019 isn't even a realistic baseline to show how bad things have gotten because that's right after the Camp Fire ... As resilient as we all are, we have to take into consideration that it's not just the pandemic. It's the fires, it goes back to the evacuation for the Oroville spillway."

In the wake of the Fire, we deployed additional counselors at all sites, and worked to implement a systematic and consistent practice of student wellness supports across our elementary and secondary schools. Yet students began asking for more even mental health support. This led to the establishment of Wellness Centers at the secondary sites. When COVID closed the Wellness Centers, students requested a confidential online way to communicate with their counselor that they needed to be seen immediately. A portal on our Chico Unified website was established to facilitate timely student access to counseling services on sites. Targeted Case Managers, counselors and teachers are crucial to these efforts, and will continue to be supported through our LCAP. In the 2020-21 school year, elementary students at all sites received social-emotional learning sessions in the classroom. A total of 6,898 classroom sessions were delivered by counselors (2,343 sessions) and counseling assistants (4,555 sessions). Before the COVID pandemic began, we also relied on instruments such as universal screeners, completed by teachers 3-4 times a year to give a snapshot of each student's social-emotional need. These screeners were not used in 2020-21, however: as students began this school year entirely online, and most moved to an AM/PM model on October 19, teachers did not have enough face-to-face time with their students to accurately complete the screeners. However, we were able to gather information

to understand and support individual student needs through Kelvin, an online system that quickly measures student emotional "pulses". Data from the School Climate Survey in spring, 2021, given through a Kelvin "pulse", further revealed that our students feel safe on our sites, that people of different cultural backgrounds, race, or ethnicities get along well on sites, and students feel staff treats students respectfully.

The actions to support this goal are listed below. In summary, they include:

1) Personnel (Targeted Case Managers, counselors, nurses and nurse aides, and other personnel as listed below).

2) Professional development for teachers in trauma-informed practices, social-emotional learning, and mindfulness.

3) Continued monitoring of student mental wellness through School Climate Surveys, universal screeners (resuming in 2021-22), and Kelvin pulse surveys.

