LCFF Budget Overview for Parents

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

CDS Code: 04614240000000

School Year: 2023-24
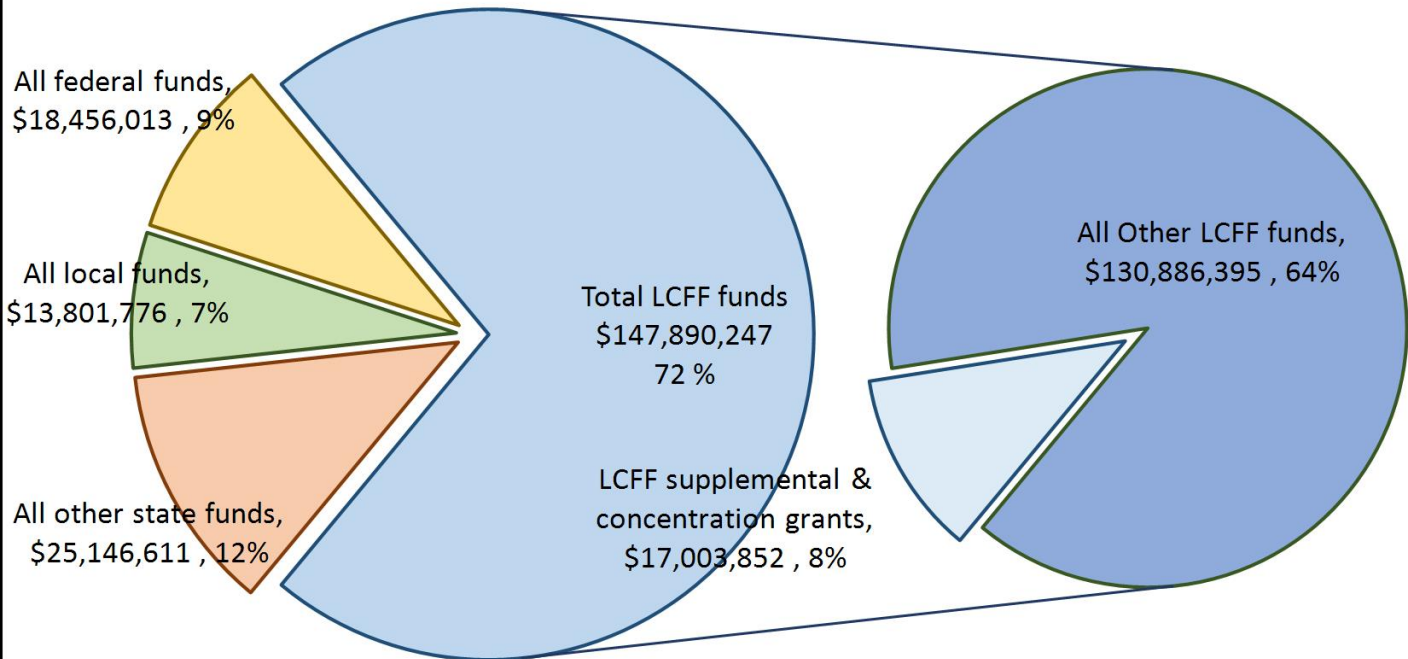
LEA contact information:

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $18,456,013 , 9%

All local funds, $13,801,776 , 7%

All other state funds, $25,146,611 , 12%

Total LCFF funds $147,890,247 72 %

LCFF supplemental & concentration grants, $17,003,852 , 8%

All Other LCFF funds, $130,886,395 , 64%

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 $205,294,647, of which $147,890,247 is Local Control Funding Formula (LCFF), $25,146,611 is other state funds, $13,801,776 is local funds, and $18,456,013 is federal funds. Of the $147,890,247 in LCFF Funds, $17,003,852 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
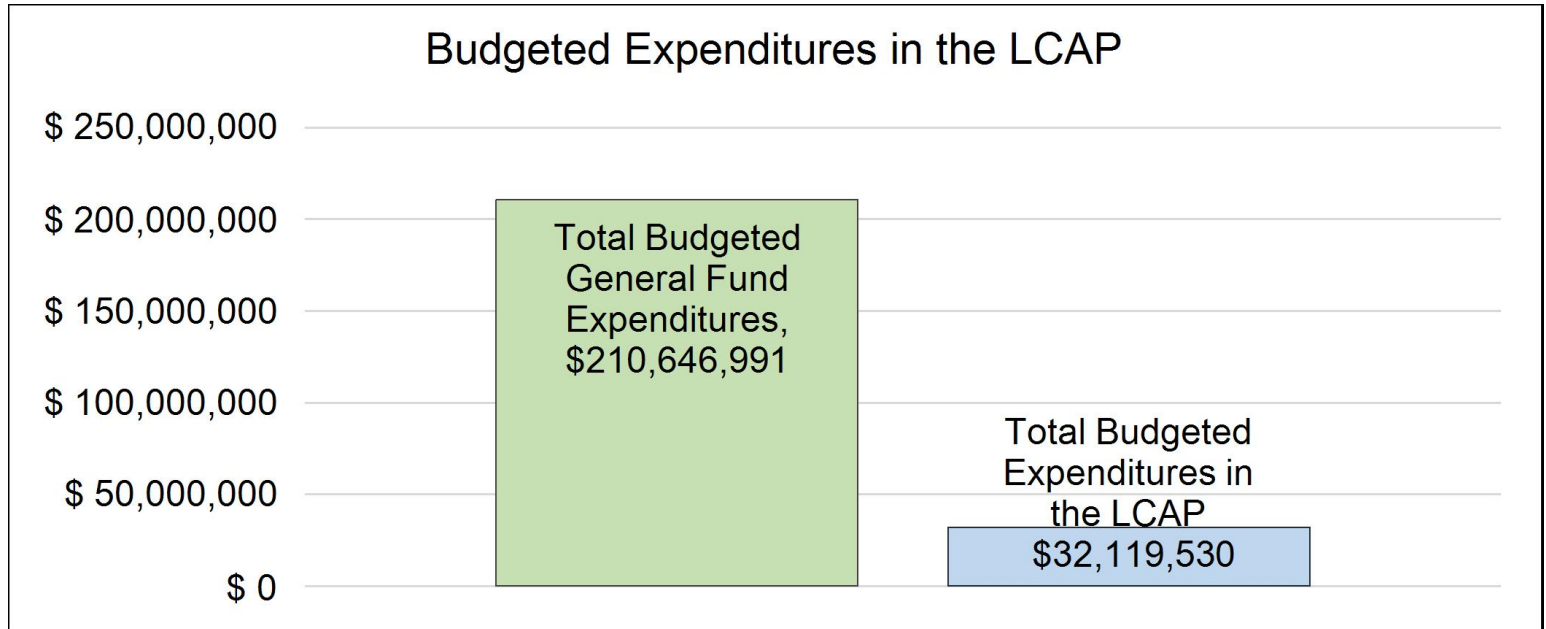
This chart provides a quick summary of how much Chico Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chico Unified School District plans to spend $210,646,991 for the 2023-24 school year. Of that amount, $32,119,530 is tied to actions/services in the LCAP and $178,527,461 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 2023-24 School Year

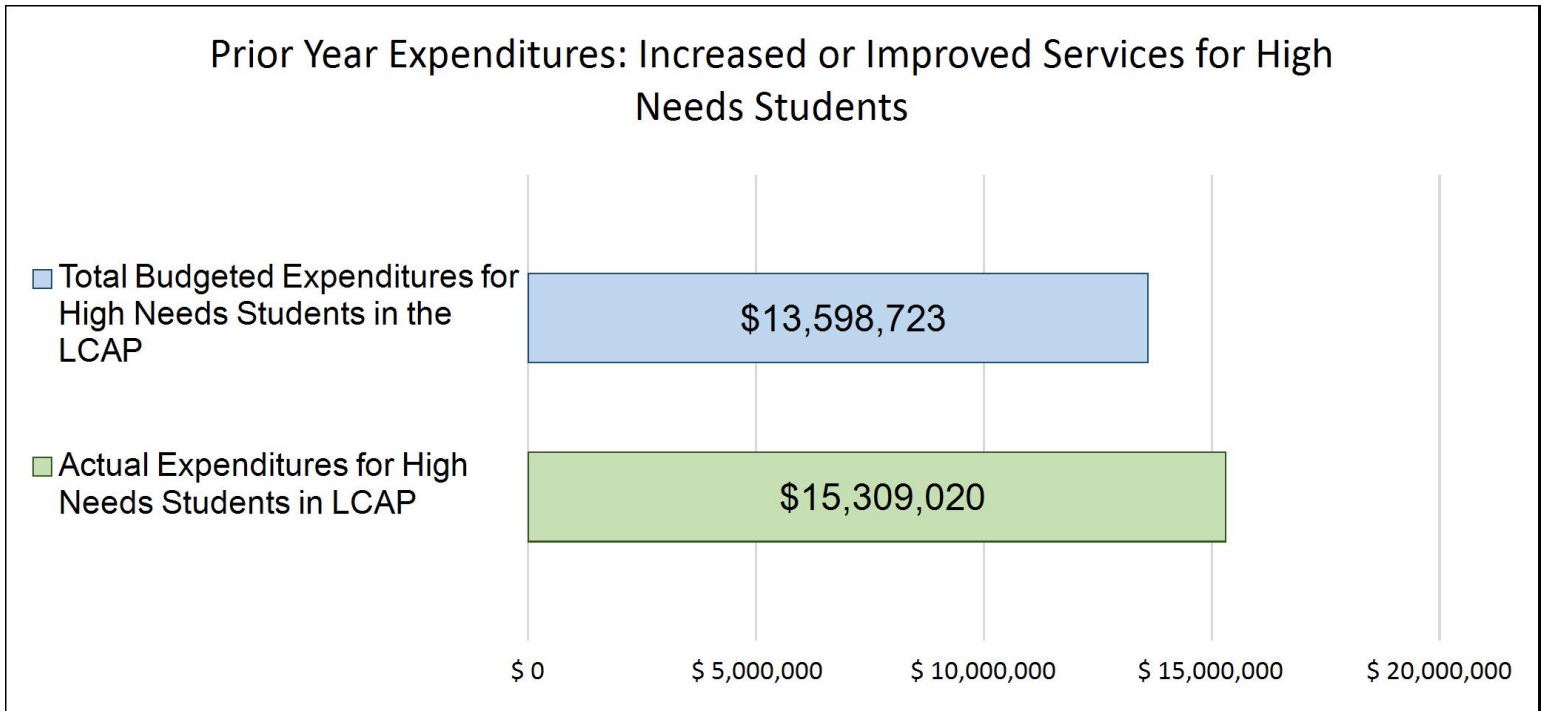In 2023-24, Chico Unified School District is projecting it will receive $17,003,852 based on the enrollment of foster youth, English learner, and low-income students. Chico Unified School District must describe how it

intends to increase or improve services for high needs students in the LCAP. Chico Unified School District plans to spend $19,070,072 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$13,598,723
☐ Actual Expenditures for High Needs Students in LCAP	$15,309,020

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000

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 2022-23, Chico Unified School District's LCAP budgeted $13,598,723 for planned actions to increase or improve services for high needs students. Chico Unified School District actually spent $15,309,020 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

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 12,088 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 52.0% White, 28.7% Hispanic, 5.0% Asian, 6.9% Two or More Races, 2.2% 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 14.8% 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 45.3% receiving Free or Reduced Meals, 37.9 Direct Certification (receiving state aid), 6.2% English Learners, 4.1% who are homeless, and 0.6% living in foster care. Students in these groups combined make up a total unduplicated percentage of 57.6%. 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."

Our Local Control Accountability Plan (LCAP) reflects 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 2022-2023 school year passed moving us a step further away from the pandemic. With that in mind, the Chico Unified staff is proud of the progress that we have made in areas, considering the challenges that continued to come 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 the disengagement that occurred. Student learning recovery is paramount in all of our decisions. The Elementary and Secondary School Emergency Relief (ESSER) Funds, as well as multiple grant and categorical funding streams above and beyond the LCAP funding, allowed us to increase services to students. This additional funding has greatly impacted students. We continue to look for and use every form of grants that come our way to put toward extending our current programs for students.

