LCFF Budget Overview for Parents

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

CDS Code: 04614240000000

School Year: 2024-25 LEA contact information:

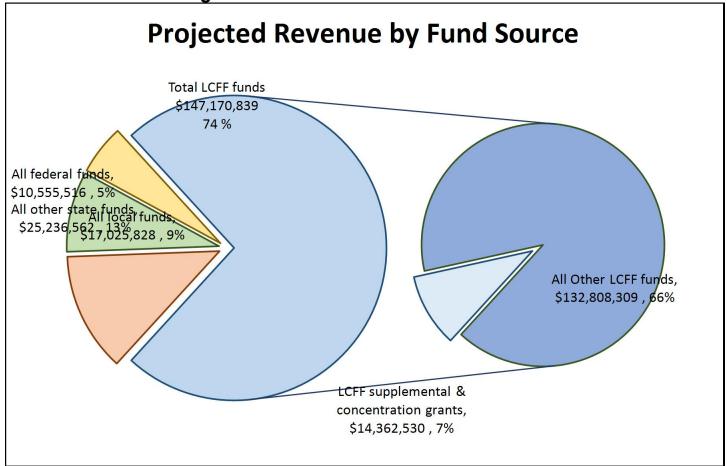
Kelly Staley Superintendent

kstaley@chicousd.org

530-891-3000

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

Budget Overview for the 2024-25 School Year

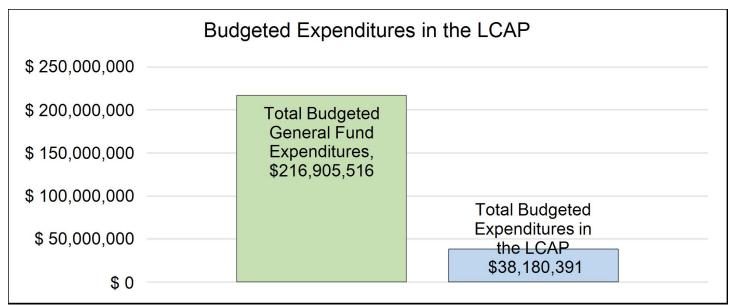


This chart shows the total general purpose revenue Chico Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chico Unified School District is \$199,988,745, of which \$147,170,839 is Local Control Funding Formula (LCFF), \$25,236,562 is other state funds, \$17,025,828 is local funds, and \$10,555,516 is federal funds. Of the \$147,170,839 in LCFF Funds, \$14,362,530 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Chico Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chico Unified School District plans to spend \$216,905,516 for the 2024-25 school year. Of that amount, \$38,180,391 is tied to actions/services in the LCAP and \$178,725,125 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Basic/Core Services:
Maintenance and Operations
Core Program (including staffing)
Transportation
Information Technology
Nutrition Services
General Staffing and Support Services
Specialty Grants
Federal "Title" Funding
Human Resources
Fiscal Services, Payroll, Purchasing, and Warehouse
General Administrative Support Services

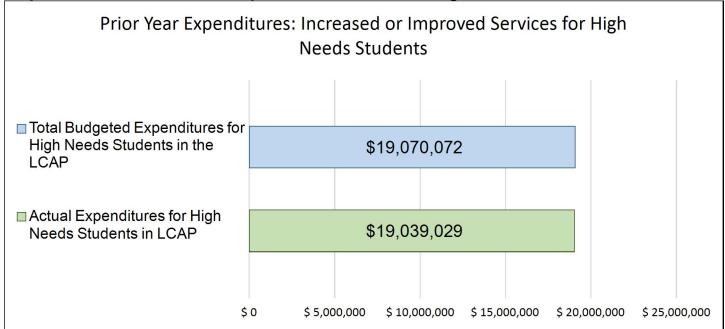
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Chico Unified School District is projecting it will receive \$14,362,530 based on the enrollment of foster youth, English learner, and low-income students. Chico Unified School District must describe

how it intends to increase or improve services for high needs students in the LCAP. Chico Unified School District plans to spend \$18,598,878 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Chico Unified School District's LCAP budgeted \$19,070,072 for planned actions to increase or improve services for high needs students. Chico Unified School District actually spent \$19,039,029 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-31,043 had the following impact on Chico Unified School District's ability to increase or improve services for high needs students:

This difference is due to the Instructional Aide - Bilingual/Computers vacancies that were budgeted for but were not filled over the course of the year, due to budget constraints.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic -	In 2020-2021, 100%	100%	100%	100%	Maintain 100%
Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	of CUSD teachers were appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.	10070	10070	10070	Waintain 10070
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2020-2021,100% of of CUSD K-12 classrooms had sufficient instructional materials as verified by the Williams Report.	100%	100%	100%	Maintain 100%
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2020-2021, 100% of all CUSD students have 1:1 device access.	100%	100%	100%	Maintain 100%
Priority 1: Basic - School Facilities in Good Repair	In 2020-2021, CUSD schools all rate good or exemplary as measured by the	100%	100%	100%	Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Facility Inspection Tool (FIT).				
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.	100%	100%	100%	Maintain 100%
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard Academic Indicator	2018-2019 Average Distance from Standard *All Students - 9.2 points above *English Learners - 53.2 points below *Foster Youth - 86.2 points below *Homeless - 10 points below *Socioeconomically Disadvantaged- 22.7 points below *Students with Disabilities - 74.3 points below *African American - 26.1 points below *American Indian or Alaska Native - 45.2 points below *Asian - 12.7 points above	N/A due to CAASPP test status in 2019-2020 (canceled) and 2020-2021(optional)	2021-2022 Average Distance from Standard *All Students - 9.0 points above *English Learners - 88.0 points below *Foster Youth - 75.0 points below *Homeless - 72.3 points below *Socioeconomically Disadvantaged - 22.7 points below *Students with Disabilities - 89.8 points below *African American - 41.1 points below *American Indian or Alaska Native - 23.0 points below *Asian - 9.0 points above	All Students 11.2 (5910) English Learner -61 (554) Foster -104.9 (27) Homeless -69.3 (236) Socioeconomically Disadvantaged -17.7 (3469) 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)	All student groups scoring "Yellow", "Green, or "Blue" on the Fall, 2019 Dashboard will increase a minimum of 9 points in their average distance from standard. Students who score "Orange" or "Red" will have a growth of 19 points total.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Filipino - 56.6 points above *Hispanic - 24.7 points below *Pacific Islander - 1.9 points above *White - 26.9 points above *Two or More Races - 5.6 points above		*Filipino - 54.8 points above *Hispanic - 25.8 points below *Pacific Islander - 21.2 points below *White - 30.5 points above *Two or More Races - 1.8 points above	African American - 37.4 (120) Two or More Races 11.5 (435)	
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard Academic Indicator	*All Students - 24 points below *English Learners - 83.5 points below *Foster Youth - 127.5 points below *Homeless - 47 points below *Socioeconomically Disadvantaged - 58.7 points below *Students with Disabilities - 112.1 points below *African American - 82.4 points below *American Indian or Alaska Native - 70.8 points below *Asian - 5.6 points below *Filipino - 41.8 points above	N/A due to CAASPP test status in 2019-2020 (canceled) and 2020-2021(optional)	2021-2022 Average Distance from Standard *All Students - 34.5 points below *English Learners - 115.4 points below *Foster Youth - 126.5 points below *Homeless - 112.6 points below *Socioeconomically Disadvantaged - 66.2 points below *Students with Disabilities - 128.9 points below *African American - 99.5 points below *American Indian or Alaska Native - 68.4 points below *Asian - 23.1 points below	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) Filipino 21.4 (29) Hispanic -68.2 (1710) Native Hawaiian or Other Pacific Islander -83.9 (26) White -7.5 (3022)	All student groups scoring "Yellow", "Green, or "Blue" on the Fall, 2019 Dashboard will increase a minimum of 9 points in their average distance from standard. Students who score "Orange" or "Red" will have a growth of 19 points total.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Hispanic - 58.7 points below *Pacific Islander - 18.3 points below *White - 6 points below *Two or More Races - 31.9 points below		*Filipino - 18.7 points above *Hispanic - 72.8 points below *Pacific Islander - 52.1 points below *White - 11.8 points below *Two or More Races - 45.2 points below	African American - 82.6 (119) Two or More Races - 33.2 (436)	
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	*Foster Youth - N/A	N/A due to CAASPP test status in 2019-2020 (canceled) and 2020-2021(optional)	2021-2022 *All Students - 37.1% *English Learners - 3.4% *Foster Youth - 16.7% *Homeless - 9.6% *Socioeconomically Disadvantaged - 28.0% *Students with Disabilities - 8.7% *African American - 18.2% *American Indian or Alaska Native - 31.4% *Asian -38.2% *Filipino - 37.0% *Hispanic - 23.5% *Pacific Islander - 34.8% *White - 43.9% *Two or More Races - 39.6%	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)	Percentage of students meeting or exceeding standard will increase by 10% for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Native Hawaiian or Other Pacific Islander (/ 8) White 48.8% (691 / 1416) African American 23.3% (14 / 60) Two or More Races 33.0% (86 / 262)	
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-5 - Meeting or Exceeding Benchmark	*All Students - 55.1% *English Learners - 15.1% *Foster Youth - 37.1% *Homeless - 35.0% *Socioeconomically Disadvantaged - 43.9% *Students with Disabilities - 26.5% *African American - 33.3% *American Indian or Alaska Native - 42.9% *Asian - 49.7% *Filipino - 64.3% *Hispanic - 40.0% *Pacific Islander - 46.2% *White - 63.7% *Two or More Races - 58.6%	*All Students - 55.7% *English Learners - 12.4% *Foster Youth - 46.2% *Homeless - 23.8% *Socioeconomically Disadvantaged - 45.5% *Students with Disabilities - 28.5% *African American - 25.8% *American Indian or Alaska Native - 33.3% *Asian - 40.7% *Filipino -75.0% *Hispanic - 43.0% *Pacific Islander - 40.0% *White - 65.7% *Two or more races - 58.2%	*All Students - 52.8% *English Learners - 17.8% *Foster Youth - 30.0% *Homeless -27.5% *Socioeconomically Disadvantaged - 42.6% *Students with Disabilities - 27.5% *African American - 24.6% *American Indian or Alaska Native - 43.3% *Asian - 45.1% *Filipino - 75.0% *Hispanic - 39.8% *Pacific Islander - 10.0% *White - 62.2% *Two or More Races - 59.1%	2023-2024 All Students 43.6% (1190 / 2731) English Learner 7.9% (22 / 277) Foster 3.7% (1 / 27) Homeless 18.0% (31 / 172) Socioeconomically Disadvantaged 30.9% (469 / 1518) Students with Disabilities 16.5% (78 / 474) American Indian or Alaska Native 3.4% (1 / 29) Asian 32.9% (51 / 155) Filipino 62.5% (5 / 8) Hispanic 30.2% (258 / 854) Native Hawaiian or Other Pacific Islander 8.3% (1 / 12)	For grades, 2-8 all student groups will improve the percentage of students meeting or exceeding benchmarks by 10 points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				White 54.9% (709 / 1292) African American 26.0% (19 / 73) Two or More Races 50.5% (110 / 218)	
Priority 7: Course Access - High School Honors Enrollment Grades 9-12	2020-2021 Spring *All Students - 13.11% *English Learners - 1.15% *Foster Youth - 0.00% *Homeless - 0.44% *Socioeconomically Disadvantaged - 8.44% *Students with Disabilities - 0.17% *African American - 11.62% *American Indian or Alaska Native - 8.20% *Asian - 17.92% *Filipino - 10.71% *Hispanic - 6.21% *Pacific Islander - 10.00% *White -16.05%	*English Learners - 3.6%	2022-2023 Spring *All Students - 21.9% *English Learners - 0.7% *Foster Youth - 0.0% *Homeless - 6.0% *Socioeconomically Disadvantaged - 13.7% *Students with Disabilities - 1.0% *African American - 20.5% *American Indian or Alaska Native - 6.4% *Asian - 23.4% *Filipino - 47.8% *Hispanic - 11.9% *Pacific Islander - 10.0% *White - 27.0% *Two or More Races - 21.2%	2023-2024 All Students 36.5% (1382 / 3783) English Learner 6.7% (10 / 149) Foster 4.8% (1 / 21) Homeless 13.5% (19 / 141) Socioeconomically Disadvantaged 24.5% (431 / 1757) Students with Disabilities 3.6% (19 / 527) American Indian or Alaska Native 13.2% (5 / 38) Asian 37.7% (77 / 204) Filipino 53.8% (14 / 26) Hispanic 28.8% (286 / 993) Native Hawaiian or Other Pacific Islander 23.1% (3 / 13) White 42.5% (888 / 2091)	"All student groups will be within 5 percentage points of the All Students student group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				African American 18.6% (18 / 97) Two or More Races 29.4% (68 / 231)	
Priority 4: Pupil Achievement Local Indicator: Graduate A- G Completion Rate	2019-2020 *All Students - 41.9% *English Learners - 1.8% *Foster Youth - 27.3% *Homeless - 14.7% *Socioeconomically Disadvantaged - 26.1% *Students with Disabilities - 6.3% *African American - 11.1% *American Indian or Alaska Native - 12.5% *Asian - 50.8% *Filipino - N/A *Hispanic - 27.3% *Pacific Islander - N/A *White - 47.0% *Two or More Races - 56.5%	2020-2021 *All Students - 39.1% *English Learners - 6.9% *Foster Youth - 0.0% *Homeless - 14.9% *Socioeconomically Disadvantaged - 21.3% *Students with Disabilities - 6.3% *African American - 26.7% *American Indian or Alaska Native - 27.3% *Asian - 38.6% *Filipino - N/A *Hispanic - 22.9% *Pacific Islander - N/A *White - 45.2% *Two or More Races - 38.5%	2021-2022 *All Students - 42.3% *English Learners - 11.8% *Foster Youth - 0.0% *Homeless -24.1% *Socioeconomically Disadvantaged - 28.5% *Students with Disabilities - 8.9% *African American - 35.0% *American Indian or Alaska Native - 18.2% *Asian - 50.8% *Filipino - N/A *Hispanic - 25.4% *Pacific Islander - N/A *White - 49.2% *Two or More Races - 41.9%	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)	White, Asian, Socioeconomically Disadvantaged, and All Students will increase by 6 percentage points over 3 years. All other student groups will increase by 10 points over 3 years.
Priority 4: Pupil Achievement Local indicator - Graduate	2019-2020 N/A Due to CALPADS report availability	2020-2021 *All Students - 19.0%	2021-2022 *All Students - 18.0%	2022-2023 All Students 14.9% (164 / 1099)	The CTE completion rate for each graduating class will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway with Diploma Completion Rate (4 year graduating cohort)		*English Learners - 3.0% *Foster Youth - N/A *Homeless - 1.4% *Socioeconomically Disadvantaged - 13.0% *Students with Disabilities - 5.3% *African American - 3.0% *American Indian or Alaska Native - N/A *Asian - 6.7%% *Filipino - N/A *Hispanic - 17.3% *Pacific Islander - N/A *White - 21.1% *Two or More Races - 29.0%	*English Learners - 4.8% *Foster Youth - 1.3% *Homeless - 1.3%% *Socioeconomically Disadvantaged - 12.1% *Students with Disabilities - 10.5% *African American - 11.5% *American Indian or Alaska Native - 6.7% *Asian - 13.1%% *Filipino - N/A *Hispanic - 11.6% *Pacific Islander - N/A *White - 22.2% *Two or More Races - 10.8%	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% (13/11) 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)	
Priority 4: Pupil Achievement - Pupil Outcomes English Learner Progress Indicator CA Dashboard Academic Indicator		2020-2021 N/A due to no ELPAC testing in 2019-2020	In 2021-2022, 54.9 Percent of English Learners improved by at least one level or maintained a level 4 on the ELPAC over the previous year.	In 2022-2023, 56.6 Percent of English Learners improved by at least one level or maintained a level 4 on the ELPAC over the previous year.	Increase the percentage of students improving by one level or more on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement - English Learner Reclassification Rate Priority 4: Pupil Achievement Local Indicator - Graduates Passing an AP Exam with a score of 3 or higher	In 2019-2020, 16.3% of our English Learners were reclassified. 2019-2020 *All Students - 17.4% *English Learners - 0.0% *Foster Youth - 0.0% *Homeless - 0.0% *Socioeconomically Disadvantaged - 3.7% *Students with Disabilities - 0.0% *African American - 5.9% *American Indian or Alaska Native - 0.0% *Asian - 20.6% *Filipino - 50.0% *Hispanic: 10.9% *Native Hawaiian or Other Pacific Islander - 16.7% *White - 20.4% *Two or More Races - 8.8%	In 2020-2021, 6.3% of our English Learners were reclassified. 2021-2022 *All Students - 15.5% *English Learners - 3.0% *Foster Youth - 0.0% *Homeless - 0.8% *Socioeconomically Disadvantaged - 4.4% *Students with Disabilities - 0.0% *African American - 17.6% *American Indian or Alaska Native - 8.3% *Asian - 19.1% *Filipino -62.5% *Hispanic - 8.2%% *Native Hawaiian or Other Pacific Islander - 0.0% *White - 17.2% *Two or More Races - 10.0%%	No Data Available from the State of California 2021-2022 *All Students - 19.7% *English Learners - 0.0% *Foster Youth - 0.0% *Homeless - 9.1% *Socioeconomically Disadvantaged - 12.1% *Students with Disabilities - 0.0% *African American - 17.4% *American Indian or Alaska Native - 18.2% *Asian - 29.0% *Filipino - 20.0% *Hispanic - 12.7% *Pacific Islander - 25.0% *White - 21.6% *Two or More Races - 21.2%	No Data Available from the State of California 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 /	Increase the reclassification rate for English Learners by 6% (2% each year). White, Asian, Socioeconomically Disadvantaged, and All Students will increase by 3 percentage points over 3 years. All other student groups will increase by 6 points over 3 years.
				532) African American 19.0% (4/21)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Two or More Races 20.6% (7/34)	
Priority 4: Pupil Achievement Local Indicator - AP Exam Pass Rate (Grades 10-12)	2019-2020 *All Students - 60.00% *English Learners - N/A *Foster Youth - N/A *Homeless - 0% *Socioeconomically Disadvantaged - 51.49% *Students with Disabilities - 66.67% *African American - 55.00% *American Indian/Alaska Native - 60.00% *Asian - 57.58% *Filipino - 88.9% *Hispanic - 77.78% *Native Hawaiian or Other Pacific Islander - 100% *White - 60.44% *Two or More Races - 54.17%	*All Students - 54.92% *English Learners - 100.0% *Foster Youth - N/A *Homeless - 100.0% *Socioeconomically Disadvantaged - 54.71% *Students with Disabilities - 0.0% *African American - 47.83% *American Indian or Alaska Native - 83.33% *Asian - 55.00% *Filipino - 50.00% *Hispanic - 51.85% *Native Hawaiian or Other Pacific Islander - 25.00% *White - 55.92% *Two or More Races - 47.62%	*All Students - 56.5% *English Learners - N/A *Foster Youth - N/A *Homeless - 50.9% *Socioeconomically Disadvantaged - 54.9% *Students with Disabilities - N/A *African American - 50.0% *American Indian or Alaska Native - 50.0% *Asian - 56.8% *Filipino - 5.0.0% *Hispanic - 51.4% *Pacific Islander - 44.4% *White - 57.5% *Two or More Races - 64.9%	2022-2023 All Students 69.2% (1137/1644) English Learner (1/0) Homeless 60.0% (6/10) Socioeconomically Disadvantaged 61.1% (334/547) Students with Disabilities 50.0% (3/6) American Indian or Alaska Native 55.6% (10/18) Asian 67.1% (108/161) Filipino 75.0% (15/20) Hispanic 64.3% (166/258) White 70.0% (736/1052) African American 76.1% (35/46) Two or More Races 79.7% (47/59)	For student groups with under an 80% pass rate, the pass rate will increase by 6% points over 3 years.
Priority 5: Pupil Engagement - High	2019-2020 *All Students - 6.4%	2020-2021 *All Students - 7.3%	2021-2022 *All Students - 7.9%	2022-2023 All Students 7.5% (82/1099)	Decrease by 3% (1% each year).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Dropout/Non-Completer Rate	*English Learners - 11.8% *Foster Youth - 8.3% *Homeless - 17.8% *Socioeconomically Disadvantaged - 7.8% *Students with Disabilities - 12.3% *African American - 24.0% *American Indian/Alaska Native - 25.0% *Asian - 6.3% *Filipino - N/A *Hispanic - 5.2% *Native Hawaiian or Other Pacific Islander - N/A *White - 5.4% *Two or More Races - 11.5%	*English Learners - 20.0% *Foster Youth - 20.0% *Homeless - 16.5% *Socioeconomically Disadvantaged - 10.7% *Students with Disabilities - 14.1% *African American - 9.1% *American Indian or Alaska Native - 5.6% *Asian - 8.2% *Filipino -N/A *Hispanic - 9.7% *Native Hawaiian or Other Pacific Islander - N/A *White - 6.1% *Two or More Races - 8.6%	*English Learners - 6.1% *Foster Youth - 50.0% *Homeless - 13.9% *Socioeconomically Disadvantaged - 11.1% *Students with Disabilities - 11.2% *African American - 2.9% *American Indian or Alaska Native - 21.4% *Asian - 2.2% *Filipino - N/A *Hispanic - 10.1% *Pacific Islander - N/A *White - 7.7% *Two or More Races - 6.5%	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)	
Priority 5: Pupil Engagement Local Indicator - Middle School Dropout Rate	2019-2020 *All Students - 0% *English Learners - 0% *Foster Youth - 0% *Homeless - 0% *Socioeconomically Disadvantaged -0% *Students with Disabilities - 0% *African American - 0%	2020-2021 *All Students - 0% *English Learners - 0% *Foster Youth - 0% *Homeless - 0% *Socioeconomically Disadvantaged -0% *Students with Disabilities - 0% *African American - 0%	2021-2022 *All Students - 0% *English Learners - 0% *Foster Youth - 0% *Homeless - 0% *Socioeconomically Disadvantaged -0% *Students with Disabilities - 0% *African American - 0%	2022-2023 *All Students - 0% *English Learners - 0% *Foster Youth - 0% *Homeless - 0% *Socioeconomically Disadvantaged -0% *Students with Disabilities - 0% *African American - 0%	We will maintain 0% middle school dropouts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*American Indian/Alaska Native - 0% *Asian - 0% *Filipino - 0% *Hispanic - 0% *Native Hawaiian or Other Pacific Islander - 0% *White - 0% *Two or More Races - 0%	*American Indian/Alaska Native - 0% *Asian - 0% *Filipino - 0% *Hispanic - 0% *Native Hawaiian or Other Pacific Islander - 0% *White - 0% *Two or More Races - 0%	*American Indian/Alaska Native - 0% *Asian - 0% *Filipino - 0% *Hispanic - 0% *Native Hawaiian or Other Pacific Islander - 0% *White - 0% *Two or More Races - 0%	*American Indian/Alaska Native - 0% *Asian - 0% *Filipino - 0% *Hispanic - 0% *Native Hawaiian or Other Pacific Islander - 0% *White - 0% *Two or More Races - 0%	
Priority 5: Pupil Engagement Local Indicator - High School Graduation Rate	2019-2020 *All Students - 87.9% *English Learners - 73.8% *Foster Youth - 70.6% *Homeless - 82.3% *Socioeconomically Disadvantaged - 85.3% *Students with Disabilities - 66.1% *African American - 88.2% *American Indian/Alaska Native - 88.9% *Asian - 84.1% *Filipino - N/A *Hispanic - 87.8% *Native Hawaiian or Other Pacific Islander - N/A *White - 88.1%	2020-2021 *All Students - 89.3% *English Learners - 90.9% *Foster Youth - 63.6% *Homeless - 84.9% *Socioeconomically Disadvantaged - 86.6% *Students with Disabilities - 69.1% *African American - 88.2% *American Indian or Alaska Native - 91.7% *Asian - 95.7% *Filipino - 0.0% *Hispanic - 87.0% *Native Hawaiian or Other Pacific Islander - 0.0% *White - 89.4%	2021-2022 *All Students - 89.3% *English Learners - 81.8% *Foster Youth - 66.7% *Homeless - 74.1% *Socioeconomically Disadvantaged - 86.2% *Students with Disabilities - 71.5% *African American - 79.3% *American Indian or Alaska Native - 73.3% *Asian - 96.7% *Filipino - N/A *Hispanic - 85.2% *Pacific Islander - N/A *White - 91.6 *Two or More Races - 84.6%	Foster 84.6% (11 / 13) Homeless 75.2% (106 / 141) Socioeconomically Disadvantaged 89.1% (595 / 668) Students with Disabilities 78.7% (All student groups will increase by 3% (1% each year).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Two or More Races - 85.3%	*Two or More Races - 86.7%		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)	
Priority 8: Other Pupil Outcomes - Gr. K-2 Basic Phonics Skills Test (BPST) - % Met or Exceeded Standard	*English Learners - 45.22%	*All Students - 67.81% *English Learners - 47.42% *Foster Youth - 37.50% *Homeless - 42.02% *Socioeconomically Disadvantaged - 58.84% *Students with Disabilities - 37.54% *African American - 55.32% *American Indian/Alaska Native - 46.15% *Asian - 65.22% *Filipino - N/A *Hispanic - 58.11% *Native Hawaiian or Other Pacific Islander - 80.00% *White - 73.23% *Two or More Races - 71.35%	*All Students - 63.2% *English Learners - 43.2% *Foster Youth - 29.6% *Homeless - 39.5% *Socioeconomically Disadvantaged - 56.8% *Students with Disabilities - 35.8% *African American - 50.8% *American Indian or Alaska Native - 58.6% *Asian - 63.4% *Filipino - N/A *Hispanic - 53.1% *Pacific Islander - 70.0% *White - 69.5% *Two or More Races - 69.8%	Foster 47.4% (9 / 19) Homeless 47.3% (69 / 146) Socioeconomically Disadvantaged 67.8% (926 / 1366) Students with Disabilities 50.5% (From the 2018-19 percentage of students meeting or exceeding standard, all student groups, at a minimum, will be at the level of the All Students group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Native Hawaiian or Other Pacific Islander 70.6% (12 / 17) White 80.1% (977 / 1220) African American 55.6% (35 / 63) Two or More Races 78.4% (152 / 194)	
Priority 4: Pupil Achievement - College and Career Indicator - Prepared	2019-2020 % of Students Meeting "Prepared" Criteria *All Students - 52.1% *English Learners - 17.9% *Foster Youth - 11.8% *Homeless - 28.3% *Socioeconomically Disadvantaged - 37.2% *Students with Disabilities - 20.0% *African American - 29.4% *American Indian/Alaska Native - 22.2% *Asian - 51.6% *Filipino - N/A *Hispanic - 40.2% *Native Hawaiian or Other Pacific Islander - N/A	No Data Available	No Data Available	2022-2023 All Students 46.9% (469 / 999) English Learner 8.9% (4 / 45) Foster 0.0% (0 / 13) 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)	the "Prepared" criteria