We expect that we will see an improvement in our students' social-emotional wellness as measured by these instruments, as well as by parent, student and teacher observation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement	2020-21 Targeted Case Manager Contacts by Percentage and (Contacts per Student) *All Students - 16.8% (0.6) *English Learners - 60.6% (3.4) *Foster Youth - 60.6% (2.2) *Homeless - 61.1% (3.1)				Will maintain or increase from the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Socioeconomically Disadvantaged - 26.0% (1.0) *Students with Disabilities - 22.3% (0.9) *African American - 28.0% (1.1) *American Indian/Alaska Native - 22.3% (0.6) *Asian - 28.9% (1.3) *Filipino - 12.5% (0.3) *Hispanic - 25.1% (1.0) *Native Hawaiian or Other Pacific Islander - 29.6% (0.7) *White - 10.6% (0.3) *Two or more races - 18.2% (0.5)				
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.				Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	2020-2021 Social-Emotional Contacts by Percentage and (Contacts Per Student) *All Students - 4.3% (0.09) *English Learners - 6.7% (0.13) *Foster Youth - 6.1% (0.11) *Homeless - 5.1% (0.09) *Socioeconomically Disadvantaged - 5.9% (0.12) *Students with Disabilities - 5.3% (0.10) *African American - 6.5% (0.15) *American Indian/Alaska Native - 3.6% (0.09) *Asian - 4.5% (0.09) *Filipino - 4.7% (0.19) *Hispanic - 5.4% (0.10)				Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Native Hawaiian or Other Pacific Islander - 0.0% (0.0) *White - 3.6% (0.08) *Two or more races - 6.2% (0.11)				
Priority 3: Parental Involvement	2020-2021 Percentage of Students with an Associated Parent Portal Account *All Students - 96.1% *English Learners - 90.9% *Foster Youth - 92.3% *Homeless - 87.8% *Socioeconomically Disadvantaged - 96.0% *Students with Disabilities - 93.4% *African American - 96.9% *American Indian/Alaska Native - 97.0% *Asian - 96.9% *Filipino - 98.4% *Hispanic - 95.2%				Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Native Hawaiian or Other Pacific Islander - 96.2% *White - 97.8% *Two or more races - 96.9%				
Priority 3: Parent Involvement	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480				Parent/Guardian engagement with CUSD via social media will increase form the previous year.
Priority 6: School Climate	2020-2021 100% of CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.				100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.
Priority 5: Pupil Engagement - Attendance Rates	2020-2021 *All Students - 92.1% *English Learners - 92.2% *Foster Youth - 85.3%				All student groups will have an attendance rate of 95.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Homeless - 81.7% *Socioeconomically Disadvantaged - 90.2% *Students with Disabilities - 90.3% *African American - 88.0% *American Indian/Alaska Native - 86.6% *Asian - 95.2% *Filipino - 95.7% *Hispanic - 91.0% *Native Hawaiian or Other Pacific Islander - 92.3% *White - 93.2% *Two or more races - 91.0%				
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	2018-2019 *All Students - 8.7% *English Learners - 8.4% *Foster Youth - 17.0% *Homeless - 19.3%				All students will decline by a minimum of 1.5 percentage points in grades K-8. All students in student groups scoring a "Red" or "Orange" on the 2019 Dashboard, will decline by a minimum of 5 points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Socioeconomically Disadvantaged - 11.9% *Students with Disabilities - 15.5% *African American - 17.1% *American Indian/Alaska Native - 19.1% *Asian - 4.8% *Filipino - 1.8% *Hispanic - 9.7% *Native Hawaiian or Other Pacific Islander - 5.6% *White - 7.8% *Two or more races - 10.9%				
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	Spring 2020-2021 Percent of students who agree/strongly agree indicating a positive response on questions related to social-emotional well-being. Elementary *All Students - 89.1%				School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*English Learners - 90.0%				
	*Foster Youth - 86.7%				
	*Homeless - 88.9%				
	*Socioeconomically Disadvantaged - 87.6%				
	*Students with Disabilities - 87.2%				
	*African American - 87.1%				
	*American Indian/Alaska Native - 91.4%				
	*Asian - 91.5%				
	*Filipino - 88.4%				
	*Hispanic - 89.3%				
	*Native Hawaiian or Other Pacific Islander - 85.6%				
	*White - 88.9%				
	*Two or more races - 89.0%				
	Secondary				
	*All Students - 89.1%				
	*English Learners - 77.65%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Foster Youth - 80.16% *Homeless - 72.81% *Socioeconomically Disadvantaged - 64.92% *Students with Disabilities - 74.69% *African American - 56.74% *American Indian/Alaska Native - 67.81% *Asian - 62.39% *Filipino - 75.90% *Hispanic - 63.85% *Native Hawaiian or Other Pacific Islander - 47.46% *White - 64.54% *Two or more races - 90.99%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness.	$0.00	No
2	Health and Social-Emotional Supports	Provide health and social-emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary Guidance Aides, Cal Safe Teen Parenting Program, Secondary Alternative Education Counselors, and Secondary Community Day Counselors. Students with disabilities will receive support, as needed, in addition to any special education services.	$2,022,192.00	Yes
3	Targeted Case Managers	Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.	$583,859.00	Yes
4	School Climate Surveys	School Climate Surveys will be given twice each year (Fall and Spring) to students, staff, and parents. These surveys will provide necessary quantitative and qualitative data to inform the district of successes and challenges. Surveys will be given in English and Spanish.	$0.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

An explanation of why the LEA has developed this goal.

Suspension and expulsion data from 2019-20 reveal that some student groups are consistently suspended at disproportionately high rates. These student groups include Homeless, Foster, Socioeconomically Disadvantaged, Students with Disabilities, African American and American Indian or Alaska Native. In addition, those groups are expelled at a higher rate as well. School Climate Survey data from 2020-21 show that a lower percentage of students from these same groups report that they feel safe and that they are being treated fairly at school. Specifically, the following groups show a lower rate of feeling safe at school:

Elementary: Students with Disabilities and African American

Secondary: American Indian or Alaska Native

To address this, and to support every student every day in our full return to school, site Positive Behavioral Interventions and Supports (PBIS) teams will be integral. PBIS teams will work with the school site staff to provide universal behavior supports (Tier 1) for each student. Supplemental and intensified supports (Tiers 2 and 3) are also in place when the data informs the team that more supports are needed.

In addition, our LCAP includes funding for Alternative Education programs, including in-school suspension, opportunity programs, supplemental alternative education staffing, and additional counseling services in opportunity programs. We are also utilizing LCAP funds to support in-school athletic programs, as a means to help all students feel connected and promote a positive school culture. Campus supervisors are a third means of promoting a positive school culture; often these supervisors make connections with individual students.

