

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 [2024-25]

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 12,316 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, 11 sites offer all-day Transitional Kindergarten (TK) and CUSD operates five state-funded preschool classes. The district also authorizes nine charter schools.

As Chico's population has steadily grown, our student population has also become more diverse. The ethnic composition of our student body is 50.5% White, 29.1% Hispanic, 5.3% Asian, 7.2% Two or More Races, 2.3% African- American and 1.0% American Indian or Alaska Native. Filipino and Native Hawaiian/Pacific Islander comprise less than 1% each. Students with Disabilities make up 14.5% of our student population (2022-2023). 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 53.3% receiving Free or Reduced Meals, 6.8% English Learners, 4.2% who are homeless, and 0.6% living in foster care. Students in these groups combined make up a total unduplicated percentage of 54.3%. 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, the 2021-2024 LCAPs 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

This year, CUSD has four schools receiving Equity Multiplier funding. The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies for allocation to school sites meeting non-stability and socioeconomically disadvantaged pupil thresholds in the prior year. The four sites receiving Equity Multiplier funding are Fair View, Center for Alternative Learning (CAL), Academy for Change (AFC), and Oakdale.

Reflections: Annual Performance

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

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

English Language Arts:

As a district, we were "Green" at "High" Status level for student performance in English Language Arts. Our change level was "Maintained" because we increased 2.2 points. Our average Distance From Standard (DFS) was 11.2 points above standard. This is 24.8 points above the state average DFS. Our biggest success was with our Socioeconomically Disadvantaged students in Chico Unified that increased their average DFS by 5 points, contributing to a closing of the achievement gap. Other successes for CUSD were African American students that grew by 3.7 points average DFS. These two student groups are "Yellow" on the Dashboard. Additionally, other student groups that made

improvement at closing the achievement gap were the Two or More Races student group, growing 9.7 points average DFS, and the Asian student group increasing 6.3 average DFS. Another successful student group was our Homeless student group, which increased 3 points average DFS. Hispanic grew 2.3 points and English Learners grew 1.7 points average DFS. The Students With Disabilities student group, currently "Red", declined .2, but their change level was "Officially Maintained". The two biggest student groups that are struggling are our Foster Youth (one of our smallest student groups) which was in the "Red" and declined 26.1 points average DFS and our American Indian or Alaska Native student group which was in the "Orange" and decreased by 36.9 points average DFS. Overall, we saw eight student groups out of 13 that grew more than the All Student group.

"Red" Sites for All Students: Chapman Elementary, Oak Bridge Academy

"Red" Sites by Student Group:

High Schools: Students With Disabilities for Chico High School and Pleasant Valley High School

Junior High Schools: Students With Disabilities for Bidwell Junior High and Marsh Junior High

Elementary Schools: Socioeconomically Disadvantaged and Students With Disabilities for Chapman Elementary, Students With Disabilities for Citrus Elementary, Students With Disabilities for Little Chico Creek Elementary, English Learner and Students With Disabilities for McManus Elementary, and Students With Disabilities for Neal Dow Elementary

Math:

As a district, we were in the "Yellow" on the Dashboard, with a status level of "Low", but a change level of "Increased" by a change of 3.5 points growth average DFS. We grew more than the state did and were significantly higher than the state average DFS, at 18.1 points better. The biggest success was with our African American students who grew 17 points on average DFS. The Two or More Races student group grew 11.9 points average DFS and the Socioeconomically Disadvantaged student group grew 6.7 points average DFS. Our Socioeconomically Disadvantaged student group was highlighted in both ELA and Math for their significant growth this year. The Homeless student group grew 5.6 points on average DFS identified as being "Orange" on the Dashboard. Our Hispanic student group increased 4.6 points average DFS and White students increased 4.2 average DFS and were in the "Green". The Students With Disabilities group grew 3.8 points and were in the "Orange". Overall, we saw seven student groups that scored higher than the All Students group. We have two student groups in the "Red": the English Learners group that grew 1.6 points average DFS with a change level that was "Maintained" and our Foster Youth group that decreased 19.8 points average DFS. Asian declined 1.9 points and received the "Orange" designation and the American Indian or Alaska Native student group declined 12.7 points average DFS. Seven student groups were above the All Student group and four student groups were below.

"Red" Sites/All Students: Oak Bridge Academy

"Red" Sites/Student Group:

High Schools: Students With Disabilities for Chico High School and Pleasant Valley High School

Junior High Schools: English Learners and Students With Disabilities for Bidwell Junior High, Students With Disabilities for Chico Junior High School, English Learner and Students With Disabilities for Marsh Junior High

Elementary: None

Alternative Education: Socioeconomically Disadvantaged for Oak Bridge Academy

English Learner Progress:

Our English Learner Progress Indicator (ELPI) was in the "Green" at "High" status level and with a change level that "Maintained" and saw a growth of 1.7 percentage points to 56.6 points. This growth is significantly higher than the state's growth of 7.9 percentage points. These scores reflect students' achievement on the English Learner Progress Assessment of California (ELPAC) and indicate the number of students that increased one or more ELPI levels over the last two years or maintained a level 4.

"Red" Sites/All Students: N/A

"Red" Sites/Student Group:

Elementary Schools: McManus Elementary

Graduation Rate:

When compared to the state for the All Students group, Chico Unified was 4.9 % points higher than the state average and had a graduation rate of 91.3%, characterized by the "Green" indicator on the dashboard. The change level for CUSD was "Increased" and the status level identified as "High"; We grew 2% points from last year. The Students With Disabilities group increased by 7.2% points, growing significantly with a change level of "Increased Significantly". Our Hispanic student group had a "Green" graduation rate and they increased 3.4% points. The Socioeconomically Disadvantaged group, again, was in the "Green" with an increase of 2.9% points, more than the All Students group. The White Student group was in the "Green" and increased 1.4% points while the Homeless student group increased 1.1% and scored in the "Yellow". The Two or More Races student group declined 0.2% with identified in the "Yellow" and had a "Maintained" status on the dashboard. CUSD's Asian group was in the "Blue" but decreased 0.8% points. These are the only student groups identified with a color. Although they did not have enough students to generate a color on the Dashboard, three student groups showed significant growth in graduation rate and were the three highest student groups: American Indian or Alaska Native (21.1% point growth), Foster Youth (17.9% point growth), and African American (8.2% point growth).

"Red" Sites/All Students: None

"Red" Sites/Student Group: None

College and Career Indicator:

There were no student groups that were indicated by a color and with no changes from the previous year. Our status level was at a "Medium" with 46.9% of students having met the requirements. This is 3% points higher than the state average. When we look at all of the student

groups, we had three groups that were higher than the All Students group: Asian (61.2% points with a "High" status level), White (54.4% points with a "Medium" status), American Indian or Alaska Native (47.1% points with a "Medium" status). We had only two student groups who did not receive a status level: Pacific Islander and Filipino student groups. The Hispanic, African American, Two or More Races, Homeless, and Students With Disabilities student groups all scored "Low". The English Learners group scored "Very Low". This indicator combined with our A-G Completion Rate (which has declined) and our CTE Completion Rate (which has declined) is an area of concern for us.

"Red" Sites/All Students: CAL, Fair View, Oakdale

"Red" Sites/Student Groups:

White, Homeless, Socioeconomically Disadvantaged for Oakdale.

High Schools: English Learner for Pleasant Valley High School

Alternative Education: Socioeconomically Disadvantaged for CAL, White, Students With Disabilities, Socioeconomically Disadvantaged, Homeless, and Hispanic for Fair View

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

Chronic Absenteeism:

We are in the "Yellow" for the All Students group, our rate is at 19.1% chronically absent and our change level was "Declined Significantly". We decreased 8% points and still have a "High" Status level. We were 5.2% below the state average. All of our student groups except for two decreased their rate. Those two groups are in the "Red": the African American student group increased 4.1% points and the Pacific Islander group increased 16.9% points. The Pacific Islander group's chronic absenteeism rate was 46.7% and the African American student group's chronic absenteeism rate was 40.7%. Every other student group had a change level of either "Declined" or "Declined Significantly". The student group that declined the most was the Two or More Races group, which declined by 13.8% points with a rate of 19.2%. The Students With Disabilities student group declined 10.4% points and their rate was 30.3%. Our Foster Youth group declined 10% points and had a rate of 34.2%. Our Homeless Youth student group declined 10% points but are still at 44.9%. This group decreased more than the All Students group and are among the top groups in "Decline", which is very positive. The Hispanic student group declined 9.7% points to a rate of 22.2% with the Socioeconomically Disadvantaged group having declined by 9.5% points with a rate of 24.8%. The Filipino group did not have a color, the American Indian or Alaska Native group declined 7.1% points and were in the "Orange", while our White student group declined 7.1% points and were in the "Yellow". Finally, our EL student group declined 5.4% points with a rate of 19.3% and the Asian student group was "Green" with a decline of 3.1% points to 9.9%.

"Red" Sites/All Students:

Alternative Education: CAL, Oak Bridge Academy

"Red" Sites/Student Group:

Alternative Education: Socioeconomically Disadvantaged for CAL, Socioeconomically Disadvantaged and White for Oak Bridge Academy

Elementary Schools: English Learner for Chapman Elementary, English Learner for Emma Wilson Elementary, Students With Disabilities for Parkview Elementary, and Socioeconomically Disadvantaged and Students With Disabilities for Sierra View Elementary

Counseling Contacts (Social-Emotional):

This year, our Counselors contacted a higher percentage of our highest need student groups than the All Student group. A few of these significant groups were the Foster, Homeless, Socioeconomically Disadvantaged, African American, and American Indian or Alaska Native student groups.

Targeted Case Managers (TCMs):

The Foster Youth and Homeless student groups' percentage of students contacted by TCMs was more than four times the All Students group. Additionally, significantly higher percentages of students from the following groups also had more TCM contact than the All Students group: English Learners, Socioeconomically Disadvantaged, Students With Disabilities, African American, American Indian or Alaska Native, Hispanic, and Native Hawaiian or other Pacific Islander student groups. Our Counselors and TCMs have been contacting the highest need student groups as has been tasked of them.

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

Suspension:

Our suspension rate for the All Students group was .8% points higher than the state, however, we were in the "Yellow" and the state was in the "Orange" because the state had a change level of "Increased" and we had a change level of "Maintained". The Filipino group was in the "Blue" with a suspension rate of 0.0% points, decreasing by 3.3% points. The American Indian or Alaska Native student group declined 2.4% points, however they are in the "Orange" and their suspension rate was 9.0%. Our English Learners were in the "Green" and declined .7% points with a suspension rate of 2.3% points. The Asian group was also in the "Green" with a 1.1% suspension rate and declined .6% points. Furthermore, the Socioeconomically Disadvantaged group had a 5.7% suspension rate and declined .5% points, identified in the "Yellow", the Hispanic group was in the "Green" at 4.3% points and they declined .4% points, the Pacific Islander student group was in the "Green" with 3.4% points and they declined .3% points, and our White student group was 4.1% and in the "Yellow", with a decline of .2% points. Additionally, the Students With Disabilities student group was in the "Red" at a 8.3% suspension rate and increased .2% points with the student group Two or More Races having a 5.3% suspension rate and they increased .4% points, identified in the "Orange". The Homeless Youth group was in the "Red" at a 11.3% suspension rate, and they increased .6% points whereas our African American student group was in the "Red" at 11.6% and increased 2.2% points. Lastly, the Foster Youth student group was also in the "Red" with a 24.2% suspension rate and increased by 4.6% points.