Some successes of the 2022-2023 school year include:

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

a. Coming out of the pandemic, when looking at California Dashboard data, Chico Unified has faired well. Comparing the 2018-2019 Dashboard data to the 2021-2022 Dashboard data, we decreased by only .3% distance from standard and remained at a positive 9 distance above standard. In this regard, we are far ahead of our comparable districts. When looking at our comparable districts, based on total enrollment and unduplicated percentage, Chico Unified is not an outlier. Although showing a performance gap and the lowest achievement level on the Dashboard for English Language Arts, our Foster Youth, Homeless, and Students with Disabilities groups achieved higher than most comparable districts, except for one. Our Homeless students were in the middle of the comparable districts and Students with Disabilities faired well with comparable districts.

b. 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 scored at the lowest level in English Language Arts on the CAASPP. 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 support.

c. IXL has been implemented and well received at the junior high level. IXL provides teachers support to address remedial skills that may be necessary as well as providing data for overall student levels. It also allows us to make educated decisions for both honors and remediation recommendations for students leaving 8th grade and entering high school. IXL includes assessment and instructional tools.

d. Both comprehensive high schools implemented Academic Success classes for additional student support in both English Language Arts and Math.

e. During the 2022-2023 school year, the elementary and junior high received professional development from Stacey Bain and the Science of Reading and Language Essentials for Teachers of Reading and Spelling (LETRS). This training was well received and widely utilized. There was overwhelming feedback from the teachers to continue this particular professional development.

f. There were revisions to the elementary assessment plan to better address Smarter Balanced testing needs. For the secondary level, Read 180 implementation continued at the high schools. There was also the administration of interim performance tasks for junior high, including teacher training on how to score the performance tasks.

g. Due to the efforts above, we now have a baseline of reading ability for junior high and high school and what we see in the preliminary CAASPP data is that elementary grades are increasing the most in ELA. One of the three junior highs is increasing and no comprehensive high schools are increasing.

h. Chico Unified saw an increase in the percentage of student groups completing an A-G course of study (meeting UC/CSU admissions requirements) in 2021-2022 in comparison to the previous two years. While the All Students student group saw only a very small increase, there was significant growth in the following student groups: English Learners, Homeless, Socioeconomically Disadvantaged, African American, Asian, White, and Two or More Races.

i. We received our first English Learner Progress Indicator on the Fall, 2022 California Dashboard which reflects data from the 2021-2022 and the 2020-2021 school years. We saw 54.9% of our English Learners making progress toward English language proficiency in 2021-2022. This is at the top of all of our comparable districts. The LCAP continues to fund English Language Development (ELD) Coaches to support ELD teachers with curriculum and best teaching practices.

j. The percentage of Graduates Passing an Advanced Placement (AP) Exam with a Score of 3 or Higher increased by 4.2 percentage points from the prior year to 19.7% in 2021-2022. All numerically significant student groups achieved the goal set in this plan.

k. The AP exam pass rate increased slightly from the previous year to 56.5%. This pass rate is higher than the worldwide overall pass rate.

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

a. In the 2022-2023 school year, our Targeted Case Managers (TCMs) worked with 13.7% of our students. This is an increase from the 12.6% during the 2021-2022 school year. These numbers are both higher than the years prior to 2020-2021. This past year, in particular, our TCM contacts greatly increased with our Foster Youth students (from 43.3% in 2021-2022 to 61.8% this year) and our Homeless students (from 53.4% in 2021-2022 to 70.4% this year). 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.

b. Counseling Contacts continued to increase across the student groups this year. In the 2022-2023 school year, there were more counseling contacts than the previous year among our student groups with the exception of American Indian/Alaska Native and Pacific Islander. 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.

c. CUSD continues to see high percentages of students with Associated Aeries Parent Portals. In the 2022-2023 school year, we saw the percentage of parents on the portal increase by 7.2% points to 95.6%. 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. Our Aeries Parent Portal increased with the following student groups: Students with Disabilities, Foster Youth, Homeless, African American, American Indian/Alaska Native, Two or More Races, Hispanic, and English Learners.

d. CUSD's Attendance Rate increased this year from 91.3% to 94.1%. Our Homeless student group increased their attendance rate and our Socioeconomically Disadvantaged student group improved more than the All Students group. Additionally, our African American, American Indian/Alaska Native, Hispanic, and Two or More Races student groups increased more than the All Students group.

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

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

b. School climate surveys specific to school physical and emotional safety increased with a favorable response. All student groups responded with an increased favorable response with the exceptions of American Indian/Alaska Native, Filipino, and Pacific Islander. It is important to note that in the 2021-2022 school year, we had 3,463 students take climate surveys as compared to the 2022-2023 school year when we had 6,265 students take the climate surveys.

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.

a. Comparing the 2018-2019 California Dashboard to the 2021-2022 Dashboard, Chico Unified showed a decline in Math. In looking at English Language Arts and Math, we can see that the pandemic hurt us more in Math than in ELA. Our English Learner, Foster Youth, Homeless, Students with Disabilities and African-American student groups scored at the lowest level on the 2021-2022 California Dashboard. Our English Learners, Foster Youth, Homeless, and African American student groups are in the middle of comparable schools while our Students with Disabilities are towards the top of the comparable districts.

b. To address Math needs, staff members wrote a scope and sequence for teachers to use for elementary Math. In the secondary schools, students are not staying in Math C if they do not perform well, they are moved to Integrated Math (IM) 1 with support from the Math Lab. There are also Mathematics Diagnostic Testing Project (MDTP) Math assessments given for all Math courses (Math A through Integrated Math 3). The primary intent of this assessment is to give teachers information on student readiness for a particular math course at the beginning of the school year.

c. The CUSD CAST scores for Science continue to show need. While four student groups have increased since the 2018-2019 test (the last time it was taken), the All Students and remaining student groups are not increasing. The four student groups who showed an increase between the two assessments were: English Learners, Foster Youth, American Indian/Alaska Native, and Two or More Races.

d. The percentage of students meeting or exceeding standard on the Star Reading test decreased by 2.9 percentage points to 52.8% this year in the All Students group in comparison to the previous two years. That said, there was growth in the following student groups: English Learners, Homeless, and American Indian/Alaska Native. The majority of our student groups showed a decline in STAR Reading achievement which will be important information going forward for our elementary teachers and Reading Specialists.

g. 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, this will increase the class offerings for students and improve the number of student completers in CTE pathways.

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

a. For the 2021-2022 school year, Chico Unified's Chronic Absenteeism Rate was essentially like the rest of the state as we increased our rate by triple the amount as compared to the 2018-2019 school year. Our Attendance Rate did increase from the two prior school years to 94.1%, however, that is still below the 95.5% that we have typically easily met. On the 2021-2022 California Dashboard, every group scored at the lowest level except for our Asian and Filipino student groups. Outliers are our Foster Youth at 44.2% (in the middle of comparable districts), Homeless at 54.9% (right below the average of comparable districts), Students with Disabilities at 40.8% (in the middle of comparable districts), and American Indian or Alaska Native at 45.3% (in the middle of comparable districts and a higher number of students than comparables). Our Socioeconomically Disadvantaged students are in the upper half of comparable districts and our African American students are in the top of the lower half of comparable districts. Compared to similar districts we are falling in the upper/middle range, just better than average.

b. Our student climate surveys throughout the year showed higher needs regarding social-emotional well-being. This reflects our need to continue with the support services currently in place.

c. CUSD's Graduation Rate on the pre-Covid 2018-2019 Dashboard was at 91.5%. For the 2021-2022 school year, we decreased to 89.3%. While our comprehensive high schools are showing a higher graduation rate, our alternative education site is much lower. Chico Unified shows a score of lowest achievement level on the Dashboard for our Foster Youth student group in this category.

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

a. Suspensions for All Students in 2022-2023 remained the same as in the 2021-2022 school year. There were slight increases from 2021-2022 to 2022-2023 for the following student groups: Foster Youth, Homeless, Students with Disabilities, African American, and Two or More Races. There were decreases this year for the following student groups: English Learners, American Indian/Alaska Native, Asian, Filipino, and Native Hawaiian or Other Pacific Islander. The White student group remained the same at 4.2%. All sites have PBIS teams in place and continue to work to refine them. Additionally, students have benefited from counseling contacts (see Goal #2).

b. Expulsion rates followed a similar pattern to suspensions in regard to staying similar to last school year, although some student groups increased and some decreased. Foster Youth and Homeless student groups 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. Students with Disabilities increased slightly while African American students stayed close to their percentage last year. The League of Stars program (Men of Chico and Women of Excellence) continues to experience a high number of student members which provides 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.

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), Fair View High School, Oakdale, Academy for Change (AFC)

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 our Alternative Education campus 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, Fair View, Oakdale, and AFC, including the Comprehensive Support and Improvement (CSI) plan.

The CSI Plan must:
a) Be developed in partnership with educational partners
b) Be informed by Dashboard Indicators
c) Be based on school-level needs assessment
d) Include evidence-based interventions
e) Identify resource inequities

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 CAASSP and ELPAC. The high chronic absenteeism rate and fairly high suspension rate, as well as staff observation, informed the development of the plan by making clear the following needs (as articulated in the 2019 School Plan for Student Achievement): a) Reduce the number of out-of-school suspensions b) Reduce chronic absenteeism; c) Improve reading, writing, speaking and reasoning skills in all subject areas for all student groups.

The evidence-based interventions selected to address these needs, and included in the school's 2023 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, Fair View, Oakdale, and AFC 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 look to engage 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 share data, 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 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 2022-2023, 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 4, 2023

- 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

Chico Unified School District also works hard to provide on-going communication to our families throughout the year. In the 2022-2023 school year, we had the following communications:

*District-Wide Total of E-Letters Sent of Students, Staff and Community:
 **435 Electronic Newsletters
 Desired Outcome for the Future - Create a standardized schedule and send regular electronic communication newsletters.

*Aeries Communication Powered by Parent Square:
 **15,825 Parents/Guardians Registered
 **92% Contactable Rate (14,747 students have at least one contact able to receive communication)
 **84% Reach & Delivery
 *13, 296 (84%) Opted to receive emails
 *2,885 (18%) Opted to receive text messages
 *3,177 (20%) Parents downloaded the Parent Square App
 **Distribution
 *20 District Posts Sent
 *1,224 School Posts Sent
 *6,077 Class Posts Sent
 *949 Group Posts Sent
 Desired Outcome for the Future – Continue to develop tutorial materials for families specific to Parent Square to increase contact rate, access to language translation, feature functionality
 and increase Parent Square App usage. Provide resources for staff to use new features and tools within Parent Square.

*Website: Analytics were used to help identify areas of interest from web visitors. The following figures show engageable district-wide from 8/15/22-6/02/23 (all CUSD-hosted websites).
 **137.9K Website Visitors (114.1K Unique Visitors)
 **9.4K Announcement Post Views
 **36 Active Alerts Were Used to Inform Visitors of Important Updates and Information

**68 Announcement Posts to the Homepages
*825 Translated Announcements

Desired Outcome for the Future – Evaluate the most frequently accessed information. Utilize data and feedback to help make information easier to find and more accessible online.

LCAP Timeline 2022-2023 :
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 2022-2023 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 returned 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. The MTSS framework is strongly rooted in research that supports the whole child in three ways: 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 four years, there is little doubt that the return to full-day, in-person school has been a major adjustment for many, if not all, students. The MTSS behavioral piece continues to be critical as school sites implemented and supported this re-entry into the full school day environment.

Fall, 2022
- School Site Councils, English Learner Advisory Committees and staff meetings review of previous year's site LCAP/SPSA goals
- BCOE/LCAP Support Meeting for CUSD Administration
- District English Learner Advisory Committee (DELAC) meetings September 22, 2022 and October 27, 2022
- Fall Parent/Staff/Student Surveys administered

Winter, 2022-2023
- Students with Disabilities Parent Group LCAP meeting on February 28, 2023 at the CUSD District Office to begin development of 2023-2024 LCAP
- First Community LCAP meeting on March 7, 2023 at all sites via Zoom to begin development of 2023-2024 LCAP
- BIPOC Parent Group LCAP meeting on March 21, 2023 at the CUSD District Office to begin development of 2023-2024 LCAP
- Homeless/Foster Youth Parent Group LCAP meeting on March 23, 2023 at the CUSD District Office to begin development of 2023-2024 LCAP

- Students with Disabilities Parent Group LCAP meeting on February 28, 2023 at the CUSD District Office to begin development of 2023-2024 LCAP
- District English Learner Advisory Committee (DELAC) LCAP meeting on April 4, 2023 at the CUSD District Office to begin development of 2023-2024 LCAP

Spring, 2023
- CUSD staff review of budget for proposed LCAP Actions and Services
- Second and final Community LCAP meeting on April 11, 2023 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 21, 2023 CUSD Board meeting
- LCAP final review and approval at the June 28, 2023 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:
Positive: IXL has helped increase in Math and ELA interventions and increased electives (JHS's), intervention groups at Elementary, increased communication with home, Reading Pals,
Reading Specialist Program invaluable, BLAST/After School Programs crucial for improving student outcomes, data-driven culture shows improved student outcomes, aides and paraprofessionals a big plus, UDL, Title I, SBIT's helping intervention outcomes.

Needs: More counselors, need increase in Math intervention, need to improve communication between site and home, need more TCM's--their work is crucial, increase student enrollment in ASP/BLAST, more academic support after school, increase support for ELD, increase foreign language opportunities, targeted training for students and tech use.

