

LCFF Budget Overview for Parents

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

CDS Code: 04614240000000

School Year: 2022-23

LEA contact information:

Kelly Staley

Superintendent

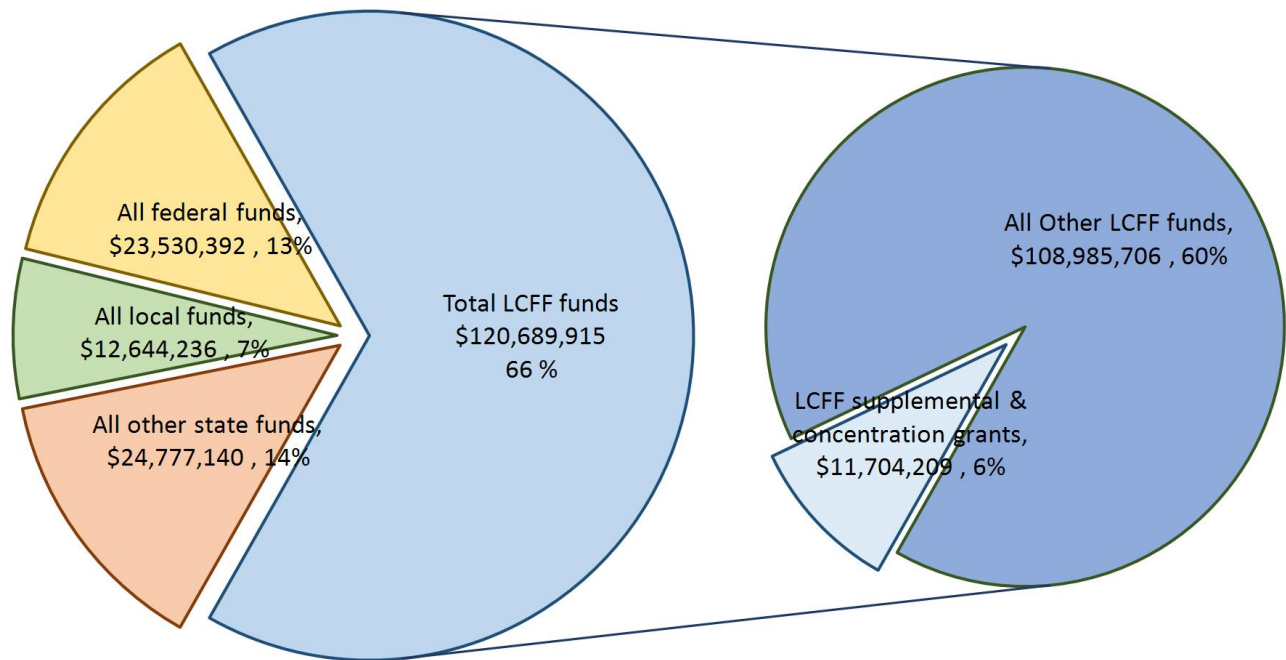
kstaley@chicousd.org

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 2022-23 School Year

Projected Revenue by Fund Source



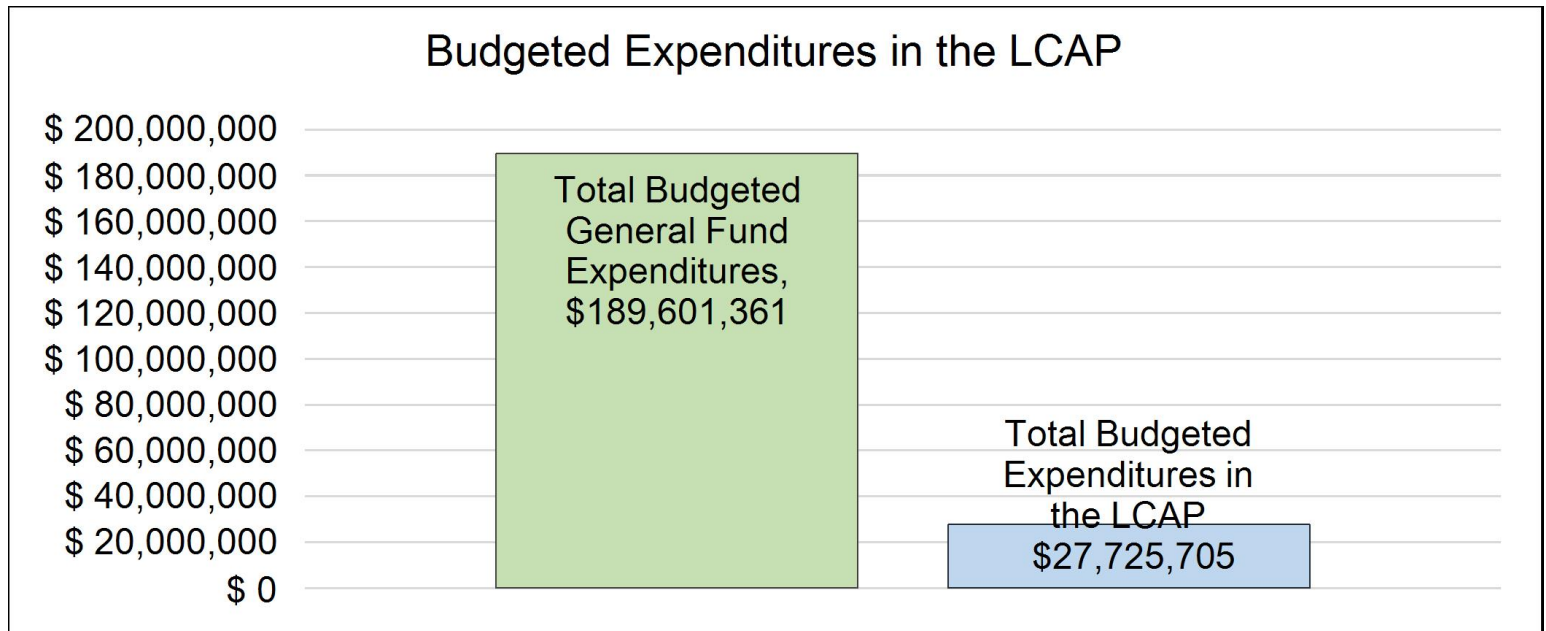
This chart shows the total general purpose revenue Chico Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chico Unified School District is \$181,641,683, of which \$120,689,915 is Local Control Funding Formula (LCFF), \$24,777,140 is other state

funds, \$12,644,236 is local funds, and \$23,530,392 is federal funds. Of the \$120,689,915 in LCFF Funds, \$11,704,209 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Chico Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chico Unified School District plans to spend \$189,601,361 for the 2022-23 school year. Of that amount, \$27,725,705 is tied to actions/services in the LCAP and \$161,875,656 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 2022-23 School Year

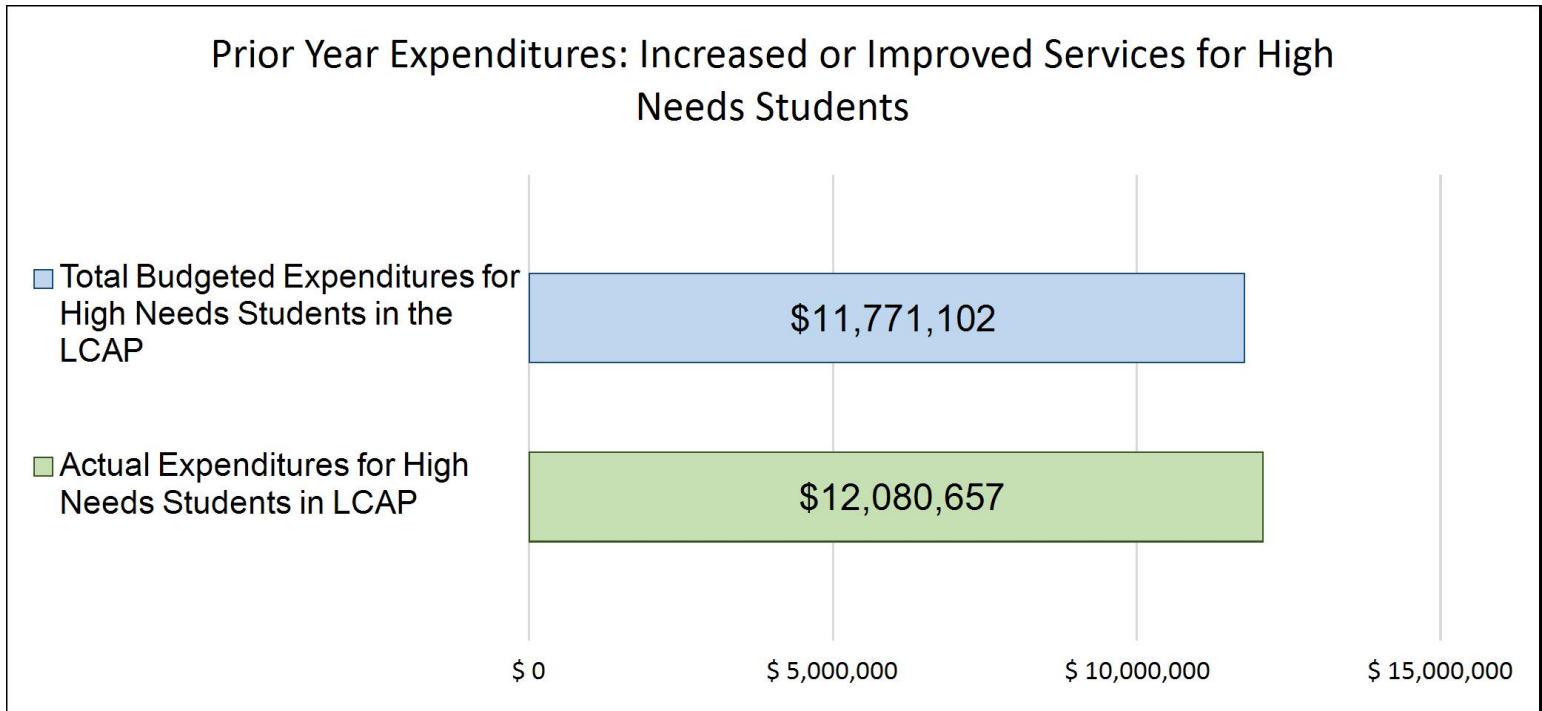
In 2022-23, Chico Unified School District is projecting it will receive \$11,704,209 based on the enrollment of foster youth, English learner, and low-income students. Chico Unified School District must describe how it

intends to increase or improve services for high needs students in the LCAP. Chico Unified School District plans to spend \$13,598,723 towards meeting this requirement, as described in the LCAP.

Chico Unified School District has budgeted \$13,598,723 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 LEA-wide actions, 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 \$11,704,209 (10.85%). Our goal with our 2021-2024 LCAP is to provide equitable access to every student, every day, including Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Chico Unified School District's LCAP budgeted \$11,771,102 for planned actions to increase or improve services for high needs students. Chico Unified School District actually spent \$12,080,657 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$309,555 had the following impact on Chico Unified School District's ability to increase or improve services for high needs students:

The services provided to students continued according to the 2021-2022 LCAP Plan. Many staffing expenditures in the increased and improved services were higher due to salary increases. There were no staffing cuts related to this as we ensured that all students received the services planned. The Medically Necessary Instruction/Off Campus Instruction (MNI/OCI) Program was increased due to the need and CUSD ensured that any student needing this support, received it.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chico Unified School District	Tina Keene, Director of State and Federal Programs	tkeene@chicousd.org (530) 891-3000

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

In order to ensure our services are inclusive of all students, CUSD has done the following during 2021 to elicit feedback and foster collaboration to meaningfully inform our Local Control and Accountability Plan (LCAP) and associated plans, such as ESSER III, that nest in our LCAP. Our 2021-22 LCAP has been restructured to include California's eight priorities as well as our previous five goals within an MTSS framework which focuses on academic learning, social-emotional learning, and behavioral learning.