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*White - 59.3% *Two or More Races - 38.2%			White 54.4% (305 / 561) African American 29.2% (7 / 24) Two or More Races 28.9% (13 / 45)	
Priority 7: Course Access - Advanced Placement Enrollment (Grades 10-12)	2020-2021 (Spring) *All Students - 24.00% * English Learners - 3.23% *Foster Youth - 2.33% *Homeless - 2.63% *Socioeconomically Disadvantaged - 12.85% *Students with Disabilities - 0.91% *African American - 19.28% *American Indian or Alaska Native - 14.29% *Asian - 33.33% *Filipino - 50.00% *Hispanic - 15.61% *Native Hawaiian or Other Pacific Islander - 25.00% *White - 27.31% *Two or More Races - 18.49%	*English Learners - 7.5% *Foster Youth - 0.0% *Homeless - 6.64% *Socioeconomically Disadvantaged - 23.9% *Students with Disabilities - 1.6% *African American - 26.7% *American Indian or Alaska Native - 27.3% *Asian - 28.3% *Filipino - 47.8% *Hispanic - 27.9% *Native Hawaiian or Other Pacific Islander - 18.8% *White - 38.8% *Two or More Races -	2022-2023 (Spring) *All Students - 27.5% *English Learners - 3.5% *Foster Youth - 0.0% *Homeless -9.4% *Socioeconomically Disadvantaged - 18.9% *Students with Disabilities - 1.4% *African American - 23.4% *American Indian or Alaska Native - 23.4% *Asian - 28.8% *Filipino - 39.1% *Hispanic - 22.4% *Pacific Islander - 0.0% *White - 31.3% *Two or More Races - 20.1%	2023-2024 All Students 40.3% (1131 / 2807) English Learner 9.9% (10 / 101) Foster 5.9% (1 / 17) Homeless 16.2% (17 / 105) Socioeconomically Disadvantaged 28.8% (373 / 1297) Students with Disabilities 4.5% (18 / 401) American Indian or Alaska Native 13.3% (4 / 30) Asian 40.1% (63 / 157) Filipino 70.6% (12 / 17) Hispanic 32.9% (242 / 735) Native Hawaiian or Other Pacific Islander 25.0% (2 / 8) White 46.4% (718 / 1548)	All student groups will be within 5 percentage points of the All Students student group.