Social-Emotional:
Positive: Strong PBIS programs, Wellness Counselors invaluable, small group interventions increase social emotional health, relationship building with students, SEL lessons weekly, SBIT's a huge plus, small groups improvement with struggling students, ESSER funded aides/positions huge help, Wellness Rooms/sensory, Kelvin Pulses crucial, TCM's and Wellness Centers invaluable.

Needs: more wellness funding - aids and counselors, full-time TCM's, trauma informed training for staff, community partnerships, more support staff, culturally responsive interventions training for staff.

Behavioral:
Positive: PBIS, alternatives to suspension, Check-in Check-out, sports and clubs, sports build community, wellness centers/TLC help, school climate updates, EduClimber tracking data invaluable, increase in student recognition, campus supervision paramount to PBIS.

Needs: more campus supervisors (esp. Elementary), PBIS funding, alternatives to suspension, trauma informed trainings for all staff, Tier 2 interventions, more support staff (esp. For students groups with high suspension rates), PBIS for older grade more restorative practices.

BIPOC Parent Meeting Input:

Academic:
Positive: Encouragement of academic standards, targeted reading groups, positive interventions.

Needs: Culturally relevant instruction i.e. books, curriculum, materials, roll out ethnic studies ASAP, staff/hiring diversity and be accountable, equity regarding difference in students lived experiences--racism/trauma.

Social-Emotional:
Positive: Wellness centers/counselors helpful, district intent to hire more TCM's, school counselors invaluable, supports and interventions invaluable.

Needs: Focus on student groups below district average, focus on family supports and connecting with campus to combat bias, hire more staff of color, focus on dignity and inclusion, celebrating contemporary accomplishments of people of color, improvement of TCM pay/time, celebration of communities of color on campus i.e. announcements, social media, etc. more supports and interventions.

Behavioral:
Positive: PBIS, students identify with Latinx teachers.

Needs: Focus on students that don't respond positively in Pulse data, Tier I supports and interventions, district requirement for more collaboration and communication between schools and families, especially families and students of color--they feel school isn't safe. Less showing of data more action on data. More supports/resources for BIPOC students.

Students with Disabilities Parent Meeting Input:

Academic:
Positives: Gen-Ed supports, students self-advocating, transitioning to other classes in JH, listen to parental suggestions, and willingness to accommodate or modify assignments as needed. Para and behavioral support staff is good.
Needs: training for para and supports for Gen-Ed classes, students falling through the crack and not catching back up, busywork isn't productive, good academic progress doesn't mean student doesn't need their supports, move from generic goals to more individualized IEP goals even at younger ages, co-teaching on all campuses, after-school students need potty-training to attend, more support for transitioning from special-day to Gen-Ed.

Social-Emotional:
Positives: Counselors and supports invaluable to social emotional needs of students, TCM's support, support staff encouraging inclusion, SPED teachers working really hard, building relationships, participation in any way possible in extracurricular activities, access to breaks/sensory rooms a huge plus.

Needs: Exclusion or separate attendance for activities i.e. Carnival at different times, more emphasis on neuro-diversity for staff and students, exclusion from awards like student of the month or virtue awards, lack of recognition of success, every school needs sensory rooms, greater awareness and response to bullying, increase connection and access to schools i.e. clubs, training for classified staff regarding reporting of concerns, more access to counseling supports, parent-friendly SPED Rights summary, Trauma Informed training, untrained staff can be counterproductive.

Behavioral:
Positives: Supportive/understanding Admin, good Behavior Intervention Plans, parent input valued, communication for good and bad days, peer modeling, calming/sensory rooms, paraprofessionals are well trained for behaviors, bullying prevention parent nights and assemblies for students.

Needs: alignment with all staff regarding escalating behaviors, non-supportive Admin, lack of meaningful inclusion in sports, increased parent communication in secondary, more training for accommodations in PE, Junior High lacking in comforts from elementary.

Foster Youth/Homeless Parent Meeting Input:

Academic:

Positives: Hot-spots are beneficial--need larger bandwidth, Jaymee McLaughlin's position critical, expanding of afterschool programs (Elementary), counselors and check-in check-out, interventions for homework help, ASP/BLAST invaluable, TCM's invaluable, All Star Parent program.

Needs: bus routes that address pre-Camp Fire/Covid, work with B-line to accept student IDs for free rides, closing academic gaps for McKinney Vento students, whole-child and family supports, team approach to student supports, more communication between counseling and classroom, misuse of technology at home--training for families, options for printed materials for home, trauma informed practice trainings, academic progress incentives, more options for summer school/camps, concern over free lunch going away, more wellness counselors.

Social-Emotional:
Positives: TCMs and Counselors are valued at sites, school provided breakfasts and lunches, BLAST in the morning, SEL instruction, counselors invaluable, support groups and clubs, TCM's, high ratio of students to counselors at Alt. Ed., staff working with families.

Needs: clear guidelines for bullying and how it's addressed, transportation for all students, ensure students feel safe at school and is communicated, trauma informed training, non-bias training, safe-spaces like Wellness centers, ensuring students have a "safe-person" on site, better communication of the role of TCM, family counseling, questions about county funding for ACE's, pull-out counseling from outside agencies (high turnover), can trauma qualify for OHI?

Behavioral:
Positives: Elementary Reset, PBIS, Reading Pals, Academic Success, Opportunity, schools are trying hard, equine connection, brief intervention program.

Needs: Trauma Informed training, more restorative practices, more availability of extracurriculars and removing cost as a barrier, more peer mediation, alternatives to suspension, TCM's and Counselors, therapy dogs.

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:
Positives: Blooket games help with vocabulary, after-school tutoring helpful, reading groups invaluable, small groups help with math and ELA, Reading Pals helping with grade level achievement, step-by-step math help, Math Pals at Hooker Oak very helpful, Lexia and i-Ready work but preferences vary, Typing Club with Nitro Type widely seen as positive, ELL getting intervention help--Lexia a plus as well with student group.

Needs: More Spanish at Rosedale, Reflex timing limits can make students nervous, varying dislike of Lexia and i-Ready, what is offered after 5th grade for Lexia, need help when small groups are in session, some students want more challenge in math and ELA, math and reading programs (STAR included) time limits an issue, extracurricular activities for students that want more challenge, preference for paper work over digital.

Social-Emotional:
Positives: Relationships with teachers a plus, counselors widely appreciated across campuses, gates create feelings of safety, SEL lessons invaluable, Toolbox tools for younger grades, sensory room in Wellness Center a huge plus, nature center helpful for calming, Kelvin Pulses seen positively.

Needs: More counselors on campuses, lessons on communication, differentiated teaching at all grades, new SEL lessons.

Behavioral:
Positives: Safe, Respectful, and Responsible on all sites, PBIS reinforces good behavior and seen positively on campuses, Refocus forms work (but not all the time).

Needs: more yard duties at break times and more training on managing student behavior/more consistent discipline, too much talking in class and teachers aren't managing behavior, discussions with students before issuing citations, alternatives to citations (some families don't take seriously), kids feel they get in trouble but don't always know why, more positive rewards, bullying to students with disabilities is a problem, inconsistent discipline by teachers, confusion over what PBIS is, excessive vulgar language on campuses.

Junior High School Student Input:

Academic:
More electives
More help with Math
After-School Program is great
Improve bathrooms and number of drinking fountains

Social-Emotional:
More counselors
Really appreciate the Wellness Centers
Add more sports
Add more clubs

Behavioral:
Appreciate the reward system instead of just discipline
Like having a place to decompress
Would like to see bullying be addressed

High School Student Input:

Academic:
Continue to expand the CTE options
How can courses get real-world experience
Increase the number of AP classes
Improve bathrooms and locker rooms
Increase dual enrollment opportunities

Social-Emotional:
Appreciate the access to counselors and TCMs, would like more options for individual counseling
Increase the access to a quiet location to decompress/receive support
More training for all staff in supporting struggling students
Hiring staff representative of our student demographics

Behavioral:
Directly address any discriminatory behaviors such as using racist words or demonstrating bullying behavior

More consistency in teachers holding students accountable for their behavior

The LCAP Community Meetings ensured that the LCAP represented a cross-section of needs and backgrounds. During the 2022-2023 meetings, the following educational partners were represented:

- February 28, 2023 Students with Disabilities LCAP Meeting: 25 parents/staff/community members. Slide translations were provided on site to ensure full participation.
- March 7, 2023 Community LCAP Meeting #1: 107 parents/staff/community members. Translators were provided on sites to ensure full participation.
- March 21, 2023 BIPOC LCAP Meeting: 39 parents/staff/community members. Translators were provided on site to ensure full participation.
- March 23, 2023 Foster Youth/Homeless LCAP Meeting: 22 parents/staff/community members. Translators were provided on site to ensure full participation.
- April 4, 2023 District English Learner Advisory Committee LCAP Meeting: 32 parents/staff/students/community members. Translators were provided on site to ensure full participation.
- April 11, 2023 Community LCAP Meeting #2: 91 parents/staff/community members. Translators were provided on site to ensure full participation.
- 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 2023-2024 LCAP.

The proposed goals, actions, and services were reviewed at both Parent Advisory Committee Meetings. At the April 11, 2023 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.

***Chico Unified, similar to other California school districts, has received additional funding this past year in the form of grants and other on-going state and federal monies. These funding sources will enable us to add more programmatic pieces to serve students, the majority of which were directly requested through family/caregiver input. These program pieces include:

* More schools offering cost-free afterschool programs
* On-going Science of Reading professional development (Influenced by educational partner input)
* Block schedule implementation
* Additional classified staff training/professional development (Influenced by educational partner input)
* Five additional days paid for staff serving students with disabilities to work with aides outside of the regular year schedule to prepare for the

school year
* Increased tutoring availability on sites (Influenced by educational partner input)
* Additional Counselors fully funded through 2026-27 (Influenced by educational partner input)
* Additional days for Elementary Guidance Assistants to be on campuses
* Additional supports for parent education and serving foster youth/homeless students
* League of Stars mentoring program for our students of color
* Increased Visual and Performing Arts education on all elementary sites (Proposition 28)
* Continued communication with local transportation and purchasing of school transportation/bus passes
* Behavior Intervention Teams to assist/support staff with behavioral needs in classes