The following are the collaborative outreach practices from 2021 that specifically informed our ESSER III plan which fits within our MTSS-based LCAP: a.) two community LCAP collaborative meetings that were advertised publicly via multiple means of communication including phone calls, emails, and push notifications to CUSD families; b.) elementary student meetings which were conducted on sites; c.) secondary student meetings were conducted at the sites; d.) a meeting specifically for black, indigenous, and people of color (BIPOC) input that was advertised publicly via multiple means of communication including phone calls, emails, and push notifications to CUSD families and via site and district websites; e.) a meeting for feedback from parents of students with disabilities that was advertised publicly via multiple means of communication including phone calls, emails, and push notifications to CUSD families and via site and district websites; f.) a meeting for parents of foster youth that was advertised publicly via multiple means of communication including phone calls, emails, and push notifications to CUSD families; g.) a District English Learner Advisory Committee (DELAC); h.) twice weekly CUSD Educational Services Team meetings to review data, assess and reflect on practices, and accordingly scale programs and student services. The aforementioned meeting dates and associated feedback from each of these meetings and surveys are on our district website LCAP page for public view. Additionally, our Chico Unified Board of Trustees had three discussions surrounding this work at the following board meetings: March 3, 2021, April 7, 2021, and April 21, 2021. The Board of Trustees has approved all expenditures listed in this plan.

A draft of the ESSER III Plan was shared on our CUSD website the week of October 4, 2021, for parent/guardian input. Below is specific input we received:

From one CUSD Parent/Guardian:

*"Are the summer school programs going to happen again?"

*"The after-school program needs more funding as many parents need that for work and there are waiting lists and more kids need after-school care."

*"I would like to see more outdoor field trips for children and less money going to spending on technology/having them sit and look at iPads."

*"Is there funding set aside for people of color to receive diverse books in the classrooms? More books representing Asian people, indigenous Native American people, black people, and people with disabilities or neurodivergent people."

*"Do we have funding to pay to have Native American people or black or Asian people come into classrooms/schools and share about their cultures/lives or simply read books etc. to bring in more diversity?"

*"If we want to tend to the hearts of children of color or children with differences, they need to see representation in the classroom."

From two CUSD Parents/Guardians:

*"Thank you for sharing the ESSER plan for parent and community review. I understand and agree with all of the priorities identified, however I think that the exclusion of preschoolers and families with young children is an unfortunate oversight. I believe the ESSER funds provide an ideal opportunity for districts to develop and solidify their plans and actions to engage with young children during the period of greatest brain development, and identify opportunities for early intervention while developmental windows are open and receptive. I would suggest activities such as universal outreach to families with young children, TK and K transition opportunities, home visits (perhaps this is available through your TCM?) and events that link young families to their elementary school before their children are of age, such as family resource rooms."

From two CUSD Parents/Guardians:

*"We appreciate you sharing the ESSER plan for parent and community review. We understand and agree with all of the priorities identified, however, we believe that the exclusion of preschoolers and families with young children is an unfortunate oversight. We believe the ESSER funds provide an ideal opportunity for districts to target and support children 0-5 who are all a part of Chico Unified School District. The children in this community will attend state preschool programs on school campuses and TK programs that will be a requirement of school districts to provide moving forward for all 4 and 5-year-olds. We would suggest TK and K transition opportunities, mental and emotional health supports and an additional counselor that would support children 0-5 at local preschools. Our community is in tremendous need of social and emotional supports for all of our children. A family resource center on school campuses could also support the counselors at all levels and provide a space for transition opportunities to take place."

From one CUSD Parent/Guardian:

*"I hope you are doing well! Thank you so much for gathering community input for the ESSER III Expenditure Plan. I agree with the actions to address student needs and believe that there should also be an action for expanding Transitional Kindergarten (TK) programs. Early childhood is a profoundly important time for growing social and emotional skills. TK has been shown to have numerous benefits, not just

educational ones. Please consider including an expansion of the TK program into the ESSER III Expenditure Plan. Thank you so much for your time and consideration."

From one CUSD Parent/Guardian:

"It would be great to see money well spent on programs that teach our kids a second language and other life skills that will intellectually prepare them to compete in the real world. It would be great to spend our tax money on getting back to the basics of Academic education."

The following, upcoming Family Engagement Nights and Student Engagement Nights are calendared for this spring for the 2022-23 LCAP: LCAP Family and Community Meeting on 03/08/22; LCAP BIPOC Parent/Guardian Input on 03/22/22; LCAP Foster and Homeless Parent/Guardian Input on 03/29/22; LCAP CUSD English Learner Parent Guardian Input on 04/05/22; LCAP Family and Community Meeting #2 on 04/12/22; LCAP Public Hearing at the 06/22/22 CUSD Board Meeting. Elementary, Jr. High, and High School Students will be invited to share their input as well.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Chico Unified School District does not receive concentration grant add-on funding. We do not qualify for this due to our unduplicated percentage of students district-wide.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Chico Unified School District's (CUSD) practices of engaging our community have been enhanced during the COVID-19 Pandemic. CUSD has sought the input and feedback of its educational partner groups since the onset of the pandemic and has continued through the development of the Learning Continuity and Attendance Plan, the 2021 LCAP, the Expanded Learning Opportunities Grant, and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the LEA engaged its educational partners in the use of funds received to support recovery for the COVID-19 Pandemic:

*Learning Continuity and Attendance Plan

English: <http://www.chicousd.org/documents/Educational%20Services/LCAP/2020/Final%20LCP%2010.5.20.pdf> (pp. 2-7)
Spanish: <http://www.chicousd.org/documents/Educational%20Services/LCAP/2020/Final%20Spanish%20LCP%2010.1.20.pdf> (pp. 2-7)

*Expanded Learning Opportunities Grant Plan

English: <http://www.chicousd.org/documents/Local%20Control%20Accountability%20Plan/2020-21/ELO%20Grant%20CUSD%20Board%20Approved%205.19.21.pdf> (pp. 1-2)
Spanish: <http://www.chicousd.org/documents/Educational%20Services/ESSER%20III/2021-ELO-Spanish.pdf> (pp. 1-2)

*Local Control and Accountability Plan

English: <http://www.chicousd.org/documents/Educational%20Services/LCAP/2021/document-5.pdf> (pp. 92-97)

*ESSER III Expenditure Plan

English: <http://www.chicousd.org/documents/Educational%20Services/Title%201/2021-ESSER-III-Plan-Final-Draft-10.12.21.pdf> (pp. 2-6)
Spanish: <http://www.chicousd.org/documents/Educational%20Services/ESSER%20III/ESSER-III-Plan-Approved-Spanish.pdf> (pp. 2-6)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The funding that Chico Unified School District received from the federal American Rescue Plan Act and the federal Elementary and Secondary School Emergency expenditure plan was extraordinarily helpful as we transitioned back to "normal" site operations at the beginning of the 2021-22 school year. At the October 6, 2021, CUSD Board Workshop, the CUSD Educational Services Team shared a presentation about "Systems of Student Support in Chico Unified & Learning Recovery." During this presentation, several staff members being funded from ESSER funds shared details of their jobs and the benefits they are seeing for students. Examples of this feedback from a few CUSD staff members were the following:

Jen Denzel, Reading Intervention Teacher - "I can now guarantee that every 1st and 2nd grader at Shasta will receive the reading support he or she needs."

Ronnie Cockrell, Chico High School Welding Teacher - "The block schedule at Chico High School is amazing. I can't imagine not having it."

The following is a comprehensive look at the successes and challenges that we faced with the implementation of the ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

*Health and Safety of Students, Educators, and Other Staff:

Successes:

1. In order to resume in-person learning, it was necessary to reduce class sizes in various elementary and secondary classrooms to meet the social distancing requirements.
2. The district is using ESSER III funds to reduce class sizes and purchase additional classroom workstations and school campus seating to accommodate social distancing.
3. An expressed need from our stakeholder groups was additional student counseling services related to student mental health. Due to this feedback, CUSD is using ESSER III funding to add 17 additional counselors to focus on mental health district-wide. The benefits of social-emotional learning (SEL) are backed by research and detailed in the article titled, "Promoting the Social and Emotional Learning of Millions of School Children" (Weissburg, 2019).
4. ESSER funding purchased Educlimber and Kelvin platforms to help us identify students' social-emotional and academic needs, so we could provide support.
5. Parents of students with disabilities shared a specific need for increased communication between teachers, counselors, and families as we support students with disabilities. Extra duty hours for Targeted Case Managers (TCMs) to further support students is now available through ESSER III funding.
6. Parents of foster and homeless youth expressed a need for additional counseling services to build trusting relationships. Due to this feedback, CUSD is using ESSER III funding to add a full-time CUSD Homeless and Foster Youth Liaison to support our families' needs as well as connect them with the counseling on campuses that they desire.
7. Additionally, many families need support with internet access. The same educational technology hardware and software that allowed our district to go completely online in the early stages of the COVID-19 Pandemic is now necessary to follow COVID-19 requirements put in place to keep our students and community members safe. Students, if necessary, may toggle back and forth seamlessly from in-person learning and distance learning as they follow COVID-19 quarantine protocols.

Challenges:

1. The COVID-19 Pandemic has presented ongoing challenges to all of our community members in terms of mental wellness and resilience. The concern remains how quickly the additional counselors can make a difference with our students and staff and how clearly we will be able to measure it with data.
2. Social-emotional concerns for students who are still not able to be close to friends in groups, etc.
3. It has been challenging to continually pivot and adjust as new variants of COVID-19 have been discovered. Related to this, the ever-changing health requirements and interpretations related to COVID-19 have not ceased and continue to be on our watch.
4. Related to the COVID-19, is the challenge of running a school district during times that are charged politically in our community with opposing views of issues relative to the pandemic.

**Continuity of Service:

Successes:

1. CUSD is using ESSER III funds to put a new 1.0 intervention teacher at each elementary site for two years as learning loss is a stakeholder concern. The addition of intervention teachers within the Multi-Tiered System of Supports (MTSS) framework is backed by a scholarly article titled, "Response to Intervention: Preventing and Remediating Academic Difficulties" (Fletcher, Vaughn, 2015).
2. CUSD offered a series of summer academies for any student who was interested in attending. Summer learning is a researched-based practice justified in the published article, "The Effectiveness of Summer School in Closing Achievement Gaps" (REL 2018). These academies were focused on academics and social-emotional learning (SEL).
3. In order to support teachers and staff, CUSD is using ESSER III to fund teacher professional development (PD) related to the mitigation of learning loss and response to intervention (RTI) and Multi-Tiered System of Supports (MTSS) in addition to educational technology.
4. While in-person instruction has resumed, the community recognizes that updated technology continues to be a critical element in maintaining continuity of learning. The community wants to see equity in access to learning, and putting a device in the hands of every student is crucial through 1:1 Chromebooks for students.
6. This increase in technology use has necessitated network upgrades, hardware and software purchases, additional CUSD IT support, and associated training and support for staff, students, and parents.
7. ESSER funding supported our MTSS Coordinator for the 2021-22 school year. This staff member is pivotal in the work of sites to maintain consistent academic, social-emotional and behavioral supports at our schools.

Challenges:

1. We are concerned that students are still needing extra help/support to catch up on their learning loss during the pandemic.
2. With a current 91% attendance rate, due to various reasons including quarantining, students are continuing to miss important instruction.

**Implementation of ESSER III Plan:

Successes:

1. Our CUSD Board of Trustees discussed the expenditures in three meetings during the spring of 2021. Additionally, our site administrators shared the expenditure plan with their staff members. The CUSD District Leadership Council also had input on the planned expenditures.
2. The CUSD Human Resources team worked together to streamline and expedite hiring practices in order to get positions filled as quickly as possible for sites.

Challenges:

1. While we created multiple new certificated and classified positions - many with wage increases - we continue to have positions that remain unfilled. An example of this is not being able to hire enough site campus supervisors with the additional ESSER monies for that particular added purpose.
2. Some of the technology that has been ordered has proven difficult to receive due to increased demand and supply chain problems.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Safe Return to In-Person Instruction and Continuity of Services Plan: Chico Unified School District used its ESSER III allocations to implement the requirements of the ESSER III Expenditure Plan by specifically looking at the needs of our students, staff members, and facilities to support a full-day, five-day a week, regular schedule. There was input from parents, site administrators, teachers, District Leadership Council, and other CUSD staff. Our Board of Trustees discussed and approved the expenditures.

At this point of the 2021-22 school year, we examined what has already been spent or encumbered from these budgeted expenditures. We have re-budgeted the ESSER monies to continue to provide the approved services students and staff need for the remainder of this school year as well as the 2022-23 school year. Our Leadership Team recognized four top priorities for funding for the 2022-23 school year. These priorities are:

1. Class Size Reduction (Secondary and Elementary)
2. Counseling
3. MTSS
4. Reading Intervention Teachers

The implementation of these additional funds that Chico Unified School District received in the 2021-22 school year are specifically aligned to the LCAP by utilizing the board-approved LCAP and MTSS categories of academic, social-emotional, and behavioral supports for our students.