"Red" Sites/All Students:

Alternative Education: AFC, Fair View

Elementary Schools: Marigold Elementary and McManus Elementary

"Red" Sites/Student Group:

High Schools: African American at Chico High School and Homeless and Students With Disabilities for Pleasant Valley High School

Alternative Education: Socioeconomically Disadvantaged for AFC, Two or More Races for CAL, Students With Disabilities and White for Fair View

Junior High Schools: Homeless and Students With Disabilities for Marsh Junior High

Elementary Schools: Homeless for Citrus Elementary, Socioeconomically Disadvantaged, Students With Disabilities, and White for Marigold Elementary, Socioeconomically Disadvantaged, Students With Disabilities, and White for McManus Elementary

Reflections: Technical Assistance

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

Based on the Fall 2023 California School Dashboard, the State of California determined that Chico Unified School District was eligible for Differentiated Assistance (“technical assistance”) for four specific student groups within our district. The Differentiated Assistance (DA) designation is due to significant achievement gaps among student groups. In CUSD, the Differentiated Assistance eligibility applies in following areas:

1. Foster Youth

*Suspension

*Academic (ELA & Math)

2. Students with Disabilities

*Suspension

*Academic (ELA & Math)

3. African American

*Suspension

*Chronic Absenteeism

4. English Learners

*College/Career

*Academic (ELA & Math)

The Chico Unified School District has partnered with the Butte County Office of Education (BCOE) in a reflective process and is working collaboratively in identifying strengths and weaknesses related to the state priorities and the systems that impact them. This process encouraged capacity building, strengthening systems, and supporting continuous improvement. The CUSD Educational Services Division

studied the strengths and needs of the student groups identified and any relevant program services and the organization in one or more of the following areas: culture/climate, budget/finance, staffing/human resources, educational services, facilities, technology, and governance.

In February, 2024, an initial meeting including BCOE team members, Superintendent Staley and the Educational Services Division was held to discuss improvement initiatives already underway, and an approach for conducting system analysis with key team members. The County Office of Education (COE) Assistance Team and CUSD staff analyzed our California School Dashboard (CSD) information, and other relevant district data (e.g. current LCAP and corresponding outcomes, benchmark assessments, current attendance and/or suspension data, educational partner communication, etc.). After a collaborative review and analysis of data and in consideration of the development of a next three-year Local Control and Accountability Plan, the Assistance Team and district collaboratively identified areas of focus (action steps) to strengthen student group outcomes over the coming three-year continuous improvement cycle.

SUMMARY OF WORK:

Foster Youth:

BCOE gave the recommendation to convene a small stakeholder team that included Jaymee McLaughlin, CUSD's Foster Youth/Homeless Liaison, to reflect on the available data and to conduct a root-cause analysis leading to possible actions for LCAP development purposes. Jaymee has a good understanding of our CAASPP data regarding Foster Youth and the direction we are planning on going. For example, each Foster Youth student that has an Individual Learning Plan (IEP) will have their academic growth monitored.

Students With Disabilities:

The Compliance and Improvement Monitoring (CIM) team conducted a data drill and root cause analysis leading to the development and implementation of a CIM plan for Chico Unified. BCOE staff, including the SELPA Director, Aaron Benton, and our Program Specialist, Daymi Trowbridge, reviewed the CUSD CIM plan. Through this review, it was determined that it would be very reasonable for the CIM actions to become the CUSD Students With Disabilities Differentiated Assistance actions as well.

African American:

Of particular note related to suspension data, this year our three junior high schools implemented an alternative to suspension program on their campuses. The Educational Services Division believes that this alternative method, including counseling support, academic support and small group design, will show a decrease in our suspension numbers on the 2024 Dashboard. Our comprehensive high schools are also offering new alternatives to suspension programs/designs on their sites that should be in the conversation as well. Our TCMs and site staff have assisted greatly, along with other school incentives, to decrease the chronic absenteeism we have seen with this student group.

English Learners:

The CUSD ELD coaches as well as the Elementary Education Director and Secondary Education Director would be critical in a data drill and root cause analysis. Up to this point, CUSD has not done any such analysis. As LTEL's are a numerically significant subgroup as 2023-2024 SY, N size = 15; this group will be on the 2024 Dashboard. LTEL's may be an additional forthcoming identified group. BCOE has strongly encouraged Chico to participate in the Academic Language Development teacher series this fall (grades 4-12, Integrated ELD). Our district ELD Coach, Kailin Rice, attended the admin session and spoke to its merit and complementary value to the work already underway with ELD instructional coaching.

Moving forward into the 2024-2025 school year, Chico Unified will collaborate with both BCOE and the California Collaborative for Educational Excellence (CCEE). As part of this collaboration, Chico Unified will implement twice-yearly check-ins with the County Office and CCEE. These check-ins will serve as opportunities to review progress, share insights, and adjust strategies as needed to ensure continuous improvement. Most importantly, these check-ins will be informed by local assessment data, which will need to be collected through our district-wide assessment system a minimum of twice a year. This local data will help ensure our conversations are grounded in current student progress and are timely and relevant.

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.

Center for Alternative Learning (CAL), Fair View, Academy For Change (AFC), and Oak Bridge Academy

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 and Oak Bridge Academy 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, AFC, and Oak Bridge Academy 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.

The following needs were reported on the California Dashboard:

Oak Bridge received a "Red" on the California Dashboard for both English Language Arts and Math. CAL received a "Red" on the California Dashboard for chronic absenteeism and "Orange" for suspension. Cal scored "Very Low" in College and Career Indicator (CCI). Fair View received a "Red" on the California Dashboard for suspension rate and scored "Very Low" in CCI. AFC received a "Red" on the California State Dashboard for suspension rate. This was the only measure with a color.

In looking at our Dashboard results for the schools above, it is important to note that our alternative education sites hardly have any colors. The student population is low, so they do not get additional colors. The result is that it takes less for them to fall into CSI.

The evidence-based interventions selected to address these needs, and included in the schools' 2023 Single Plan for Student Achievement (SPSA), include the following:

- 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
- g) Special education services extra assignment time

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

Monitoring and Evaluating Effectiveness

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

The types of data and information gathered and analyzed to inform ongoing decision-making includes indicators of academic progress (CAASPP and ELPAC scores, grades, teacher observation), indicators of engagement (suspension rates, attendance rates, chronic absenteeism rates, college and career readiness indicators), and data aligned with our district Local Control and Accountability Plan (LCAP). CAL is an alternative program and students generally enter as a result of needing help with attendance, behavior, or credits and grades. The school's vision is to draw upon the educational strengths, unique backgrounds, and supportive nature of staff to build an alternative education program that serves the needs of the opportunity school student population. Staff work to reconnect young people to education and encourage personal and academic achievement. CAL, Fair View, Oak Bridge Academy, 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 Single 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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<ul style="list-style-type: none"> • Staff surveys administered in the Fall and Spring • Staff meetings through the year centered around the LCAP goals
Administration	<ul style="list-style-type: none"> • Staff surveys administered in the Fall and Spring • Leadership Advance and monthly Leadership meetings centered around the LCAP goals
Classified and Other School Personnel	<ul style="list-style-type: none"> • Staff surveys administered in the Fall and Spring • School site discussions centered on LCAP goals for site and district
Bargaining Unit - Classified and Certificated	<ul style="list-style-type: none"> • Staff surveys administered in the Fall and Spring • Both CUTA and CSEA discussions that reference the LCAP goals
Parents	<ul style="list-style-type: none"> • Parent surveys administered in the Fall and Spring

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> On-going communication through the year via Aeries Communication regarding LCAP meetings and LCAP information
Students	<ul style="list-style-type: none"> Superintendent Kelly Staley, Assistant Superintendent Jay Marchant, Secondary Education Director Pedro Caldera and Elementary Education Director Ted Sullivan met with student groups from each school site in the fall and again in the spring. Two-three students from each site were represented from 12 elementary schools, three junior high schools, two comprehensive high schools and one alternative high school.
Parents/Community	<ul style="list-style-type: none"> District English Learner Advisory Committee (DELAC) meetings September 21, 2023, October 26, 2023, January 25, 2024, and again on April 4, 2024 to begin development of 2024-2025 LCAP. Black, Indigenous, & People of Color (BIPOC) Community Engagement meetings September 28, 2023, November 8, 2023, January 11, 2024, and again on March 12, 2024 to begin development of 2024-2025 LCAP. Students with Disabilities Community Engagement meetings October 5, 2023 and November 30, 2023 and SEPAC meetings through the year. SWD community groups met again on February 29, 2024 at the CUSD District Office to begin development of 2024-2025 LCAP. Foster/Homeless Youth Community Engagement meetings October 12, 2023 and November 16, 2023, and again on March 14, 2024 to begin development of 2024-2025 LCAP. LCAP public hearing at the June 12, 2024 CUSD Board meeting with the final review and approval at the June 26, 2024 CUSD Board meeting.
Fair View, Academy for Change (AFC), Center for Alternative Learning (CAL), and Oakdale - Equity Multiplier	<ul style="list-style-type: none"> May 2, 2024 School Site Council Meetings to discuss expenditures related to this goal. Review of the 2024 Single Plan for Student Achievement (SPSA). March 7, 2024 School Site Council Meetings

Educational Partner(s)	Process for Engagement
SELPA (Special Education Local Plan Area)	<ul style="list-style-type: none"> • Consultation with Aaron Benton, SELPA Director, on May 28, 2024. The SELPA offered LCAP consultation sessions on May 28 and 29 to provide context for students with disabilities and to field questions.

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

Many of the actions included in the 2024 LCAP, as well as the 2021-2023 LCAPs, were influenced by our educational partner feedback. Some of these actions were funded by LCFF monies, some required no additional funding, and some used other funding sources, such as grants. It is our goal to leverage every piece of possible funding to create and sustain programs and expenditures that support student learning for every student, every day. Of special note this year, is the feedback received from our Educational Partners regarding the LCFF Equity Multiplier funding, new this year, and going to: Fair View, AFC, CAL, and Oakdale. Feedback supported the need for a school Social Worker as well as additional intervention opportunities and an intervention teacher.

Actions based on educational partner input include diversifying our hiring pool by attending Chico State classes, forming the Special Education Parent Advisory Committee (SEPAC), providing implicit bias awareness and conscious discipline professional development, adding After School program enrichment and growth at all elementary and junior sites, and increasing TCM time to full time at each site. CUSD has provided specific reading instruction (LETRS and Science of Reading) to teachers and added Elementary Reading Teachers at each elementary site in response to the learning recovery brought on by the pandemic. Junior High and High School IXL Assessment and Instruction platform was added as well as other reading and math supports, also in response to the learning recovery needs. Implementation of the block schedule at both comprehensive high schools provides more opportunities for students to take A-G courses as well as Career and Technical Education (CTE) courses. Training/Professional Development for Classified Staff and five additional days for Special Education staff to work with aides outside of their regular schedule were created as well.

Social-emotional actions encouraged by educational partner feedback include additional counselors TK-12, a Homeless/Foster Youth Coordinator, starting and growing the League of Stars as a mentoring program supporting our high school students of color, and adding a district wide Social Emotional Coordinator. Feedback strongly supports the maintenance and growth of social-emotional supports for our students. Behavioral supports influenced by educational partner feedback center around Positive Behavior Interventions and Support (PBIS) Teams, alternatives to suspension at the junior high and high school levels and the addition of coaching stipends to support junior high athletics.

Additionally, the SELPA annually provides a presentation to offer ideas how Students With Disabilities can be provided for within the LCAP. They have focused us most on aspects of inclusive practices and resources to pull relevant data to inform goals for both CIM and Differentiated Assistance work.