Metric		Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					African American 22.7% (17 / 75) Two or More Races 32.9% (54 / 164)	
Priority 4: Pupil Achievement - and A-G Comp Rate with Diplo Graduating Col	CTE letion ma for	2019-2020 No data availability due to CALPADS report availability.	*All Students - 10.0% *English Learners - 3.0% *Foster Youth - N/A *Homeless - 0.7% *Socioeconomically Disadvantaged - 4.5% *Students with Disabilities - 0.7% *African American - N/A *American Indian or Alaska Native - N/A% *Asian - 2.2% *Filipino - N/A *Hispanic - 8.2% *Native Hawaiian or Other Pacific Islander - N/A *White - 12.4% *Two or More Races - 19.4%	*All Students - 8.2% *English Learners - N/A *Foster Youth - N/A *Homeless - 0.6% *Socioeconomically Disadvantaged - 3.1% *Students with Disabilities - N/A *African American - 7.7% *American Indian or Alaska Native - N/A *Asian - 6.6% *Filipino - N/A *Hispanic - 3.3% *Pacific Islander - N/A *White - 10.7% *Two or More Races - 5.4%	2022-2023 All Students 6.0% (66 / 1099) English Learner 0.0% (0 / 59) Foster 0.0% (0 / 13) Homeless 2.2% (3 / 136) Socioeconomically Disadvantaged 5.0% (35 / 697) Students with Disabilities 0.9% (1 / 111) American Indian or Alaska Native 5.3% (1 / 19) Asian 0.0% (0 / 65) Filipino 0.0% (0 / 8) Hispanic 4.0% (11 / 276) Native Hawaiian or Other Pacific Islander 0.0% (0 / 2) White 8.4% (51 / 604) African American 0.0% (0 / 25) Two or More Races 2.0% (1 / 50)	All student groups will be within 5 percentage points of the All Students student group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement Local Indicator - IXL Reading Gr. 6-8 - Meeting or Exceeding Benchmark	Prior to IXL Implementation	Prior to IXL Implementation	*English Learners - 2.5% *Foster Youth - 0.0% *Homeless - 5.9% *Socioeconomically Disadvantaged - 15.8% *Students with Disabilities - 4.1% *African American - 10.4% *American Indian or	2023-2024 All Students 45.6% (1167 / 2559) English Learner 2.8% (4 / 144) Foster 0.0% (0 / 7) Homeless 21.4% (28 / 131) Socioeconomically Disadvantaged 33.4% (479 / 1433) Students with Disabilities 11.5% (41 / 358) American Indian or Alaska Native 42.9% (12 / 28) Asian 50.0% (77 / 154) Filipino 60.0% (6 / 10) Hispanic 33.1% (252 / 761) Native Hawaiian or Other Pacific Islander 18.8% (3 / 16) White 53.8% (693 / 1287) African American 24.6% (14 / 57) Two or More Races 43.1% (84 / 195)	

Goal Analysis

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

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

Action 1.1 - REVIEW CREDENTIALS AND ASSIGNMENTS

Description: CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Having a dedicated Human Resources staff member review credentials and assignments ensured that all necessary requirements were met in regards to our teaching staff. The understanding and knowledge of teacher credentialing is vital in ensuring student needs and requirements were met.

Challenges:

Due to a shortage of special education teachers, hiring took place all through the year. CUSD continued to hire on an as needed basis and utilized interns when necessary as well. This is a challenge that we, along with other California districts, continue to face.

Action 1.2 - STANDARDS-ALIGNED TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Description: CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

It is our job to provide all necessary textbooks and supplemental materials that are needed for student use. The Educational Services Division and Fiscal Services worked together on this so textbooks and materials were supplied but also stayed within our budget. Challenges: It can be slightly challenging ordering materials for all of our 23 sites, dependent on what is needed. The Ed Services Division planned for this and communicated frequently with sites to ensure the correct things were ordered.

Action 1.3 - TECHNOLOGY

Description: CUSD will purchase and provide devices for Transitional Kindergarten -12th grade students and teachers per district technology and home needs (e.g. Chromebooks).

Implementation: This action was FULLY IMPLEMENTED.

Successes:

CUSD has a long-standing practice of providing devices for all of our students to use. Our IT department monitored these devices and worked efficiently with the schools to ensure all students had what they needed and the equipment was in good working order. Challenges:

The IT Division has communicated that they have seen an increase in students not taking care of the equipment properly. Many times this past year, CUSD incurred the replacement cost of a device when it was destroyed or damaged by a student.

Action 1.4 - FACILITIES AND MAINTENANCE

Description: Regularly inspect and maintain facilities.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Each year, a portion of the CUSD Maintenance and Operations (M&O) budget is budgeted in to the LCAP. Our Maintenance and Operations (M&O) team has long-standing schedules for regular maintenance on school grounds as well as a system in place for work orders to be filed for completion. The M&O team worked collaboratively with school sites and other district buildings to ensure needs were met. Challenges:

With over 12,000 students and over 1,000 staff members across our schools, it was challenging to get all the work done, from daily cleaning to repairs. The M&O team was very flexible and supportive of school site needs, while still scheduling to get their work completed.

Action 1.5 - IMPLEMENTATION OF DISTRICT WIDE ASSESSMENTS

Description: 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.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

It has become our culture in CUSD to utilize district wide assessments based on the recommendation and planning of our District Leadership Council. Being a data-driven district helps us support student needs as quickly as possible.

Challenges:

In order to plan for impending budget cuts, next year the DLC will reduce in size and some of their duties will be completed by the MTSS site leads. While we do not anticipate any changes in the district wide assessments, the discussion may look a little different on sites due to this reduction.

Action 1.6 - ACADEMIC INTERVENTIONS

Description: CUSD will implement academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading).

Implementation: This action was FULLY IMPLEMENTED.

Successes:

LCAP monies were given to sites to run the academic interventions that best serve their students' needs. As there is no magic, one-size-fits-all intervention design, it is appropriate to allow our sites to determine what interventions and materials are needed on campus.

Challenges:

It is always challenging to fit intervention time in to the school day to best serve students. Before and after-school intervention tutoring is not always consistent, thereby presenting the potential for students to not attend.

Action 1.7 - INSTRUCTIONAL SUPPORT SERVICES

Description: 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.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Bilingual aides on the campuses were extremely helpful for students and staff. These aides communicated with students and families and were utilized by sites as the great resources that they are. Tech Aides and All Day Kindergarten Aides were crucial in maintaining smooth operations across classrooms.

Challenges:

As our community sees an increase of students who speak diverse languages, it is challenging to have bilingual aides that represent all of the languages spoken on the school sites. We continue to look to hire a variety of bilingual aides for student support. In recent years, CUSD, like many other districts, experienced a shortage of applicants for aide/paraprofessional positions. With this increase, it was a challenge to have every school fully staffed.

Action 1.8 - AFTER SCHOOL HOMEWORK SUPPORT (ASES, BLAST, FAIR VIEW HIGH SCHOOL)

Description: CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

With the addition of ELOP funding in the elementary afterschool programs, more students and families have been able to participate in cost-free afterschool care than ever before. With this funding, we have been able to support up to 85+ students at most of our elementary schools, with the last two schools coming on board next year.

Challenges:

Even though we have increased afterschool programs, there is still a lengthy waiting list. Challenges include having the resources (staffing and site logistics) to support the students on the wait list.

Action 1.9 - PROVIDE PROFESSIONAL DEVELOPMENT

Description: 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.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Professional development was held throughout the year and well-attended by staff. Of particular note, was the Science of Reading training that served a large amount of elementary teachers. We continued our practice of asking for input from DLC and MTSS members on what professional developments they felt would best serve educators and planned accordingly. Sites were also given monies to support professional development for their particular site needs.

Challenges:

It is always challenging to find the time for professional development. We utilized district wide staff development days in order to get the most we can for teachers from these days which are part of the CUTA Bargaining Agreement. Due to keeping our eye on impending budget cuts, we will look to be creative in using time efficiently for teachers to learn next year in the best way possible.

Action 1.10 - DISTRICT LEADERSHIP COUNCIL (DLC) AND TEACHERS ON SPECIAL ASSIGNMENT

Description: CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include:

- * Secondary Instructional Specialist TOSAs
- * Elementary Instructional Specialist TOSAs
- * Illuminate/Data TOSA (1.0 FTE)
- *Tech PD (CSEA) TOSA (1.0 FTE)

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Having the DLC as well as the TOSAs have been critical to our student achievement for many years. The expertise and communication shared with this group of teachers and the Educational Services Division has promoted student success in numerous ways. The Ed Services team has relied on the feedback and input this group brings to the discussion in terms of what practices best fit our students' needs. Of particular note, is the commitment made by this group to engage in work supporting instruction and assessment. Challenges:

Next year, we are reducing the number of DLC members due to anticipated budget cuts, while still hoping to maintain the feedback and input from our classroom practitioners. We have restructured to include the MTSS site support person to contribute more in terms of academic than we have before.

Action 1.11 - SUPPORT ART, MUSIC AND EXTRA PE IN ELEMENTARY GRADES

Description: CUSD will support student engagement in Art, Music and extra PE activities at the elementary schools.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

We have continued to hear from our educational partners that they value instruction in the arts and more PE in our elementary grades. With the addition of the Proposition 28 funding for Arts in Education, this year we provided a Music teacher on each of our elementary campuses for the first time. This action was seen as one of the most positive additions this year.

Challenges:

With such a specialized credential (Music) needed for 13 elementary schools on top of our secondary school needs, it is a challenge to ensure that we have a broad recruitment and an early start on hiring. This is a consideration for our Human Resources Division when looking at timing for advertising for teaching positions.

Action 1.12 - ONLINE ACCESS

Description: To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

CUSD is proud to have staffing in our school libraries. Even in the age of an immense amount of digital materials, students continue to read books that library staff regularly orders, study, and find comfort in our libraries.