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 LCAP has been 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 plan.

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.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

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

Chico Unified School District (CUSD) serves 11,996 students in 23 school settings: 12 elementary sites, three junior highs, two comprehensive high schools, four alternative education options, an online academy and a special services school at Marigold 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 Gifted and Talented Education (GATE) program for fourth and fifth graders from across the district. All 12 elementary sites offer all-day Kindergarten classes, eight sites offer all-day Transitional Kindergarten (TK) and four sites provide a state-funded preschool program. The district also authorizes nine charter schools, seven of which are K-8.

As Chico's population has steadily grown, our student population has also become more diverse. The ethnic composition of our student body is 53.2% White, 28.5% Hispanic, 5.1% Asian, 6.4% Two or More Races, 2% African- American and 1.1% American Indian or Alaska Native. Filipino and Native Hawaiian/Pacific Islander comprise less than 1% each. Students with Disabilities make up 13.9% 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 56.9% Free and Reduced Meal (FRM), 37.0% Direct Certification, 6.2% English Learners, 3.8% who are homeless, and 0.6% living in foster care. Students in these groups combined make up a total unduplicated percentage of 58.6%. 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. As a community of residents living in rural northern California, we recognize that wildfires have impacted, and will continue to impact, our safety and mental health.

In light of these local events, accompanied by a worldwide pandemic that changed education how we knew it, 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. The COVID-19 pandemic has greatly impacted student learning, resulting in the immediate need for learning recovery in grades K-12. 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, in 2021, we restructured our Local Control Accountability Plan (LCAP) to reflect our district-wide commitment to a Multi-Tiered System of Support (MTSS). Our LCAP is driven by the eight state priorities* per the California Department of Education (CDE) and encompasses the same actions and services we identified in previous LCAPs. These LCAP goals align with the three major components of MTSS and have kept 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 2021-2022 school year saw a large number of our students back in CUSD classrooms, full-days, five days a week. Our Oak Bridge program provided online instruction for students who desired a very small learning environment. With these things 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 educational partners 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 disengagement that occurred. Student learning recovery is paramount in all of our decisions. The Elementary and Secondary School Emergency Relief (ESSER) Funds, above and beyond the LCAP funding, allowed us to increase services to students. This additional funding has greatly impacted students and we realize that it will be a challenge to continue the current

programs once this funding goes away. We are looking for and using every form of grants that come our way to put toward extending our current programs for students.

Some successes of the 2021-2022 school year include:

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

1. STAR Reading data for grades 2-8 shows mostly increases in the percentage of students who met or exceeded the benchmark this year. There were LCAP funded reading supports in place for students this year as well as the addition of 12 Reading Specialists in the elementary grades funded by ESSER. An area of continued focus will continue to be our Homeless students, who did not show the same growth. The CUSD Homeless/Foster Youth Liaison continues to dialogue with staff about best practices in meeting the academic needs of students who may be experiencing homelessness as well as providing additional academic supports. Another area of support will be our African American students. Data is showing that there have been three years of decline in this student group who meet or exceed the benchmark.

2. Student groups are showing gains in Meeting or Exceeding on the Basic Phonics Skills Test (BPST) This is a positive step toward learning recovery in reading skills for students in grades

K-2. After decreases in this assessment in the 2020-2021 school year, data shows increases are moving back to where students were achieving on this assessment prior to the pandemic. LCAP funded student supports, including small reading groups, interventions, tutoring and professional development for teachers on the science of reading are some of the many targeted services for students to support reading achievement.

3. The High School Dropout Rate for 2021-2022 showed the majority of student groups meeting the goal of decreasing by 1% each year. Of note, are the Foster Youth, American Indian or Alaska Native and our Hispanic student groups not meeting this goal this past year. The High School Graduation Rate shows similar data for our student groups. Our Targeted Case Managers, Counselors, and other school site staff have been instrumental in supporting our students in this area. Our Homeless/Foster Youth Liaison will continue to support students and families in this area by consistent, open communication and connecting them with needed services.

4. All of our student groups showed increases in Career Technical Education (CTE) and A-G Simultaneous Enrollment from last year. In fact, data from the past four years shows a higher percentage of students in both CTE and A-G classes higher this past year than in the previous four years. Chico High School implemented a block schedule in the 2021-2022 school year, which greatly increased the ability for students to enroll in both types of classes. Pleasant Valley High School will implement a block schedule in this upcoming 2022-2023 school year.

5. Advanced Placement (AP) Enrollment showed gains toward meeting our 2024 goal of all student groups being within five percentage points of the All Students group. African-American, American Indian or Alaska Native, Asian, Filipino, Native Hawaiian or Other Pacific Islander and White students all met this target in the 2021-2022 school year. AP Enrollment increases from last year include English Learners, Homeless, Socioeconomically Disadvantaged and Hispanic students. Student groups that showed improvement toward the 2024 goal were English Learners, African American, American Indian or Alaska Native, Filipino and Two or More Races. A full-day, all-day return to in-person instruction as well as a block schedule at one of our comprehensive high schools has supported this increase. At the time of this

LCAP writing, additional AP class sections are being planned for students enrolled at Pleasant Valley High School, as they begin to implement the block schedule.

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

1. Targeted Case Manager (TCM) contacts with families continue to stay higher than years prior to 2020-2021. Students and families are grateful for the site TCMs. They assist families in everything from arranging transportation to school to offering Parent University classes. All of this supports keeping our students grounded in social-emotional wellness so school is a positive experience for them.
2. Counseling Contacts greatly increased across the student groups this year. CUSD is fortunate to have added several counselors to sites, which contributes to the increase in contacts. Additionally, after the past few years filled with trauma and uncertainty, students and families report great satisfaction and positive interactions with the counseling staff. Students are readily seeking counseling to protect and grow their mental wellness and a culture of positive mental well-being is growing daily.
3. CUSD continues to see high percentages of students with Associated Aeries Parent Portals. Many efforts were made this year by schools reaching out to ensure each student's family/guardian had an active parent portal. Targeted Case Managers, teachers, and front office staff worked hard to get all families/guardians signed up for the portal. Not only was this portal sharing information/updates about student academic progress, it also was the primary means of communication to families/guardians regarding quarantine information and any pivots we had to make in regard to the pandemic.

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

1. Site Positive Behavioral Interventions and Supports (PBIS) teams continue to grow and offer learning opportunities for all school staff members. This year, Chico Unified had 18 schools apply for state recognition for their PBIS implementation.

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.

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

1. With the exception of our African American and Filipino students, all other student groups showed a decline this year in Honors Enrollment. This seems to be a trend in the past three years.

The High School Honors articulation process was completed in the 2020-2021 school year. This articulation has been the work of the District Leadership Council (DLC) which is funded in Action 1.11. The Fall, 2021-2022 data shows growth toward the 2023-2024 goal of being within 5 percentage points of the All Students group in four of our student groups. This year, the All Students group is 12.9%. African American (12.8%), Asian (17.2%), Filipino (20.8%) and White (15.9%) all met or exceeded this goal.

2. A-G Completion rates showed increases in English Learners, Homeless, Students with Disabilities, and American Indian or Alaska Native. In the 2021-2022 school year, we did see a large decline in A-G Completion Rate among Foster Youth and Two or More Races. This points to the need for continued work with our School-Based Intervention Team (SBIT) Process and clear communication among site staff as well as our Homeless/Foster Youth Liaison. This past spring, CUSD received the A-G Completion Improvement Grant. This grant gave us \$635,528 to add approximately 33 additional A-G sections and academic intervention sections to Chico High School and Pleasant Valley High School by way of a new block schedule. The block schedule, was piloted at Chico High School during the 2021-2022 academic year and will be implemented at both Chico High School and Pleasant Valley High School for the 2022-2023 academic year. This innovative schedule allows 9th-12th grade students to take up to four more additional courses (20 credits) during the two-semester academic year than the traditional schedule previously allowed.

3. The Career Technical Education (CTE) Pathway Completion Rate did not adequately meet the set goal in all student groups. This will be an area of focus with support from our grant-funded CTE Teacher on Special Assignment (TOSA) who will work with staff throughout the year and, in particular, look at data of student completers in the programs. With the block schedule being implemented by both comprehensive high schools next year, this will increase the class offerings for students and improve the number of student completers in CTE pathways.

4. English Learners making progress toward English Proficiency measured by the ELPAC showed an increase from 2020 to 2021. While progress did happen in students moving up at least one level, we did not see growth in student reclassification. In fact, data shows a decline over the past four years. The LCAP continues to fund English Language Development (ELD) Coaches to support ELD teachers with curriculum and best teaching practices.

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

1. While higher in most student groups than last year, the Attendance Rate still remains lower and the Chronic Absenteeism remains higher than pre-pandemic years. Getting our students to school and learning daily will benefit them in every way. While we know that quarantine requirements placed upon us played a big part in this decreased attendance rate for the past two years, we also recognize how important our continued focus on attendance needs to be from every staff member in the district.

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

1. Suspensions increased in the 2021-2022 school year from the 2020-2021 school year, however, the numbers are comparable to or less than the data shown from the 2018-2019 and 2019-2020 years. During the 2020-2021 school year, we had half of our students on campus at any given time. With a full return to campus life this year, we did see suspensions increase. All sites have PBIS teams in place and continue to work to refine them. Additionally, students have benefited from counseling contacts (see Goal #2).

2. Expulsion rates followed a similar pattern to suspensions in regard to an increase from last school year, although some student groups increased and some decreased. Foster Youth showed an increase in expulsions. CUSD's Homeless/Foster Youth Liaison continues to meet with and support students and families experiencing homelessness and foster situations. African American students showed a decline in expulsion from the 2019-2020 school year. The League of Stars program (Men of Chico and Women of Excellence) experienced a tremendous increase of student members this past year, which provided increased participation opportunities in this mentoring program for students of color.

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 anticipated that transitioning back to full-time, in-person instruction this past fall would 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, in the 2021-2022 school year we began the systematic implementation of a Multi-Tiered System of Support (MTSS) across every site in our district. A key change in our 2021-2024 LCAP was 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 2021-2024 plan. As we move forward, we know that a continued intensive focus on those three areas -- academics, social-emotional wellness, and behavioral support -- is 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.

Educational Partner 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 (SSC) is the primary vehicle for gathering educational partner input: it meets every session (quarter) to review any and all updates to progress, funding, goals, etc. 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 Comprehensive Support and Improvement (CSI) plan.

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 (CAASPP), 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 CAASPP 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 school's 2022 School Plan for Student Achievement (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 the School Attendance Review Board (SARB)
- b) Evidence-based social-emotional learning curriculum and support materials
- c) Licensed Clinical Social Worker (LCSW) clinicians to support the social-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 (BCOE)
- 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 include 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 educational partners 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 enrollment is relatively low and the needs of the students are unique and disparate, we rely on educational partners 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 educational partner 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 youth. Child care and snacks are provided, and interpreters are on hand to ensure full access and participation for all parents and other educational partners. 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 others 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 educational partners and encourage their input as a part of the continuous improvement process.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

CUSD has always made an effort to include educational partners 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 elementary, junior high and high school 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, we ask the same questions and have opportunities to converse with participants. For many years, we have invited parents and community members to join our two community meetings. These meetings are now held on all school sites so parents can attend with their student's school site administrator, staff and other parents. All of the sites zoom in to one large meeting that connects all of our sites together. A few years ago, we began the practice of hosting Targeted Student Group LCAP Nights. These include LCAP meetings with our Black, Indigenous, People of Color (BIPOC) families, Students with Disabilities families, Foster Youth/Homeless families and our English Learner families. All of these meetings are extremely valuable as they provide time to share information and gather input from our families and caregivers.

In 2021-2022, educational partner 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 Special Education Local Plan Area Administrator (SELPA) - LCAP/SELPA Collaboration on April 14, 2022
- 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 2021-2022 :

In addition to educational partner groups, CUSD staff received LCAP guidance from the county level. 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. CUSD Educational Services Team met over the course of the 2021-2022 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 transitioned back to full in-person learning after the COVID-19 pandemic, we implemented 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 restructured our LCAP for 2021-2024 around a Multi-Tiered System of Support (MTSS) framework. This 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 are continuing in the very clear direction of moving forward with 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 recovery is still needed for many students due to the pandemic itself and not being in a regular school environment consistently these past few years. We also know that social-emotional and mental health supports, especially in our community, continue to be a critical need. After the disruptions of the past three years, there is little doubt that transitioning back to full-day, in-person school has been a major adjustment for many, if not all, students. The MTSS behavioral piece has been critical as school sites implemented and supported this re-entry into the full school day environment.