CUSD will continue to improve school climate and implement positive behavioral strategies so students from all targeted student groups will feel safe, supported, engaged, and meaningfully challenged. Establishing a positive school culture includes setting up the school's social environment to reflect a shared vision of common values, beliefs, and behavior expectations. It is our goal to reduce suspensions in Chico Unified School District, particularly in the African-American, Foster Youth/Homeless, and Students with Disabilities student groups. The suspension numbers in these student groups are disproportionately higher than other student groups in CUSD.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate - Suspension Rate	2018-2019 and (2019-2020) *All Students - 4.3% (3.5%) *English Learners - 1.4% (1.3%) *Foster Youth - 17.4% (18.6%) *Homeless - 6.6% (9.3%) *Socioeconomically Disadvantaged - 5.8% (5.3%) *Students with Disabilities - 8.3% (8.0%) *African American - 9.7% (8.0%) *American Indian or Alaska Native - 13.2% (9.0%) *Asian - 1.6% (1.2%) *Filipino - 2.4% (1.3%) *Hispanic - 4.5% (3.7%) *Native Hawaiian or Other Pacific Islander - 1.7% (3.4%)				All student groups will decline by a minimum of .9 percentage points. Student groups in red or orange on the Fall, 2019 Dashboard, will decline by a minimum of 2.6 percentage points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*White - 4.0% (3.4%) *Two or more races - 4.5% (3.7%)				
Priority 6: School Climate - Expulsion Rate	2018-2019 and (2019-2020) *All Students - 0.06% (0.30%) *English Learners - 0.0% (0.0%) *Foster Youth - 0.58% (0.64%) *Homeless - 0.19% (1.21%) *Socioeconomically Disadvantaged - 0.10% (0.52%) *Students with Disabilities - 0.05% (0.61%) *African American - 0.30% (2.08%) *American Indian/Alaska Native - 0.55% (0.64%) *Asian - 0.0% (0.0%) *Filipino - 0.0% (0.0%) *Hispanic - 0.03% (0.30%)				Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to to the All Students expulsion rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Native Hawaiian or Other Pacific Islander - 0.0% (0.0%) *White - 0.04% (0.22%) *Two or more races - 0.00% (0.55%)				
Priority 6: Local Indicator/Local tool for school climate: School Safety	Spring 2020-2021 Percentage of students who agree or strongly agree that school is a safe place to learn. Elementary *All Students - 87.8% *English Learners - 86.9% *Foster Youth - 80.0% *Homeless - 89.6% *Socioeconomically Disadvantaged - 85.0% *Students with Disabilities - 79.8% *African American - 83.3% *American Indian/Alaska Native - 91.7%				Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Asian - 88.9% *Filipino - 100.0% *Hispanic - 86.8% *Native Hawaiian or Other Pacific Islander - 80.0% *White - 88.3% *Two or more races - 89.7% Secondary *All Students - 70.3% *English Learners - 78.8% *Foster Youth - 80.0% *Homeless - 70.3% *Socioeconomically Disadvantaged - 69.9% *Students with Disabilities - 71.6% *African American - 71.7% *American Indian/Alaska Native - 63.0% *Asian - 66.4% *Filipino - 78.6%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Hispanic - 71.7% *Native Hawaiian or Other Pacific Islander - 59.1% *White - 70.0% *Two or more races - 69.4%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue support for district alternative education programs	CUSD offers support for alternative education and home suspensions in the following ways: * Opportunity Programs (Center for Alternative Learning (CAL) and Chapman) * Elementary Out of School Suspension Alternatives (e.g. Reset program) * Alternative Education Supplemental Staffing	$728,925.00	Yes
2	Coaching Stipends	Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	$830,988.00	Yes
3	Campus Supervisors	Provide Campus Supervisors on sites to provide a safe, positive school climate.	$1,264,109.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.93%	10,690,288

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Actions 1.6 (Academic Interventions) and 1.7 (Instructional Support Services) support what our academic assessment data from the past three years has shown. We see persistent achievement gaps for specific student groups, including foster, homeless, English learners, and socioeconomically disadvantaged. This gap was apparent before the pandemic: results from the most recent California State Dashboard (2019) shows that, while the groups "All Students" and "White" scored green (the second highest level) for English language arts, homeless students and economically disadvantaged students scored yellow in both areas; English learners scored orange in both areas; and foster youth scored red for both. Mathematics showed a similar pattern. The design of the MTSS framework includes a large focus on tiered academic interventions. These academic interventions and instructional support services will be effective, particularly for our socioeconomically disadvantaged students as they support each and every student's academic needs. With the addition of our districtwide MTSS program, with a sharper focus on equity-based academic services, these funds will be utilized well. The Orange County Office of Education's MTSS Office states, "MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students."