Action 1.13 - SECONDARY COUNSELORS

Description: Secondary Counselors will implement and monitor college/career plans for each and every student, especially those in the targeted student groups.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Our comprehensive high schools have robust counseling departments to support students' needs to graduate beyond. The counselors have adjusted to the block schedule implementation over the past few years handling more class options and opportunities for students.

Challenges:

Certain metrics shared in a prompt below do indicate that our CTE and A-G completion rates have decreased, even with the block schedules. We are concerned about this data and will be working next year to determine what has occurred.

Action 1.14 - MEDICALLY NECESSARY INSTRUCTION/OFF CAMPUS INSTRUCTION

Description: CUSD will provide Medically Necessary Instruction/Off Campus Instruction as needed.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Students were able to receive instruction and assistance in accessing their education during a short-term health crisis. CUSD has a consistent system in place that requires medical approval, district approval, with accountability for student and staff included. This system supported the student in starting the MNI instruction as soon as possible so as not to lose learning.

Challenges:

We have seen for many years that our MNI numbers increase each spring. This increase does present a challenge in that we need to find staff outside of the regular MNI teacher. Because student needs are not consistent, we must always be ready to adjust when needed.

Action 1.15 - ONLINE EDUCATION OPTIONS

Description: CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

It is a priority of Chico Unified to meet students' needs, including when the students' needs and wishes involve an experience outside of a traditional school model. Our online education options continued to draw students to our programs, both at the comprehensive high school sites as well as Oak Bridge Academy, as its own site.

Challenges:

Since the pandemic, we have seen fewer students attending Oak Bridge Academy. We believe that the numbers will settle in and remain fairly steady so as to serve the population in our community who wish to have an online educational experience. We continue to watch staff numbers match to the student numbers and adjust accordingly.

Action 1.16 - ELEMENTARY READING SPECIALISTS

Description: CUSD will provide 12 1.0 FTE Elementary Reading Specialists to support and provide intervention in reading instruction. Implementation: This action was FULLY IMPLEMENTED.

Successes:

Educational partner feedback through the years has been strongly supportive of consistent and high-quality reading instruction and intervention for students, particularly in the elementary grades. Starting out as a response to the pandemic and learning recovery, CUSD has continued to support these positions to ensure that students have equitable support when/if they need it. Data collected in EduClimber indicated that students are making positive growth in their reading levels due to this small group, time-bound instruction. Challenges:

The challenge will remain for us in funding these positions in light of possible budget cuts in the next few years.

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.

For Goal 1, all budgeted expenditures were on target throughout the year and completely spent for each action. CUSD analyzed its budgeted expenditures and estimated actual expenditures during the year and reported findings in our Mid-Year Local Control Accountability (LCAP) Update.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.2 - STANDARDS-ALIGNED TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Description: CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.

This action was EFFECTIVE as measured by the fact that 100% of Chico Unified students have access to appropriate instructional materials.

Action 1.3 - TECHNOLOGY

Description: CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).

This action was EFFECTIVE as measured by the fact that 100% of Chico Unified students and teachers have access to appropriate technology.

Action 1.4 - FACILITIES AND MAINTENANCE

Description: Regularly inspect and maintain facilities.

This action was EFFECTIVE as measured by the completion of the Facilities Inspection Tool.

Action 1.5 - IMPLEMENTATION OF DISTRICT WIDE ASSESSMENTS

Description: CUSD will increase student achievement at all grades and in all subject areas, including targeted student groups, on state, district and site-level assessments. District Leadership Council (DLC) will continue to refine and monitor assessment programs.

This action was EFFECTIVE as measured by the metrics described below:

Local Assessment Participation Rate: Students were administered the required district assessments for each grade level. Elementary and Junior High Schools had a very high participation rate for these assessments. High School assessment participation was not as high as expected and is in need of improvement.

Smarter Balanced English Language Arts (ELA): The Chico Unified All Students group increased by 2.2 average Distance from Standard (DFS) and achieved a 'High' status level on the California State Dashboard.

Of our eleven student groups receiving a Dashboard color, six scored "Increased" or "Increased Significantly," three scored "Maintained," and two scored "Decreased Significantly."

Smarter Balanced Mathematics: The Chico Unified All Students group increased by 3.5 average DFS and achieved a "Low" status level on the California State Dashboard. Of our eleven student groups receiving a

Dashboard color, seven scored "Increased" or "Increased Significantly," three scored "Maintained," and two scored "Decreased" or "Decreased Significantly."

Action 1.6 - ACADEMIC INTERVENTIONS

Description: CUSD will implement academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, and Power Reading).

This action was EFFECTIVE as measured by the metrics described above for Action 1.5.

Action 1.7 - INSTRUCTIONAL SUPPORT SERVICES

Description: 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.

Bilingual Aides provided support to English Learners that helped to increase the percentage of students meeting the requirements of the English Learner Progress Indicator on the California Dashboard by 1.7 percentage points. Chico Unified received a "Green" rating on this indicator.

All Day Kindergarten Instructional Aides provided support to kindergarten students that has helped to increase the number of students meeting or exceeding benchmark on the Basic Phonics Skill Test by approximately 7 percentage points to 73.6% of students.

Tech Instructional Aides supported 100% of Chico Unified students with using their district-provided Chromebooks and assisting teachers access educational technology.

Action 1.8 - AFTER SCHOOL HOMEWORK SUPPORT (ASES, BLAST, FAIR VIEW HIGH SCHOOL)

Description: CUSD will provide after school homework support at elementary and secondary sites as per the sites' needs.

Overall, this action was EFFECTIVE. Secondary after school program students scored far better on the IXL English/Language Arts assessment than students who did not attend an after-school program. At the elementary level, students in the after-school program did not perform higher than other students. In both cases, students took part in enrichment activities and completed homework assignments. Demand is high for the after-school programs in Chico Unified and we have a significant waiting list for access to our programs.

Action 1.9 - PROVIDE PROFESSIONAL DEVELOPMENT

Description: 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.

This action was EFFECTIVE as measured by the metrics described below:

Opportunities: Numerous professional development opportunities were provided to certificated staff members on topics including, but not limited to the topics referenced above.

Attendance: District-wide Staff Development opportunities were attended by 74% (590/798) of our certificated staff members on average.

Certificated Staff Member Feedback: Sessions were rated as Very Practical or Practical 83% of the time.

Action 1.10 - DISTRICT LEADERSHIP COUNCIL (DLC) AND TEACHERS ON SPECIAL ASSIGNMENT

Description: CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include:

- * Secondary Instructional Specialist TOSAs
- * Elementary Instructional Specialist TOSAs
- * Illuminate/Data TOSA (1.0 FTE)
- *Tech PD (CSEA) TOSA (1.0 FTE)

This action was EFFECTIVE as measured by the metrics described above for Action 1.5.

Action 1.11 - SUPPORT ART, MUSIC AND EXTRA PE IN ELEMENTARY GRADES

Description: CUSD will support student engagement in Art, Music and extra PE activities at the elementary schools.

This action was EFFECTIVE as measured by the data provided below.

Access: All elementary students received these services. Chico Unified employed 12.0 FTE staff for Fine Arts instruction, 10 music teachers, and 3 P.E. teachers.

Action 1.12 - ONLINE ACCESS

Description: To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.

This action was EFFECTIVE as measured by the fact that 100% of CUSD students have access to online resources on our campuses.

Action 1.13 - SECONDARY COUNSELORS

Description: Secondary Counselors will implement and monitor college/career plans for each and every student, especially those in the targeted student groups.

This action was EFFECTIVE as measured by the metrics described below.

Graduation Rate: The Chico Unified All Students group increased 2.0% and achieved a 'High' status level on the California State Dashboard. Of our seven student groups receiving a Dashboard color, five scored "Increased" or "Increased Significantly," and two scored "Maintained."

Other measures, including A-G Completion Rate, CTE Completion Rate, and the CA Dashboard College and Career do not show the desired results. We are modifying to add a district level Coordinator to oversee counseling staff district wide.

Action 1.14 - MEDICALLY NECESSARY INSTRUCTION/OFF CAMPUS INSTRUCTION

Description: CUSD will provide Medically Necessary Instruction/Off Campus Instruction as needed.

This action was EFFECTIVE as 85 students received MNI/OCI instruction at some point over the course of the 2023-2024 school year.

Action 1.15 - ONLINE EDUCATION OPTIONS

Description: CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.

This action was EFFECTIVE as measured by the full implementation of this action.

Oak Bridge Academy served 328 students in the 2023-2024 school year.

The Panther Academy at Chico High served 82 students in the 2023-2024 school year.

The Viking Academy at Pleasant Valley High served 39 students in the 2023-2024 school year.

Action 1.16 - ELEMENTARY READING SPECIALISTS

Description: CUSD will provide 12 1.0 FTE Elementary Reading Specialists to support and provide intervention in reading instruction.

This action was EFFECTIVE as measured by the metrics described below:

Elementary students in grades K-2 who received support from a Reading Specialist showed approximately 7 points more growth on that Basic Phonics Skills Test than those that did not. The Basic Phonics Skills Test is a measure of a student's level of mastery in phonics.

Action 1.17 - PROFESSIONAL DEVELOPMENT

Description: Professional Development for all teachers and administrators, including orientations for all new teachers, district-wide staff development days, and special education.

This action was EFFECTIVE as measured by the metrics described below.

Opportunities: Numerous professional development opportunities were provided to certificated staff members on topics including, but not limited to the topics referenced above.

Attendance: District-wide Staff Development opportunities were attended by 74% (590/798) of our certificated staff members on average.

Certificated Staff Member Feedback: Sessions were rated as Very Practical or Practical 83% of the time.