Fall, 2021

- School Site Councils, 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) meetings September 23, 2021 and October 26, 2021
- Fall Parent/Staff/Student Surveys administered

Winter, 2021-2022

- First Community LCAP meeting on March 8, 2022 at all sites via Zoom to begin development of 2022-2023 LCAP
- BIPOC Parent Group LCAP meeting on March 22, 2022 at Marsh Junior High School to begin development of 2022-2023 LCAP

- Homeless/Foster Youth Parent Group LCAP meeting on March 24, 2022 at Marsh Junior High School to begin development of 2022-2023 LCAP
- Students with Disabilities Parent Group LCAP meeting on March 29, 2022 at Marsh Junior High School to begin development of 2022-2023 LCAP
- District English Learner Advisory Committee (DELAC) LCAP meeting on April 5, 2022 at Marsh Junior High School to begin development of 2022-2023 LCAP

Spring, 2022

- CUSD staff review of budget for proposed LCAP Actions and Services
- Second and final Community LCAP meeting on April 12, 2022 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.
- Spring Parent/Staff/Student Surveys administered
- LCAP public hearing at the June 22, 2022 CUSD Board meeting
- LCAP final review and approval at the June 29, 2022 CUSD Board meeting

A summary of the feedback provided by specific educational partners.

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:

Academic: Reading supports/interventions are valued, positive small class sizes, tutoring is helpful, bilingual aides/classroom aides are helpful, facilities need improvement, elementary math curriculum needs improvement, more early grade enrichment is desired, continued aide support for small group instruction, relevance of curriculum is important.

Social-Emotional: Need more trauma-informed training for staff, need to make classrooms more inclusive, parents love the TCMs, Wellness Counselors, and Nurses, more staff knowledge needed on TCM role, full-time TCMs on each site, more connection for parents to the social-emotional curriculum we have, more social media education for students is needed.

Behavioral: Site PBIS programs are strengths, we have supportive yard duties/campus supervisors, parents appreciate Reset class, positive campus PBIS motivation, need more frequent and consistent reviews of playground expectations, need more campus events, desire more organized recess activities, need more staff PBIS training, Opportunity Class needs to return.

BIPOC Parent Meeting Input:

Academic: Desire to see more conversations with students about career options/courses of study in high school, increased opportunities for students to finish/raise grades, more tutoring, less technology and more paper/pencil instruction/learning, utilize study hall, catch-up plans or Saturday School to support academic recovery.

Social-Emotional: Maintain positive peer connection programs such as clubs/sports, gratitude for counseling at all ages, continued focus on available counselors/support groups for students, recognition that mental health affects academics, concern about students not being treated equally, diversity training for staff, use of structured peer mediation would be helpful.

Behavioral: Motivation to have off-campus lunch if grades are good, tangible recognition of positive behavior, implicit bias training needed for students, motivation to go to school is directly tied to student safety, concern expressed about racial profiling, more support to teach students how to react to tense situations and provide de-escalation strategies.

Students with Disabilities Parent Meeting Input:

Academic: Good communication of progress reports and feedback for families, more training is needed for teachers on behavior support plans, need to find balance between academic support in the special education and mainstream classes, more aide training is needed, students with positive relationships with staff respond well to instruction, remember the importance of communication with parents outside of the IEP process.

Social-Emotional: There are options for students to take breaks when needed, need to increase participation in campus clubs/social activities, gratitude for protective teachers, need student/parent counseling options outside of school, there is good belonging and connection to the schools for students, importance on learning the student's areas of strength and interest.

Behavioral: Parents want support on how to bridge behaviors between school and home, students are advocating for themselves and being heard, consistent use of behavior intervention plans, de-escalation trainings needed for staff to help when student frustration arises, more alternatives to suspension/detention offered.

Foster Youth/Homeless Parent Meeting Input:

Academic: The Transitional Kindergarten (TK) programs are valued, After School Programs are valued, good supports at school with extra staff to help, staff needs trainings on different ways to engage students, more supports and tutoring needed at the secondary levels, homework needs to be completed at school with supports as frustration could be felt at home in the evening, parents feel the IEP process has improved, more before and after school tutoring needed.

Social-Emotional: TCMs and Counselors are valued at sites, desire for a support/network group for foster youth, their families and students/families experiencing homelessness, more training needed for staff other than counselors, more opportunities for peer-to-peer connections.

Behavioral: More staff recognition/training is needed to support students when frustrated and need de-escalation, more campus staff ready to assist when behaviors escalate on campus, needs for giving students opportunities to learn and grow prior to a punishment.

English Learner Parent Meeting Input:

Academic: Parents appreciate invites about events on campus, the ELD program is working well, staff is responsive to student's academic needs, more math tutoring is needed, more communication in home languages in regard to Aeries system, early start and after school programs are valued, tutoring and interventions are going well, students English levels are growing well, desire from parents to get the Epic app at home at no-cost.

Social-Emotional: All-Star Parent offerings have been helpful, wellness centers and counselor availability are going well, getting parents involved is crucial, more site TCM time requested, more opportunities for kids to become involved in sports/activities on campus, very caring staff to assist children when needed, need safe social media education for kids.

Behavioral: Request for more lunchtime activities/clubs to engage students, students are taught integrity and how life at school runs, students know school behavior expectations, strong relationships have been built with staff/students, many kind-hearted staff members.

Elementary Student Input:

Academic: Positive experiences with math games, receiving prizes when meeting Accelerated Reader (AR) goals, motivation is provided in classes (raffles), small group instruction is helpful, paper and pen is better than computer, facilities need to be improved, especially campus bathrooms.

Social-Emotional: Second Step is helpful, counselors give lessons in class or can talk individually, English Language Development helps kids feel good when they pass their levels, Music and Fine Arts are fun, campus activities and clubs are fun, participation in leadership opportunities are valued, positive participation in the virtues of the month.

Behavioral: Conflicts on the playground are solved by a team approach including principal, various students reported that the positive incentives for behavior are liked by kids: Cheetah Cash Bobcat Bits, etc.

Junior High School Student Input:

Academic: Positive connections with teachers, learning about options for careers has been helpful, more aides requested in classes, support from principals stopping in classes, students have supportive solutions to assist their friends struggling with classes, facilities need improvement - especially the bathrooms.

Social-Emotional: Discussions of suicide prevention/support offered to students, supportive and accommodating staff for mental health wellness, mindful practices in classes are helpful, request for motivational speakers, wish for co-existent wellness centers and wellness meeting times.

Behavioral: Wanting to ensure a reward system over a punishment system, need to give students time to go talk to someone to de-escalate, detentions do not work to correct student behavior - need other options.

High School Student Input:

Academic: More academic success classes are needed, academic success classes should be used for teaching and learning more as opposed to busy work, students still need help adjusting to full-time in-person academics, teachers need to be trained more to fully adjust to the new block schedule at Chico High.

Social-Emotional: Big steps have been made in improving mental health services, students need to access mental health services more, students should not be penalized for missing work/class due to mental health services, alternative education does an exceptional job supporting student mental health.

Behavioral: Students would like to see teachers follow through more with classroom discipline issues and think teachers would benefit from more training, bullying and name calling, including racial slurs needs to be addressed more thoroughly.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The LCAP Community Meetings ensured that the LCAP represented a cross-section of needs and backgrounds. During the 2021-2022 meetings, the following educational partners were represented:

- March 8, 2022 Community LCAP Meeting #1: 150 parents/staff/community members. Translators were provided on sites to ensure full participation.
- March 22, 2022 BIPOC LCAP Meeting: 40 parents/staff/community members. Translators were provided on site to ensure full participation.

- March 24, 2022 Foster Youth/Homeless LCAP Meeting: 28 parents/staff/community members. Translators were provided on site to ensure full participation.
- March 29, 2022 Students with Disabilities LCAP Meeting: 51 parents/staff/community members. Translators were provided on site to ensure full participation.
- April 5, 2022 District English Learner Advisory Committee LCAP Meeting: 33 parents/staff/students/community members. Translators were provided on site to ensure full participation.
- April 12, 2022 Community LCAP Meeting #2: 134 parents/staff/community members. Translators were provided on site to ensure full participation.
- All of the district's 23 schools were represented.
- Communication with all educational partners was essential in providing a wide spectrum of viewpoints from the CUSD community. As evidenced below, feedback from each

group was taken into consideration in the development of the 2022-2023 LCAP.

There was input to the district regarding the need for school site upgrades and adjustments of the LCAP requested for this. It was shared with educational partners that LCAP funding would not be the appropriate funding for facility upgrades. Facility modernization is funded under our Bond Modernization Plan as well as the General Fund. The need was expressed by the community for better elementary Math curriculum. CUSD is currently purchasing Ready Math for grades K-5 to implement on sites in the 2022-2023 school year. Parents specifically asked for the return of the Opportunity Program at the elementary level. Our ability to staff the program has improved and we are bringing back the program in the fall of 2022.

The proposed goals, actions, and services were reviewed at both Parent Advisory Committee Meetings. At the April 12, 2022 Parent Advisory Committee meeting, input was provided using a Google survey. 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.

Prior to the pandemic, state academic assessment data over previous years showed persistent achievement gaps for specific student groups, including Foster Youth, Homeless, English Learners and Socioeconomically Disadvantaged. This gap was apparent before the pandemic: results from the most recent California State Dashboard (2019) show that, while the groups "All Students" and "White" scored green (the second highest level) for English Language Arts, Homeless and Socioeconomically Disadvantaged scored yellow in both areas; English Learners scored orange in both areas; and Foster Youth scored red for both. Mathematics showed a similar pattern for certain student groups. Local assessments since then have continued to show achievement gaps amongst student groups.

To address these inequities in academic achievement, the Chico Unified School District is committed to our implementation of the Multi-Tiered System of Support (MTSS). We 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 is also 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, Response to Intervention (RTI), Reading Pals at the elementary level, Math Lab and Read 180 at secondary and Power Reading.