Action 1.11 (District Leadership Council Members) is integral to providing a continuity of best equity-based educational practices in grades K-12. These DLC members provide a consistent voice and direction for our district teachers to implement best practices in instruction so all students can access academic knowledge. These best practices specifically support our low income students by relying on benchmark data to drive instruction and tiered intervention support. Funding for our DLC members has been part of our LCAP previously. Data shows that this organizational structure and support of teachers is making a difference for students from low income families by improving CAASP English Language Arts and Math scores as well as local benchmarks, such as STAR Reading and iReady Mathematics.

Action 1.12 (Fine Arts, Music Teachers) has been in our LCAP since its inception. Exposing our students, specifically those students from socioeconimically disadvantaged homes, to the arts is an opportunity for children to experience and enjoy activities that promote creativity and self-expression. Research from PBIS for Parents shows that there is a correlation between art and other achievement. A report by Americans for the Arts states that, "young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognized for academic achievement, to participate in a math and science fair or to win an award for writing an essay or poem than children who do not participate."

Action 1.13 (Online Access) has always been an LCAP funding priority, however now, more than ever, we have come to rely on our online access supports to assist our students, especially for those targeted student groups who are historically underserved. At the beginning of this year, 100% of our students were learning in an online environment. Our students from low income families often do not have the resources and supports at home to assist with educational online access. Attending school through the pandemic has been great strain on families to be able to provide the home supports that students need in relation to technology access. All CUSD students, especially those from socioeconomically disadvantaged homes, need consistent access to online resources. Many of our students will remain 100% online when school begins again, as students in our Oak Bridge Academy. CUSD has provided every student with a chromebook and any family that needs a hot spot has received one.

Action 1.14 (Counselors) supports all three of our LCAP goals. When the LCAP process began in 2013, parent feedback included the need for counselors at the elementary level to support and address students needs in the early childhood years. Chico Unified is proud that through our previous LCAPs, we have been able to fund part-time counselors at each elementary site. This year, with the addition of federal funding, we have increased counseling services to be full-time at each elementary site. With the use of additional grant funding, our secondary schools counseling has grown as well. With so many of our students in inconsistent, or unpredictable environments, this addition of counselors is crucial to student success. According to the American School Counselor Association, a 2013 study from authors K. Wilkerson, R. Perusse and A. Hughes found that "elementary school students tend to perform better academically when there are counseling programs in place." With this additional counseling in place, we expect to see an increase in academic achievement, as we know that when students feel better, their academics are stronger.

Action 1.15 (Medically Necessary Instruction) provides instruction when students are unable to learn on a school site. This can be due to physical limitations or mental wellness and can last for a number of weeks/months. We know that some of our students are challenged in many situations that cause stress and/or anxiety. In the 2019-20 school year, 46 students were on MNI. In the 2020-21 school year, there were 12 students in the program. To support this, the funding of the MNI program assists students in continuing their schooling while recuperating and healing. Typically, we see an increase in MNI participation in the spring, however, we know that a full return to school in the 2021-22 school year may indeed put more stress and anxiety on students. and there may be an increase in the need for this service. Each student's needs are unique and it is our goal to serve and support each and every student.

Action 2.2 (Health and Social-Emotional Supports) supports the second part of our MTSS framework, Social-Emotional Learning. As the pandemic has continued to affect almost all aspects of life as we previously knew it, educators and parents across the country have become increasingly concerned with the impact on students' mental and social-emotional health needs. In Chico, unfortunately, this concern is not new: COVID-19 is only the latest in a series of traumatic events affecting our community. In 2013, a report on adverse childhood experiences (ACEs) found that Butte County held the dubious distinction of having the highest rate of ACEs in California, and among the

highest in the country. 76.5% of Butte County adults reported one or more adverse childhood experience as a child (Butte County Coalition on ACEs, 2013). It has been a unilateral and unified request, among all of our stakeholders, that our district provide and fund health and social-emotional supports for our students. Counselors and teachers are crucial to these efforts, and will continue to be supported through our LCAP. In the 2020-21 school year, elementary students at all sites received social-emotional learning sessions in the classroom. A total of 6,898 classroom sessions were delivered by counselors (2,343 sessions) and counseling assistants (4,555 sessions). Our hope is for students, particularly those from low income homes feel included and safe on our school sites.