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

Overall, there will be no changes to the planned goal, metrics, desired outcomes, or actions for the coming year. The one shift will be that the District Leadership Team (DLC) will be restructured due to our district being highly conscience of decreased monies coming our way from the state, i.e. budget cuts. The DLC will be connected to our MTSS site supports which are currently being funded form the California MTSS Cohort 3 grant for the next two years. We will still fund some of our secondary DLC teachers from LCAP, but it is planned to be substantially less than we have funded from LCAP in years prior.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement - Targeted Case Manager Contacts by Percentage of Student Group	2020-2021 Targeted Case Manager Contacts by Percentage *All Students - 16.24% *English Learners - 57.22% *Foster Youth - 41.72% *Homeless - 53.92% *Socioeconomically Disadvantaged - 23.43% *Students with Disabilities - 24.62% *African American - 27.03% *American Indian/Alaska Native - 20.00% *Asian - 27.98% *Filipino - 11.59% *Hispanic - 24.81%	Targeted Case Manager Contacts by Percentage *All Students - 12.6% *English Learners - 44.4% *Foster Youth - 43.3% *Homeless - 53.2% *Socioeconomically Disadvantaged - 19.1% *Students with Disabilities - 16.7% *African American - 24.2% *American Indian/Alaska Native - 20.9% *Asian - 16.9% *Filipino - 8.6% *Hispanic - 20.1%	2022-2023 Targeted Case Manager Contacts by Percentage *All Students - 13.7% *English Learners - 38.5%% *Foster Youth - 61.8% *Homeless - 70.4%% *Socioeconomically Disadvantaged - 19.9% *Students with Disabilities - 19.6% *African American - 23.7% *American Indian or Alaska Native - 21.2% *Asian - 16.4% *Filipino - 3.7% *Hispanic - 21.0% *Pacific Islander - 20.0%	Foster 84.5% (93 / 110)	Will maintain or increase from the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Pacific Islander - 28.57% *White - 10.26% *Two or More Races - 17.19%	*Pacific Islander - 27.8% *White - 7.4% *Two or More Races - 10.9%	*White - 8.5% *Two or More Races - 15.0%	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)	
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	Maintain 100%
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Social-Emotional Contacts by Percentage of Student Group	*English Learners -	2021-2022 Social-Emotional Contacts by Percentage *All Students - 35.8% *English Learners - 38.7% *Foster Youth - 55.7% *Homeless - 52.0% *Socioeconomically Disadvantaged - 41.4% *Students with Disabilities - 37.2%	2022-2023 Social-Emotional Contacts by Percentage *All Students - 43.8% *English Learners - 42.1% *Foster Youth - 58.8% *Homeless - 59.5% *Socioeconomically Disadvantaged - 46.6% *Students with Disabilities - 43.3%	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)	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*African American - 20.75% *American Indian/Alaska Native - 24.82% *Asian - 16.04% *Filipino - 13.64% *Hispanic - 21.87% *Pacific Islander - 18.52% *White - 17.76% *Two or More Races - 24.52%	*African American - 48.4% *American Indian/Alaska Native - 52.7% *Asian - 29.9% *Filipino - 31.0% *Hispanic - 37.2% *Pacific Islander - 46.3% *White - 34.3% *Two or More Races - 39.5%	*African American - 49.7% *American Indian or Alaska Native - 50.7% *Asian - 37.5% *Filipino - 33.3% *Hispanic - 46.2% *Pacific Islander - 36.7% *White - 42.7% *Two or More Races - 47.1%	American Indian or Alaska Native 62.0% (80 / 129) Asian 40.2% (276 / 687) Filipino 27.1% (13 / 48) Hispanic 47.7% (1829 / 3834) 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)	
Priority 3: Parental Involvement - Percentage of Students with an Associated Parent Portal Account	2020-2021 Percentage of Students with an Associated Parent Portal Account *All Students - 90.31% *English Learners - 85.56% *Foster Youth - 78.53% *Homeless - 77.43% *Socioeconomically Disadvantaged - 89.29% *Students with Disabilities -87.77%	2021-2022 Percentage of Students with an Associated Parent Portal Account *All Students - 88.4% *English Learners - 81.0% *Foster Youth - 67.0% *Homeless - 70.0% *Socioeconomically Disadvantaged - 88.7% *Students with Disabilities - 78.5% *African American - 81.9%	2022-2023 Percentage of Students with an Associated Parent Portal Account *All Students - 95.6% *English Learners - 84.7% *Foster Youth - 89.5% *Homeless - 88.0% *Socioeconomically Disadvantaged - 94.9% *Students with Disabilities - 93.0% *African American - 88.9%	2023-2024 All Students 96.4% (1845 / 1913) English Learner 89.9% (98 / 109) Foster 90.9% (10 / 11) Homeless 94.7% (72 / 76) Socioeconomically Disadvantaged 96.8% (1036 / 1070) Students with Disabilities 92.3% (253 / 274)	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*African American - 89.19% *American Indian/Alaska Native - 86.00% *Asian - 92.72% *Filipino - 94.20% *Hispanic - 89.58% *Native Hawaiian or Other Pacific Islander - 87.50% *White - 91.42% *Two or More Races - 87.11%	*American Indian/Alaska Native - 81.8% *Asian - 87.4% *Filipino - 98.3% *Hispanic - 87.7% *Native Hawaiian or Other Pacific Islander - 90.7% *White - 90.3% *Two or More Races - 85.5%	*American Indian or Alaska Native - 95.9% *Asian - 91.4% *Filipino - 100% *Hispanic - 95.0% *Pacific Islander - 88.7% *White - 97.0% *Two or More Races - 95.9%	American Indian or Alaska Native 90.9% (20 / 22) Asian 93.1% (81 / 87) Filipino 100.0% (6 / 6) Hispanic 96.3% (571 / 593) Native Hawaiian or Other Pacific Islander 100.0% (7 / 7) White 98.1% (937 / 955) African American 89.1% (41 / 46) Two or More Races 96.9% (124 / 128)	
Priority 3: Parent Involvement - Social Media Followers	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480	2021-2022 Chico Unified Social Media Followers Facebook: 3,244 Instagram: 1,243 Twitter: 557	2022-2023 Chico Unified Social Media Followers Facebook: 3,400 Instagram: 1,287 Twitter: 557 (we do not post actively on his platform)	2023-2024 Chico Unified Social Media Followers Facebook: 3,500 Instagram: 1,404 Twitter/X: We do not post actively on his platform.	Parent/Guardian engagement with CUSD via social media will increase form the previous year.
Priority 6: School Climate - Professional Development	2020-2021 100% of CUSD staff received opportunities for professional development to support trauma- informed practices,	2021-2022 100% of CUSD staff received opportunities for professional development to support trauma- informed practices,	2022-2023 100% of CUSD staff received opportunities for professional development to support trauma- informed practices,	2023-2024 100% of CUSD staff received opportunities for professional development to support trauma- informed practices,	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	implicit bias awareness, and positive behavior strategies.	implicit bias awareness, and positive behavior strategies.	implicit bias awareness, and positive behavior strategies.	implicit bias awareness, and positive behavior strategies.	positive behavior strategies.
Priority 5: Pupil Engagement - Attendance Rates	*All Students - 91.92% *English Learners - 91.96% *Foster Youth - 84.66% *Homeless - 78.91% *Socioeconomically Disadvantaged - 89.88% *Students with Disabilities - 89.34% *African American - 87.32% *American Indian/Alaska Native - 85.92% *Asian - 95.08% *Filipino - 95.25% *Hispanic - 90.60% *Pacific Islander - 91.40% *White - 92.73% *Two or More Races - 90.58%	*English Learners - 91.5% *Foster Youth - 88.7% *Homeless - 83.9% *Socioeconomically Disadvantaged - 89.8% *Students with Disabilities - 87.7% *African American - 88.4% *American Indian/Alaska Native - 87.0% *Asian - 94.7% *Filipino - 94.7% *Filipino - 94.7% *Hispanic - 90.5% *Pacific Islander - 92.3% *White - 91.8% *Two or More Races -	*All Students - 94.1% *English Learners - 94.0% *Foster Youth - 89.8% *Homeless - 90.6% *Socioeconomically Disadvantaged - 93.3% *Students with Disabilities - 91.7% *African American - 92.7% *American Indian or Alaska Native - 92.0% *Asian - 95.9% *Filipino - 97.3% *Hispanic - 93.7% *Pacific Islander - 91.1% *White - 94.4% *Two or More Races - 93.6%	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) 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)	All student groups will have an attendance rate of 95.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Two or More Races 93.1% (110124 / 118294)	
Priority 5: Pupil Engagement - Chronic Absenteeism Rate (Grades TK-8)	*All Students - 24.8% *English Learners - 27.0% *Foster Youth - 42.2% *Homeless - 61.7% *Socioeconomically Disadvantaged - 32.5% *Students with Disabilities - 34.4% *African American - 38.8% *American Indian/Alaska Native - 43.9% *Asian - 16.0% *Filipino - 10.0% *Hispanic - 29.7% *Pacific Islander - 42.9% *White - 21.5% *Two or More Races - 29.6%	*All Students - 27.1% *English Learners - 24.8% *Foster Youth - 44.2% *Homeless - 54.9% *Socioeconomically Disadvantaged - 34.3% *Students with Disabilities - 40.8% *African American - 36.6% *American Indian/Alaska Native - 45.3% *Asian - 13.1% *Filipino - 11.4% *Hispanic - 31.71% *Pacific Islander - 29.7% *White - 23.8% *Two or More Races - 33.0%	*All Students - 21.4% *English Learners - 23.6% *Foster Youth - 41.5% *Homeless - 48.1% *Socioeconomically Disadvantaged - 27.2% *Students with Disabilities - 33.9% *African American - 35.7% *American Indian or Alaska Native - 41.0% *Asian - 13.6% *Filipino - 5.8% *Hispanic - 25.0% *Pacific Islander - 43.9% *White - 19.0% *Two or More Races - 23.5%	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) Native Hawaiian or Other Pacific Islander 46.7% (21 / 45) White 16.7% (693 / 4152) African American 40.7% (77 / 189)	All students will decline by a minimum of 1.5 percentage points in grades K-8. All students in student groups scoring a "Red" or "Orange" on the 2019 Dashboard, will decline by a minimum of 5 points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Two or More Races 19.2% (184 / 958)	
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-Emotional Well-being	2020-2021 Data not comparable	End of Year 2021-2022 Responding Neutral or Favorable: *All Students - 86.0% *English Learners - 84.6% *Foster Youth - 61.9% *Homeless - 81.3% *Socioeconomically Disadvantaged - 84.4% *Students with Disabilities - 83.5% *African American - 74.7% *American Indian/Alaska Native - 84.2% *Asian - 88.7% *Filipino - 90.9% *Hispanic - 86.1% *Pacific Islander - 85.7% *White - 86.8% *Two or More Races - 81.4%	End of Year 2022-2023 Responding Neutral or Favorable: *All Students - 68.8% *English Learners - 67.6% *Foster Youth - 58.2% *Homeless - 62.4% *Socioeconomically Disadvantaged - 65.9% *Students with Disabilities - 62.9% *African American - 63.1% *American Indian or Alaska Native - 62.0% *Asian - 72.9% *Filipino - 74.1% *Hispanic - 68.1% *Pacific Islander - 57.6% *White - 69.5% *Two or More Races - 65.2%	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%	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