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 2020-2021, 100% of CUSD teachers were appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.	100%			Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2020-2021, 100% of CUSD K-12 classrooms had sufficient instructional materials as verified by the Williams Report.	100%			Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2020-2021, 100% of all CUSD students have 1:1 device access.	100%			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).	100%			Maintain 100%
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.	100%			Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard 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 *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	N/A			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
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard 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 *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	N/A			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
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% *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%	N/A			Percentage of students meeting or exceeding standard will increase by 10% for all student groups.
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	2020-2021 *All Students - 54.77% *English Learners - 9.09% *Foster Youth - 23.81% *Homeless - 23.81% *Socioeconomically Disadvantaged - 42.31%	2021-2022 *All Students - 60.07% *English Learners - 15.70% *Foster Youth - 47.06% *Homeless - 21.55% *Socioeconomically Disadvantaged - 49.13%			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
	*Students with Disabilities - 26.71% *African American - 35.14% *American Indian or Alaska Native - 36.84% *Asian - 44.03% *Filipino - 81.82% *Hispanic - 39.29% *Native Hawaiian or Other Pacific Islander - 41.67% *White - 65.43% *Two or More Races - 56.57%	*Students with Disabilities - 27.61% *African American - 29.55% *American Indian or Alaska Native - 34.78% *Asian - 47.71% *Filipino - 75.00% *Hispanic - 46.71% *Native Hawaiian or Other Pacific Islander - 57.14% *White - 71.08% *Two or more races - 61.45%			
Priority 7: Course Access - High School Honors Enrollment Grades 9-12	2020-2021 Spring *All Students - 13.11% *English Learners - 1.15% *Foster Youth - 0.00% *Homeless - 0.44% *Socioeconomically Disadvantaged - 8.44% *Students with Disabilities - 0.17% *African American - 11.62% *American Indian or Alaska Native - 8.20% *Asian - 17.92% *Filipino - 10.71% *Hispanic - 6.21%	2021-2022 Spring *All Students - 12.90% *English Learners - 0.83% *Foster Youth - 0.00% *Homeless - 0.00% *Socioeconomically Disadvantaged - 6.04% *Students with Disabilities - 0.31% *African American - 12.81% *American Indian or Alaska Native - 1.67% *Asian - 17.18% *Filipino - 20.83% (3) *Hispanic - 6.15%			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
	*Native Hawaiian or Other Pacific Islander - 10.00% *White -16.05%	*Native Hawaiian or Other Pacific Islander - 0.00% *White - 15.89%			
Priority 4: Pupil Achievement Local Indicator: Graduate A-G Completion	2019-2020 *All Students - 41.9% *English Learners - 1.8% *Foster Youth - 27.3% *Homeless - 14.7% *Socioeconomically Disadvantaged - 26.1% *Students with Disabilities - 6.3% *African American - 11.1% *American Indian or Alaska Native - 12.5% *Asian - 50.8% *Filipino - N/A *Hispanic - 27.3% *Native Hawaiian or Other Pacific Islander - N/A *White - 47.0% *Two or More Races - 56.5%	2020-2021 *All Students - 40.50% *English Learners - 6.90% *Foster Youth - 6.70% *Homeless - 15.80% *Socioeconomically Disadvantaged - 24.50% *Students with Disabilities - 9.80% *African American - 10.00% (3) *American Indian or Alaska Native - 18.80% (3) *Asian - 48.10% *Filipino - N/A *Hispanic - 29.00% *Native Hawaiian or Other Pacific Islander - N/A *White - 46.30% *Two or More Races - 35.50%			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.
Priority 4: Pupil Achievement Local indicator - Graduate	2019-2020 *All Students - 28.7%	2020-2021 *All Students - 24.6%			The CTE completion rate for each graduating class will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion	*English Learners - 13.3% *Foster Youth - 20.0% *Homeless - 26.92% *Socioeconomically Disadvantaged - 25.4% *Students with Disabilities - 17.8% *African American - 20.8% *American Indian or Alaska Native - 0.0% *Asian - 18.5% *Filipino - 60.0 *Hispanic - 27.2% *Native Hawaiian or Other Pacific Islander - 33.3 *White - 32.1% *Two or More Races - 17.4%	*English Learners - 5.3% *Foster Youth - 0.0% *Homeless - 7.69% *Socioeconomically Disadvantaged - 22.4% *Students with Disabilities - 8.5% *African American - 4.2% *American Indian or Alaska Native - 0.0% *Asian - 7.0% *Filipino - 50.0 *Hispanic - 22.8% *Native Hawaiian or Other Pacific Islander - 25.0 *White - 27.2% *Two or More Races - 41.7%			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 English Proficiency measured by the ELPAC	In 2018-2019, 17.3% Percent of English Learners improved by at least one level on the ELPAC over the previous year.	2020-2021 *All Students - 28.34% *English Learners - 28.34% *Foster Youth - 14.29% (1) *Homeless - 20.73% *Socioeconomically Disadvantaged - 29.17% *Students with Disabilities - 28.57%			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
		*African American - 33.33% (1) *American Indian or Alaska Native - 33.33% (1) *Asian - 31.34% *Filipino - 33.33% (2) *Hispanic - 28.24% *Native Hawaiian or Other Pacific Islander - 16.67% *White - 20.00% (6) *Two or More Races - 41.67% (5)			
Priority 4: Pupil Achievement - English Learner Reclassification Rate	In 2019-2020, 16.3% of our English Learners were reclassified.	In 2020-2021, 6.3% 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 - 17.4% *English Learners - 0.0% *Foster Youth - 0.0% *Homeless - 0.0% *Socioeconomically Disadvantaged - 3.7% *Students with Disabilities - 0.0% *African American - 5.9% *American Indian or Alaska Native - 0.0% *Asian - 20.6%	2021-2022 *All Students - 15.5% *English Learners - 3.0% *Foster Youth - 0.0% *Homeless - 0.8% *Socioeconomically Disadvantaged - 4.4% *Students with Disabilities - 0.0% *African American - 17.6% *American Indian or Alaska Native - 8.3% *Asian - 19.1%			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
	*Filipino - 50.0% *Hispanic: 10.9% *Native Hawaiian or Other Pacific Islander - 16.7% *White - 20.4% *Two or More Races - 8.8%	*Filipino -62.5% *Hispanic - 8.2%% *Native Hawaiian or Other Pacific Islander - 0.0% *White - 17.2% *Two or More Races - 10.0%%			
Priority 4: Pupil Achievement Local Indicator - AP Exam Pass Rate (Grades 10-12)	2019-2020 *All Students - 60.00% *English Learners - N/A *Foster Youth - N/A *Homeless - 0% *Socioeconomically Disadvantaged - 51.49% *Students with Disabilities - 66.67% *African American - 55.00% *American Indian/Alaska Native - 60.00% *Asian - 57.58% *Filipino - 88.9% *Hispanic - 77.78% *Native Hawaiian or Other Pacific Islander - 100% *White - 60.44% *Two or More Races - 54.17%	2020-2021 *All Students - 54.92% *English Learners - 100.0% *Foster Youth - N/A *Homeless - 100.0% *Socioeconomically Disadvantaged - 54.71% *Students with Disabilities - 0.0% *African American - 47.83% *American Indian or Alaska Native - 83.33% *Asian - 55.00% *Filipino - 50.00% *Hispanic - 51.85% *Native Hawaiian or Other Pacific Islander - 25.00% *White - 55.92% *Two or More Races - 47.62%			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 - 7.6% *English Learners - 15.00% *Foster Youth - 5.30% *Homeless - 15.90% *Socioeconomically Disadvantaged - 10.10% *Students with Disabilities - 13.00% *African American - 9.10% *American Indian/Alaska Native - 5.60% *Asian - 9.80% *Filipino - N/A *Hispanic - 8.50% *Native Hawaiian or Other Pacific Islander - N/A *White - 7.00% *Two or More Races - 8.60%	2020-2021 *All Students - 6.40% *English Learners - 6.10% (2) *Foster Youth - 28.60 (4) *Homeless - 10.40% *Socioeconomically Disadvantaged - 8.90% *Students with Disabilities - 4.60% (7) *African American - 3.00% (1) *American Indian or Alaska Native - 14.30% (2) *Asian - 2.20% (1) *Filipino -N/A *Hispanic - 9.10% *Native Hawaiian or Other Pacific Islander - N/A *White - 6.00% *Two or More Races - 6.50% (2)			Decrease by 3% (1% each year).
Priority 5: Pupil Engagement Local Indicator - Middle School Dropout Rate	2019-2020 *All Students - 0% *English Learners - 0% *Foster Youth - 0% *Homeless - 0% *Socioeconomically Disadvantaged -0%	No Data Available			We will maintain 0% middle school dropouts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*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% *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	2020-2021 *All Students - 89.30% *English Learners - 90.90% *Foster Youth - 63.60% (6) *Homeless - 84.90% *Socioeconomically Disadvantaged - 86.60% *Students with Disabilities - 69.10% *African American - 88.20% *American Indian or Alaska Native - 91.70% *Asian - 95.70%			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
	*Hispanic - 87.8% *Native Hawaiian or Other Pacific Islander - N/A *White - 88.1% *Two or More Races - 85.3%	*Filipino - 0.00% *Hispanic - 87.00% *Native Hawaiian or Other Pacific Islander - 0.00% *White - 89.40% *Two or More Races - 86.70%			
Priority 8: Other Pupil Outcomes - Gr. K-2 Basic Phonics Skills Test (BPST) - Met or Exceeded Standard	2020-2021 *All Students - 63.54% *English Learners - 45.22% *Foster Youth - 50.00% *Homeless - 36.26% *Socioeconomically Disadvantaged - 54.11% (53.8%) *Students with Disabilities - 30.86% *African American - 43.24% *American Indian/Alaska Native - 51.85% *Asian - 64.04% *Filipino - 87.5% *Hispanic - 53.64% *Native Hawaiian or Other Pacific Islander - 85.71% *White - 70.23% *Two or More Races - 65.08%	2021-2022 *All Students - 67.81% *English Learners - 47.42% *Foster Youth - 37.50% *Homeless - 42.02% *Socioeconomically Disadvantaged - 58.84% *Students with Disabilities - 37.54% *African American - 55.32% *American Indian/Alaska Native - 46.15% *Asian - 65.22% *Filipino - N/A *Hispanic - 58.11% *Native Hawaiian or Other Pacific Islander - 80.00% *White - 73.23% *Two or More Races - 71.35%			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
Priority 4: Pupil Achievement - College and Career Indicator - Prepared	2019-2020 % of Students Meeting "Prepared" Criteria *All Students - 52.1% *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%	No Data Available			All Student Groups will increase the percentage of students who meet the "Prepared" criteria on the College and Career Indicator by 10 percentage points.
Priority 7: Course Access - Advanced Placement Enrollment (Grades 10-12)	2020-2021 (Spring) *All Students - 24.00% * English Learners - 3.23%	2021-2022 (Spring) *All Students - 23.53% *English Learners - 5.88%			All student groups will be within 5 percentage points of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Foster Youth - 2.33% *Homeless - 2.63% *Socioeconomically Disadvantaged - 12.85% *Students with Disabilities - 0.91% *African American - 19.28% *American Indian or Alaska Native - 14.29% *Asian - 33.33% *Filipino - 50.00% *Hispanic - 15.61% *Native Hawaiian or Other Pacific Islander - 25.00% *White - 27.31% *Two or More Races - 18.49%	*Foster Youth - 0% *Homeless - 6.64% *Socioeconomically Disadvantaged - 14.20% *Students with Disabilities - 0.21% *African American - 22.50% *American Indian or Alaska Native - 22.73% *Asian - 32.95% *Filipino - 25.00% *Hispanic - 16.44% *Native Hawaiian or Other Pacific Islander - 21.43% *White - 26.76% *Two or More Races - 17.45%			the All Students student group.
Priority 4: Pupil Achievement - Enrollment in CTE and A-G Simultaneous Enrollment (Grades 9-12)	2020-2021 *All Students - 31.01% *English Learners - 19.54% *Foster Youth - 13.56% *Homeless - 12.83% *Socioeconomically Disadvantaged - 28.85% *Students with Disabilities - 21.89%	2021-2022 *All Students - 48.81% *English Learners - 28.70% *Foster Youth - 19.57% *Homeless - 20.64% *Socioeconomically Disadvantaged - 40.97% *Students with Disabilities - 35.52%			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
	*African American - 23.58% *American Indian or Alaska Native - 15.00% *Asian - 23.58% *Filipino - 21.43% *Hispanic - 46.88% *Native Hawaiian or Other Pacific Islander - 30.00% *White - 34.01% *Two or More Races - 32.58%	*African American - 39.09% *American Indian or Alaska Native - 29.31% *Asian - 54.09% *Filipino - 64.00% *Hispanic - 46.88% *Native Hawaiian or Other Pacific Islander - 62.50% *White - 50.50% *Two or More Races - 43.84%			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Review credentials and assignments	CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.	\$116,566.00	No
1.2	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.	\$2,480,622.00	No
1.3	Technology	CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).	\$527,052.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Facilities Maintenance	Regularly inspect and maintain facilities.	\$5,562,008.00	No
1.5	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
1.6	Academic Interventions	CUSD will implement academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading).	\$0.00	No
1.7	Instructional Support Services	CUSD will provide Bilingual Aides, Tech Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils, including students with disabilities.	\$1,899,323.00	Yes
1.8	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.	\$2,771,350.00	No
1.9	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
1.10	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 will include Trauma-Informed Practices, Social-Emotional Learning and Mindfulness, and/or Implicit Bias Awareness.	\$520,747.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	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 (0.5 FTE) * After School Program (ASP) Intervention TOSA (1.2 FTE)	\$898,957.00	Yes
1.12	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.	\$2,100,405.00	Yes
1.13	Online Access	To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.	\$1,176,020.00	Yes
1.14	Secondary Counselors	Secondary Counselors will implement and monitor college/career plans for each and every student, especially those in the targeted student groups.	\$1,861,361.00	Yes
1.15	Medically Necessary Instruction/Off Campus Instruction	CUSD will provide Medically Necessary Instruction/Off Campus Instruction as needed.	\$152,366.00	Yes
1.16	Online Education Options	CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.	\$1,714,709.00	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.

Chico Unified offered a wide variety of professional development this school year. One professional development that was not included in Action 1.10 last year was the Implicit Bias Awareness Training provided by Yvette Zuniga and Laura Rapozo-Davis, both of whom are on staff at California State University, Chico and Butte College, respectively. Our first staff Implicit Bias Awareness training was held on August 12, 2021 for all of our certificated staff and offered to classified staff as well. Different school sites throughout the 2021-2022 school year invited the presenters to train their own staff members/students. One example of this is our Career Technical Education (CTE) Medical Pathways teachers inviting the trainers to a Medical Pathway Symposium on April 29, 2022. This particular day focused on the trainers presenting implicit bias awareness in the health care field to all of the students.