Action 2.3 (Targeted Case Managers) continue to be a tremendous support to school staff and parents and continue to be funded by LCAP. Engaging our families provides challenges when many of our unduplicated students' families are facing personal struggles. Our TCMs have built personal relationships with families that have provided school stability for students when they might not have otherwise that stability. TCMs have up-to-date list of medical and other supports families need in cases of not having insurance and/or other challenging situations. According to the National Coalition for Parent Involvement in Education, parent involvement is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school (2006). According to the National PTA, the most accurate predictors of student achievement in school are not family or income status, but the extent to which the family creates a home environment that encourages learning, communicates high, yet reasonable, expectations for the child's achievement and becomes involved in the child's education at school (2000). Armed with this academic research, we understand how important it is to provide meaningful opportunities for parent involvement and will continue to work to communicate regularly with our families, including those who are socioeconomically disadvantaged.

Action 3.1 (Continue Support for Districtwide Alternative Education Programs) is of paramount importance to assist and support our students in staying in school and, ultimately, receiving a high school diploma. Alternative Education programs have been included in our LCAP since 2013. Chico Unified suspension and expulsion data reveal that some student groups are consistently suspended and expelled at disproportionately high rates. In the 2019-2020 school year, African American students had a suspension rate of 8.0%, American Indian or Alaska Native had a suspension rate of 9.0%, Homeless had a suspension rate of 9.3%, Foster Youth had a suspension rate of 18.6%, and Students with Disabilities had a suspension rate of 8.0%. These rates compare with All Students' suspension rate of 3.5%. This is an area of focus that has propelled a group of Chico Unified educators to participate in a professional learning grant, the Nor-Cal ELC, to address and provide solutions to reduce suspensions in our historically underserved populations. In addition, our LCAP includes funding for Alternative Education programs, including in-school suspension, opportunity programs, supplemental alternative education staffing, and additional counseling services in opportunity programs. More professional development for teachers and the use of things, such as PBIS and Restorative Practices, will support our improvement efforts. West Ed's Justice& Prevention Research Center completed an extensive review in 2019. This study reports that, "in the school setting, Restorative Justice often serves as an alternative to traditional discipline, particularly exclusionary disciplinary actions such as suspension or expulsion. Restorative Justice proponents often turn to restorative practices out of concern that exclusionary disciplinary actions may be associated with harmful consequences for children (e.g., Losen, 2014). More recently, it has also been embraced as a preventative intervention for building an interconnected school community and healthy school climate in which punishable transgressions are less common (e.g., Brown, 2017)."

Actions 3.2 (Coaching Stipends) and 3.3 (Campus Supervisors) have been, and continue to be, included in our LCAP Plan with the goal of helping students feel safe and know that they are being treated fairly at school. This is of particular importance for our targeted student