Below are detailed notes from this year's educational partner meetings:

General LCAP Feedback:

During the second general LCAP Community meeting, CUSD parents and families shared valuable feedback and information regarding their experiences in our schools. Parents shared their general sense of both the assets of our schools and the needs, as well as general commentary. Regarding assets, there was general praise of the League of Stars program, a mentorship program in collaboration with local colleges, and the wishes of families that the high school aged-program be expanded to include the lower grades as the experiences and skill-building that students receive through the mentorship at Butte College and CSU, Chico are invaluable for the students enrolled. Families also praised the district's move towards providing Reading Specialists and the Science of Reading training which has led to positive growth in literacy at the elementary schools. The increased interventions and data collection emphasized through the implementation of the CA Multi Tiered Systems of Support (MTSS) framework has proven effective and beneficial in areas of social-emotional, behavioral and academic supports--these efforts are also valued for the continued support that the Counselors and their assistants provide on each campus.

Regarding needs for improvement, parents expressed that it would be beneficial to have fully staffed wellness centers on campuses and to transition from half-time counseling assistants to full time as families continue to communicate the high need and importance of having social-emotional and behavior support at schools. There was also a continued call for an increase in professional development and training on trauma informed practices and anti-bias awareness for all staff, not just teachers and administrators, especially as parents are reporting an increase in negative language and racial slurs occurring on school campuses. The desire to have parent education provided by schools with regard to using the Aeries Student Information System, general tech skills and technological safety, in addition to learning the language and terminology of Social Emotional Learning and support was made clear as well.

Additionally, parents expressed a continued call for there to be more yard supervision on the elementary campuses and an increase in paraprofessional support for students with special-needs, anxiety, and behavioral supports in General Education classrooms. Furthermore, parents feel that there needs to be more training for substitute teachers, especially those that substitute for Special Education teachers. Furthermore, there were general questions on how to increase transportation for families in need, especially regarding alternatives to traditional school transportation. Throughout the course of the meeting, there were also discussions regarding the need for the use of funds for sports integration in the after school programs, need for additional math interventions, financial literacy courses for the secondary schools, and the need for targeted reading interventions at our secondary school sites. Lastly, parents expressed the importance of communicating and educating parents on what MTSS, tiers, and tiered interventions and supports are as well as the need for increased bilingual support on campuses, especially for our Spanish speaking families. This sentiment extends to having bilingual Farsi support for the most recent influx in Farsi speaking families attending Chico Unified schools.

Throughout the duration of the community LCAP meeting, parents also brought up a variety of general questions and commentary on issues pertaining to all CUSD schools. One of the first topics of discussion revolved around professional development for staff, both certificated and classified. In that discussion, parents were curious about how professional development needs at the district level are determined and that parents feel that they should have a larger say in the direction of professional development needs moving forward. Other topics ranged from information regarding the new math framework and how there is worry that some students aren't developmentally ready for global inquiry based learning in addition to having common language across school sites for things like attendance, behavior, and credits.

Parents also brought up questions about an increase in social worker interns from Chico State and how they might integrate more services; families are struggling more and more and it outweighs the ability for site based targeted case managers (TCM) to meet those needs, therefore TCM time should reflect the population of students in need. Additionally, there were discussions about possibilities of having community fridges/pantries on campuses to help those that are food insecure. Alternatives to suspension was also a large topic of discussion and parents inquired about the following: how many chances of negative behavioral incidents should a student get before suspension, what specific approaches are in place, and parents wanted a general sense of wanting a more concrete, clear process for alternatives to suspension and suspensions in general. Finally, with regard to special education students, parents had questions about alternatives to diplomas, such as certificates, for SPED students, questions about supports for elementary SPED students with high academic abilities but large needs for social-emotional and behavioral supports.

BIPOC LCAP Feedback:

CUSD has been holding separate LCAP community meetings for various family and parent groups to ensure we are gathering inputs as comprehensively as possible. During the Black Indigenous Peoples of Color (BIPOC) community meeting, parents shared their feedback on the assets, needs, and general commentary with their experiences with the school district. They expressed positive feedback regarding the performance growth for BIPOC students on the CA Dashboard data. Subsequently, parents felt that the support from School Based Intervention Teams (SBIT) as well as the support from learning centers on campuses have really been beneficial. Additionally, it was expressed that the full-time Targeted Case Managers on each school site have made a positive impact on students needing support and resources, as well as for their families. Furthermore, parents were appreciative of the improvement in diversity seen in both the classroom as well in resources in the library. Lastly, parents wanted to highlight the great teachers and staff in the district that build positive relationships with students. They wanted to explore the idea of whether those teachers could help train or mentor other teachers in the district to help with more relationship building, especially with regard to BIPOC students.

Alternatively, the BIPOC family group also emphasized the importance and need to continue to provide teachers with the appropriate tools to identify and navigate racism in the classroom and at school. With this feedback, it was communicated that there should be professional development for counselors to provide SEL lessons in the classroom that can help to educate on racism. They also identified that there should be lessons for students and possibly families as well, as staff are not the only members of school communities that need training or professional learning on how to navigate racism at schools; potential professional learning on anti-bias awareness and restorative practices would be appropriate. The families feel that there should be a continued increase in mentors and ambassadors from the local colleges, Butte College and Chico State, through the League of Stars program as it has been beneficial. Lastly, it was expressed that there should be continued and ongoing training on Universal Design for Learning strategies, rather than the “one and done” one day professional development once a year, in order to honor and validate different learning styles. Feedback also includes taking the Filipino demographic information out of the count for BIPOC to provide more accurate numbers, invite/require board members to participate in LCAP nights with parents, and invite parents to provide input in curriculum/supplemental material adoptions.

In addition to both the needs and assets conversations, the BIPOC family group had discussions regarding how to recruit and retain more BIPOC educators and staff in our schools and district. They also offered a suggestion on a resource for teachers and staff for anti-bias and anti-racism in the form of the book “Start Here, Start Now” by Liz Kleinrock. Additionally, they talked in general about alternatives to suspension practices: is the district able to learn from other similar school districts that have better BIPOC learning outcomes to inform

practices here and does the data affect teachers' perceptions of BIPOC students in their classrooms? Families have felt that administrators at CUSD schools don't see how negatively impactful racism is for kids and feel like racism has become a "bad word," while racial slurs are being tolerated or ignored at schools.

Students With Disabilities (SWD) LCAP Feedback:

Families with students with disabilities (SWD) in the community LCAP meeting dedicated to SWD discussed their satisfaction with the Social Emotional Learning happening on the school sites, particularly at the Elementary level. They praised the use of the Second Step program and feel that the Tier 1 practices in SEL that are happening in schools are largely beneficial. However, they expressed that it is not universally being used and can be hit or miss depending on the teacher in the classroom; some teachers use it and some do not.

Our SWD families made it clear that any substitutes that are subbing for Special Education (SPED) teachers need specific training on how to cover SPED classes. This sentiment extended towards all paraprofessionals and SPED teachers in general; general education teachers also need to be better trained on SPED procedures. The conversation extended to the fact that some parents feel that the counselors ignore the needs of SPED students in regards to their goals moving up the school system and into the work force or college; it was expressed that parents want to be informed about the nature of traditional diplomas, alternatives to a traditional diploma with the new Alternative Diploma Pathway, and the pros and cons of choosing the right option for them and their student.

Parents also felt that there needs to be more on-grade level materials provided throughout the upper secondary grades and to better educate students on the various options and the nature of adult life outside of the school system with an example being educating students on the expenses and necessities it takes to survive on their own as an adult. Additionally, parents expressed that there should be more math intervention as most interventions only target reading. That being said, they also feel that there should be universal use of IXL, not teacher-by-teacher basis as it is now, so that they have tools to help their students at home with math and ELA. This sentiment extends to having universal and systematic Tier 1 SEL strategies and implementation at the secondary level, both high school and junior high, as parents feel that students struggle with SEL and behaviors from teacher to teacher. With the emphasis on SEL, parents also would like to see more calming rooms, sensory gyms, and wellness centers on every campus, or a dedicated quiet place to work at a minimum.

Questions arose during the meeting revolving around the use of LCAP funds for coaching stipends. The parents in the meeting questioned the disproportionality of spending 1 million dollars on coaching stipends when it predominantly affects general education students and in their opinion, not SPED students. They also wanted to know the data on how many students with Individual Education Plans (IEP) are enrolled in sports and whether or not the spending on Physical Education extends into the After School Programs (ASP). Additionally, they were curious if art instruction was being delivered in an adaptive way as well. With regard to the ASPs, parents wanted to know what kind of access there is in the ASP for students with disabilities as they feel it is limited with questions about how many students with IEPs are actually enrolled in the ASPs in CUSD.

District English Language Advisory Council (DELAC) LCAP Feedback:

Our District English Language Advisory Council (DELAC) parent meeting celebrated a variety of things happening in the district with regard to students classified as English Learners (EL). They love the after school programs at the elementary and the junior high levels, but did express that the wait list can be difficult. Student of the month celebrations happening on campuses help their students feel confident. They also praised the reading intervention groups at the elementary level and would like to see even more happen. Additionally, there was universal praise of the district's effort to hire bilingual TCMs as they are an invaluable asset with EL students and their families. Across the board, parents were very satisfied and appreciative of the work that the counselors are doing at all levels in the district.

On top of the positives that the families pointed out, they did want to see more support for EL students that may have undiagnosed learning disabilities. Much of the discussion revolved around the extended learning supports happening at the school district. They would like to see more math and ELA help in the ASPs, year round access to tutoring with academic interventions for EL students happening in the ASPs. Additionally, they discussed the need for a summer camp for extended learning for EL students. On other topics, they expressed the need for teachers to have specific training on how to work with new-comer students when they arrive and would like to see more clubs and sports happening at the elementary level. Furthermore, they'd like to see more additional interventions happening and the opportunity to have more online courses or tutoring for EL students and more information given on Career and Technical Education pathways. Lastly, they agreed that there should be more conflict resolution and friendship groups happening to help students.

With regard to general questions and commentary, the DELAC family group wondered about the possibility for TCMs to coordinate specific tutoring groups for EL students and what something like that would look like at the secondary level. They also questioned whether grant funds from the Expanded Learning Opportunity Program (ELOP) could be used to fund a tutoring program and whether that would attract more teachers to participate in the ASP. On the same thought, they wondered whether it would be helpful for TCMs to coordinate Check-In-Check-Outs with EL students more regularly, possibly even every day.

Elementary Student LCAP Feedback:

CUSD district administrators met with a focus group of students at all three grade levels and at the elementary schools, students had a variety of positive things to say about their schools. They reported that they like all of the reading, writing, and math instruction that they receive at school, especially that they are getting constructive feedback on their writing. Additionally, students said that they feel teachers are helping them prepare to be in sixth grade. Schools are doing a better job of addressing bullying on campus and students said that the SEL lessons that happen are very positive; the caveat was that the SEL happening on campus is generally viewed positively but not all students take the lessons seriously, partly because they feel that counselors don't have the same level of classroom management as teachers. A few examples of the SEL strategies happening on campus were check-ins, closing circles, roses-and-thorns, or one-good-one-bad, chances for students to talk about their emotions. Lastly, students appreciate PBIS and positive behavioral strategies happening at school and view the campus supervisors positively as well.