Due to our two .5 FTE English Language Development (ELD) Coaches resigning last summer, we were able to staff this position during the 2021-2022 school year for one person at a .5 FTE. Action 1.11 includes this position being a 1.0, but shifted to a .5 based on the two resignations mentioned. This .5 FTE Coach supported our ELD teachers with professional development opportunities and curriculum and planning needs. We are planning to return to our two .5 coaches in the 2022-23 school year, which would increase this position back to the original.

Coming out of the pandemic has reinforced the need to increase Medically Necessary Instruction/Off Campus Instruction (MNI/OCI) services from what they previously were in 2020-2021 (Action 1.15). Due to the lower numbers of students utilizing this support in 2020-2021, we planned accordingly this past year. We saw a significant increase of need in the 2021-2022 school year and are planning to offer MNI/OCI to students in the 2022-2023 school year through one teacher who will be completely devoted to MNI/OCI instruction and housed at Oak Bridge.

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

* Review credentials and assignments (Action 1.1) was more than what was budgeted due to unforeseen staffing changes during the year.

* Standards-aligned Textbooks and Supplemental Materials (Action 1.2) was below the budgeted expenditure. The high school Science adoption process was lengthened to include more options, therefore, the textbooks for that grade span have not been purchased yet. Additionally, electronic licenses for curriculum that were purchased in the 2021-2022 school year were generally less expensive than the textbooks.

*Technology (Action 1.3) was less than budgeted because most of the technology we are using was purchased last year in bulk. This year, there was not a big bulk order of technology.

*Professional Development (Action 1.10) showed a decrease in the actual expenditure from the budgeted expenditure. The vast majority of professional development in the 2021-2022 school year was provided by the ESSER funding.

*The ELD TOSA (Action 1.11) was less than what was budgeted due to a staffing change last summer. The budgeted 1.0 FTE TOSA in actuality was one .5 FTE for the 2021-2022 school year. This will increase back to the 1.0 FTE in the 2022-2023 school year to include two .5 FTE positions as previously staffed.

*Supporting Art, Music and extra PE in Elementary Grades (Action 1.12) had increased actual expenditures due to an increase in staff wages.

* The Medically Necessary Instruction/Off Campus Instruction (MNI/OCI) program (Action 1.15) saw an increase this year from what was budgeted last year at \$39,386. The actual expenditures this year were \$144,466. In 2020-2021 there were 12 students on MNI/OCI. During the 2021-2022 school year we saw that number increase to 89 students. The 2022-2023 budget for this action has been adjusted appropriately.

*Online Education Options (Action 1.16) saw an increase from the budgeted expenditures due to an increase in staff wages.

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

STAR Reading data for grades 2-8 shows mostly increases in the percentage of students who met or exceeded the benchmark this year. There were LCAP funded reading supports in place for students this year as well as the addition of 12 Reading Specialists in the elementary grades funded by ESSER. An area of continued focus will continue to be our Homeless students, who did not show the same growth. The CUSD Homeless/Foster Youth Liaison continues to dialogue with staff about best practices in meeting the academic needs of students who may be experiencing homelessness as well as providing additional academic supports. Another area of support will need to be our African American students. Data is showing that there have been three years of decline in this student group who meet or exceed the benchmark.

With the exception of our African American and Filipino students, all other student groups showed a decline this year in Honors Enrollment. This seems to be a trend in the past three years.

The High School Honors articulation process was completed in the 2020-2021 school year. This articulation has been the work of the District Leadership Council (DLC) which is funded in Action 1.11. The Fall, 2021-2022 data shows growth toward the 2023-2024 goal of being within 5 percentage points of the All Students group in four of our student groups. This year, the All Students group is 12.9%. African American (12.8%), Asian (17.2%), Filipino (20.8%), and White (15.9%) all met or exceeded this goal.

A-G Completion rates showed increases in English Learners, Homeless, Students with Disabilities, and American Indian or Alaska Native. In the 2021-2022 school year, we did see a large decline in A-G Completion Rate among Foster Youth and Two or More Races. This points to the need for continued work with our School-Based Intervention Team (SBIT) Process and clear communication among site staff as well as

our Homeless/Foster Youth Liaison. This past spring, CUSD received the A-G Completion Improvement Grant. This grant gave us \$635,528 to add approximately 33 additional A-G sections and academic intervention sections to Chico High School and Pleasant Valley High School by way of a new block schedule. The block schedule was piloted at Chico High School during the 2021-2022 academic year and will be implemented at both Chico High School and Pleasant Valley High School for the 2022-2023 academic year. This innovative schedule allows 9th-12th grade students to take up to four more additional courses (20 credits) during the two-semester academic year than the traditional schedule previously allowed.

The Career Technical Education (CTE) Pathway Completion Rate did not adequately meet the set goal in all student groups. This will be an area of focus with support from our grant-funded CTE Teacher on Special Assignment (TOSA) who will work with staff throughout the year and, in particular, look at data of student completers in the programs. With the block schedule being implemented by both comprehensive high schools next year, this will increase the class offerings for students and improve the number of student completers in CTE pathways.

English Learners making progress toward English Proficiency measured by the ELPAC showed an increase from 2020 to 2021. While progress did happen in students moving up at least one level, we did not see growth in student reclassification. In fact, data shows a decline over the past four years. The LCAP continues to fund English Language Development (ELD) Coaches to support ELD teachers with curriculum and best teaching practices.

Advanced Placement (AP) Enrollment showed gains toward meeting our 2024 goal of all students groups being within five percentage points of the All Students group. African-American, American Indian or Alaska Native, Asian, Filipino, Native Hawaiian or Other Pacific Islander, and White students all met this target in the 2021-2022 school year. AP Enrollment increases from last year include English Learners, Homeless, Socioeconomically Disadvantaged and Hispanic students. Student groups that showed improvement toward the 2024 goal were English Learners, African American, American Indian or Alaska Native, Filipino, and Two or More Races. A full-day, all-day return to in-person instruction as well as a block schedule at one of our comprehensive high schools has supported this increase. At the time of this LCAP writing, additional AP class sections are being planned for students enrolled at Pleasant Valley High School, as they begin to implement the block schedule.

The High School Dropout Rate for 2021-2022 showed the majority of student groups meeting the goal of decreasing by 1% each year. Of note, are the Foster Youth, American Indian or Alaska Native and our Hispanic student groups not meeting this goal this past year. The High School Graduation Rate shows similar data for our student groups. Our Targeted Case Managers, Counselors, and other school site staff have been instrumental in supporting our students in this area. Our Homeless/Foster Youth Liaison will continue to support students and families in this area by consistent, open communication and connecting them with needed services.

Student groups are showing gains in Meeting or Exceeding on the Basic Phonics Skills Test (BPST). This is a positive step toward learning recovery in reading skills for students in grades K-2. After decreases in this assessment in the 2020-2021 school year, data shows increases are moving back to where students were achieving on this assessment prior to the pandemic. LCAP funded student supports, including small reading groups, interventions, tutoring and professional development for teachers on the science of reading are some of the many targeted services for students to support reading achievement.

All of our Student Groups showed increases in CTE and A-G Simultaneous Enrollment from last year. In fact, data from the past four years shows a higher percentage of students in both CTE and A-G classes higher this past year than in the previous 4 years. Chico High School implemented the block schedule in the 2021-2022 school year, which greatly increased the ability for students to enroll in both types of classes. Pleasant Valley High School will implement the block schedule in this upcoming 2022-2023 school year.

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.

Due to increased Medically Necessary Instruction/Off Campus Instruction (MNI/OCI) this year (Action 1.15), in the coming year we will have a teacher housed at Oak Bridge who is our MNI/OCI teacher. This estimated cost is \$152,366.

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

Goals and Actions

Goal

Goal #	Description
2	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 continues 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.

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 even more 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. Before the COVID pandemic began, we also relied on instruments such as universal screeners, completed by teachers three-four times a year to give a snapshot of each student's social-emotional need. We were able to gather information to understand and support individual student needs through Kelvin, an online system that quickly measures student emotional "pulses".

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

1) Personnel (Targeted Case Managers, Counselors, Nurses and Health 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, 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. During the 2021-2022 school year, we have seen an increase in the Chronic Absenteeism Rate. The largest contributor to this increase is that students were placed in quarantine repeatedly, per the California Department of Health orders, for exposure to COVID-19. We know that in order for students to achieve at their highest potential, students need to be at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement - Targeted Case Manager Contacts by Percentage of Student Group and Average Contacts per Student	2020-2021 Targeted Case Manager Contacts by Percentage and (Contacts per Student) *All Students - 16.24% (0.54) *English Learners - 57.22% (3.03) *Foster Youth - 41.72% (1.36) *Homeless - 53.92% (2.56) *Socioeconomically Disadvantaged - 23.43% (0.84) *Students with Disabilities - 24.62% (0.95) *African American - 27.03% (1.15)	2021-2022 Targeted Case Manager Contacts by Percentage and (Contacts per Student) *All Students - 14.81% (0.48) *English Learners - 48.42% (2.083) *Foster Youth - 45.65% (2.09) *Homeless - 28.46% (1.38) *Socioeconomically Disadvantaged - 22.10% (0.76) *Students with Disabilities - 19.58% (0.68) *African American - 28.52% (1.01)			Will maintain or increase from the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*American Indian/Alaska Native - 20.00% (0.49) *Asian - 27.98% (1.18) *Filipino - 11.59% (0.3) *Hispanic - 24.81% (0.93) *Native Hawaiian or Other Pacific Islander - 28.57% (0.64) *White - 10.26% (0.28) *Two or More Races - 17.19% (0.46)	*American Indian/Alaska Native - 23.29% (0.48) *Asian - 18.36% (0.58) *Filipino - 12.07% (0.26) *Hispanic - 23.34% (0.80) *Native Hawaiian or Other Pacific Islander - 27.12% (0.63) *White - 9.24 (0.25) *Two or More Races - 13.89% (0.53)			
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.			Maintain 100%
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Social-Emotional Contacts by Percentage of Student Group and Average Contacts per Student	2020-2021 Social-Emotional Contacts by Percentage and (Contacts Per Student) *All Students - 19.42% (0.73) *English Learners - 27.05% (1.04)	2021-2022 Social-Emotional Contacts by Percentage and (Contacts Per Student) *All Students - 37.69% (2.90) *English Learners - 40.40% (2.08)			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
	*Foster Youth - 36.60% (2.06) *Homeless - 37.80% (2.11) *Socioeconomically Disadvantaged - 23.46% (0.96) *Students with Disabilities - 23.85% (0.89) *African American - 20.75% (0.73) *American Indian/Alaska Native - 24.82% (2.09) *Asian - 16.04% (0.40) *Filipino - 13.64% (0.29) *Hispanic - 21.87% (0.84) *Native Hawaiian or Other Pacific Islander - 18.52% (0.44) *White - 17.76% (0.65) *Two or More Races - 24.52% (0.91)	*Foster Youth - 56.80% (7.08) *Homeless - 54.88% (7.89) *Socioeconomically Disadvantaged - 43.80% (3.78) *Students with Disabilities - 38.81% (3.62) *African American - 50.36% (4.92) *American Indian/Alaska Native - 55.80% (6.79) *Asian - 31.15% (1.05) *Filipino - 32.14% (3.07) *Hispanic - 39.49% (2.92) *Native Hawaiian or Other Pacific Islander - 43.86% (1.05) *White - 36.25% (2.59) *Two or More Races - 40.98% (3.01)			
Priority 3: Parental Involvement - Percentage of Students with an Associated Parent Portal Account	2020-2021 Percentage of Students with an Associated Parent Portal Account *All Students - 90.31%	2021-2022 Percentage of Students with an Associated Parent Portal Account *All Students - 91.66%			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
	*English Learners - 85.56% *Foster Youth - 78.53% *Homeless - 77.43% *Socioeconomically Disadvantaged - 89.29% *Students with Disabilities - 87.77% *African American - 89.19% *American Indian/Alaska Native - 86.00% *Asian - 92.72% *Filipino - 94.20% *Hispanic - 89.58% *Native Hawaiian or Other Pacific Islander - 87.50% *White - 91.42% *Two or More Races - 87.11%	*English Learners - 83.06% *Foster Youth - 81.88% *Homeless - 79.62% *Socioeconomically Disadvantaged - 93.16% *Students with Disabilities - 81.94% *African American - 84.19% *American Indian/Alaska Native - 88.36% *Asian - 88.47% *Filipino - 100.00% *Hispanic - 90.47% *Native Hawaiian or Other Pacific Islander - 86.44% *White - 94.18% *Two or More Races - 89.58%			
Priority 3: Parent Involvement - Social Media Followers	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480	2021-2022 Chico Unified Social Media Followers Facebook: 3,244 Instagram: 1,243 Twitter: 557			Parent/Guardian engagement with CUSD via social media will increase from the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate - Professional Development	2020-2021 100% of CUSD staff received opportunities for professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	2021-2022 100% of CUSD staff received opportunities for 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 - 91.92% *English Learners - 91.96% *Foster Youth - 84.66% *Homeless - 78.91% *Socioeconomically Disadvantaged - 89.88% *Students with Disabilities - 89.34% *African American - 87.32% *American Indian/Alaska Native - 85.92% *Asian - 95.08% *Filipino - 95.25% *Hispanic - 90.60%	2021-2022 *All Students - 91.74% *English Learners - 92.10% *Foster Youth - 86.84% *Homeless - 85.26% *Socioeconomically Disadvantaged - 90.35% *Students with Disabilities - 88.44% *African American - 89.38% *American Indian/Alaska Native - 88.12% *Asian - 94.87% *Filipino - 94.87% *Hispanic - 91.16%			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
	*Native Hawaiian or Other Pacific Islander - 91.40% *White - 92.73% *Two or More Races - 90.58%	*Native Hawaiian or Other Pacific Islander - 92.09% *White - 92.25% *Two or More Races - 90.65%			
Priority 5: Pupil Engagement - Chronic Absenteeism Rate (All Grades)	2020-2021 *All Students - 25.12% *English Learners - 26.63% *Foster Youth - 45.71% *Homeless - 67.56% *Socioeconomically Disadvantaged - 33.50% *Students with Disabilities - 35.16% *African American - 39.92% *American Indian/Alaska Native - 45.21% *Asian - 15.12% *Filipino - 10.14% *Hispanic - 30.62% *Native Hawaiian or Other Pacific Islander - 41.07% *White - 21.66% *Two or More Races - 30.51%	2021-2022 *All Students - 27.52% *English Learners - 28.52% *Foster Youth - 44.53% *Homeless - 42.07% *Socioeconomically Disadvantaged - 34.84% *Students with Disabilities - 45.67% *African American - 36.20% *American Indian/Alaska Native - 48.28% *Asian - 13.73% *Filipino - 13.79% *Hispanic - 31.71% *Native Hawaiian or Other Pacific Islander - 29.63% *White - 24.34% *Two or More Races - 33.95%			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
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-Emotional Well-being	Spring 2020-2021 *All Students - 61.21% *English Learners - 64.66% *Foster Youth - 63.51% *Homeless - 63.22% *Socioeconomically Disadvantaged - 59.93% *Students with Disabilities - 61.96% *African American - 53.50% *American Indian/Alaska Native - 65.45% *Asian - 60.30% *Filipino - 68.90% *Hispanic - 60.51% *Native Hawaiian or Other Pacific Islander - 55.13% *White - 61.71% *Two or More Races - 62.17%	End of Year 2021-2022 Responding Neutral or Favorable: *All Students - 77.46% *English Learners - 78.88% *Foster Youth - 68.06% *Homeless - 73.17% *Socioeconomically Disadvantaged - 75.50% *Students with Disabilities - 77.01% *African American - 71.84% *American Indian/Alaska Native - 69.71% *Asian - 81.01% *Filipino - 80.18% *Hispanic - 77.46% *Native Hawaiian or Other Pacific Islander - 81.82% *White - 78.07% *Two or More Races - 74.00%			School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, implicit bias awareness and mindfulness.	\$0.00	No
2.2	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.	\$2,183,212.00	Yes
2.3	Targeted Case Managers	Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.	\$636,153.00	Yes
2.4	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.