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. 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	In 2020-2021, 100% of CUSD teachers were appropriately	100%	100%		Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Qualified and Appropriately Assigned Teachers	assigned and credentialed as verified by the Highly Qualified Teacher report.				
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2020-2021,100% of of CUSD K-12 classrooms had sufficient instructional materials as verified by the Williams Report.	100%	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%	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%	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%	100%		Maintain 100%
Priority 4: Pupil Achievement - Pupil Outcomes	2018-2019 Average Distance from Standard	N/A due to CAASPP test status in 2019-	2021-2022 Average Distance from Standard		All student groups scoring "Yellow", "Green, or "Blue" on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA CA Dashboard Academic Indicator	*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 points 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 *Pacific Islander - 1.9 points above *White - 26.9 points above *Two or More Races - 5.6 points above	2020 (canceled) and 2020-2021(optional)	*All Students - 9.0 points above *English Learners - 88.0 points below *Foster Youth - 75.0 points below *Homeless - 72.3 points below *Socioeconomically Disadvantaged - 22.7 points below *Students with Disabilities - 89.8 points below *African American - 41.1 points below *American Indian or Alaska Native - 23.0 points below *Asian - 9.0 points above *Filipino - 54.8 points above *Hispanic - 25.8 points below *Pacific Islander - 21.2 points below *White - 30.5 points above *Two or More Races - 1.8 points above		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.
Priority 4: Pupil Achievement - Pupil Outcomes	2018-2019 *All Students - 24 points below	N/A due to CAASPP test status in 2019-	2021-2022 Average Distance from Standard		All student groups scoring "Yellow", "Green, or "Blue" on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math CA Dashboard Academic Indicator	*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 *Pacific Islander - 18.3 points below *White - 6 points below *Two or More Races - 31.9 points below	2020 (canceled) and 2020-2021(optional)	*All Students - 34.5 points below *English Learners - 115.4 points below *Foster Youth - 126.5 points below *Homeless - 112.6 points below *Socioeconomically Disadvantaged - 66.2 points below *Students with Disabilities - 128.9 points below *African American - 99.5 points below *American Indian or Alaska Native - 68.4 points below *Asian - 23.1 points below *Filipino - 18.7 points above *Hispanic - 72.8 points below *Pacific Islander - 52.1 points below *White - 11.8 points below *Two or More Races - 45.2 points below		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.
Priority 4: Pupil Achievement - Pupil Outcomes California	2018-2019 *All Students - 37.9%	N/A due to CAASPP test status in 2019-	2021-2022 *All Students - 37.1%		Percentage of students meeting or exceeding standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science Test (CAST) - Students Meeting or Exceeding Benchmark	*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% *Pacific Islander - 40.0% *White - 45.7% *Two or More Races - 30.0%	2020 (canceled) and 2020-2021(optional)	*English Learners - 3.4% *Foster Youth - 16.7% *Homeless - 9.6% *Socioeconomically Disadvantaged - 28.0% *Students with Disabilities - 8.7% *African American - 18.2% *American Indian or Alaska Native - 31.4% *Asian -38.2% *Filipino - 37.0% *Hispanic - 23.5% *Pacific Islander - 34.8% *White - 43.9% *Two or More Races - 39.6%		will increase by 10% for all student groups.
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-5 - Meeting or Exceeding Benchmark	2020-2021 *All Students - 55.1% *English Learners - 15.1% *Foster Youth - 37.1% *Homeless - 35.0% *Socioeconomically Disadvantaged - 43.9% *Students with Disabilities - 26.5% *African American - 33.3%	2021-2022 *All Students - 55.7% *English Learners - 12.4% *Foster Youth - 46.2% *Homeless - 23.8% *Socioeconomically Disadvantaged - 45.5% *Students with Disabilities - 28.5% *African American - 25.8%	2022-2023 *All Students - 52.8% *English Learners - 17.8% *Foster Youth - 30.0% *Homeless -27.5% *Socioeconomically Disadvantaged - 42.6% *Students with Disabilities - 27.5% *African American - 24.6%		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
	*American Indian or Alaska Native - 42.9% *Asian - 49.7% *Filipino - 64.3% *Hispanic - 40.0% *Pacific Islander - 46.2% *White - 63.7% *Two or More Races - 58.6%	*American Indian or Alaska Native - 33.3% *Asian - 40.7% *Filipino -75.0% *Hispanic - 43.0% *Pacific Islander - 40.0% *White - 65.7% *Two or more races - 58.2%	*American Indian or Alaska Native - 43.3% *Asian - 45.1% *Filipino - 75.0% *Hispanic - 39.8% *Pacific Islander - 10.0% *White - 62.2% *Two or More Races - 59.1%		
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% *Pacific Islander - 10.00% *White -16.05%	2021-2022 Spring *All Students - 19.2% *English Learners - 3.6% *Foster Youth - 1.9% *Homeless - 6.4% *Socioeconomically Disadvantaged - 11.2% *Students with Disabilities - 0.5% *African American - 18.6% *American Indian or Alaska Native - 9.3% *Asian - 24.8% *Filipino - 32.6% *Hispanic - 12.0% *Pacific Islander - 10.7% *White - 22.4% *Two or More Races - 16.7%	2022-2023 Spring *All Students - 21.9% *English Learners - 0.7% *Foster Youth - 0.0% *Homeless - 6.0% *Socioeconomically Disadvantaged - 13.7% *Students with Disabilities - 1.0% *African American - 20.5% *American Indian or Alaska Native - 6.4% *Asian - 23.4% *Filipino - 47.8% *Hispanic - 11.9% *Pacific Islander - 10.0% *White - 27.0% *Two or More Races - 21.2%		``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
Priority 4: Pupil Achievement Local Indicator: Graduate A-G Completion Rate	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% *Pacific Islander - N/A *White - 47.0% *Two or More Races - 56.5%	2020-2021 *All Students - 39.1% *English Learners - 6.9% *Foster Youth - 0.0% *Homeless - 14.9% *Socioeconomically Disadvantaged - 21.3% *Students with Disabilities - 6.3% *African American - 26.7% *American Indian or Alaska Native - 27.3% *Asian - 38.6% *Filipino - N/A *Hispanic - 22.9% *Pacific Islander - N/A *White - 45.2% *Two or More Races - 38.5%	2021-2022 *All Students - 42.3% *English Learners - 11.8% *Foster Youth - 0.0% *Homeless -24.1% *Socioeconomically Disadvantaged - 28.5% *Students with Disabilities - 8.9% *African American - 35.0% *American Indian or Alaska Native - 18.2% *Asian - 50.8% *Filipino - N/A *Hispanic - 25.4% *Pacific Islander - N/A *White - 49.2% *Two or More Races - 41.9%		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 CTE Pathway with Diploma Completion Rate (4 year graduating cohort)	2019-2020 N/A Due to CALPADS report availability	2020-2021 *All Students - 19.0% *English Learners - 3.0% *Foster Youth - N/A *Homeless - 1.4% *Socioeconomically Disadvantaged - 13.0% *Students with Disabilities - 5.3%	2021-2022 *All Students - 18.0% *English Learners - 4.8% *Foster Youth - 1.3% *Homeless - 1.3%% *Socioeconomically Disadvantaged - 12.1% *Students with Disabilities - 10.5%		The CTE completion rate for each graduating class will increase by two percentage points each year for a total growth of six percentage points over three years for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*African American - 3.0% *American Indian or Alaska Native - N/A *Asian - 6.7%% *Filipino - N/A *Hispanic - 17.3% *Pacific Islander - N/A *White - 21.1% *Two or More Races - 29.0%	*African American - 11.5% *American Indian or Alaska Native - 6.7% *Asian - 13.1%% *Filipino - N/A *Hispanic - 11.6% *Pacific Islander - N/A *White - 22.2% *Two or More Races - 10.8%		
Priority 4: Pupil Achievement - Pupil Outcomes English Learner Progress Indicator CA Dashboard Academic Indicator	In 2018-2019, 53.1 Percent of English Learners improved by at least one level or maintained a level 4 on the ELPAC over the previous year.	2020-2021 N/A due to no ELPAC testing in 2019-2020	In 2021-2022, 54.9 Percent of English Learners improved by at least one level or maintained a level 4 on the ELPAC over the previous year.		Increase the percentage of students improving by one level or more on the ELPAC.
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.	No Data Available from the State of California		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%	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%	2021-2022 *All Students - 19.7% *English Learners - 0.0% *Foster Youth - 0.0% *Homeless - 9.1% *Socioeconomically Disadvantaged - 12.1%		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
	*African American - 5.9% *American Indian or Alaska Native - 0.0% *Asian - 20.6% *Filipino - 50.0% *Hispanic: 10.9% *Native Hawaiian or Other Pacific Islander - 16.7% *White - 20.4% *Two or More Races - 8.8%	*African American - 17.6% *American Indian or Alaska Native - 8.3% *Asian - 19.1% *Filipino -62.5% *Hispanic - 8.2%% *Native Hawaiian or Other Pacific Islander - 0.0% *White - 17.2% *Two or More Races - 10.0%%	*Students with Disabilities - 0.0% *African American - 17.4% *American Indian or Alaska Native - 18.2% *Asian - 29.0% *Filipino - 20.0% *Hispanic - 12.7% *Pacific Islander - 25.0% *White - 21.6% *Two or More Races - 21.2%		
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%	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%	2021-2022 *All Students - 56.5% *English Learners - N/A *Foster Youth - N/A *Homeless - 50.9% *Socioeconomically Disadvantaged - 54.9% *Students with Disabilities - N/A *African American - 50.0% *American Indian or Alaska Native - 50.0% *Asian - 56.8% *Filipino - 5.0.0% *Hispanic - 51.4% *Pacific Islander - 44.4%		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
	*Native Hawaiian or Other Pacific Islander - 100% *White - 60.44% *Two or More Races - 54.17%	*Native Hawaiian or Other Pacific Islander - 25.00% *White - 55.92% *Two or More Races - 47.62%	*White - 57.5% *Two or More Races - 64.9%		
Priority 5: Pupil Engagement - High School Dropout/Non-Completer Rate	2019-2020 *All Students - 6.4% *English Learners - 11.8% *Foster Youth - 8.3% *Homeless - 17.8% *Socioeconomically Disadvantaged - 7.8% *Students with Disabilities - 12.3% *African American - 24.0% *American Indian/Alaska Native - 25.0% *Asian - 6.3% *Filipino - N/A *Hispanic - 5.2% *Native Hawaiian or Other Pacific Islander - N/A *White - 5.4% *Two or More Races - 11.5%	2020-2021 *All Students - 7.3% *English Learners - 20.0% *Foster Youth - 20.0% *Homeless - 16.5% *Socioeconomically Disadvantaged - 10.7% *Students with Disabilities - 14.1% *African American - 9.1% *American Indian or Alaska Native - 5.6% *Asian - 8.2% *Filipino -N/A *Hispanic - 9.7% *Native Hawaiian or Other Pacific Islander - N/A *White - 6.1% *Two or More Races - 8.6%	2021-2022 *All Students - 7.9% *English Learners - 6.1% *Foster Youth - 50.0% *Homeless - 13.9% *Socioeconomically Disadvantaged - 11.1% *Students with Disabilities - 11.2% *African American - 2.9% *American Indian or Alaska Native - 21.4% *Asian - 2.2% *Filipino - N/A *Hispanic - 10.1% *Pacific Islander - N/A *White - 7.7% *Two or More Races - 6.5%		Decrease by 3% (1% each year).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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% *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%	No Data Available	No Data Available		We will maintain 0% middle school dropouts.
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%	2020-2021 *All Students - 89.3% *English Learners - 90.9% *Foster Youth - 63.6% *Homeless - 84.9% *Socioeconomically Disadvantaged - 86.6%	2021-2022 *All Students - 89.3% *English Learners - 81.8% *Foster Youth - 66.7% *Homeless - 74.1% *Socioeconomically Disadvantaged - 86.2%		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
	*Students with Disabilities - 66.1% *African American - 88.2% *American Indian/Alaska Native - 88.9% *Asian - 84.1% *Filipino - N/A *Hispanic - 87.8% *Native Hawaiian or Other Pacific Islander - N/A *White - 88.1% *Two or More Races - 85.3%	*Students with Disabilities - 69.1% *African American - 88.2% *American Indian or Alaska Native - 91.7% *Asian - 95.7% *Filipino - 0.0% *Hispanic - 87.0% *Native Hawaiian or Other Pacific Islander - 0.0% *White - 89.4% *Two or More Races - 86.7%	*Students with Disabilities - 71.5% *African American - 79.3% *American Indian or Alaska Native - 73.3% *Asian - 96.7% *Filipino - N/A *Hispanic - 85.2% *Pacific Islander - N/A *White - 91.6 *Two or More Races - 84.6%		
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%	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%	2022-2023 *All Students - 63.2% *English Learners - 43.2% *Foster Youth - 29.6% *Homeless - 39.5% *Socioeconomically Disadvantaged - 56.8% *Students with Disabilities - 35.8% *African American - 50.8% *American Indian or Alaska Native - 58.6% *Asian - 63.4% *Filipino - N/A *Hispanic - 53.1%		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
	*Filipino - 87.5% *Hispanic - 53.64% *Native Hawaiian or Other Pacific Islander - 85.71% *White - 70.23% *Two or More Races - 65.08%	*Filipino - N/A *Hispanic - 58.11% *Native Hawaiian or Other Pacific Islander - 80.00% *White - 73.23% *Two or More Races - 71.35%	*Pacific Islander - 70.0% *White - 69.5% *Two or More Races - 69.8%		
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%	No Data Available	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Two or More Races - 38.2%				
Priority 7: Course Access - Advanced Placement Enrollment (Grades 10-12)	2020-2021 (Spring) *All Students - 24.00% * English Learners - 3.23% *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%	2021-2022 (Spring) *All Students - 34.8% *English Learners - 7.5% *Foster Youth - 0.0% *Homeless - 6.64% *Socioeconomically Disadvantaged - 23.9% *Students with Disabilities - 1.6% *African American - 26.7% *American Indian or Alaska Native - 27.3% *Asian - 28.3% *Filipino - 47.8% *Hispanic - 27.9% *Native Hawaiian or Other Pacific Islander - 18.8% *White - 38.8% *Two or More Races - 28.0%	2022-2023 (Spring) *All Students - 27.5% *English Learners - 3.5% *Foster Youth - 0.0% *Homeless -9.4% *Socioeconomically Disadvantaged - 18.9% *Students with Disabilities - 1.4% *African American - 23.4% *American Indian or Alaska Native - 23.4% *Asian - 28.8% *Filipino - 39.1% *Hispanic - 22.4% *Pacific Islander - 0.0% *White - 31.3% *Two or More Races - 20.1%		All student groups will be within 5 percentage points of the All Students student group.
Priority 4: Pupil Achievement - CTE and A-G Completion Rate with Diploma for Graduating Cohort	2019-2020 No data availability due to CALPADS report availability.	2020-2021 *All Students - 10.0% *English Learners - 3.0% *Foster Youth - N/A	2021-2022 *All Students - 8.2% *English Learners - N/A *Foster Youth - N/A		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
		*Homeless - 0.7% *Socioeconomically Disadvantaged - 4.5% *Students with Disabilities - 0.7% *African American - N/A *American Indian or Alaska Native - N/A% *Asian - 2.2% *Filipino - N/A *Hispanic - 8.2% *Native Hawaiian or Other Pacific Islander - N/A *White - 12.4% *Two or More Races - 19.4%	*Homeless - 0.6% *Socioeconomically Disadvantaged - 3.1% *Students with Disabilities - N/A *African American - 7.7% *American Indian or Alaska Native - N/A *Asian - 6.6% *Filipino - N/A *Hispanic - 3.3% *Pacific Islander - N/A *White - 10.7% *Two or More Races - 5.4%		
Priority 4: Pupil Achievement Local Indicator - IXL Reading Gr. 6-8 - Meeting or Exceeding Benchmark	Prior to IXL Implementation	Prior to IXL Implementation	2022-2023 *All Students - 19.8% *English Learners - 2.5% *Foster Youth - 0.0% *Homeless - 5.9% *Socioeconomically Disadvantaged - 15.8% *Students with Disabilities - 4.1% *African American - 10.4% *American Indian or Alaska Native - 11.0% *Asian - 21.2%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			*Filipino - 39.5% *Hispanic - 14.2% *Pacific Islander - 18.5% *White - 22.8% *Two or More Races - 24.1%		