populations. Our School Climate Survey data from 2020-21 show that a lower percentage of students from our targeted student groups report that they feel safe and that they are being treated fairly at school. This disparity is obviously a concern. At the same time, this data shows a need for increased engagement and support for all student groups. We are also utilizing LCAP funds to support in-school athletic programs, as a means to help all students feel connected and promote a positive school culture. In Volume 34 of "Research in Higher Education Journal", authors Juan M. Hinojosa and Gerri M. Maxwell maintain "the need for schools to find strategies that will keep students in school, and feeling safe, is critical. One strategy that is successful in keeping student interested in school is participation in sports. As the leaders of sports' teams, coaches provide the necessary mentoring that can positively guide a student's decision to stay in school." Campus supervisors are also a means of promoting a positive school culture; often these supervisors make connections with individual students, as is the case in the Chico Unified School District. Each year, parents and teachers have expressed thanks for the roles that our campus supervisors have on sites. CUSD administrators witness campus supervisors playing games with students on the playground, assisting in any kind of first aid situation, and walking and talking with kids in a very casual and safe environment. We will offer professional development in the 2021-22 school year for classified staff, including campus supervisors, in Implicit Bias training and behavioral management, with the goal of continuing to support our staff in best practices with students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Chico Unified School District has budgeted $11,771,102 to meet the needs of our unduplicated students. According to our partner in our MTSS strategic implementation plan, WestEd, "MTSS is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of each and every adult in the system and each and every student." Chico Unified will utilize the LEA-wide actions described above, in addition to any actions that are focused only on our unduplicated students. These actions and their corresponding budgeted funds exceed our district's increased apportionment this year for our unduplicated students, which is $10,690,288 (9.93%). Our goal with our 2021-24 LCAP is to provide equitable access to every student, every day, including students with disabilities, English learners, and socioeconomically disadvantaged students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$18,986,168.00	$2,510,651.00	$121,640.00	$4,472,269.00	$26,090,728.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$19,140,768.00	$6,949,960.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Review credentials and assignments	$130,813.00				$130,813.00
1	2	All	Standards-aligned Textbooks and Supplemental Materials	$997,275.00	$603,925.00			$1,601,200.00
1	3	All	Technology				$2,000,000.00	$2,000,000.00
1	4	All	Facilities Maintenance	$5,353,978.00				$5,353,978.00
1	5	All	Implementation of District Wide Assessments					$0.00
1	6	English Learners Foster Youth Low Income	Academic Interventions	$546,182.00				$546,182.00
1	7	English Learners Foster Youth Low Income	Instructional Support Services	$849,574.00	$383,084.00			$1,232,658.00
1	8	All	After School Homework Support (ASES, BLAST, Fair View High School)		$1,218,428.00		$1,008,719.00	$2,227,147.00
1	9	All	District-Wide Staff Development					$0.00
1	10	All	Provide Professional Development			$121,640.00	$499,470.00	$621,110.00
1	11	English Learners Foster Youth Low Income	District Leadership Council (DLC) and Teachers on Special Assignment	$447,310.00			$449,437.00	$896,747.00
1	12	English Learners Foster Youth Low Income	Support Art, Music, and extra PE in Elementary Grades	$1,606,804.00				$1,606,804.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	English Learners Foster Youth Low Income	Online Access	$1,070,823.00				$1,070,823.00
1	14	English Learners Foster Youth Low Income	Secondary Counselors	$1,780,950.00				$1,780,950.00
1	15	English Learners Foster Youth Low Income	Medically Necessary Instruction/Off Campus Instruction	$39,386.00				$39,386.00
1	16	All	Online Education Options	$733,000.00	$305,214.00		$514,643.00	$1,552,857.00
2	1	All	Professional Development					$0.00
2	2	English Learners Foster Youth Low Income	Health and Social-Emotional Supports	$2,022,192.00				$2,022,192.00
2	3	English Learners Foster Youth Low Income	Targeted Case Managers	$583,859.00				$583,859.00
2	4	All	School Climate Surveys					$0.00
3	1	English Learners Foster Youth Low Income	Continue support for district alternative education programs	$728,925.00				$728,925.00
3	2	English Learners Foster Youth Low Income	Coaching Stipends	$830,988.00				$830,988.00
3	3	English Learners Foster Youth Low Income	Campus Supervisors	$1,264,109.00				$1,264,109.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$11,771,102.00	$12,603,623.00
LEA-wide Total:	$7,552,360.00	$8,384,881.00
Limited Total:	$728,925.00	$728,925.00
Schoolwide Total:	$4,947,667.00	$4,947,667.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	Academic Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$546,182.00	$546,182.00
1	7	Instructional Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bilingual Aides at all sites. Transitional Kindergarten Instructional Aides and All-Day Kindergarten instructional Aides at all elementary schools.	$849,574.00	$1,232,658.00
1	11	District Leadership Council (DLC) and Teachers on Special Assignment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$447,310.00	$896,747.00
1	12	Support Art, Music, and extra PE in Elementary Grades	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary School Sites	$1,606,804.00	$1,606,804.00
1	13	Online Access	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,070,823.00	$1,070,823.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	14	Secondary Counselors	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools grades 6-12	$1,780,950.00	$1,780,950.00
1	15	Medically Necessary Instruction/Off Campus Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,386.00	$39,386.00
2	2	Health and Social-Emotional Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,022,192.00	$2,022,192.00
2	3	Targeted Case Managers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$583,859.00	$583,859.00
3	1	Continue support for district alternative education programs	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Alternative Programs	$728,925.00	$728,925.00
3	2	Coaching Stipends	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$830,988.00	$830,988.00
3	3	Campus Supervisors	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,264,109.00	$1,264,109.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

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

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

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

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

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

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

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

- **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.