Chico Unified offered a wide variety of professional development this school year. One professional development that was not included in Action 2.1 last year was the Implicit Bias Awareness Training provided by Yvette Zuniga and Laura Rapozo-Davis, both of whom are on staff at California State University, Chico and Butte College, respectively. Our first staff Implicit Bias Awareness training was held on August 12, 2021 for all of our certificated staff and offered to classified staff as well. Different school sites throughout the 2021-2022 school year invited the presenters to train their own staff members/students. One example of this is our Career Technical Education (CTE) Medical Pathways teachers inviting the trainers to a Medical Pathway Symposium on April 29, 2022. This particular day focused on the trainers presenting implicit bias awareness in the health care field to all of the students.

CUSD saw the Targeted Case Manager Contacts decrease in 2021-2022, however, as we have navigated pandemic life for the past two years, our family/guardian contacts by our TCMs has been at an all-time high. Students returned to school full day, every day, this school year which is attributed to a bit of the decrease in contacts. During 2019-2020 and specifically in the 2020-2021 school year, we relied heavily on our TCMs connecting with families due to the great needs felt by all of our families. In virtually all student groups, we see that Targeted Case Manager contacts still remain higher than years previously to the 2020-2021 school year.

While higher in most student groups than last year, the Attendance Rate still remains lower and the Chronic Absenteeism remains higher than pre-pandemic years. Getting our students to school and learning daily will benefit them in every way. While we know that quarantine requirements placed upon us played a big part in this decreased attendance rate for the past two years, we also recognize how important our continued focus on attendance needs to be from every staff member in the district.

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

In the 2021-2022 school year, there were not large differences between the budgeted expenditures and the estimated actual expenditures for the four action items listed under Goal 2.

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

Targeted Case Manager contacts with families continue to stay higher than years prior to 2020-2021. Students and families are grateful for the site TCMs and this connection is positive. TCMs assist families in everything from providing transportation to school to offering Parent University classes. All of this supports keeping our students grounded in social-emotional wellness so school is a positive experience for them.

Counseling Contacts greatly increased across the student groups this year. CUSD is fortunate to have added several counselors to sites, which contributes to the increase in contacts. Additionally, after the past few years filled with trauma and uncertainty, students and families report great satisfaction and positive interactions with the counseling staff. Students are readily seeking counseling to protect and grow their mental wellness and a culture of positive mental well-being is growing daily.

CUSD continues to see high percentages of students with Associated Aeries Parent Portals. Many efforts continued to be made this year by schools reaching out to ensure each student's family/guardian had an active parent portal. Targeted Case Managers, teachers, and front office staff worked hard to get all families/guardians signed up for the portal. Not only was this portal sharing information/updates about student academic progress, it also was the primary means of communication to families/guardians regarding quarantine information and any pivots we had to make in regard to the pandemic.

As the 2022-2023 school year begins, we plan to ensure frequent Kelvin "pulses" go out to all students in regards to how they feel social-emotionally at school. These "pulses" will give us real-time feedback in an on-going and consistent manner. Additionally, we will search for more specific reasons why more students than we would like are having social-emotional concerns.

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

There are no changes being made to the planned goal, metrics, or desired outcomes, or actions for the coming year. With the quarantine guidelines no longer in effect, more students will be attending school regularly. Our desired outcomes for 2023-2024 remain our goals.

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

Goals and Actions

Goal

Goal #	Description
3	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 2019-2020 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. Compared to 2019-2020, overall in 2021-2022 we saw Foster Youth and Students with Disabilities decline. In 2021-2022, English Learners and Two or More Races student groups saw a significant increase. All other student groups showed either a decline or an increase of .6% or less. In addition, while our expulsion rates remained similar to 2019-2020, we saw a significant increase for Foster Youth and American Indian or Alaska Native.

Our 2021-2022 Safety Survey questions changed from the 2020-2021 survey. Additionally, this year the Safety Survey was given to students with 100% of the student body receiving full day, in-person instruction. That being said, we do recognize the need to increase student perception of safety on our campuses.

To address this, and to support every student every day as we had a full return to school this year, site Positive Behavioral Interventions and Supports (PBIS) teams were integral. PBIS teams worked with the school site staff to provide universal behavior supports (Tier 1) for each student. Supplemental and intensified supports (Tiers 2 and 3) were also put in to place when the data informed the team that more supports were 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	2020-2021 *All Students - 0.72% *English Learners - 0.26% *Foster Youth - 1.94% *Homeless - 2.04% *Socioeconomically Disadvantaged - 1.03% *Students with Disabilities - 1.87% *African American - 1.93% *American Indian or Alaska Native - 1.33% *Asian - 0.00% *Filipino - 0.00% *Hispanic - 0.70% *Native Hawaiian or Other Pacific Islander - 0.00% *White - 0.69% *Two or More Races - 1.04%	2021-2022 *All Students - 4.44% *English Learners - 3.29% *Foster Youth - 21.17% *Homeless - 10.70% *Socioeconomically Disadvantaged - 6.14% *Students with Disabilities - 7.22% *African American - 9.66% *American Indian/Alaska Native - 12.33% *Asian - 1.82% *Filipino - 3.45% *Hispanic - 4.62% *Native Hawaiian or Other Pacific Islander - 3.39% *White - 4.15% *Two or More Races - 5.88%			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.
Priority 6: School Climate - Expulsion Rate	2020-2021 *All Students - 0.00% *English Learners - 0.00% *Foster Youth - 0.00% *Homeless - 0.00%	2021-2022 *All Students - 0.27% *English Learners - 0.17% *Foster Youth - 2.60% *Homeless - 0.78%			Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Socioeconomically Disadvantaged - 0.00% *Students with Disabilities - 0.00% *African American - 0.00% *American Indian/Alaska Native - 0.00% *Asian - 0.00% *Filipino - 0.00% *Hispanic - 0.00% *Native Hawaiian or Other Pacific Islander - 0.00% *White - 0.00% *Two or More Races - 0.00%	*Socioeconomically Disadvantaged - 0.39% *Students with Disabilities - 0.23% *African American - 0.68% *American Indian/Alaska Native - 1.32% *Asian - 0.00% *Filipino - 0.00% *Hispanic - 0.38% *Native Hawaiian or Other Pacific Islander - 0.00% *White - 0.19% *Two or More Races - 0.47%			American Indian or Alaska Native will decline to be less than or equal to the All Students expulsion rate.
Priority 6: Local Indicator/Local tool for school climate: School Physical and Emotional Safety	Data Not Comparable	End of Year 2021-2022 Responding Neutral or Favorable: *All Students - 75.68% *English Learners - 69.86% *Foster Youth - 72.45% *Homeless - 71.24% *Socioeconomically Disadvantaged - 73.90% *Students with Disabilities - 73.05%			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
		*African American - 73.48% *American Indian/Alaska Native - 73.65% *Asian - 79.72% *Filipino - 84.75% *Hispanic - 74.05% *Native Hawaiian or Other Pacific Islander - 77.08% *White - 76.64% *Two or More Races - 73.27%			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	\$772,729.00	Yes
3.2	Coaching Stipends	Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	\$873,770.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Campus Supervisors	Provide Campus Supervisors on sites to provide a safe, positive school climate.	\$1,478,355.00	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.

During the 2021-2022 school year, it was very difficult to find staffing across the district. The Opportunity Class at Chapman Elementary (Action 3.1) was among the positions to go unfilled due to lack of staffing during the year, therefore, the program could not run. We anticipate a full return to the the Opportunity Class running this year as a teacher is already in place for the 2022-2023 program.

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

District alternative education programs (Action 3.1) had a difference between what was budgeted and the actual expenditure. Details listed above include plans for the return of the Opportunity program in the 2022-2023 school year.

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

Suspensions increased in the 2021-2022 school year from the prior year, however, the numbers are comparable to or less than the data shown from the 2018-2019 and 2019-2020 years. During the 2020-2021 school year, we had half of our students on campus at any given time. With a full return to campus life this year, we did see suspensions increase. All sites have PBIS teams in place and continue to work to refine them. Additionally, students have benefited from counseling contacts (see Goal #2).

Expulsion rates followed a similar pattern to suspensions in regard to an increase from last school year, although some student groups increased and some decreased. Foster Youth showed an increase in expulsions. CUSD's Homeless/Foster Youth Liaison continues to meet with and support students and families experiencing homelessness and foster situations. African American students showed a decline in expulsion from the 2019-2020 school year. The League of Stars program (Men of Chico and Women of Excellence) experienced a tremendous increase of student members this past year, which provided increased participation opportunities in this mentoring program for students of color.

Providing LCAP funding for Campus Supervisors and Coaches will continue to be supports in getting our students to school and keeping their attendance up. We know that students connect to these staff members on a daily basis in different ways than they connect with their teachers or friends. The more students are surrounded by positive interactions, the better. Additionally, as the quarantine restrictions have

lessened to only needing to isolate if you are positive for Covid-19, it is anticipated that our Attendance Rate will increase and our Chronic Absenteeism rate will decrease in the 2022-2023 school year.