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.	$131,221.00	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.	$2,726,106.00	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).	$970,000.00	Yes
1.4	Facilities Maintenance	Regularly inspect and maintain facilities.	$6,157,296.00	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

Action #	Title	Description	Total Funds	Contributing
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).	$1,450,000.00	Yes
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.	$2,333,032.00	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.	$1,573,157.00	No
1.9	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.	$403,565.00	No
1.10	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)	$846,318.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	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.	$2,114,763.00	Yes
1.12	Online Access	To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.	$1,274,538.00	Yes
1.13	Secondary Counselors	Secondary Counselors will implement and monitor college/career plans for each and every student, especially those in the targeted student groups.	$2,029,865.00	Yes
1.14	Medically Necessary Instruction/Off Campus Instruction	CUSD will provide Medically Necessary Instruction/Off Campus Instruction as needed.	$183,418.00	Yes
1.15	Online Education Options	CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.	$1,753,174.00	No
1.16	Elementary Reading Specialists	CUSD will provide 12 1.0 FTE Elementary Reading Specialists to support and provide intervention in reading instruction.	$1,379,158.00	Yes
1.17	Professional Development	Professional Development for all teachers and administrators, including orientations for all new teachers, district-wide staff development days, and special education.	$223,500.00	Yes

Goal Analysis [2022-23]

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.

These planned actions and implementation of the actions occurred.

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

There were some differences in the Planned Expenditures and Estimated Actual Expenditures for Goal 1 services to note:

*Review Credentials and Assignments (Action 1.1) is higher due to staffing change and increase in compensation.

*Standards-aligned Textbooks and Supplemental Materials (Action 1.2) was less than planned due to the use of ESSER monies used to purchase supplemental materials.

*Technology (Action 1.3) increased because of shifting back to LCAP funding to use for technology purchasing rather than COVID-relief funding.

*Facilities Maintenance (Action 1.4) increased due to wage compensation.

*Academic Interventions (Action 1.6) will be added to to Improved Services with an estimated actual of $1,450,000.

*Instructional Services Support (Action 1.7) increased due to wage compensation.

*After School Homework Support (Action 1.8) decreased due to using additional grant funding

*District Leadership Council (DLC) and Teachers on Special Assignment (Action 1.11) had an estimated actual of $518,207 as compared to the planned expenditure of $465,029. This was due to a raise in compensation.

*Online Access (Action 1.13) came in less as estimated actual expenditures at $1,392,765 as compared to the planned expenditure of $1,176,020. This was due to a decrease in students utilizing online education options.

*Secondary Counselors (Action 1.14) was higher in estimated actual expenditures at $2,010,636 as compared to the planned expenditures of $1,861,361. This was due to a raise in compensation.

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

Coming out of the pandemic, when looking at California Dashboard data, Chico Unified has faired well. Comparing the 2018-2019 Dashboard data to the 2021-2022 Dashboard data, we decreased by only .3% distance from standard and remained at a positive 9 distance above standard. In this regard, we are far ahead of our comparable districts. When looking at our comparable districts, based on total enrollment and unduplicated percentage, Chico Unified is not an outlier. Although showing a performance gap and Red on the Dashboard for English Language Arts, our Foster Youth, Homeless and Students with Disabilities groups achieved higher than most comparable districts, except for one. Our Homeless students were in the middle of the comparable districts and Students with Disabilities faired well with comparable districts.

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 scored Red in English Language Arts on the CAASPP. 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.

IXL has been implemented and well received at the junior high level. IXL provides teachers support to address remedial skills that may be necessary as well as providing data for overall student levels. It also allows us to make educated decisions for both honors and remediation recommendations for students leaving 8th grade and entering high school. IXL includes assessment and instructional tools.

Both comprehensive high schools implemented Academic Success classes for additional student supports in both English Language Arts and Math.

During the 2022-2023 school year, the elementary and junior high received professional development from Stacey Bain and the Science of Reading and Language Essentials for Teachers of Reading and Spelling (LETRS). This training was well received and widely utilized. There was overwhelming feedback from the teachers to continue this particular professional development.

There were revisions to the elementary assessment plan to better address Smarter Balanced needs. For the secondary level, Read 180 implementation continued at the high schools. There was also administration of interim performance tasks for junior high, including teacher training on how to score the performance tasks.

Due to the efforts above, we now have a baseline of reading ability for junior high and high school and what we see in the preliminary CAASPP data is that elementary grades are increasing the most in ELA. one of the three junior highs is increasing and no high schools are increasing.

Additionally, Chico Unified saw a large increase in student groups completing A-G courses this past year in comparison to previous years. Not only did the All Student Group increase, there was significant growth in the following student groups: English Learners, Homeless, Socioeconomically Disadvantaged, African American, White and Two or More Races.

We received our first English Learner Progress Indicator on the Fall, 2022 California Dashboard which reflects data from the 2021-2022 and the 2020-2021 school years. We saw 54.9% of our English Learners making progress toward English language proficiency in 2021-2022. This is at the top of all of our comparable districts. The LCAP continues to fund English Language Development (ELD) Coaches to support ELD teachers with curriculum and best teaching practices.

The A-G Completion Rate increased in virtually every student group.

Comparing the 2019-2019 California Dashboard to the 2021-2022 Dashboard, Chico Unified showed a decline in Math. In looking at English Language Arts and Math, we can see that the pandemic hurt us more in Math than in ELA. Our English Learner, Foster Youth, Homeless, Students with Disabilities and African-American student groups scored at the lowest level on the 2021-2022 California Dashboard. Our English Learners, Foster Youth, Homeless, and African American student groups are in the middle of comparable schools while our Students with Disabilities are towards the top of the comparable districts.

To address Math needs, staff members wrote a scope and sequence for teachers to use for elementary Math. In the secondary schools, students are not staying in Math C, they are moving to Integrated Math (IM) 1 with support from the Math Lab. There are also Mathematics Diagnostic Testing Project (MDTP) Math assessments given for all Math courses (Math A through Iintegrated Math 3). The primary intent for this assessment is to give teachers information on student readiness for a particular math course at the beginning of the school year.

The CUSD CAST scores for Science continue to show need. While four student groups have increased since the 2018-2019 test (the last time it was taken), the All Students and remaining student groups are not increasing. The four student groups who showed an increase between the two assessments were: English Learners, Foster Youth, American Indian/Alaska Native and Two or More Races.

The percentage of students meeting or exceeding standard on the Star Reading test decreased by 2.9 percentage points to 52.8% this year in the All Students group in comparison to the previous two years. That said, there was growth in the following student groups: English Learners, Homeless, and American Indian/Alaska Native. The majority of our student groups showed a decline in STAR Reading achievement which will be important information going forward for our elementary teachers and Reading Specialists.

WAITING ON FINAL DATA 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, this will increase the class offerings for students and improve the number of student completers in CTE pathways.

The percentage Graduates Passing an Advanced Placement (AP) Exam with a Score of 3 or Higher increased by 4.2 percentage points from the prior year to 19.7% in 2021-2022. All numerically significant student groups achieved the goal set in this plan.

The AP exam pass rate increased slightly from the previous year to 56.5%. This pass rate is higher than the worldwide overall pass rate.

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

CUSD will continue to monitor our planned goals, metrics, and outcomes for next year. We have added Reading Specialists as well as professional development to the upcoming year. These are both added using our concentration dollars.

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.

Post-pandemic, educators and parents across the country have remained concerned with the impact on students' mental and social-emotional health needs. In Chico, unfortunately, this concern is not new: COVID-19 was 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 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 asked for even more mental health support. This led to the establishment of Wellness Centers at the secondary sites. 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 and additional funding sources. 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 2022-2023 school year, we continued to see an increase in the Chronic Absenteeism Rate, not as bad as the previous year, but not at pre-pandemic levels. There was much reported illness among students this year. 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	2020-2021 Targeted Case Manager Contacts by Percentage *All Students - 16.24% *English Learners - 57.22% *Foster Youth - 41.72% *Homeless - 53.92% *Socioeconomically Disadvantaged - 23.43% *Students with Disabilities - 24.62% *African American - 27.03% *American Indian/Alaska Native - 20.00% *Asian - 27.98% *Filipino - 11.59%	2021-2022 Targeted Case Manager Contacts by Percentage *All Students - 12.6% *English Learners - 44.4% *Foster Youth - 43.3% *Homeless - 53.2% *Socioeconomically Disadvantaged - 19.1% *Students with Disabilities - 16.7% *African American - 24.2% *American Indian/Alaska Native - 20.9% *Asian - 16.9% *Filipino - 8.6% *Hispanic - 20.1%	2022-2023 Targeted Case Manager Contacts by Percentage *All Students - 13.7% *English Learners - 38.5%% *Foster Youth - 61.8% *Homeless - 70.4%% *Socioeconomically Disadvantaged - 19.9% *Students with Disabilities - 19.6% *African American - 23.7% *American Indian or Alaska Native - 21.2% *Asian - 16.4% *Filipino - 3.7% *Hispanic - 21.0%		Will maintain or increase from the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Hispanic - 24.81% *Pacific Islander - 28.57% *White - 10.26% *Two or More Races - 17.19%	*Pacific Islander - 27.8% *White - 7.4% *Two or More Races - 10.9%	*Pacific Islander - 20.0% *White - 8.5% *Two or More Races - 15.0%		
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.	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	2020-2021 Social-Emotional Contacts by Percentage *All Students - 19.42% *English Learners - 27.05% *Foster Youth - 36.60% *Homeless - 37.80% *Socioeconomically Disadvantaged - 23.46% *Students with Disabilities - 23.85% *African American - 20.75% *American Indian/Alaska Native - 24.82%	2021-2022 Social-Emotional Contacts by Percentage *All Students - 35.8% *English Learners - 38.7% *Foster Youth - 55.7% *Homeless - 52.0% *Socioeconomically Disadvantaged - 41.4% *Students with Disabilities - 37.2% *African American - 48.4% *American Indian/Alaska Native - 52.7% *Asian - 29.9%	2022-2023 Social-Emotional Contacts by Percentage *All Students - 43.8% *English Learners - 42.1% *Foster Youth - 58.8% *Homeless - 59.5% *Socioeconomically Disadvantaged - 46.6% *Students with Disabilities - 43.3% *African American - 49.7% *American Indian or Alaska Native - 50.7% *Asian - 37.5% *Filipino - 33.3%		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
	*Asian - 16.04% *Filipino - 13.64% *Hispanic - 21.87% *Pacific Islander - 18.52% *White - 17.76% *Two or More Races - 24.52%	*Filipino - 31.0% *Hispanic - 37.2% *Pacific Islander - 46.3% *White - 34.3% *Two or More Races - 39.5%	*Hispanic - 46.2% *Pacific Islander - 36.7% *White - 42.7% *Two or More Races - 47.1%		
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% *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%	2021-2022 Percentage of Students with an Associated Parent Portal Account *All Students - 88.4% *English Learners - 81.0% *Foster Youth - 67.0% *Homeless - 70.0% *Socioeconomically Disadvantaged - 88.7% *Students with Disabilities - 78.5% *African American - 81.9% *American Indian/Alaska Native - 81.8% *Asian - 87.4% *Filipino - 98.3% *Hispanic - 87.7% *Native Hawaiian or Other Pacific Islander - 90.7%	2022-2023 Percentage of Students with an Associated Parent Portal Account *All Students - 95.6% *English Learners - 84.7% *Foster Youth - 89.5% *Homeless - 88.0% *Socioeconomically Disadvantaged - 94.9% *Students with Disabilities - 93.0% *African American - 88.9% *American Indian or Alaska Native - 95.9% *Asian - 91.4% *Filipino - 100% *Hispanic - 95.0% *Pacific Islander - 88.7% *White - 97.0%		Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Native Hawaiian or Other Pacific Islander - 87.50% *White - 91.42% *Two or More Races - 87.11%	*White - 90.3% *Two or More Races - 85.5%	*Two or More Races - 95.9%		
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	2022-2023 Chico Unified Social Media Followers Facebook: 3,400 Instagram: 1,287 Twitter: 557 (we do not post actively on his platform)		Parent/Guardian engagement with CUSD via social media will increase form the previous year.
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.	2022-2023 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%	2021-2022 *All Students - 91.3% *English Learners - 91.5% *Foster Youth - 88.7%	2022-2023 *All Students - 94.1% *English Learners - 94.0% *Foster Youth - 89.8%		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
	*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% *Pacific Islander - 91.40% *White - 92.73% *Two or More Races - 90.58%	*Homeless - 83.9% *Socioeconomically Disadvantaged - 89.8% *Students with Disabilities - 87.7% *African American - 88.4% *American Indian/Alaska Native - 87.0% *Asian - 94.7% *Filipino - 94.7% *Hispanic - 90.5% *Pacific Islander - 92.3% *White - 91.8% *Two or More Races - 89.9%	*Homeless - 90.6% *Socioeconomically Disadvantaged - 93.3% *Students with Disabilities - 91.7% *African American - 92.7% *American Indian or Alaska Native - 92.0% *Asian - 95.9% *Filipino - 97.3% *Hispanic - 93.7% *Pacific Islander - 91.1% *White - 94.4% *Two or More Races - 93.6%		
Priority 5: Pupil Engagement - Chronic Absenteeism Rate (Grades TK-8)	2020-2021 *All Students - 24.8% *English Learners - 27.0% *Foster Youth - 42.2% *Homeless - 61.7% *Socioeconomically Disadvantaged - 32.5% *Students with Disabilities - 34.4% *African American - 38.8%	2021-2022 *All Students - 27.1% *English Learners - 24.8% *Foster Youth - 44.2% *Homeless - 54.9% *Socioeconomically Disadvantaged - 34.3% *Students with Disabilities - 40.8% *African American - 36.6%	2022-2023 *All Students - 21.4% *English Learners - 23.6% *Foster Youth - 41.5% *Homeless - 48.1% *Socioeconomically Disadvantaged - 27.2% *Students with Disabilities - 33.9% *African American - 35.7%		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
	*American Indian/Alaska Native - 43.9% *Asian - 16.0% *Filipino - 10.0% *Hispanic - 29.7% *Pacific Islander - 42.9% *White - 21.5% *Two or More Races - 29.6%	*American Indian/Alaska Native - 45.3% *Asian - 13.1% *Filipino - 11.4% *Hispanic - 31.71% *Pacific Islander - 29.7% *White - 23.8% *Two or More Races - 33.0%	*American Indian or Alaska Native - 41.0% *Asian - 13.6% *Filipino - 5.8% *Hispanic - 25.0% *Pacific Islander - 43.9% *White - 19.0% *Two or More Races - 23.5%		
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-Emotional Well-being	2020-2021 Data not comparable	End of Year 2021-2022 Responding Neutral or Favorable: *All Students - 86.0% *English Learners - 84.6% *Foster Youth - 61.9% *Homeless - 81.3% *Socioeconomically Disadvantaged - 84.4% *Students with Disabilities - 83.5% *African American - 74.7% *American Indian/Alaska Native - 84.2% *Asian - 88.7% *Filipino - 90.9% *Hispanic - 86.1%	End of Year 2022-2023 Responding Neutral or Favorable: *All Students - 68.8% *English Learners - 67.6% *Foster Youth - 58.2% *Homeless - 62.4% *Socioeconomically Disadvantaged - 65.9% *Students with Disabilities - 62.9% *African American - 63.1% *American Indian or Alaska Native - 62.0% *Asian - 72.9% *Filipino - 74.1% *Hispanic - 68.1% *Pacific Islander - 57.6%		School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Pacific Islander - 85.7% *White - 86.8% *Two or More Races - 81.4%	*White - 69.5% *Two or More Races - 65.2%		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, behavior strategies, and implicit bias awareness.	$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.	$2,292,036.00	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.	$676,019.00	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