Action 2.1 - PROFESSIONAL DEVELOPMENT

Description: Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, behavior strategies, and implicit bias awareness.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Professional Development was planned by teacher leaders and the Educational Services Division. Feedback from staff was critical in ensuring that ongoing learning is happening for certificated and classified staff in trauma, mindfulness, implicit bias awareness, PBIS, and student engagement. Our educational partners have influenced this professional development plan with their feedback as well.

Action 2.2 - HEALTH AND SOCIAL-EMOTIONAL SUPPORTS

Description: 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.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

CUSD believes that there is a strong tie to social-emotional wellness supporting academic success. In a nutshell, when students are feeling mentally and emotionally healthy, academic success follows. This action connected to this philosophy in that the staffing supports our students mental health and physical wellness.

Challenges:

We have been able to leverage grant funding to add counselors to this goal. Our challenge will be to continue to find the funding to continue to fully implement this goal in the upcoming years after the grant funding sunsets.

Action 2.3 - TARGETED CASE MANAGERS

Description: Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Grant funding has increased our Targeted Case Manager (TCM) time to full-time at each site. This, too, has been a desire from our educational partners to increase. TCMs supported our families and students in numerous ways on a daily basis. They worked with families to ensure home-school communication, support family needs for community services, and were often the first person families go to on our sites for help due to the positive relationship TCMs have with families. This year we added two Farsi-speaking TCMs to assist with our growing Farsi-speaking population.

Challenges:

As mentioned in the Goal 1 Analysis and above as well, our community is welcoming a more diverse population of students and families outside of the families we have traditionally served. We continue to recruit TCMs who speak the languages of our families moving in to Chico.

Action 2.4 - SCHOOL CLIMATE SURVEYS

Description: 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.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

School Climate Surveys were distributed twice this year which allowed analysis of how our practices and supports are affecting students' social-emotional well-being. Additionally, Kelvin surveys continued to be distributed 3-4 times during the year to get a "pulse" on the mental well being of our students.

Challenges:

Although we saw a good survey participation rate, it could always be better. Response timing indicates that most responses to a survey are given within one day of receiving the survey. After that, and through the survey window, we do see participation decrease.

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.

For Goal 2, all budgeted expenditures were on target throughout the year and completely spent for each action. CUSD analyzed its budgeted expenditures and estimated actual expenditures during the year and reported findings in our Mid-Year Local Control Accountability (LCAP) Update.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1 - PROFESSIONAL DEVELOPMENT

Description: Provide professional development opportunities for staff on trauma-informed practices, social-emotional learning, behavior

strategies, and implicit bias awareness.

This action was EFFECTIVE as measured by staff attendance at the professional development opportunities given above and the metrics described below:

Opportunities: Numerous professional development opportunities were provided to certificated staff members on topics including, but not limited to, the topics referenced above.

Attendance: District-wide Staff Development opportunities were attended by 74% (590/798) of our certificated staff members on average.

Certificated Staff Member Feedback: Sessions were rated as Very Practical or Practical 83% of the time.

Action 2.2 - HEALTH AND SOCIAL-EMOTIONAL SUPPORTS

Description: Provide health and social-emotional counseling support services through the following: 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.

This action was EFFECTIVE as measured by the metrics described below:

Parent/Guardian Feedback: Parents/Guardians consistently share their appreciation for these services at community meetings.

Counselor Contacts: Counselors and Counseling Assistants made direct contact with 46.6% of our students for Social-Emotional reasons. This is the highest contact percentage we have had since we began

tracking this data. They contacted students in high-need student groups at a higher rate.

Action 2.3 - TARGETED CASE MANAGERS

Description: Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.

This action was EFFECTIVE as measured by the metrics described below:

Parent/Guardian Feedback: Parents/Guardians consistently share their appreciation for these services at community meetings.

Chronic Absenteeism: The Chico Unified All Students group decreased by 8.0 percentage points and achieved a 'High' status level on the California State Dashboard. Of our twelve student groups receiving a

Dashboard color, ten scored "Decreased" or "Decreased Significantly," and two scored "Increased" or "Increased Significantly."

Action 2.4 - SCHOOL CLIMATE SURVEYS

Description: 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.

This action was EFFECTIVE as measured by the full implementation of this action. Students, parents, and staff members each received three school climate surveys. This year we received the following number of responses to Climate Surveys:

- An average of 691 parent/guardian responses on the surveys.
- An average of 339 staff member responses on the surveys.
- A total of 8741 students answered at least one survey.

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

Overall, there will be no changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Priority 6: School Climate - Suspension Rate	Baseline 2020-2021 *All Students - 0.7% *English Learners - 0.3% *Foster Youth - 1.9% *Homeless - 2.0% *Socioeconomically Disadvantaged - 1.0% *Students with Disabilities - 1.987% *African American - 1.9%	2021-2022 *All Students - 4.5% *English Learners - 3.0% *Foster Youth - 19.6% *Homeless - 10.8% *Socioeconomically	2022-2023 *All Students - 4.5% *English Learners - 2.8% *Foster Youth - 21.6% *Homeless - 11.9% *Socioeconomically	2022-2023 All Students 5.7% (115 / 2028) English Learner 6.9%	
	*American Indian or Alaska Native - 1.3% *Asian - 0.0% *Filipino - 0.0% *Hispanic - 0.7% *Native Hawaiian or Other Pacific Islander - 0.0% *White - 0.7% *Two or More Races - 1.0%	*American Indian/Alaska Native - 11.4% *Asian - 1.7% *Filipino - 3.3% *Hispanic - 4.6% *Native Hawaiian or Other Pacific Islander - 3.7% *White - 4.2% *Two or More Races - 4.8%	*American Indian or Alaska Native - 9.0% *Asian - 1.3% *Filipino - 0.0% *Hispanic - 4.7% *Pacific Islander - 3.4% *White - 4.2% *Two or More Races - 6.6%	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)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				White 3.7% (39 / 1043) African American 15.7% (8 / 51) Two or More Races 9.2% (17 / 184)	
Priority 6: School Climate - Expulsion Rate	2020-2021 *All Students - 0.0% *English Learners - 0.0% *Foster Youth - 0.0% *Homeless - 0.0% *Socioeconomically Disadvantaged - 0.0% *Students with Disabilities - 0.0% *African American - 0.0% *American Indian/Alaska Native - 0.0% *Asian - 0.0% *Filipino - 0.0% *Hispanic - 0.0% *Native Hawaiian or Other Pacific Islander - 0.0% *White - 0.0% *Two or More Races - 0.0%	*Students with Disabilities - 0.6% *African American - 0.7% *American Indian/Alaska Native - 2.0% *Asian - 0.0% *Filipino - 0.0% *Hispanic - 0.4% *Native Hawaiian or Other Pacific Islander - 0.0% *White - 0.3%	2022-2023 *All Students - 0.4% *English Learners - 0.2% *Foster Youth - 4.4% *Homeless - 1.8% *Socioeconomically Disadvantaged - 0.6% *Students with Disabilities - 0.7% *African American - 1.0% *American Indian or Alaska Native - 1.4% *Asian - 0.0% *Filipino - 0.0% *Hispanic - 0.6% *Pacific Islander - 0.0% *White - 0.4% *Two or More Races - 0.8%	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)	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to to the All Students expulsion rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Two or More Races 1.8% (2/112)	
Priority 6: Local Indicator/Local tool for school climate: School Physical and Emotional Safety		End of Year 2021-2022 Responding Neutral or Favorable *All Students - 63.7% *English Learners - 50.0% *Foster Youth - 41.7% *Homeless - 51.6% *Socioeconomically Disadvantaged - 60.5% *Students with Disabilities - 58.7% *African American - 50.0% *American Indian/Alaska Native - 78.9% *Asian - 63.4% *Filipino - 81.8% *Hispanic - 60.4% *Native Hawaiian or Other Pacific Islander - 83.3% *White - 66.5% *Two or More Races - 60.1%	Favorable *All Students - 71.1% *English Learners - 69.4%	2023-2024 All Students 85.4% (841 / 985) English Learner 90.6% (48 / 53) Foster 100.0% (2 / 2) Homeless 90.5% (38 / 42) Socioeconomically Disadvantaged 87.4% (456 / 522) Students with Disabilities 87.0% (100 / 115) American Indian or Alaska Native 57.1% (4 / 7) Asian 89.8% (44 / 49) Filipino 66.7% (2 / 3) Hispanic 88.4% (260 / 294) Native Hawaiian or Other Pacific Islander 100.0% (3 / 3) White 83.2% (430 / 517) African American 90.5% (19 / 21) Two or More Races 85.5% (65 / 76)	student groups.