As the 2022-2023 school year begins, we plan to ensure frequent Kelvin "pulses" go out to all students in regards to feeling physically and emotionally safe at school. These "pulses" will give us real-time feedback in an on-going and consistent manner. Additionally, we will search for more specific reasons why more students than we would like are not feeling safe at school, as concerns may be related to health or other safety issues. Goal #2 includes information about our increase in counseling/wellness staff to continue to support students.

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

There are no changes being made to the planned goal, metrics, or desired outcomes, or actions for the coming year. With the quarantine guidelines no longer in effect, more students will be attending school regularly. Our desired outcomes for 2023-2024 remain our goals.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
11,704,209	0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.85%	0.00%	\$0.00	10.85%

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

Action 1.7 (Instructional Support Services) supports what our academic assessment data from the past four 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 socioeconomically 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. It is crucial that our support providers have what Linda Darling-Hammond calls in her book, *Powerful Learning: What We Know About Teaching for Understanding*, a "sophisticated understanding of the content, the learner, and the goals of instruction" in order to serve students in small intervention and learning groups. With the addition of our districtwide MTSS program and a sharper focus on academic services, these funds will be utilized well. During our LCAP meetings this year, our educational partners expressed the desire to continue academic interventions/tutoring/support services as they recover learning lost during the pandemic. 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 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. Best practices specifically support our low income students by relying on benchmark data to drive instruction and tiered intervention support. Julianne A. Wenner, of Boise State University, and Todd Campbell, of the University of Connecticut, define teacher leaders as "teachers who maintain K-12 classroom-based teaching responsibilities, while also taking on leadership responsibilities outside of the classroom." 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 CAASPP English Language Arts and Math scores as well as local benchmarks, such as STAR Reading and iReady Mathematics.

Action 1.12 (Fine Arts, Music and extra PE Teachers) has been in our LCAP since its inception. Exposing our students, specifically those students from socioeconomically 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." Our families continue to express support for their children to participate in the arts, specifically as we we navigate life after the pandemic.

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. Attending school through the pandemic has been a 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 remain 100% online 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. To have this online access to schooling has met the varying degrees of student and family needs in a positive manner. Our educational partners, including students, have expressed support of and appreciated this option of education.

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 student 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 staff 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.” Hands down, our counseling supports have been deeply appreciated by students and families. They have all openly expressed their gratitude for these services on our sites. Students have shared that the Wellness Centers on their sites are a safe and welcoming place to be if a student needs a break. Additionally, the sites have utilized technology in the form of QR codes, etc. so students can privately sign up to see and talk with a counselor instead of the previous method of putting their name on a list hanging outside the counselor's door. 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/Off Campus 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 2019-2020 school year, 46 students were on MNI/OCI. In the 2020-2021 school year, there were 12 students in the program. During the 2021-2022 school year, our numbers for MNI/OCI rose to 89 students. To support this, the funding of the MNI/OCI program assists students in continuing their schooling while recuperating and healing. This year, as we returned to a full-day instructional model, we saw the numbers rise significantly, indicating 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 educational partners, that our district provide and fund health and social-emotional supports for our students. Counselors are crucial to these efforts, and will continue to be supported through our LCAP. 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 lists of medical providers 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. This action has been positively spoken of and highly supported by all of the parents and guardians of all of our student groups. The communication between parents and the school via the TCMs has made a positive impact on students' educational experiences in CUSD. There were three staff members highlighted this year in their roles which are funded by the LCAP. One was the Alternative Education site's Targeted Case Manager, Nancy Medina. To learn more about Nancy's job and how she connects with students please access the following link:

<http://www.chicousd.org//Our-District/District-Performance/LCAP/index.html>

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. 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). CUSD welcomes back the Opportunity Class at Neal Dow Elementary School in the 2022-2023 school year to continue supporting students in this goal. Due to lack of staffing last year, the Opportunity Program could not run. It has been expressed for many years that this program has been very much appreciated by parents and has had a positive impact on students. A teacher is already in place to start on the first day of school, 2022-2023.

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. 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 offered professional development in the 2021-2022 school year for classified staff, including campus supervisors, in Implicit Bias Awareness training and behavioral management, with the goal of continuing to support our staff in best practices with students. During the 2021-2022 school year, CUSD provided an "LCAP Spotlight" for our educational partners on our district website. There were three staff members highlighted in their roles which are funded by the LCAP. One was Bidwell Junior High School Campus Supervisor, Angelica Gomez. To learn more about Angelica's job and how she connects with students please access the following link:

<http://www.chicousd.org//Our-District/District-Performance/LCAP/index.html>

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 \$13,598,723 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 \$11,704,209 (10.85%). Our goal with our 2021-2024 LCAP is to provide equitable access to every student, every day, including Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$21,500,374.00	\$2,764,752.00	\$108,596.00	\$3,351,983.00	\$27,725,705.00	\$20,797,544.00	\$6,928,161.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Review credentials and assignments	All	\$116,566.00				\$116,566.00
1	1.2	Standards-aligned Textbooks and Supplemental Materials	All	\$1,354,216.00	\$1,126,406.00			\$2,480,622.00
1	1.3	Technology	All				\$527,052.00	\$527,052.00
1	1.4	Facilities Maintenance	All	\$5,562,008.00				\$5,562,008.00
1	1.5	Implementation of District Wide Assessments	All	\$0.00				\$0.00
1	1.6	Academic Interventions	All	\$0.00				\$0.00
1	1.7	Instructional Support Services	English Learners Foster Youth Low Income	\$1,899,323.00				\$1,899,323.00
1	1.8	After School Homework Support (ASES, BLAST, Fair View High School)	All		\$1,431,418.00		\$1,339,932.00	\$2,771,350.00
1	1.9	District-Wide Staff Development	All	\$0.00				\$0.00
1	1.10	Provide Professional Development	All			\$71,749.00	\$448,998.00	\$520,747.00
1	1.11	District Leadership Council (DLC) and Teachers on Special Assignment	English Learners Foster Youth Low Income	\$465,029.00		\$36,847.00	\$397,081.00	\$898,957.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.12	Support Art, Music and extra PE in Elementary Grades	English Learners Foster Youth Low Income	\$2,100,405.00				\$2,100,405.00
1	1.13	Online Access	English Learners Foster Youth Low Income	\$1,176,020.00				\$1,176,020.00
1	1.14	Secondary Counselors	English Learners Foster Youth Low Income	\$1,861,361.00				\$1,861,361.00
1	1.15	Medically Necessary Instruction/Off Campus Instruction	English Learners Foster Youth Low Income	\$152,366.00				\$152,366.00
1	1.16	Online Education Options	All	\$868,861.00	\$206,928.00		\$638,920.00	\$1,714,709.00
2	2.1	Professional Development	All	\$0.00				\$0.00
2	2.2	Health and Social-Emotional Supports	English Learners Foster Youth Low Income	\$2,183,212.00				\$2,183,212.00
2	2.3	Targeted Case Managers	English Learners Foster Youth Low Income	\$636,153.00				\$636,153.00
2	2.4	School Climate Surveys	All	\$0.00				\$0.00
3	3.1	Continue support for district alternative education programs	English Learners Foster Youth Low Income	\$772,729.00				\$772,729.00
3	3.2	Coaching Stipends	English Learners Foster Youth Low Income	\$873,770.00				\$873,770.00
3	3.3	Campus Supervisors	English Learners Foster Youth Low Income	\$1,478,355.00				\$1,478,355.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$107,833,145.00	11,704,209	10.85%	0.00%	10.85%	\$13,598,723.00	0.00%	12.61 %	Total:	\$13,598,723.00
								LEA-wide Total:	\$8,763,187.00
								Limited Total:	\$772,729.00
								Schoolwide Total:	\$5,608,265.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Instructional Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bilingual Aides at all sites. All-Day Kindergarten instructional Aides at all elementary schools.	\$1,899,323.00	
1	1.11	District Leadership Council (DLC) and Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$465,029.00	
1	1.12	Support Art, Music and extra PE in Elementary Grades	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary School Sites	\$2,100,405.00	
1	1.13	Online Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,176,020.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.14	Secondary Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools grades 6-12	\$1,861,361.00	
1	1.15	Medically Necessary Instruction/Off Campus Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,366.00	
2	2.2	Health and Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,183,212.00	
2	2.3	Targeted Case Managers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$636,153.00	
3	3.1	Continue support for district alternative education programs	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Alternative Programs	\$772,729.00	
3	3.2	Coaching Stipends	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	\$873,770.00	
3	3.3	Campus Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,478,355.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$26,090,728.00	\$25,309,654.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Review credentials and assignments	No	\$130,813.00	\$172,470.00
1	1.2	Standards-aligned Textbooks and Supplemental Materials	No	\$1,601,200.00	\$1,150,415.00
1	1.3	Technology	No	\$2,000,000.00	\$1,382,536.00
1	1.4	Facilities Maintenance	No	\$5,353,978.00	\$5,415,889.00
1	1.5	Implementation of District Wide Assessments	No	\$0.00	\$0.00
1	1.6	Academic Interventions	Yes	\$546,182.00	\$549,020.00
1	1.7	Instructional Support Services	Yes	\$1,232,658.00	\$1,298,382.00
1	1.8	After School Homework Support (ASES, BLAST, Fair View High School)	No	\$2,227,147.00	\$2,149,458.00
1	1.9	District-Wide Staff Development	No	\$0.00	\$0.00
1	1.10	Provide Professional Development	No	\$621,110.00	\$386,554.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	District Leadership Council (DLC) and Teachers on Special Assignment	Yes	\$896,747.00	\$840,550.00
1	1.12	Support Art, Music, and extra PE in Elementary Grades	Yes	\$1,606,804.00	\$1,805,881.00
1	1.13	Online Access	Yes	\$1,070,823.00	\$1,083,960.00
1	1.14	Secondary Counselors	Yes	\$1,780,950.00	\$1,862,558.00
1	1.15	Medically Necessary Instruction/Off Campus Instruction	Yes	\$39,386.00	\$144,466.00
1	1.16	Online Education Options	No	\$1,552,857.00	\$1,801,639.00
2	2.1	Professional Development	No	\$0.00	\$0.00
2	2.2	Health and Social-Emotional Supports	Yes	\$2,022,192.00	\$2,012,588.00
2	2.3	Targeted Case Managers	Yes	\$583,859.00	\$578,078.00
2	2.4	School Climate Surveys	No	\$0.00	\$0.00
3	3.1	Continue support for district alternative education programs	Yes	\$728,925.00	\$590,284.00
3	3.2	Coaching Stipends	Yes	\$830,988.00	\$769,040.00
3	3.3	Campus Supervisors	Yes	\$1,264,109.00	\$1,315,886.00

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

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$11,414,237.00	\$11,771,102.00	\$12,080,657.00	(\$309,555.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Academic Interventions	Yes	\$546,182.00	\$549,020.00	0.00	0.00
1	1.7	Instructional Support Services	Yes	\$849,574.00	\$915,298.00	0.00	0.00
1	1.11	District Leadership Council (DLC) and Teachers on Special Assignment	Yes	\$447,310.00	\$453,598.00	0.00	0.00
1	1.12	Support Art, Music, and extra PE in Elementary Grades	Yes	\$1,606,804.00	\$1,805,881.00	0.00	0.00
1	1.13	Online Access	Yes	\$1,070,823.00	\$1,083,960.00	0.00	0.00
1	1.14	Secondary Counselors	Yes	\$1,780,950.00	\$1,862,558.00	0.00	0.00
1	1.15	Medically Necessary Instruction/Off Campus Instruction	Yes	\$39,386.00	\$144,466.00	0.00	0.00
2	2.2	Health and Social-Emotional Supports	Yes	\$2,022,192.00	\$2,012,588.00	0.00	0.00
2	2.3	Targeted Case Managers	Yes	\$583,859.00	\$578,078.00	0.00	0.00
3	3.1	Continue support for district alternative education programs	Yes	\$728,925.00	\$590,284.00	0.00	0.00
3	3.2	Coaching Stipends	Yes	\$830,988.00	\$769,040.00	0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Campus Supervisors	Yes	\$1,264,109.00	\$1,315,886.00	0.00	0.00

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$107,418,003	\$11,414,237.00	0.00%	10.63%	\$12,080,657.00	0.00%	11.25%	\$0.00	0.00%

Instructions

[Plan Summary](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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

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

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