Action #	Title	Description	Total Funds	Contributing
2.5				

Goal Analysis [2022-23]

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.

CUSD saw our family/guardian contacts by our TCMs at an all-time high in the 2022-2023 school year. During the past three years, we have 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/illness requirements placed upon us played a big part in this decreased attendance rate for the past three 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.

There was one slight difference in the Planned Expenditures and Estimated Actual Expenditures for Goal 2 services to note:

*Health and Social-Emotional Supports (Action 2.2) had a slight decrease in the estimated actual expenditures at $2,147,169 as compared to the planned expenditures of $2,183,212. This decrease was interesting as we had a compensation increase but this reflects a decrease in money. A conclusion can be made that a position related to this action was funded under the multitude of grants that we currently have and not out of LCAP.

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

In the 2022-2023 school year, our Targeted Case Managers (TCMs) worked with 13.7% of our students. This is an increase from the 12.6% during the 2021-2022 school year. These numbers are both higher than years prior to 2020-2021. This past year, in particular, our TCM contacts greatly increased with our Foster Youth students (from 43.3% in 2021-2022 to 61.8% this year) and our Homeless students (from 53.4% in 2021-2022 to 70.4% this year). 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.

Counseling Contacts continued to increase across the student groups this year. In the 2022-2023 school year there were more counseling contacts tan the previous year among our student groups with the exception of American Indian/Alaska Native and Pacific Islander. 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. In the 2022-2023 school year, we saw the percentage of parents on the portal increase by 7.2% points to 95.6%. 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. Our Aeries Parent Portal increased with the following student groups: Students with Disabilities, Foster Youth, Homeless, African American, American Indian/Alaska Native, Two or More Races, Hispanic, and English Learner.

This last year, CUSD gave frequent Kelvin "pulses" go out to all students to check in on how they feel socially and emotionally at school. These "pulses" gave us real-time feedback in an on-going and consistent manner. Additionally, we searched for more specific reasons why more students than we would like are having social-emotional concerns. Our Kelvin pulse scores decreased but we did see an increase in the participation number of the SEL pulses.

For the 2021-2022 school year, Chico Unified's Chronic Absenteeism Rate was essentially like the rest of the state as we increased our rate by triple the amount as compared to the 2018-2019 school year. Our Attendance Rate did increase from the two prior school years to 94.1%, however, that is still below the 95.5% that we have typically easily met. On the 2021-2022 California Dashboard, every group scored at the lowest level except for our Asian and Filipino student groups. Outliers are our Foster Youth at 44.2% (in the middle of comparable districts), Homeless at 54.9% (right below average of comparable districts), Students with Disabilities at 40.8% (in the middle of comparable districts), and American Indian or Alaska Native at 45.3% (in the middle of comparable districts and a higher number of students than comparables). Our Socioeconomically Disadvantaged students are in the upper half of comparable districts and our African American students are in the top of the lower half of comparable districts. Compared to similar districts we are falling in the upper/middle range, just better than average.

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 significant changes being made to the planned goal, metrics, or desired outcomes, or actions for the coming year. That said, our staff has provided feedback in needing more professional development in trauma-informed practices and behavior management. Our Educational Partners have shared their desire for counseling to continue on sites. 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 revealed that some student groups were consistently suspended at disproportionately high rates. These student groups included Homeless, Foster, Socioeconomically Disadvantaged, Students with Disabilities, African American and American Indian or Alaska Native. For the past two years, our suspension data has held the same percentage of 4.5% for the All Student group. Compared to last year, there was an increase in suspensions for the following student groups: Foster, Homeless, African American and Two or More Races. Expulsion data for the 2022-2023 school year shows a similar pattern: the All Students group remained the same as last year but the following student groups saw an increase: Foster Youth (2.0 % to 4.4%), Homeless (0.6% to 1.8%), African American (0.7% to 1.0%) and Two or More Races (0.6% to 0.8%).

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

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

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 - 0.7% *English Learners - 0.3% *Foster Youth - 1.9% *Homeless - 2.0% *Socioeconomically Disadvantaged - 1.0% *Students with Disabilities - 1.987% *African American - 1.9% *American Indian or Alaska Native - 1.3% *Asian - 0.0% *Filipino - 0.0% *Hispanic - 0.7% *Native Hawaiian or Other Pacific Islander - 0.0% *White - 0.7% *Two or More Races - 1.0%	2021-2022 *All Students - 4.5% *English Learners - 3.0% *Foster Youth - 19.6% *Homeless - 10.8% *Socioeconomically Disadvantaged - 6.3% *Students with Disabilities - 8.1% *African American - 9.3% *American Indian/Alaska Native - 11.4% *Asian - 1.7% *Filipino - 3.3% *Hispanic - 4.6% *Native Hawaiian or Other Pacific Islander - 3.7% *White - 4.2% *Two or More Races - 4.8%	2022-2023 *All Students - 4.5% *English Learners - 2.8% *Foster Youth - 21.6% *Homeless - 11.9% *Socioeconomically Disadvantaged - 6.2% *Students with Disabilities - 8.9% *African American - 12.2% *American Indian or Alaska Native - 9.0% *Asian - 1.3% *Filipino - 0.0% *Hispanic - 4.7% *Pacific Islander - 3.4% *White - 4.2% *Two or More Races - 6.6%		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 - 0.0% *English Learners - 0.0% *Foster Youth - 0.0% *Homeless - 0.0% *Socioeconomically Disadvantaged - 0.0% *Students with Disabilities - 0.0%	2021-2022 *All Students - 0.4% *English Learners - 0.2% *Foster Youth - 2.0% *Homeless - 0.6% *Socioeconomically Disadvantaged - 0.6% *Students with Disabilities - 0.6%	2022-2023 *All Students - 0.4% *English Learners - 0.2% *Foster Youth - 4.4% *Homeless - 1.8% *Socioeconomically Disadvantaged - 0.6% *Students with Disabilities - 0.7%		Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to to the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*African American - 0.0% *American Indian/Alaska Native - 0.0% *Asian - 0.0% *Filipino - 0.0% *Hispanic - 0.0% *Native Hawaiian or Other Pacific Islander - 0.0% *White - 0.0% *Two or More Races - 0.0%	*African American - 0.7% *American Indian/Alaska Native - 2.0% *Asian - 0.0% *Filipino - 0.0% *Hispanic - 0.4% *Native Hawaiian or Other Pacific Islander - 0.0% *White - 0.3% *Two or More Races - 0.6%	*African American - 1.0% *American Indian or Alaska Native - 1.4% *Asian - 0.0% *Filipino - 0.0% *Hispanic - 0.6% *Pacific Islander - 0.0% *White - 0.4% *Two or More Races - 0.8%		All Students expulsion rate.
Priority 6: Local Indicator/Local tool for school climate: School Physical and Emotional Safety	2020-2021 Data Not Comparable	End of Year 2021-2022 Responding Neutral or Favorable *All Students - 63.7% *English Learners - 50.0% *Foster Youth - 41.7% *Homeless - 51.6% *Socioeconomically Disadvantaged - 60.5% *Students with Disabilities - 58.7% *African American - 50.0% *American Indian/Alaska Native - 78.9% *Asian - 63.4%	End of Year 2022-2023 Responding Favorable *All Students - 71.1% *English Learners - 69.4% *Foster Youth - 70.5% *Homeless - 66.1% *Socioeconomically Disadvantaged - 70.3% *Students with Disabilities - 67.9% *African American - 65.4% *American Indian or Alaska Native - 66.1% *Asian - 77.0% *Filipino - 78.6%		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
		*Filipino - 81.8% *Hispanic - 60.4% *Native Hawaiian or Other Pacific Islander - 83.3% *White - 66.5% *Two or More Races - 60.1%	*Hispanic - 71.1% *Pacific Islander - 63.8% *White - 71.6% *Two or More Races - 66.1%		

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	$968,748.00	Yes
3.2	Coaching Stipends	Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	$894,207.00	Yes
3.3	Campus Supervisors	Provide Campus Supervisors on sites to provide a safe, positive school climate.	$1,591,345.00	Yes
3.4	Elementary and Secondary Project Specialists	CUSD will provide a .5 FTE Elementary and a .5 Secondary Project Specialist to assist staff members on sites with behavior strategies.	$148,064.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Summer Behavioral Intervention Team (BIT) Professional Development	CUSD will provide summer training for the Behavioral Intervention Team (BIT) to prepare Instructional Paraprofessionals (IPs) for high intensity student behavioral supports.	$0.00	No

Goal Analysis [2022-23]

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

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

There are a few additions in planned actions for Goal 3 for this upcoming 2023-2024 school year. To address site staff needs to support increased student behaviors as we come out of the pandemic, CUSD will provide a .5 FTE Elementary and a .5 Secondary Project Specialist to assist staff members on sites with behavior strategies. Additionally, in order to prepare for a supportive start of the year for students, CUSD will provide summer training for the Behavioral Intervention Team (BIT) to prepare Instructional Paraprofessionals (IPs) for high intensity student behavioral supports.