In contrast to the positive elements, the elementary student group reported that there were some things that they wanted to improve. For one, they felt that history instruction could improve with regard to learning about new people, instead of what they felt like was the same person year after year. They also felt that there should be writing more and doing different types of writing; they also added that cursive doesn't really get taught but there are teachers that expect them to use cursive in 4th grade. With regard to science, students wanted to see more hands-on science instruction in class and more exciting experiments. Adding on to the positives about SEL lessons, the students

expressed that counselors can sometimes be a distraction if they are there just visiting and that they wanted more structure and classroom management during SEL lessons, e.g. teachers should always remain in the classroom to help during these SEL lessons. One area that focused on discipline: students reported that they feel that there seems to be a disparity in how discipline is enforced and that there was inconsistency between teacher to teacher, scenario to scenario, and staff member to staff member. Furthermore, they told the group that there is a general lack of respect for the cleanliness of campus and that there are certain students that don't care about citations or minor discipline infractions. Students felt like the inconsistency in disciplining behaviors allowed for more rudeness and bullying to happen at school.

The elementary group also had comments regarding certain digital platforms and programs that are used on campus such as Lexia, i-Ready, and Kelvin. There was a general consensus amongst the group that they favored Lexia use over i-Ready because Lexia allows more movement between instructional levels and has a better variety and differentiation with its content. They also mentioned that i-Ready was viewed more negatively because it seemed to be repetitive in relation to students doing skills on i-Ready above what is covered in class instruction. With regard to Kelvin, students like using Kelvin but are not clear on why they do it. Because of this, students reported that there are a lot of kids that don't take it seriously and will not answer honestly. They added that Boogie, the digital avatar for Kelvin, is fun but they wanted questions on the Kelvin Pulse to ask about students being mean to others.

Junior High Student LCAP Feedback:

The group of students at the Junior High LCAP meetings met with district administrators and shared their experience. They felt that in general, the Junior High Schools (JHS) have done a really good job of addressing fights as they arise and have done a good job in minimizing their occurrence. They also reported a reduction in smoking and vaping at school and appreciate all of the campus supervisors that work on campuses. Positivity extended to school based activities like dances and appreciation that teachers are open with students, have positive attitudes, and generally create trust with students. There was a consensus on the increase in support and help that they receive from the adults on campus and view student teachers as a beneficial asset for classrooms, particularly when there are substitutes present. Students also found the clear and regular communication of behavior expectations for school benefits the school as a whole. Homework load seems to be reasonable as well.

These students also expressed areas for which they feel the schools could improve ranging from improvement in food, to facilities. Students called for more drinking fountains and to fix the ones that aren't working now and also wanted to see more revitalization of clubs like video game clubs, as well as others. There was a consensus that there is congestion in the bathrooms and that more supervision and activities could help to alleviate that, in addition to feeling that the bathrooms are treated poorly and generally lack supplies like soap. With regard to behaviors and discipline, students feel that there is a definite inconsistency in how negative behaviors are disciplined and find this discrepancy teacher to teacher. They also felt that there needs to be more SEL to address anger management, as well as peer mediation of conflicts, and have more communication and transparency about explicit behavior rules and expectations, such as concrete rules for receiving discipline; comments arose that connected negative behaviors with a lack of clear reward system. Additionally, although students view counselors in a positive light, they were dismayed that it can take days to hear back from a counselor. Lastly, students were upset with the overall usage of racial slurs happening across campuses.

The junior high students asserted through question and commentary that they want the cell phone policy to be revisited because of extenuating circumstances and emergencies and cited lockdowns and or being in the nurses office as necessary times to be able to use cell phones and communicate with parents/family. Furthermore, they wanted schools to explore the option to have intramural sports occurring during lunch. To end things off, students generally felt that school is a positive place to be and that most negative incidents were isolated events.

High School Student LCAP Feedback:

Chico Unified School District serves two comprehensive high schools and the students from both schools gathered together with CUSD administrative staff to discuss assets, needs, and general comments about their schools. Students reported that teachers are knowledgeable about their content and the curriculum is targeted well and remain both well-rounded and accessible to students. Having recently moved to a block schedule, students appreciate that the block allows them time to complete homework, classwork, and time to process information during class time; block schedule also alleviates the stress of not being able to complete all of their homework and classwork, on top of allowing students to have a more well-rounded schedule including access to more electives. They also maintained that the Academic Success course, designed to target study skills, and targeted ELA and math skills typical for incoming freshmen, should be mandatory for not only 9th graders but also 10th graders. They added that the academic success course is particularly helpful when catching up when they are falling behind or completing work if participating in sports and other after school activities. Students expressed that the best classes they have are with teachers that explain things in ways that aren't overly academic. Regarding counseling and other wellness-centered elements on campus, they said that the counselors are particularly helpful with issues pertaining to 504 plans and that the Wellness Center on campus is very valuable when students are struggling. They also explained that most students have a trusted adult that they can turn to if they need it.

Alternatively, some students didn't feel that Academic Success should be required at all because when students that aren't struggling are forced to take it regardless, those students tend to distract others that need the time. They reported that there are classes where they feel that teachers care more about their pass-rate or do extensive lecturing because they disengage easily, rather than teachers that they feel care about students' learning and class material. Although students said that they appreciate their 504 plans and their counselors help with them, they expressed a disparity between teachers that honor their 504 plans and those that don't; students reported that there are teachers that will not honor the accommodations in their plans no matter what. Regarding the Wellness Centers on campus, students would like to see them staffed with more people because booking appointments with a counselor at the Wellness Center can be really hard. On one hand, students reported that it can sometimes feel like they are being interrogated or that they are on the receiving microaggressions from some staff and students; on the other hand, they also said that communication about the Wellness Center is lacking and counselors have a significant delay in responding to requests from students and they'd like to see improvement.

Regarding school culture and the image that the campuses have, students expressed the idea that they feel that there is a small group of students on campus that are regularly responsible for unsavory behavior and a negative image of the campus. As far as teachers go, they feel that it's not that the teachers aren't strict, as students feel that they are, but there is a discrepancy between behaviors that are tolerated and not tolerated. Some students that have repeated offenses with what is perceived as little consequences, gives the impression that discipline is lacking and or inconsistent. They'd like to see an increase in behavioral plans or programs for students that continuously exhibit

poor behavior at school. They expressed concern over the fact that they can observe students smoking weed or vaping in the school bathrooms, as well as doing other things they should not. When fire alarms go off in the bathrooms, the optics for students is that nothing seems to happen--this issue causes the bathrooms to be closed and then inconveniences the majority of the rest of the school that want to go about their business as usual. Some students even reported feeling like students often get in trouble just for being in the wrong place at the wrong time. There was also a general dismay from students that there are a small group of students that bring weapons to school but have no clue who could have one on them, which contributes to a sense of unease in an otherwise safe environment. This safe environment is attributed to campus supervisors being available and present on campus. Lastly, there was no consensus by students about a regular sense of how much homework they have regularly; some reported having a reasonable 1-2 hours a day and others reported having 6-7 hours of homework daily. This discrepancy seems to also be by a teacher-by-teacher basis regarding homework, as well as teachers that over lecture to teachers that engage students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

State academic assessment data over previous years has shown persistent achievement gaps for specific student groups, including Foster Youth, Homeless, English Learners and Socioeconomically Disadvantaged. To address these inequities in academic achievement, 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, 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, with Math Lab, Power Reading, and Read 180 at secondary level.