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

There were a few differences in the Planned Expenditures and Estimated Actual Expenditures for Goal 3 services to note:

*Continued Support for for District Alternative Education Programs (Action 3.1) was markedly higher in estimated actual expenditure of $933,730 as compared to the planned expenditure of $772,729. There was more staffing added to the alternative education programs as well as increased staff compensation.

*Both Coaching Stipends (Action 3.2) and Campus Supervisors (Action 3.3) showed a slight decrease in the estimated actual expenditures as compared to the planned expenditures.

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

During the 2022-23 school year, numerous meetings were held for the families of our targeted student groups. A Special Education Parent Advisory Group (SEPAC) was established as well. A primary purpose for these meetings was to gather input from our families specific to focused data, including suspension and expulsion data, as well as discussing the contributing factors to what the data shows. Professional Development was held throughout the year for CUSD administrators on implicit bias, delivered by Dr. Derek Greenfield. Family Meetings are

already scheduled for the upcoming 2023-2024 school year with the goal of continued work together to improve and refine practices and explore additional professional development.

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

CUSD's Attendance Rate increased this year from 91.3% to 94.1%. Our Homeless student group increased their attendance rate and our Socioeconomically Disadvantaged student group improved more than the All Students group. Additionally, our African American, American Indian/Alaska Native, Hispanic, and Two or More Races student groups increased more than the All Students group. This is the same as pre-Covid with the exception of our Homeless group, which is mainly due to the effect of the Camp Fire. In comparison to other comparable districts, our Foster Youth is in the middle/bottom, Homeless is high in comparable districts, Students with Disabilities are in the middle, African American student group is in the middle of the comparable districts, and American Indian/Alaska Native group is performing in the bottom of comparable districts.

School climate surveys specific to school physical and emotional safety increased with a favorable response. All student groups responded with an increased favorable response with the exceptions of American Indian/Alaska Native, Filipino and Pacific Islander. It is important to note that in the 2021-2022 school year we had 3,463 students take climate surveys as compared to in the 2022-2023 school year when we had 6,265 students take the climate surveys.

Suspensions for All Students in 2022-2023 remained the same as in the 2021-2022 school year. 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 last year year, we did see suspensions increase. As stated above, the suspension number remained the same for this year. There were slight increases from 2021-2022 to 2022-2023 for the following student groups: Foster Youth, Homeless, Students with Disabilities, African American, and Two or More Races. There were decreases his year for the following student groups: English Learners, American Indian/Alaska Native, Asian, Filipino, and Native Hawaiian or Other Pacific Islander. The White student group remained the same at 4.2%. 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 staying similar to last school year, although some student groups increased and some decreased. Foster Youth and Homeless student groups 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. Students with Disabilities increased slightly while African American students stayed close to their percentage last year. The League of Stars program (Men of Chico and Women of Excellence) continues to experience a high number of student members which provides increased participation opportunities in this mentoring program for students of color.

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 a few changes being made to the planned goal, metrics, or desired outcomes, or actions for the coming year. CUSD will add two Project Specialists to assist and support staff in training for classroom behavior management. Our Educational Partners continue to provide input on the implementation of the elementary Reset and Opportunity programs for behavior interventions. Additionally, our Educational Partners continue to support exra-curriculars that include our athletic coaches. The SEPAC parent group will continue as well as our meetings throughout the year with families. 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
4	Provide additional support for the academic, social-emotional and behavioral needs of Foster Youth students.

An explanation of why the LEA has developed this goal.

Butte County Office of Education notified Chico Unified early in the 2022-2023 school year of the need determined by the California Department of Education (CDE) to develop this goal based on low performance indicators for Foster Youth in Chico Unified based on California Dashboard data. If a district qualifies for Differentiated Assistance (DA) three years in a row for the same student group, they are required to add a separate goal focused entirely on that student group.

Chico Unified has qualified for Foster Youth in 2017-2018, 2018-2019 and 2021-2022. Student groups qualify a district for Differentiated Assistance based on low performance on State Dashboard Indicators. For 2017-2018 Foster Youth qualified for DA based on Suspension Rate and Math performance. For 2018-2019 Foster Youth qualified for DA based on Suspension Rate, English/Language Arts and Math performance. For 2021-2022 Foster Youth qualified for DA based on Suspension Rate, Chronic Absenteeism, English/Language Arts and Math performance. It should be noted that for 2021-2022 nearly all student groups in Chico Unified had very low performance in Chronic Absenteeism, and Chronic Absenteeism was a major issue across the state based on pandemic conditions.

CUSD plans to continue utilizing LCAP and additional funding sources to increase the performance of our Foster Youth students. One critical piece of moving forward is closely working with our grant-funded Foster Youth Liaison.

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	2020-2021 Targeted Case Manager Contacts by Percentage *All Students - 16.24% *Foster Youth - 41.72%	2021-2022 Targeted Case Manager Contacts by Percentage *All Students - 12.6% *Foster Youth - 43.3%	2022-2023 Targeted Case Manager Contacts by Percentage *All Students - 13.7% *Foster Youth - 61.8%		Will maintain or increase from the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	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	2020-2021 Social-Emotional Contacts by Percentage *All Students - 19.42% *Foster Youth - 36.60%	2021-2022 Social-Emotional Contacts by Percentage *All Students - 35.8% *Foster Youth - 55.7%	2022-2023 Social-Emotional Contacts by Percentage *All Students - 43.8% *Foster Youth - 58.8%		Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.
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% *Foster Youth - 78.53%	2021-2022 Percentage of Students with an Associated Parent Portal Account *All Students - 88.4% *Foster Youth - 67.0%	2022-2023 Percentage of Students with an Associated Parent Portal Account *All Students - 95.6% *Foster Youth - 89.5%		Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.
Priority 6: School Climate - Professional Development	2020-2021 100% of CUSD staff received opportunities for professional development to support trauma-informed practices, implicit bias	2021-2022 100% of CUSD staff received opportunities for professional development to support trauma-informed practices, implicit bias	2022-2023 100% of CUSD staff received opportunities for professional development to support trauma-informed practices, implicit bias		100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	awareness, and positive behavior strategies.	awareness, and positive behavior strategies.	awareness, and positive behavior strategies.		positive behavior strategies.
Priority 5: Pupil Engagement - Chronic Absenteeism Rate (Grades TK-8)	2020-2021 *All Students - 24.8% *Foster Youth - 42.2%	2021-2022 *All Students - 27.1% *Foster Youth - 44.2%	2022-2023 *All Students - 21.4% *Foster Youth - 41.5%		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.
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-Emotional Well-being	2020-2021 Data not comparable	End of Year 2021-2022 Responding Neutral or Favorable: *All Students - 86.0% *Foster Youth - 61.9%	End of Year 2022-2023 Responding Neutral or Favorable: *All Students - 68.8% *Foster Youth - 58.2%		School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.
Priority 6: School Climate - Suspension Rate	2020-2021 *All Students - 0.7% *Foster Youth - 1.9%	2021-2022 *All Students - 4.5% *Foster Youth - 19.6%	2022-2023 *All Students - 4.5% *Foster Youth - 21.6%		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: Local Indicator/Local tool for	2020-2021 Data not comparable	End of Year 2021-2022	End of Year 2022-2023		Increase the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school climate: School Physical and Emotional Safety		Responding Neutral or Favorable *All Students - 63.7% *Foster Youth - 41.7%	Responding Favorable *All Students - 71.1% *Foster Youth - 70.5%		students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard Academic Indicator	2018-2019 Average Distance from Standard *All Students - 9.2 points above *Foster Youth - 86.2 points below	N/A due to CAASPP test status in 2019-2020 (canceled) and 2020-2021(optional)	2021-2022 Average Distance from Standard *All Students - 9.0 points above *Foster Youth - 75.0 points below		All student groups scoring "Yellow", "Green, or "Blue" on the Fall, 2019 Dashboard will increase a minimum of 9 points in their average distance from standard. Students who score "Orange" or "Red" will have a growth of 19 points total.
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard Academic Indicator	2018-2019 *All Students - 24 points below *Foster Youth - 127.5 points below	N/A due to CAASPP test status in 2019-2020 (canceled) and 2020-2021(optional)	2021-2022 Average Distance from Standard *All Students - 34.5 points below *Foster Youth - 126.5 points below		All student groups scoring "Yellow", "Green, or "Blue" on the Fall, 2019 Dashboard will increase a minimum of 9 points in their average distance from standard. Students who score "Orange" or "Red" will have a growth of 19 points total.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement Local Indicator - High School Graduation Rate	2019-2020 *All Students - 87.9% *Foster Youth - 70.6%	2020-2021 *All Students - 89.3% *Foster Youth - 63.6%	2021-2022 *All Students - 89.3% *Foster Youth - 66.7%		All student groups will increase by 3% (1% each year).

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Targeted Case Managers, Counselors, Counseling Assistants, Professional Development	CUSD will continue to provide Targeted Case Managers, Counselors, Counseling Assistants, and Professional Development to support our Foster Youth student group. These existing actions and funding are noted in Goals 1 and 2.	$0.00	
4.2	Foster Youth/Homeless Coordinator	A full-time Foster Youth/Homeless Coordinator will be funded to support students.	$144,759.00	No
4.3	Foster Youth Data Analysis System	CUSD will explore funding a digital Foster Youth Data Analysis System to support Foster students.		

Goal Analysis [2022-23]

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.

This is a new goal and will have analysis at the end of the 2023-2024 school year.

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

This is a new goal and will have analysis at the end of the 2023-2024 school year.

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

This is a new goal and will have analysis at the end of the 2023-2024 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.

This is a new goal and will have analysis at the end of the 2023-2024 school year.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
17,003,852.00	495,558.00

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
13.18%	0.00%	$0.00	13.18%

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 1.3 (Technology) has become a crucial part of each child's educational experience since the pandemic. Although we know and acknowledge that technology should not be the only means for teaching and learning, our teachers have found creative and useful ways to integrate technology in to every day of class, from grades TK-12. Additionally, we know that providing daily opportunities for digital leaning and citizenship for our students, will support them in becoming competitive when they enter the workforce. Our socioeconomically disadvantaged students, foster youth and English Learners are at risk for not having technology that is properly functioning or available to them through the day and evening hours. Research by Brookings cites that "a 2018 meta-analysis of dozens of rigorous studies of ed tech, along with the executive summary of a forthcoming update (126 rigorous experiments), indicated that when education technology is used to individualize students' pace of learning, the results overall show "enormous promise." In other words, ed tech can improve learning when used to personalize instruction to each student's pace." It is important to ensure that we have the most current technology assistance for our students' learning and there are no barriers for any disadvantaged student groups. Chico Unified will ensure that 100% of students continue to have access to a device.

Action 1.6 (Academic Interventions) are part of the fabric of Chico Unified's MTSS framework. CUSD utilizes a multitude of interventions such as Reading Pals, Math Lab, Read 180, Power Reading among others. Our site staff members are well-versed in delivering and analyzing intervention supports in academics, which begin the third week of school and continue through the year until the last few weeks of school. Interventions are targeted and are intended to ensure that learning gaps are filled and no obstacles are in the way for any child, of any targeted student group, to receive what they need for learning. It is important to continue to evaluate our academic interventions to ensure that they are effectively filling any existing student learning gaps. This is done with frequent monitoring based on student data and analysis. Interventions must be targeted on specific concepts with a distance beginning and end as staff assesses if students have learned specific content skills. The pandemic demonstrated that many students had support in their online learning and many students did not have support in their online learning. Our school have seen the needs for intervention due to the pandemic increase for our disadvantaged youth and English Learners. Our interventions are conducted with the spirit of filling the gaps of learning as well as ensuring that every child, from any targeted student group, has opportunity for intervention if needed. "In reality, many students do experience learning gaps and there is simply not enough time for them to go back and master all of the previous content before moving on to new content. But teachers can strategically identify the critical skills and concepts students need to fully understand grade-level content and they can teach these skills and concepts without repeating entire units or years' worth of instruction (Rollins, 2014)." This action's measurable outcome is that CAASPP scores will increase in both English and Math by three points average distance from standard for all student groups.

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 2019 Dashboard show 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." This action's measurable outcome is that CAASPP scores will increase in both English and Math by three points average distance from standard for all student groups.

Action 1.10 (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. This action's measurable outcome is that CAASPP scores will increase in both English and Math by three points average distance from standard for all student groups. The DLC's voices for our unduplicated students, and all students, to have access to the best instructional practices possible is crucial to student success.

Action 1.11 (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. Chico Unified will ensure that 100% of elementary students will have access to Fine Arts, Music, and extra PE.