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Highly Qualified and Appropriately Assigned Teachers	In 2023-2024, 100% of CUSD teachers were appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.			Maintain 100%	
1.2	Priority 1: Basic Instructional Materials	In 2023-2024, 100% of of CUSD K-12 classrooms had sufficient instructional materials as verified by the Williams Report.			Maintain 100%	
1.3	Priority 1: Basic Instructional Materials	In 2023-2024, 100% of all CUSD students have 1:1 device access.			Maintain 100%	
1.4	Priority 1: Basic School Facilities in Good Repair	In 2023-2024, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).			Maintain 100%	
1.6	Priority 4: Student Achievement CAASPP ELA CA Dashboard Academic Indicator Average Distance from Standard	2022-2023 All Students 11.2 (5910) English Learner -61 (554) Foster -104.9 (27) Homeless -69.3 (236) Socioeconomically Disadvantaged -17.7 (3469)			All student groups will increase a minimum of 9 points in their average distance from standard. points total.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities -91.4 (945) American Indian or Alaska Native -59.9 (57) Asian 14.9 (335) Filipino 69.3 (29) Hispanic -23.6 (1716) Native Hawaiian or Other Pacific Islander -31.8 (26) White 33.8 (3035) African American -37.4 (120) Two or More Races 11.5 (435)				
1.7	Priority 4: Student Achievement CAASPP Math CA Dashboard Academic Indicator Average Distance from Standard	2022-2023 All Students -31 (5886) English Learner -95.5 (552) Foster -157.3 (28) Homeless -107.5 (233) Socioeconomically Disadvantaged -59.5 (3450) Students with Disabilities -128.2 (948) American Indian or Alaska Native -81.2 (57) Asian -25.8 (332)			All student groups will increase a minimum of 9 points in their average distance from standard. points total.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino 21.4 (29) Hispanic -68.2 (1710) Native Hawaiian or Other Pacific Islander - 83.9 (26) White -7.5 (3022) African American -82.6 (119) Two or More Races - 33.2 (436)				
1.8	Priority 4: Student Achievement California Science Test (CAST) Students Meeting or Exceeding Benchmark	2022-2023 All Students 39.2% (1060 / 2703) English Learner 3.1% (5 / 163) Foster (/ 10) Homeless 17.1% (14 / 82) Socioeconomically Disadvantaged 27.8% (422 / 1518) Students with Disabilities 9.7% (33 / 341) American Indian or Alaska Native 17.7% (3 / 17) Asian 39.4% (65 / 165) Filipino 50.0% (8 / 16) Hispanic 25.2% (191 / 759) Native Hawaiian or Other Pacific Islander (/ 8)			All student groups will increase by 6% (2% each year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 48.8% (691 / 1416) African American 23.3% (14 / 60) Two or More Races 33.0% (86 / 262)				
1.9	Priority 1: Basic Instructional technology availability for home and school needs at all grade levels.	2023-2024 All students have access to technology to use for instructional purposes.			All students have access to technology to use for instructional purposes.	
1.10	Priority 4: Student Achievement Basic Phonics Skills Test (Gr. K-2) Students Meeting or Exceeding Benchmark	2023-2024 All Students 77.0% (1929/2504) English Learner 60.8% (138/227) Foster 47.6% (10/21) Homeless 49.4% (77/156) Socioeconomically Disadvantaged 70.2% (965/1374) Students with Disabilities 50.1% (208/415) American Indian or Alaska Native 61.5% (16/26) Asian 75.2% (85/113) Filipino 100.0% (3/3) Hispanic 71.4% (563/788)			All student groups will increase by 6% (2% each year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Native Hawaiian or Other Pacific Islander 66.7% (10/15) White 81.3% (997/1227) African American 60.3% (38/63) Two or More Races 81.3% (157/193)				
1.11	Priority 4: Student Achievement Graduate A-G Completion Rate	2022-2023 All Students 34.0%(339/997) English Learner 8.9%(4/45) Foster 7.7%(1/13) Homeless 6.0%(8/134) American Indian or Alaska Native 29.4%(5/17) Asian 49.0%(24/49) Filipino 62.5%(5/8) Hispanic 26.3%(69/262) Native Hawaiian or Other Pacific Islander 0.0%(0/2) White 38.3%(215/561) African American 25.0%(6/24) Two or More Races 17.8%(8/45)			All student groups will increase by 6% (2% each year).	
1.12	Priority 4: Student Achievement	2022-2023 All Students 14.9% (164 / 1099)			All student groups will increase by 6% (2% each year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Graduate CTE Pathway with Diploma Completion Rate (4 year graduating cohort)	English Learner 1.7% (1 / 59) Foster 7.7% (1 / 13) Homeless 5.9% (8 / 136) Socioeconomically Disadvantaged 15.2% (106 / 697) Students with Disabilities 11.7% (13 / 111) American Indian or Alaska Native 5.3% (1 / 19) Asian 4.6% (3 / 65) Filipino 0.0% (0 / 8) Hispanic 12.7% (35 / 276) Native Hawaiian or Other Pacific Islander 50.0% (1 / 2) White 18.9% (114 / 604) African American 8.0% (2 / 25) Two or More Races 10.0% (5 / 50)				
1.13	Priority 4: Student Achievement English Learner Progress Indicator (ELPI) CA Dashboard Percentage of Students Meeting Requirements	2022-2023 56.6%			The number of English Learners meeting ELPI requirements will increase by 6% (2% each year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Priority 1: Basic Percentage of Students with Access to Online Instructional Resources at School	2023-2024 100% of students have access to online instructional resources at school.			Maintain 100% access for students at school.	
1.15	Priority 4: Student Achievement Graduates Passing an AP Exam with a score of 3 or higher	2022-2023 All Students 20.3% (190 / 934) English Learner 0.0% (0 / 30) Foster 0.0% (0 / 6) Homeless 3.8% (1 / 26) Socioeconomically Disadvantaged 13.6% (60 / 442) Students with Disabilities 0.7% (1 / 141) American Indian or Alaska Native 29.4% (5 / 17) Asian 26.0% (13 / 50) Filipino 12.5% (1 / 8) Hispanic 15.9% (37 / 232) Native Hawaiian or Other Pacific Islander 0.0% (0 / 3) White 22.2% (118 / 532) African American 19.0% (4 / 21)			All student groups will increase by 3% (1% each year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races 20.6% (7 / 34)				
1.16	Priority 4: Student Achievement IXL English/Language Arts (Gr. 6-8) Students Meeting or Exceeding Benchmark	2023-2024 All Students 47.5% (1125/2369) English Learner 2.1% (3/145) Foster 0.0% (0/7) Homeless 15.7% (18/115) Socioeconomically Disadvantaged 35.8% (462/1292) Students with Disabilities 13.8% (43/311) American Indian or Alaska Native 41.7% (10/24) Asian 49.3% (70/142) Filipino 70.0% (7/10) Hispanic 34.8% (249/715) Native Hawaiian or Other Pacific Islander 33.3% (5/15) White 55.9% (669/1197) African American 20.4% (10/49) Two or More Races 48.3% (85/176)				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Priority 5: Student Engagement High School Dropout/Non-Completer Rate	2022-2023 All Students 7.5% (82/1099) English Learner 15.3% (9/59) Foster 15.4% (2/13) Homeless 25.0% (34/136) American Indian or Alaska Native 5.3% (1/19) Asian 1.5% (1/65) Filipino 0.0% (0/8) Hispanic 10.5%(29/276) Native Hawaiian or Other Pacific Islander 0.0% (0/2) White 6.0% (36/604) African American 12.0% (3/25) Two or More Races 14.0% (7/50)			All student groups will decrease by 3% (1% each year).	
1.18	Priority 4: Student Achievement Star Reading (Gr. 3-5) Students Meeting or Exceeding Benchmark	2023-2024 All Students 71.4% (1969/2757) English Learner 69.7% (200/287) Foster 51.7% (15/29) Homeless 67.6% (127/188) Socioeconomically Disadvantaged 68.0% (1058/1557) Students with Disabilities 65.4% (335/512)			All student groups will increase by 6% (2% each year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian or Alaska Native 60.0% (18/30) Asian 63.7% (100/157) Filipino 87.5% (7/8) Hispanic 70.8% (610/862) Native Hawaiian or Other Pacific Islander 58.3% (7/12) White 73.1% (952/1302) African American 66.2% (49/74) Two or More Races 76.3% (167/219)				
1.19	Priority 5: Student Engagement High School Graduation Rate	2022-2023 All Students 91.3% (920 / 1008) English Learner 80.0% (36 / 45) Foster 84.6% (11 / 13) Homeless 75.2% (106 / 141) Socioeconomically Disadvantaged 89.1% (595 / 668) Students with Disabilities 78.7% (111 / 141) American Indian or Alaska Native 94.4% (17 / 18) Asian 95.9% (47 / 49)			All student groups will increase by 3% (1% each year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino (/ 8) Hispanic 88.6% (240 / 271) Native Hawaiian or Other Pacific Islander (/ 2) White 93.1% (523 / 562) African American 87.5% (21 / 24) Two or More Races 84.4% (38 / 45)				
1.20	Priority 4: Student Achievement Student Growth on Elementary Reading Assessments for Students Receiving Reading Specialist Support	2023-2024 Students in grades K-2 who received support from a Reading Specialist showed approximately 7 points more growth on the Basic Phonics Skills Test than those that did not. Students in grades 3-5 who received support from a Reading Specialist showed approximately 1 month more growth on Star Reading than those that did not.			All student groups will show more growth than students who did not receive reading specialist support.	
1.21	Priority 4: Student Achievement College and Career Indicator - Prepared	2022-2023 All Students 46.9% (469 / 999) English Learner 8.9% (4 / 45) Foster 0.0% (0 / 13)			All student groups will increase by 6% (2% each year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students Meeting Requirements	Homeless 13.4% (18 / 134) Socioeconomically Disadvantaged 36.2% (239 / 660) Students with Disabilities 10.9% (15 / 137) American Indian or Alaska Native 47.1% (8 / 17) Asian 61.2% (30 / 49) Filipino (/ 8) Hispanic 34.5% (91 / 264) Native Hawaiian or Other Pacific Islander (/ 2) White 54.4% (305 / 561) African American 29.2% (7 / 24) Two or More Races 28.9% (13 / 45)				
1.22	Priority 5: Student Engagement Medically Necessary Instruction (MNI) and Off Campus Instruction (OCI) will be provided for students in need of these services	2023-2024 85 students were served in these programs			All students in need of MNI/OCI services will have the service provided.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	<p>Priority 4: Student Achievement</p> <p>CTE and A-G Completion Rate with Diploma for Graduating Cohort</p>	<p>2022-2023 All Students 6.0% (66 / 1099)</p> <p>English Learner 0.0% (0 / 59)</p> <p>Foster 0.0% (0 / 13)</p> <p>Homeless 2.2% (3 / 136)</p> <p>Socioeconomically Disadvantaged 5.0% (35 / 697)</p> <p>Students with Disabilities 0.9% (1 / 111)</p> <p>American Indian or Alaska Native 5.3% (1 / 19)</p> <p>Asian 0.0% (0 / 65)</p> <p>Filipino 0.0% (0 / 8)</p> <p>Hispanic 4.0% (11 / 276)</p> <p>Native Hawaiian or Other Pacific Islander 0.0% (0 / 2)</p> <p>White 8.4% (51 / 604)</p> <p>African American 0.0% (0 / 25)</p> <p>Two or More Races 2.0% (1 / 50)</p>			All student groups will increase by 6% (2% each year).	
1.24	<p>Priority 7: Course Access</p> <p>All elementary students will be provided engagement in Art, Music, and extra P.E.</p>	<p>2023-2024</p> <p>All elementary students had access to these engagement opportunities.</p>			All elementary students will have access to these engagement opportunities.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.25	Priority 4: Student Achievement Kindergarten Phonics Students Meeting or Exceeding Benchmark	2023-2024 All Students 73.6% English Learner 49.3% Foster 25.0% Homeless 41.5% Socioeconomically Disadvantaged 63.6% Students with Disabilities 46.4% Female 74.4% Male 72.8% African American 50.0% American Indian or Alaska Native 75.0% Asian 66.7% Filipino 100.0% Hispanic 64.9% Native Hawaiian or Other Pacific Islander 50.0% White 79.5% Two or More Races 81.5% Not Reported 72.0%			All student groups will increase by 6% (2% each year).	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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. It is crucial to recruit and retain highly qualified staff. Consequently, we look forward to seeing on-going improvement in CAASPP English Language Arts and Math as well as higher percentages of English Learners growth towards English Proficiency.	\$138,407.00	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 unduplicated student groups, have instructional materials.	\$2,807,252.00	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).	\$1,120,000.00	Yes
1.4	Facilities Maintenance	Regularly inspect and maintain facilities.	\$5,098,392.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$159,157.00	Yes
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.	\$1,557,390.00	Yes
1.8	After School Homework Support (ASES, BLAST, Fair View High School, ELOP)	CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.	\$8,237,816.00	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.	\$384,198.00	No
1.10	Teachers on Special Assignment (TOSAs)	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 * Illuminate/Data TOSA (1.0 FTE) *Tech PD (CSEA) TOSA (1.0 FTE)	\$358,509.00	No

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.	\$2,110,508.00	Yes
1.12	Online Access	To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.	\$1,331,869.00	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.	\$2,168,273.00	Yes
1.14	Medically Necessary Instruction/Off Campus Instruction	CUSD will provide Medically Necessary Instruction/Off Campus Instruction as needed.	\$177,400.00	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.	\$1,767,482.00	No
1.16	Elementary Reading Specialists	CUSD will provide 12 1.0 FTE Elementary Reading Specialists to support and provide intervention in reading instruction.	\$1,614,909.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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 experiences 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. Despite our efforts, 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 states through "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, while not as bad as the previous year, it was still not at pre-pandemic levels. Additionally, there was an increase in 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parental Involvement Targeted Case Manager Contacts by Percentage of Student Group	2023-2024 All Students 14.5% (1856 / 12823) English Learner 40.8% (379 / 929) Foster 84.5% (93 / 110) Homeless 88.2% (701 / 795) Socioeconomically Disadvantaged 22.5% (1552 / 6905) Students with Disabilities 21.2% (439 / 2074) American Indian or Alaska Native 23.3% (30 / 129) Asian 14.8% (102 / 687) Filipino 10.4% (5 / 48)			All student groups will maintain or increase from the previous year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic 21.4% (821 / 3831) Native Hawaiian or Other Pacific Islander 28.3% (17 / 60) White 9.4% (608 / 6465) African American 29.1% (95 / 326) Two or More Races 13.7% (128 / 937)				
2.3	Priority 5: Student Engagement Counselor and Counseling Assistant Social-Emotional Contacts by Percentage of Student Group	2023-2024 All Students 46.6% (5976 / 12831) English Learner 48.3% (450 / 931) Foster 68.4% (78 / 114) Homeless 67.1% (543 / 809) Socioeconomically Disadvantaged 52.1% (3599 / 6907) Students with Disabilities 48.9% (1016 / 2078) American Indian or Alaska Native 62.0% (80 / 129) Asian 40.2% (276 / 687) Filipino 27.1% (13 / 48) Hispanic 47.7% (1829 / 3834)			All student groups will maintain or increase from the previous year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Native Hawaiian or Other Pacific Islander 50.0% (30 / 60) White 45.1% (2917 / 6470) African American 60.1% (196 / 326) Two or More Races 51.0% (478 / 937)				
2.6	Priority 6: School Climate Professional Development - ADD NUMBERS	2023-2024 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.	
2.7	Priority 5: Student Engagement Attendance Rate	2023-2024 All Students 93.7% (1505160 / 1606511) English Learner 93.9% (104701 / 111528) Foster 87.8% (10814 / 12315) Homeless 85.7% (78345 / 91449) Socioeconomically Disadvantaged 92.2% (798125 / 865572) American Indian or Alaska Native 89.5% (14237 / 15902) Asian 95.9% (82319 / 85804)			All student groups will have an attendance rate of 95.5%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino 96.9% (5870 / 6055) Hispanic 93.2% (443430 / 475819) Native Hawaiian or Other Pacific Islander 90.0% (6990 / 7765) White 94.0% (766709 / 815707) African American 91.3% (36578 / 40085) Two or More Races 93.1% (110124 / 118294)				
2.8	Priority 5: Student Engagement Chronic Absenteeism Rate (Grades TK-8)	2022-2023 All Students 19.1% (1614 / 8452) English Learner 19.3% (153 / 791) Foster 34.2% (25 / 73) Homeless 44.9% (219 / 488) Socioeconomically Disadvantaged 24.8% (1304 / 5256) Students with Disabilities 30.3% (436 / 1438) American Indian or Alaska Native 38.3% (31 / 81) Asian 9.9% (47 / 473) Filipino 3.6% (1 / 28) Hispanic 22.2% (560 / 2526)			All student groups will decline by 6% (2% each year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Native Hawaiian or Other Pacific Islander 46.7% (21 / 45) White 16.7% (693 / 4152) African American 40.7% (77 / 189) Two or More Races 19.2% (184 / 958)				
2.9	Priority 6: School Climate Student Survey Results: Percentage of Students Reporting Favorable Social-emotional Well-being	2023-2024 All Students 88.7% (5602 / 6316) English Learner 90.8% (325 / 358) Foster 72.1% (31 / 43) Homeless 87.1% (270 / 310) Socioeconomically Disadvantaged 87.5% (2846 / 3254) Students with Disabilities 86.4% (717 / 830) American Indian or Alaska Native 77.0% (47 / 61) Asian 91.3% (347 / 380) Filipino 84.4% (27 / 32) Hispanic 88.5% (1551 / 1753) Native Hawaiian or Other Pacific Islander 96.3% (26 / 27)			All student groups will maintain or increase from the previous year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 89.1% (2944 / 3305) African American 81.5% (123 / 151) Two or More Races 87.1% (391 / 449)				

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Action #	Title	Description	Total Funds	Contributing
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.	\$2,499,998.00	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.	\$641,222.00	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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our suspension rate for the All Students group was .8% points higher than the state, however, we were in the "Yellow" and the state was in the "Orange" because the state had a change level of "Increased" and we had a change level of "Maintained". The Filipino group was in the "Blue" with a suspension rate of 0.0% points, decreasing by 3.3% points. The American Indian or Alaska Native student group declined 2.4% points, however they are in the "Orange" and their suspension rate was 9.0%. Our English Learners were in the "Green" and declined .7% points with a suspension rate of 2.3% points. The Asian group was also in the "Green" with a 1.1% suspension rate and declined .6% points. Furthermore, the Socioeconomically Disadvantaged group had a 5.7% suspension rate and declined .5% points, identified in the "Yellow", the Hispanic group was in the "Green" at 4.3% points and they declined .4% points, the Pacific Islander student group was in the "Green" with 3.4% points and they declined .3% points, and our White student group was 4.1% and in the "Yellow", with a decline of .2% points. Additionally, the Students With Disabilities student group was in the "Red" at a 8.3% suspension rate and increased .2% points with the student group Two or More Races having a 5.3% suspension rate and they increased .4% points, identified in the "Orange". The Homeless Youth group was in the "Red" at a 11.3% suspension rate, and they increased .6% points whereas our African American student group was in the "Red" at 11.6% and increased 2.2% points. Lastly, the Foster Youth student group was also in the "Red" with a 24.2% suspension rate and increased by 4.6% points.

To address this, as well as to support every student every day, site-level 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. Additionally, this past year, our junior high schools implemented Reset programs on each of their sites to support alternatives to suspensions.

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 that other staff do not. Additionally, we have added a Behavior Intervention and Coaching Team (BIC) 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 6: School Climate Suspension Rate	2022-2023 All Students 5.7% (115 / 2028) English Learner 6.9% (8 / 116) Foster 18.2% (2 / 11) Homeless 16.2% (11 / 68) Socioeconomically Disadvantaged 8.1% (90 / 1106) Students with Disabilities 9.8% (29 / 296) American Indian or Alaska Native 17.9% (5 / 28) Asian 1.9% (2 / 108) Filipino (/ 6) Hispanic 7.3% (44 / 599) Native Hawaiian or Other Pacific Islander (/ 9) White 3.7% (39 / 1043)			All student groups will decline 0.9 percentage points (0.3% each year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American 15.7% (8 / 51) Two or More Races 9.2% (17 / 184)				
3.2	Priority 6: School Climate Expulsion Rate	2022-2023 All Students 0.6% (12 / 2028) English Learner 1.7% (2 / 116) Foster 9.1% (1 / 11) Homeless 2.9% (2 / 68) Socioeconomically Disadvantaged 0.9% (10 / 1106) Students with Disabilities 1.0% (3 / 296) American Indian or Alaska Native 3.6% (1 / 28) Asian 0.0% (0 / 108) Filipino (/) Hispanic 1.0% (6 / 599) Native Hawaiian or Other Pacific Islander (/) White 0.1% (1 / 1043) African American 3.9% (2 / 51) Two or More Races 1.8% (2 / 112)			All student groups will decline 0.3 percentage points (0.1% each year).	
3.3	Priority 6: School Climate	2023-2024			All student groups will increase the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Survey Results: Percentage of Students Reporting Favorable Feeling of Physical and Emotional Safety at School	<p>All Students 85.4% (841 / 985)</p> <p>English Learner 90.6% (48 / 53)</p> <p>Foster 100.0% (2 / 2)</p> <p>Homeless 90.5% (38 / 42)</p> <p>Socioeconomically Disadvantaged 87.4% (456 / 522)</p> <p>Students with Disabilities 87.0% (100 / 115)</p> <p>American Indian or Alaska Native 57.1% (4 / 7)</p> <p>Asian 89.8% (44 / 49)</p> <p>Filipino 66.7% (2 / 3)</p> <p>Hispanic 88.4% (260 / 294)</p> <p>Native Hawaiian or Other Pacific Islander 100.0% (3 / 3)</p> <p>White 83.2% (430 / 517)</p> <p>African American 90.5% (19 / 21)</p> <p>Two or More Races 85.5% (65 / 76)</p>			percentage of students responding "Agree" or "Strongly Agree" on items relating to safety.	
3.4	Priority 6: School Climate Percentage of Students Participating in Interscholastic Sports	<p>2023-2024</p> <p>At the junior high level, 17% of our students participated in interscholastic sports. At the high school level.</p>			Maintain the baseline percentage of students participating in interscholastic sports.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		51% of our students participated in interscholastic sports.				
3.5	Priority 6: School Climate Project Specialist FTE for behavioral support	2023-2024 Elementary and secondary levels were each provided with 0.5 FTE project specialist services.				

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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	\$1,026,325.00	Yes
3.2	Coaching Stipends	Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	\$964,821.00	Yes
3.3	Campus Supervisors	Provide Campus Supervisors on sites to provide a safe, positive school climate.	\$1,624,653.00	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.	\$152,353.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Provide Equity Multiplier funding to qualifying sites to meet non-stability and socioeconomically disadvantaged pupil thresholds in the prior year. The four sites receiving Equity Multiplier funding are Fair View, Center for Alternative Learning, Academy for Change, and Oakdale.</p> <p>*By the end of each academic year starting in the 2024-2025 school year through 2026-2027, Fair View High School, Center for Alternative Learning (CAL), Academy for Change (AFC), and Oakdale Independent will demonstrate an annual graduation rate increase of 2.5% for all students, including Homeless, Socioeconomically Disadvantaged, and White demographic groups.</p> <p>*By the end of each academic year starting in the 2024-2025 school year through 2026-2027, Fair View High School, Center for Alternative Learning (CAL), Academy for Change (AFC), and Oakdale Independent will demonstrate an increase in SBAC ELA scores by 9 points average distance from standard for all students, including Socioeconomically Disadvantaged and Hispanic demographic groups.</p> <p>*By the end of each academic year starting in the 2024-2025 school year through 2026-2027, Fair View High School, Center for Alternative Learning (CAL), Academy for Change (AFC), and Oakdale Independent will demonstrate an increase in SBAC Math scores by 9 points average distance from standard for all students, including Socioeconomically Disadvantaged and Hispanic demographic groups.</p> <p>*By the end of each academic year starting in the 2024-2025 school year through 2026-2027, Fair View High School, Center for Alternative Learning (CAL), Academy for Change (AFC), and Oakdale Independent will demonstrate an increase in attendance rates by 2% for all students.</p> <p>*By the end of each academic year starting in the 2024-2025 school year through 2026-2027, Fair View High School, Center for Alternative Learning (CAL), Academy for Change (AFC), and Oakdale Independent will demonstrate an increase in CAST scores by 9 points average distance from standard for all students, including Socioeconomically Disadvantaged, White and Hispanic demographic groups.</p> <p>*By the end of each academic year starting in the 2024-2025 school year through 2026-2027, Center for Alternative Learning (CAL) and Oakdale will increase the percentage of students meeting or exceeding standards on the IXL ELA and Math diagnostic by 5% points per year.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Fair View High School (FVHS) and Oakdale students have traditionally performed very poorly on the California State Dashboard measures for SBAC ELA, Math, and CAST performance, with students continuously performing at what the state considers "Very Low". The data for all students is mirrored in the performance of students that are Socioeconomically Disadvantaged and Hispanic. Additionally, FVHS and Oakdale have the lowest graduation rate in the school district at 76.1% and 75.6% respectively. Furthermore, each schools have attendance rates of 72.3% for FVHS, 76.6% for Oakdale, 63.8% for CAL and a 50.2% attendance rate for AFC.

Both Center for Alternative Learning (CAL) and Academy for Change (AFC) exhibit similar trends to FVHS and Oakdale with regard to the performance measurements and attendance. Due to the small pupil counts and sample sizes at these schools and to maintain privacy, a lot of data for CAL and AFC will not be publicly displayed, particularly with regard to state performance measures. This is why IXL data will be used to help track increased performance in ELA and Math at AFC and CAL.

All four of our Alternative Education Programs serve the school districts' most vulnerable student group populations. Typically, at these school sites students have been referred or enrolled due to credit deficiency, expulsions, behavior challenges, and are predominantly from low socioeconomic backgrounds. Due to these challenges facing students, these programs all have the lowest teacher to student ratio in the district because of the high level of care and relationship building that is required to build trust with students to help them succeed.