Action 1.12 (Online Access) has always been an LCAP funding priority, however now, more than ever, we have come to rely on our online access supports and online access staffing 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 and direction in using online resources. Many of our students remain 100% online as students in our Oak Bridge Academy. 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. CUSD will maintain online course access for 100% of students via Oak Bridge and the high school learning academies.

Action 1.13 (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 1.14 (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. 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. To ensure that 100% of students will have access to MNI/OCI services, CUSD will maintain staffing of these programs. Medically Necessary Instruction provides opportunity for learning to continue for all students, especially for our unduplicated students or students from low-income homes.

Action 1.16 (Elementary Reading Specialists) have been added to our K-5th grade elementary school sites to support and provide intervention in reading instruction. This addition has been crucial for the elementary schools, particularly in the primary grades and specifically serving our foster youth, socioeconomically disadvantaged and English Learners. During critical reading instruction time, our students in the primary grades were learning remotely, in a hybrid model, then back to full-day instruction. We have seen a disparity between students of different background and income levels in terms of reading abilities, largely due to the pandemic and not all children having the same access to online instruction. The article in Frontiers in Psychology entitled the COVID-19 Pandemic and Student Reading Achievement: Findings From a School Panel Study results "showed a substantial decline in mean reading achievement. The decline corresponds to one-third of a year of learning, even after controlling for changes in student composition. We found no statistically significant changes of achievement gaps between student subgroups, despite numerical tendencies toward a widening of achievement gaps between students with and without immigration background. It is likely that this sharp achievement decline was related to the COVID-19 pandemic." The efforts of these reading specialists have already showed reading improvement. The measurable outcome for this action is that CAASPP scores will increase in English by three points average distance from standard for all student groups.

Action 1.17 (Professional Development) describes the opportunities for teachers and administrators to learn how to best serve the needs of every student, every day in Chico Unified. Comprehensive orientations for all new teachers, including Special Education teachers, on-going district-wide staff development days, and additional training for administrators will deepen instructional strategies to serve our students. Specifically, our teaching and classified staff need professional development to meet the needs of our disadvantaged students and English Learners post-pandemic. Coming out of the pandemic, we have seen increased needs for teacher training on how to support students academically. In an article from the Association for Supervision and Curriculum Development, Educational Leadership author Doug Reeves writes "As schools continue to recover from the tragedy of a global pandemic, they can look to new opportunities emerging amidst the trauma and grief. These opportunities include a return to the primacy of relationships among adults and students, the abandonment of ineffective practices such as inspirational monologues without meaningful interaction, and dramatic improvements in professional learning." Teachers are expressing the need to learn new skills as well as work on all skills to best serve students today. CUSD is committed to offering professional development to 100% of our staff. Professional development continues to provide staff with insight and tools to educate our students who are facing economic and stability challenges.

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. A measurable outcome for this action will be an increase in school connectedness based on data from our Kelvin pulses.

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. Chico Unified acknowledges the critical role that Targeted Case Managers hold in our district. It is our belief that we would expect to see district performance on all LCAP metrics increase, in part, due to their efforts.

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 welcomed back the Opportunity Class at Neal Dow Elementary School in the 2022-2023 school year to continue supporting students in this goal. 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 measurable outcome for this action is to reduce the suspension rate for all student groups each year. CUSD continues to focus on reducing suspensions, particularly in our targeted student groups. It is of upmost importance to examine practices and partner with families.

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. A measurable outcome we will use for this is that school connectedness will increase based on Kelvin pulse data.

Action 3.4 (Elementary and Secondary Project Specialists) have been added this year with the goal of assisting and supporting staff members on school sites with strategies that will support positive behavior. For learning to take place for students, it is imperative that they feel calm, safe and have regulated behavior. Staff members have asked for support to ensure that their skills are supportive of what students need, including those students with the highest needs. In July of 2022, The National Center for Education Statistics reported that "eighty-seven percent of public schools reported that the COVID-19 pandemic has negatively impacted student socio-emotional development during the 2021–22 school year, according to data released today by the National Center for Education Statistics (NCES). NCES is the statistical office of the U.S. Department of Education's Institute of Education Sciences (IES). Similarly, 84 percent of public schools agreed or strongly agreed that students' behavioral development has also been negatively impacted." This is a new model we are developing that will focus on student/campus need and staff coaching delivered by district staff member with experience in successful behavior management. Our data shows a specific need to support our socioeconomically disadvantaged students, foster youth and English Learners. A measurable outcome for this action will be that school connectedness will increase based on Kelvin pulse data.

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 $19,070,072 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 $17,003,852 (15.77%). 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.

We will be adding 12 Reading Specialists at each elementary school site, funded by concentration grant add-on funding. These Reading Specialists have been extensively trained in the Science of Reading and will utilize their knowledge and expertise to support literacy instruction in schools, specifically to you Foster Youth, English Learners, and low-income students.

Additionally, two Project Specialists will be working to support staff in supporting student behavior needs. One Specialist will serve the elementary schools and one Specialist will serve the secondary schools. These Specialists have the skills to support teachers who work with our Foster Youth, English Learners, and Socioeconomically Disadvantaged students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:34	1:25
Staff-to-student ratio of certificated staff providing direct services to students	1:16	1:15

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$27,121,827.00	$3,562,850.50	$47,056.00	$1,532,555.50	$32,264,289.00	$24,497,514.00	$7,766,775.00

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	$131,221.00				$131,221.00
1	1.2	Standards-aligned Textbooks and Supplemental Materials	All	$799,460.00	$1,926,646.00			$2,726,106.00
1	1.3	Technology	English Learners Foster Youth Low Income	$970,000.00				$970,000.00
1	1.4	Facilities Maintenance	All	$6,157,296.00				$6,157,296.00
1	1.5	Implementation of District Wide Assessments	All	$0.00				$0.00
1	1.6	Academic Interventions	English Learners Foster Youth Low Income	$1,450,000.00				$1,450,000.00
1	1.7	Instructional Support Services	English Learners Foster Youth Low Income	$2,333,032.00				$2,333,032.00
1	1.8	After School Homework Support (ASES, BLAST, Fair View High School)	All		$1,289,970.00		$283,187.00	$1,573,157.00
1	1.9	Provide Professional Development	All			$47,056.00	$356,509.00	$403,565.00
1	1.10	District Leadership Council (DLC) and Teachers on Special Assignment	English Learners Foster Youth Low Income	$541,379.00			$304,939.00	$846,318.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Support Art, Music and extra PE in Elementary Grades	English Learners Foster Youth Low Income	$2,114,763.00				$2,114,763.00
1	1.12	Online Access	English Learners Foster Youth Low Income	$1,274,538.00				$1,274,538.00
1	1.13	Secondary Counselors	English Learners Foster Youth Low Income	$2,029,865.00				$2,029,865.00
1	1.14	Medically Necessary Instruction/Off Campus Instruction	English Learners Foster Youth Low Income	$183,418.00				$183,418.00
1	1.15	Online Education Options	All	$963,778.00	$273,855.00		$515,541.00	$1,753,174.00
1	1.16	Elementary Reading Specialists	English Learners Foster Youth Low Income	$1,379,158.00				$1,379,158.00
1	1.17	Professional Development	English Learners Foster Youth Low Income	$223,500.00				$223,500.00
2	2.1	Professional Development	All	$0.00				$0.00
2	2.2	Health and Social-Emotional Supports	English Learners Foster Youth Low Income	$2,292,036.00				$2,292,036.00
2	2.3	Targeted Case Managers	English Learners Foster Youth Low Income	$676,019.00				$676,019.00
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	$968,748.00				$968,748.00
3	3.2	Coaching Stipends	English Learners Foster Youth	$894,207.00				$894,207.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Campus Supervisors	English Learners Foster Youth Low Income	$1,591,345.00				$1,591,345.00
3	3.4	Elementary and Secondary Project Specialists	English Learners Foster Youth Low Income	$148,064.00				$148,064.00
3	3.5	Summer Behavioral Intervention Team (BIT) Professional Development	All Students with Disabilities	$0.00				$0.00
4	4.1	Targeted Case Managers, Counselors, Counseling Assistants, Professional Development		$0.00				$0.00
4	4.2	Foster Youth/Homeless Coordinator	All Students with Disabilities		$72,379.50		$72,379.50	$144,759.00
4	4.3	Foster Youth Data Analysis System						

2023-24 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
$129,051,709.00	17,003,852.00	13.18%	0.00%	13.18%	$19,070,072.00	0.00%	14.78 %	**Total:**	$19,070,072.00
								LEA-wide Total:	$18,175,865.00
								Limited Total:	$968,748.00
								Schoolwide Total:	$1,862,955.00

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	**1.3**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$970,000.00	
1	**1.6**	Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,450,000.00	
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.	$2,333,032.00	
1	**1.10**	District Leadership Council (DLC) and Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$541,379.00	

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	1.11	Support Art, Music and extra PE in Elementary Grades	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary School Sites	$2,114,763.00	
1	1.12	Online Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,274,538.00	
1	1.13	Secondary Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools grades 6-12	$2,029,865.00	
1	1.14	Medically Necessary Instruction/Off Campus Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$183,418.00	
1	1.16	Elementary Reading Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools K-5	$1,379,158.00	
1	1.17	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$223,500.00	
2	2.2	Health and Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,292,036.00	
2	2.3	Targeted Case Managers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$676,019.00	
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	$968,748.00	
3	3.2	Coaching Stipends	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$894,207.00	
3	3.3	Campus Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,591,345.00	

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 (%)
3	3.4	Elementary and Secondary Project Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,064.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$27,725,705.00	$28,300,019.00

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	$116,566.00	$124,282.00
1	1.2	Standards-aligned Textbooks and Supplemental Materials	No	$2,480,622.00	$880,078.00
1	1.3	Technology	No	$527,052.00	$891,561.00
1	1.4	Facilities Maintenance	No	$5,562,008.00	$6,039,462.00
1	1.5	Implementation of District Wide Assessments	No	$0.00	$0.00
1	1.6	Academic Interventions	Yes	$0.00	$1,450,000.00
1	1.7	Instructional Support Services	Yes	$1,899,323.00	$1,882,232.00
1	1.8	After School Homework Support (ASES, BLAST, Fair View High School)	No	$2,771,350.00	$2,209,162.00
1	1.9	District-Wide Staff Development	No	$0.00	$0.00
1	1.10	Provide Professional Development	No	$520,747.00	$415,423.00

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	$898,957.00	$947,630.00
1	1.12	Support Art, Music and extra PE in Elementary Grades	Yes	$2,100,405.00	$1,999,719.00
1	1.13	Online Access	Yes	$1,176,020.00	$1,392,765.00
1	1.14	Secondary Counselors	Yes	$1,861,361.00	$2,010,636.00
1	1.15	Medically Necessary Instruction/Off Campus Instruction	Yes	$152,366.00	$98,285.00
1	1.16	Online Education Options	No	$1,714,709.00	$2,001,608.00
2	2.1	Professional Development	No	$0.00	$0.00
2	2.2	Health and Social-Emotional Supports	Yes	$2,183,212.00	$2,147,169.00
2	2.3	Targeted Case Managers	Yes	$636,153.00	$637,086.00
2	2.4	School Climate Surveys	No	$0.00	$0.00
3	3.1	Continue support for district alternative education programs	Yes	$772,729.00	$933,730.00
3	3.2	Coaching Stipends	Yes	$873,770.00	$848,466.00
3	3.3	Campus Supervisors	Yes	$1,478,355.00	$1,390,725.00

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)

2022-23 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)
$14,071,213.00	$13,598,723.00	$15,309,020.00	($1,710,297.00)	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	$0.00	$1,450,000.00		
1	1.7	Instructional Support Services	Yes	$1,899,323.00	$1,882,232.00		
1	1.11	District Leadership Council (DLC) and Teachers on Special Assignment	Yes	$465,029.00	$518,207.00		
1	1.12	Support Art, Music and extra PE in Elementary Grades	Yes	$2,100,405.00	$1,999,719.00		
1	1.13	Online Access	Yes	$1,176,020.00	$1,392,765.00		
1	1.14	Secondary Counselors	Yes	$1,861,361.00	$2,010,636.00		
1	1.15	Medically Necessary Instruction/Off Campus Instruction	Yes	$152,366.00	$98,285.00		
2	2.2	Health and Social-Emotional Supports	Yes	$2,183,212.00	$2,147,169.00		
2	2.3	Targeted Case Managers	Yes	$636,153.00	$637,086.00		
3	3.1	Continue support for district alternative education programs	Yes	$772,729.00	$933,730.00		
3	3.2	Coaching Stipends	Yes	$873,770.00	$848,466.00		

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	$1,478,355.00	$1,390,725.00		

2022-23 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)
$120,736,301	$14,071,213.00	0.00%	11.65%	$15,309,020.00	0.00%	12.68%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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).

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which 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%).

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of 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)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - 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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