It is clear that the performance indicators listed in the goals regarding graduation rates, attendance, and State and Local assessment performance demonstrates a high level of need to provide the utmost care in serving these vulnerable populations. Chico Unified is committed to providing the necessary resources, supports, and personnel to increase outcomes for all students attending our Alternative Education programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.10	Priority 4: Student Achievement	2023-2024 Fair View All Students -141 (/24)			All student groups will increase a minimum of 9 points in their average distance	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP ELA CA Dashboard Academic Indicator Average Distance from Standard	Socioeconomically Disadvantaged -149.4 (/18) Hispanic -135.5 (/12) Oakdale All Students -181.9 (/22) Socioeconomically Disadvantaged -174.3 (/19) Center for Alternative Learning - No publicly available results Academy for Change All Students -333 (13)			from standard. points total.points total.	
4.11	Priority 4: Student Achievement CAASPP Math CA Dashboard Academic Indicator Average Distance from Standard	2023-2024 Fair View All Students -213.3 (/24) Socioeconomically Disadvantaged -229.8 (/18) Hispanic -215.6 (/12) Oakdale All Students -260.2 (/25) Socioeconomically Disadvantaged -253.6 (/21)			All student groups will increase a minimum of 9 points in their average distance from standard. points total.points total.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Center for Alternative Learning - No publicly available results Academy for Change All Students -348 (14)				
4.12	Priority 5: Student Engagement High School Graduation Rate	2023-2024 Fair View All Students 76.1% (67/88) Homeless 70.5% (31/44) Socioeconomically Disadvantaged 75.9% (63/83) Students with Disabilities 77.8% (14/18) Hispanic 71.9% (23/32) White 79.5% (31/39) Oakdale All Students 75.6% (31/41) Homeless 71.4% (20/28) Socioeconomically Disadvantaged 75.6% (31/41) Hispanic 75.0% (12/16) White 82.4% (14/17) Center for Alternative Learning All Students 0.0% (13)			All student groups will increase by 3% (1% each year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 0.0% (12) Academy for Change - No publicly available results				

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Oakdale Assistant Principal	Oakdale will employ a .5 FTE Assistant Principal	\$97,145.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Center for Alternative Learning (CAL) Intervention Specialist	The Center for Alternative Learning (CAL) will employ an Intervention Specialist.	\$189,790.00	No
4.3	Center for Alternative Learning (CAL), Fair View, and Academy for Change (AFC) Reading Intervention Sections	The Center for Alternative Learning (CAL), Fair View, and the Academy for Change (AFC) will provide Reading Intervention sections.	\$397,428.00	No
4.4	Oakdale Social Worker	Oakdale will provide a 1.0 Social Worker to support students and families.	\$59,696.00	No
4.5	Fair View Instructional Aide Bilingual	Fair View will provide a Bilingual Aide to support and improve instruction for all unduplicated pupils, including students with disabilities.	\$45,398.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$14,362,530	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.914%	0.000%	\$0.00	10.914%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Technology</p> <p>Need: 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</p>	By implementing this action, it will ensure that we have the most current technology assistance for our students' learning and there are no barriers for any disadvantaged student groups, or any other student groups. Additionally, we know that providing daily opportunities for digital leaning and citizenship for our students will support them in becoming competitive as they matriculate through the grade levels and when they enter the workforce.	Chico Unified will ensure that 100% of CUSD students from all student groups have 1:1 device access.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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." Based on the needs of these groups of students and the research, we will be ensuring that 100% of CUSD students, including our unduplicated students, have 1:1 device access.</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Implementation of District Wide Assessments</p> <p>Need: Data shows that this organizational structure and support of teachers (DLC) 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. 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</p>	<p>By implementing this action, it will directly support our low-income students by supporting benchmark data practices. We will provide the action district-wide to support all students. All students will benefit from this action, but we expect our unduplicated students to benefit the most.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>classroom." Based on the needs of our low-income students and the research, we will be implementing the DLC.</p> <p>Scope: LEA-wide</p>		
<p>1.6</p>	<p>Action: Academic Interventions</p> <p>Need: Our low income, English Learners and Foster Youth student groups are underachieving in English Language Arts and Math. Action 1.6 (Academic Interventions) is part of the fabric of Chico Unified's MTSS framework. Interventions must be targeted on specific concepts with a distinct beginning and end as staff assesses if students have learned specific content skills. "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)." Based on the needs of our unduplicated students and the research, we will be implementing interventions K-12 grades.</p> <p>Scope:</p>	<p>Our schools have seen the needs for intervention, due to the pandemic, increase for our disadvantaged youth, Foster Youth and English Learner student groups. 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 opportunities for intervention if needed. CUSD utilizes a multitude of interventions such as Reading Pals, Math Lab, Read 180, and 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. All students will benefit from this action but we expect our unduplicated students to benefit the most.</p>	<p>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, including our unduplicated students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	<p>Action: Instructional Support Services</p> <p>Need: 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. "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)." Based on the needs of our students, we will be implementing Bilingual Aides, Tech Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils, including students with disabilities.</p> <p>Scope: LEA-wide</p>	<p>These instructional support services will be effective, particularly for our Socioeconomically Disadvantaged and English Learners, as they support each and every student's academic needs, including Students With Disabilities. We will provide this action district-wide to support student learning. All students will benefit from this action but we do expect our low income and English Learners student groups to benefit the most. We do expect to see these groups increase in academic achievement.</p>	<p>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.</p>
1.11	<p>Action: Support Art, Music and extra PE in Elementary Grades</p>	<p>By implementing this action, it will directly support our unduplicated students by exposing our students, specifically those from</p>	<p>Chico Unified will ensure that 100% of elementary students will</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Action 1.11 (Fine Arts, Music and extra PE Teachers) has been in our LCAP since its inception. Our unduplicated students need opportunities for enrichment in the Arts. 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.” Based on the needs for enrichment in the Arts and our Socioeconomically Disadvantaged, English Learners, and Foster Youth student groups, we will be implementing Art, Music and extra PE at the elementary level.</p> <p>Scope: Schoolwide</p>	<p>socioeconomically disadvantaged homes to the arts as an opportunity for children to experience and enjoy activities that promote creativity and self-expression. We will provide this action district-wide. All of our CUSD students will benefit from this action but we expect our unduplicated students to benefit the most with an increase in academic achievement.</p>	<p>have access to Fine Arts, Music, and extra PE.</p>
<p>1.12</p>	<p>Action: Online Access</p> <p>Need: 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</p>	<p>By implementing this action, it will directly support our socioeconomically disadvantaged students by providing a safe place to go with knowledgeable staff to assist them with online access. All students will benefit from this action but we expect our low income, English Learners, and Foster Youth students to benefit the most. We expect these underserved student groups to increase their levels on academic measures.</p>	<p>We expect to see academic measures included in Goal 1 increase.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>underserved. Research shows that all students, especially those from socioeconomically disadvantaged homes, need consistent access and direction in using online resources. Based on the needs of our low-income students and the research, we will be providing Librarians and Library Assistants at each site.</p> <p>Scope: LEA-wide</p>		
<p>1.13</p>	<p>Action: Secondary Counselors</p> <p>Need: Action 1.13 (Counselors) supports all three of our LCAP goals. 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.” Based on the needs of our low-income and Foster Youth student groups, we will implement counselors on each site.</p> <p>Scope: Schoolwide</p>	<p>By implementing this action, it will directly support our low-income students and Foster Youth student groups by providing counseling opportunities to support positive school experiences and learning and we will provide the action district-wide. With this additional counseling in place, we expect to see an increase in academic achievement and additional course opportunities for all students, as we know that when students feel connected, their academics are stronger.</p>	<p>We will use local and state academic measures as well as course participation metrics (A-G, CTE, etc.) to measure achievement.</p>
<p>1.14</p>	<p>Action:</p>	<p>By implementing this action, it will directly support our students' unique needs while providing</p>	<p>To ensure that 100% of students will have access</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Medically Necessary Instruction/Off Campus Instruction</p> <p>Need: 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 or months. We know that some of our students are challenged in many situations that cause stress and or anxiety, with the research particularly supporting the need from our Foster Youth and Socioeconomically Disadvantaged student groups. Based on the needs of these groups and the research, we will be implementing Medically Necessary Instruction (MNI) to support student learning.</p> <p>Scope: LEA-wide</p>	<p>opportunity for learning to continue for all CUSD students, especially for our unduplicated students or students from low-income homes. We expect our unduplicated student achievement to increase with this opportunity for support in place when/if needed.</p>	<p>to MNI/OCI services, CUSD will maintain staffing of these programs.</p>
1.16	<p>Action: Elementary Reading Specialists</p> <p>Need: 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, particularly in the primary grades and specifically serving our foster youth, socioeconomically disadvantaged and English Learner student groups. The article in Frontiers in Psychology entitled the COVID-19 Pandemic and Student</p>	<p>By implementing this action, it will directly support our unduplicated students' disparities 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. We will provide this action district-wide and anticipate that all students will benefit from this action, although we expect our students with the most need benefiting the most.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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." Based on the needs of our low-income students, Foster Youth, and English Learners as well as the research, we will be continuing the implementation of Reading Specialists at the elementary level.</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Health and Social-Emotional Supports</p> <p>Need: 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, particularly affecting</p>	<p>By implementing this action, it will directly support our low income and Foster Youth student groups. We will provide the action district-wide and expect all students to benefit from this action. 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 all of 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 and foster homes, to feel included and safe on our school sites.</p>	<p>A measurable outcome for this action will be an increase in school connectedness based on data from our Kelvin pulses.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>our historically underserved youth. 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). Based on the needs of our low-income students and Foster Youth as well as the research, we will be implementing these health and social-emotional counseling support services.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Targeted Case Managers</p> <p>Need: 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 had that stability. TCMs have up-to-date lists of medical providers and other supports families need in cases of not</p>	<p>By implementing this action, it will directly support our low income students, Foster Youth, and English Learner student groups in feeling connected to school and ready for learning. 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.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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). Our low-income, Foster Youth, and English Learner student groups are underachieving academically in English Language Arts and Math. Based on the needs of these student groups and the research, we will continue to implement Targeted Case Managers to support our students and families.</p> <p>Scope: LEA-wide</p>		
3.1	<p>Action: Continue support for district alternative education programs</p> <p>Need: Action 3.1 (Continue Support for District wide Alternative Education Programs) is of paramount importance to assist and support</p>	<p>Alternative Education programs have been included in our LCAP since 2013. 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. By implementing this action, it will directly support our</p>	<p>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</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>our students in staying in school and, ultimately, receiving a high school diploma. Chico Unified suspension data reveals that some student groups are consistently suspended at disproportionately high rates. Our Socioeconomically Disadvantaged and Foster Youth student groups have higher suspension rates than the state. 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). Based on the needs of our low-income students and Foster Youth student groups, we will be implementing support for district alternative programs.</p> <p>Scope: LEA-wide</p>	<p>socioeconomically disadvantaged and Foster Youth student groups. We will provide the action district-wide with the expectation that all students will benefit from this action even though we expect our most impacted students to benefit the most.</p>	<p>upmost importance to examine practices and partner with families.</p>
<p>3.2</p>	<p>Action: Coaching Stipends</p> <p>Need: It is imperative that our underserved students, including our Foster Youth and Socioeconomically Disadvantaged student groups, feel a connection to school. In Volume 34 of “Research in Higher Education Journal”,</p>	<p>Action 3.2 (Coaching Stipends) has been, and continues 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. By implementing this action, it will directly support our Socioeconomically Disadvantaged and Foster Youth student groups. All students will benefit from this action, but we</p>	<p>A measurable outcome we will use for this is that school connectedness will increase based on Kelvin pulse data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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.” Based on the needs of our Foster Youth and low-income student groups as well as the research, we will be implementing coaching staff for athletic programs.</p> <p>Scope: LEA-wide</p>	<p>expect our most at-risk students to benefit the most.</p>	
<p>3.3</p>	<p>Action: Campus Supervisors</p> <p>Need: Campus Supervisors are a means of promoting a positive school culture; often these Campus Supervisors make connections with individual students that other staff do not, as is the case in the Chico Unified School District. Action 3.3 (Campus Supervisors) has been, and continues 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. With our unduplicated students achieving academically at a lower rate than the All Students groups, we will be implementing Campus Supervisors to provide school connections.</p>	<p>By implementing this action, it will directly support our low income students, Foster Youth, and English Learners student groups. We will provide the action district wide and believe that all students will benefit from this action, with our most at-risk students experiencing the connection to school that these staff members create.</p>	<p>A measurable outcome we will use for this is that school connectedness will increase based on Kelvin pulse data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.4</p>	<p>Action: Elementary and Secondary Project Specialists</p> <p>Need: 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 behaviors, particularly with our Foster Youth and other student groups. For learning to take place for students, it is imperative that they feel calm, safe, and have regulated behavior. 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." Our Foster Youth group had a high increase in suspension rate this past year. Based on the needs of our Foster Youth, and other student groups, we will continue implementation of our Elementary and Secondary Project Specialists.</p>	<p>Staff members have asked for support to ensure that their skills are supportive of what students need, including those students with the highest needs. This is a new model we are developing that will focus on student and campus need, and staff coaching delivered by district staff members with experience in successful behavior management. By implementing this action, it will directly support our Foster Youth and other student groups in reducing suspension rates. We will provide the action district wide servicing all students. All students will benefit from this action, but we expect our Foster Youth to be among the groups to benefit the most.</p>	<p>A measurable outcome for this action will be that school connections will increase based on Kelvin pulse data as well as suspension data.</p>

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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Additional Concentration Grant Funding

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

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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		

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	131,596,735	14,362,530	10.914%	0.000%	10.914%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$26,104,831.00	\$11,007,012.00	\$12,267.00	\$1,056,281.00	\$38,180,391.00	\$28,568,181.00	\$9,612,210.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Review credentials and assignments	All	No				On-going	\$138,407.00	\$0.00	\$138,407.00	\$0.00	\$0.00	\$0.00	\$138,407.00	
1	1.2	Standards-aligned Textbooks and Supplemental Materials	All	No					\$0.00	\$2,807,252.00	\$610,990.00	\$2,196,262.00	\$0.00	\$0.00	\$2,807,252.00	
1	1.3	Technology	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$1,120,000.00	\$1,120,000.00	\$0.00	\$0.00	\$0.00	\$1,120,000.00	
1	1.4	Facilities Maintenance	All	No					\$3,393,088.00	\$1,705,304.00	\$5,098,392.00	\$0.00	\$0.00	\$0.00	\$5,098,392.00	
1	1.5	Implementation of District Wide Assessments	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$159,157.00	\$0.00	\$159,157.00	\$0.00	\$0.00	\$0.00	\$159,157.00	
1	1.6	Academic Interventions	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,195,318.00	\$254,682.00	\$1,450,000.00	\$0.00	\$0.00	\$0.00	\$1,450,000.00	
1	1.7	Instructional Support Services	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,557,390.00	\$0.00	\$1,557,390.00	\$0.00	\$0.00	\$0.00	\$1,557,390.00	
1	1.8	After School Homework Support (ASES, BLAST, Fair View High School, ELOP)	All	No					\$5,030,515.00	\$3,207,301.00	\$0.00	\$8,021,293.00	\$0.00	\$216,523.00	\$8,237,816.00	
1	1.9	Provide Professional Development	All	No					\$17,123.00	\$367,075.00	\$0.00	\$0.00	\$12,267.00	\$371,931.00	\$384,198.00	
1	1.10	Teachers on Special Assignment (TOSAs)	All	No					\$358,509.00	\$0.00	\$69,352.00	\$0.00	\$0.00	\$289,157.00	\$358,509.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Support Art, Music and extra PE in Elementary Grades	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$2,110,508.00	\$0.00	\$2,110,508.00	\$0.00	\$0.00	\$0.00	\$2,110,508.00	
1	1.12	Online Access	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,331,869.00	\$0.00	\$1,331,869.00	\$0.00	\$0.00	\$0.00	\$1,331,869.00	
1	1.13	Secondary Counselors	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$2,168,273.00	\$0.00	\$2,168,273.00	\$0.00	\$0.00	\$0.00	\$2,168,273.00	
1	1.14	Medically Necessary Instruction/Off Campus Instruction	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$176,400.00	\$1,000.00	\$177,400.00	\$0.00	\$0.00	\$0.00	\$177,400.00	
1	1.15	Online Education Options	All		No					\$1,750,852.00	\$16,630.00	\$1,588,812.00	\$0.00	\$0.00	\$178,670.00	\$1,767,482.00	
1	1.16	Elementary Reading Specialists	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,614,909.00	\$0.00	\$1,614,909.00	\$0.00	\$0.00	\$0.00	\$1,614,909.00	
2	2.1	Professional Development	All		No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.2	Health and Social-Emotional Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,429,432.00	\$70,566.00	\$2,499,998.00	\$0.00	\$0.00	\$0.00	\$2,499,998.00	
2	2.3	Targeted Case Managers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$641,222.00	\$0.00	\$641,222.00	\$0.00	\$0.00	\$0.00	\$641,222.00	
2	2.4	School Climate Surveys	All		No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00
3	3.1	Continue support for district alternative education programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,026,325.00	\$0.00	\$1,026,325.00	\$0.00	\$0.00	\$0.00	\$1,026,325.00	
3	3.2	Coaching Stipends	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$902,421.00	\$62,400.00	\$964,821.00	\$0.00	\$0.00	\$0.00	\$964,821.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Campus Supervisors	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,624,653.00	\$0.00	\$1,624,653.00	\$0.00	\$0.00	\$0.00	\$1,624,653.00	
3	3.4	Elementary and Secondary Project Specialists	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$152,353.00	\$0.00	\$152,353.00	\$0.00	\$0.00	\$0.00	\$152,353.00	
4	4.1	Oakdale Assistant Principal	All	No					\$97,145.00	\$0.00	\$0.00	\$97,145.00	\$0.00	\$0.00	\$97,145.00	
4	4.2	Center for Alternative Learning (CAL) Intervention Specialist	All Students Disabilities with	No					\$189,790.00	\$0.00	\$0.00	\$189,790.00	\$0.00	\$0.00	\$189,790.00	
4	4.3	Center for Alternative Learning (CAL), Fair View, and Academy for Change (AFC) Reading Intervention Sections	All Students Disabilities with	No					\$397,428.00	\$0.00	\$0.00	\$397,428.00	\$0.00	\$0.00	\$397,428.00	
4	4.4	Oakdale Social Worker	All Students Disabilities with	No					\$59,696.00	\$0.00	\$0.00	\$59,696.00	\$0.00	\$0.00	\$59,696.00	
4	4.5	Fair View Instructional Aide Bilingual	All Students Disabilities with	No					\$45,398.00	\$0.00	\$0.00	\$45,398.00	\$0.00	\$0.00	\$45,398.00	

2024-25 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	
131,596,735	14,362,530	10.914%	0.000%	10.914%	\$18,598,878.00	0.000%	14.133 %	Total:	\$18,598,878.00	
									LEA-wide Total:	\$14,320,097.00
									Limited Total:	\$0.00
									Schoolwide Total:	\$4,278,781.00

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		\$1,120,000.00	
1	1.5	Implementation of District Wide Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income		\$159,157.00	
1	1.6	Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,450,000.00	
1	1.7	Instructional Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,557,390.00	
1	1.11	Support Art, Music and extra PE in Elementary Grades	Yes	Schoolwide	English Learners Foster Youth Low Income		\$2,110,508.00	
1	1.12	Online Access	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,331,869.00	

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	1.13	Secondary Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income		\$2,168,273.00	
1	1.14	Medically Necessary Instruction/Off Campus Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		\$177,400.00	
1	1.16	Elementary Reading Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,614,909.00	
2	2.2	Health and Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,499,998.00	
2	2.3	Targeted Case Managers	Yes	LEA-wide	English Learners Foster Youth Low Income		\$641,222.00	
3	3.1	Continue support for district alternative education programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,026,325.00	
3	3.2	Coaching Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income		\$964,821.00	
3	3.3	Campus Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,624,653.00	
3	3.4	Elementary and Secondary Project Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income		\$152,353.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$32,264,289.00	\$31,350,906.00

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	\$131,221.00	121,455
1	1.2	Standards-aligned Textbooks and Supplemental Materials	No	\$2,726,106.00	1,355,224
1	1.3	Technology	Yes	\$970,000.00	965,373
1	1.4	Facilities Maintenance	No	\$6,157,296.00	6,487,081
1	1.5	Implementation of District Wide Assessments	No	\$0.00	0
1	1.6	Academic Interventions	Yes	\$1,450,000.00	1,450,000
1	1.7	Instructional Support Services	Yes	\$2,333,032.00	2,112,705
1	1.8	After School Homework Support (ASES, BLAST, Fair View High School)	No	\$1,573,157.00	1,509,879
1	1.9	Provide Professional Development	No	\$403,565.00	384,282
1	1.10	District Leadership Council (DLC) and Teachers on Special Assignment	Yes	\$846,318.00	913,906
1	1.11	Support Art, Music and extra PE in Elementary Grades	Yes	\$2,114,763.00	2,027,011

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Online Access	Yes	\$1,274,538.00	1,286,459
1	1.13	Secondary Counselors	Yes	\$2,029,865.00	2,169,213
1	1.14	Medically Necessary Instruction/Off Campus Instruction	Yes	\$183,418.00	163,301
1	1.15	Online Education Options	No	\$1,753,174.00	1,895,514
1	1.16	Elementary Reading Specialists	Yes	\$1,379,158.00	1,516,501
1	1.17	Professional Development	Yes	\$223,500.00	323,240
2	2.1	Professional Development	No	\$0.00	0
2	2.2	Health and Social-Emotional Supports	Yes	\$2,292,036.00	2,360,185
2	2.3	Targeted Case Managers	Yes	\$676,019.00	585,307
2	2.4	School Climate Surveys	No	\$0.00	0
3	3.1	Continue support for district alternative education programs	Yes	\$968,748.00	1,011,604
3	3.2	Coaching Stipends	Yes	\$894,207.00	907,960
3	3.3	Campus Supervisors	Yes	\$1,591,345.00	1,491,805

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Elementary and Secondary Project Specialists	Yes	\$148,064.00	148,881
3	3.5	Summer Behavioral Intervention Team (BIT) Professional Development	No	\$0.00	0
4	4.1	Targeted Case Managers, Counselors, Counseling Assistants, Professional Development	No	\$0.00	0
4	4.2	Foster Youth/Homeless Coordinator	No	\$144,759.00	164,020
4	4.3	Foster Youth Data Analysis System	No	\$0.00	0

2023-24 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)
16,263,746	\$19,070,072.00	\$19,039,029.00	\$31,043.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Technology	Yes	\$970,000.00	965,373		
1	1.6	Academic Interventions	Yes	\$1,450,000.00	1,450,000		
1	1.7	Instructional Support Services	Yes	\$2,333,032.00	2,112,705		
1	1.10	District Leadership Council (DLC) and Teachers on Special Assignment	Yes	\$541,379.00	519,484		
1	1.11	Support Art, Music and extra PE in Elementary Grades	Yes	\$2,114,763.00	2,027,011		
1	1.12	Online Access	Yes	\$1,274,538.00	1,286,459		
1	1.13	Secondary Counselors	Yes	\$2,029,865.00	2,169,213		
1	1.14	Medically Necessary Instruction/Off Campus Instruction	Yes	\$183,418.00	163,301		
1	1.16	Elementary Reading Specialists	Yes	\$1,379,158.00	1,516,501		
1	1.17	Professional Development	Yes	\$223,500.00	323,240		
2	2.2	Health and Social-Emotional Supports	Yes	\$2,292,036.00	2,360,185		
2	2.3	Targeted Case Managers	Yes	\$676,019.00	585,307		

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	3.1	Continue support for district alternative education programs	Yes	\$968,748.00	1,011,604		
3	3.2	Coaching Stipends	Yes	\$894,207.00	907,960		
3	3.3	Campus Supervisors	Yes	\$1,591,345.00	1,491,805		
3	3.4	Elementary and Secondary Project Specialists	Yes	\$148,064.00	148,881		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
130,017,137	16,263,746	0	12.509%	\$19,039,029.00	0.000%	14.643%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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