Goal Analysis

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

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

Action 3.1 - CONTINUE SUPPORT FOR DISTRICT ALTERNATIVE EDUCATION PROGRAMS

Description: CUSD offers support for alternative education and home suspensions in the following ways:

- * Opportunity Programs (Center for Alternative Learning (CAL) and Neal Dow Elementary)
- * Elementary Out of School Suspension Alternatives (e.g. Reset program)
- * Alternative Education Supplemental Staffing

Implementation: This action was FULLY IMPLEMENTED

Successes:

Our alternative educational settings/experiences supported students when/if they needed it. Ensuring academic growth was a critical part of this alternative setting as we found that student academic progress has been interrupted in many of these students' lives. Additionally, student social emotional growth was a built-in piece of our daily alternative programs. These were often in the forms of counseling and checkins, among others. The goal remained to use alternative education settings as safe and small-group options to prepare students to re-enter the comprehensive sites.

Action 3.2 - COACHING STIPENDS

Description: Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Coaching stipends remained supported by LCAP funding. Nearly half of our high school students at both comprehensive high schools participated in sports throughout the year adding to a positive campus experience.

Action 3.3 - CAMPUS SUPERVISORS

Description: Provide Campus Supervisors on sites to provide a safe, positive school climate.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Our campus supervisors continued to build relationships with students while promoting safety on campuses. Many students, as well as adults on campus, will tell you about the personable connections that are made by campus supervisors.

Action 3.4 - ELEMENTARY AND SECONDARY PROJECT SPECIALISTS

Description: CUSD will provide a .5 FTE Elementary and a .5 Secondary Project Specialist to assist staff members on sites with behavior strategies.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Elementary and Secondary Project Specialists were added as a Goal 3 action in 2023. This action was added to support the significant increase in student behavioral needs that staff and other educational partners were experiencing post-pandemic.

Challenges:

The design of how these specialists are used to support students and staff has shifted a few times, which has presented some logistical challenges for sites. Site behavior data continues to be relevant in analyzing this action.

Action 3.5 - SUMMER BEHAVIORAL INTERVENTION AND COACHING (BIC) TEAM PROFESSIONAL DEVELOPMENT Description: CUSD will provide summer training for the Behavioral Intervention and Coaching (BIC) Team to prepare Instructional Paraprofessionals (IPs) for high intensity student behavioral supports.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

Teachers reported that the time provided during the summer to prepare for the start of school meeting students' needs was time very well spent in preparing IPs on how they can support when class started. Whenever we can start the year off knowing how to support and meet students' needs, especially those students with high behavior support needs, it is positive for all.

Challenges:

Next year, due to a loss of Concentration funding, this expenditure will supported with funding from the Special Education Division.

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.

For Goal 3, all budgeted expenditures were on target throughout the year and completely spent for each action. CUSD analyzed its budgeted expenditures and estimated actual expenditures during the year and reported findings in our Mid-Year Local Control Accountability (LCAP) Update.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.1 - CONTINUE SUPPORT FOR DISTRICT ALTERNATIVE EDUCATION PROGRAMS

Description: 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

This action was EFFECTIVE as measured by the metrics described below:

Center for Alternative Learning served 202 students in the 2023-2024 school year.

Elementary Opportunity served 21 students in the 2023-2024 school year.

Alternative Education (CAL, Academy for Change, Oakdale, Fair View High) served 471 students in the 2023-2024 school year.

Action 3.2 - COACHING STIPENDS

Description: Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.

This action was EFFECTIVE. At the junior high level, 17% of our students participated in interscholastic sports. At the high school level, 51% of our students participated in interscholastic sports.

Action 3.3 - CAMPUS SUPERVISORS

Description: Provide Campus Supervisors on sites to provide a safe, positive school climate.

This action was EFFECTIVE as evidenced by the employment of 18 campus supervisors serving our secondary campuses and the increase of the percentage of students reporting that they feel emotionally and physically safe at school from 63.7% in 2021-2022 to 85.4% in 20234-2024.

Action 3.4 - ELEMENTARY AND SECONDARY PROJECT SPECIALISTS

Description: CUSD will provide a .5 FTE Elementary and a .5 Secondary Project Specialist to assist staff members on sites with behavior strategies.

In its initial year of implementation, this action was EFFECTIVE. Project specialists provided a variety of supports to our special education students and teachers, including IEP support (meeting and planning) and support for students with high behavioral needs. Teachers and administrators voiced their appreciation of having the extra support.

Action 3.5 - SUMMER BEHAVIORAL INTERVENTION AND COACHING TEAM (BIC) PROFESSIONAL DEVELOPMENT Description: CUSD will provide summer training for the Behavioral Intervention Team (BIC) to prepare Instructional Paraprofessionals (IPs) for high intensity student behavioral supports.

In its initial year of implementation, this action was EFFECTIVE. The BIT team served 33 students in 24 classrooms at 8 schools.

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

Overall, there will be no changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Goals and Actions

Goal

Goal #	Description
4	Provide additional support for the academic, social-emotional and behavioral needs of Foster Youth students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement - Targeted Case Manager Contacts by Percentage of Student Group	2020-2021 Targeted Case Manager Contacts by Percentage *All Students - 16.24% *Foster Youth - 41.72%	2021-2022 Targeted Case Manager Contacts by Percentage *All Students - 12.6% *Foster Youth - 43.3%	2022-2023 Targeted Case Manager Contacts by Percentage *All Students - 13.7% *Foster Youth - 61.8%	2023-2024 All Students 14.5% (1856 / 12823) Foster 84.5% (93 / 110)	Will maintain or increase from the previous year.
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social- emotional success.	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social- emotional success.	Maintain 100%
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Social-Emotional Contacts by Percentage of Student Group	2020-2021 Social-Emotional Contacts by Percentage *All Students - 19.42% *Foster Youth - 36.60%	2021-2022 Social-Emotional Contacts by Percentage *All Students - 35.8% *Foster Youth - 55.7%	2022-2023 Social-Emotional Contacts by Percentage *All Students - 43.8% *Foster Youth - 58.8%	2023-2024 All Students 46.6% (5976 / 12831) Foster 68.4% (78 / 114)	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement - Percentage of Students with an Associated Parent Portal Account	2020-2021 Percentage of Students with an Associated Parent Portal Account *All Students - 90.31% *Foster Youth - 78.53%	2021-2022 Percentage of Students with an Associated Parent Portal Account *All Students - 88.4% *Foster Youth - 67.0%	2022-2023 Percentage of Students with an Associated Parent Portal Account *All Students - 95.6% *Foster Youth - 89.5%	2023-2024 All Students 96.4% (1845 / 1913) Foster 90.9% (10 / 11)	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.
Priority 6: School Climate - Professional Development	2020-2021 100% of CUSD staff received opportunities for professional development to support trauma- informed practices, implicit bias awareness, and positive behavior strategies.	2021-2022 100% of CUSD staff received opportunities for professional development to support trauma- informed practices, implicit bias awareness, and positive behavior strategies.	2022-2023 100% of CUSD staff received opportunities for professional development to support trauma- informed practices, implicit bias awareness, and positive behavior strategies.	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 traumainformed practices, implicit bias awareness, and positive behavior strategies.
Priority 5: Pupil Engagement - Chronic Absenteeism Rate (Grades TK-8)	2020-2021 *All Students - 24.8% *Foster Youth - 42.2%	2021-2022 *All Students - 27.1% *Foster Youth - 44.2%	2022-2023 *All Students - 21.4% *Foster Youth - 41.5%	,	All students will decline by a minimum of 1.5 percentage points in grades K-8. All students in student groups scoring a "Red" or "Orange" on the 2019 Dashboard, will decline by a minimum of 5 points.
Priority 6: School Climate Local Indicator - School	2020-2021 Data not comparable	End of Year 2021- 2022	End of Year 2022- 2023	2023-2024 All Students 88.7% (5602 / 6316)	School Climate Survey results related to social-emotional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Climate Surveys: Social-Emotional Well-being		Responding Neutral or Favorable: *All Students - 86.0% *Foster Youth - 61.9%	Responding Neutral or Favorable: *All Students - 68.8% *Foster Youth - 58.2%	Foster 72.1% (31 / 43)	concerns will maintain or increase across sites each year.
Priority 6: School Climate - Suspension Rate	2020-2021 *All Students - 0.7% *Foster Youth - 1.9%	2021-2022 *All Students - 4.5% *Foster Youth - 19.6%	2022-2023 *All Students - 4.5% *Foster Youth - 21.6%		All student groups will decline by a minimum of .9 percentage points. Student groups in red or orange on the Fall, 2019 Dashboard, will decline by a minimum of 2.6 percentage points.
Priority 6: Local Indicator/Local tool for school climate: School Physical and Emotional Safety	2020-2021 Data not comparable	End of Year 2021- 2022 Responding Neutral or Favorable *All Students - 63.7% *Foster Youth - 41.7%	End of Year 2022- 2023 Responding Favorable *All Students - 71.1% *Foster Youth - 70.5%		Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard Academic Indicator	2018-2019 Average Distance from Standard *All Students - 9.2 points above *Foster Youth - 86.2 points below	N/A due to CAASPP test status in 2019- 2020 (canceled) and 2020-2021(optional)	2021-2022 Average Distance from Standard *All Students - 9.0 points above *Foster Youth - 75.0 points below	2022-2023 All Students 11.2 (5910) Foster -104.9 (27)	All student groups scoring "Yellow", "Green, or "Blue" on the Fall, 2019 Dashboard will increase a minimum of 9 points in their average distance from standard. Students who score "Orange" or "Red" will have a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					growth of 19 points total.
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard Academic Indicator	2018-2019 *All Students - 24 points below *Foster Youth - 127.5 points below	N/A due to CAASPP test status in 2019- 2020 (canceled) and 2020-2021(optional)	2021-2022 Average Distance from Standard *All Students - 34.5 points below *Foster Youth - 126.5 points below	2022-2023 All Students -31 (5886) Foster -157.3 (28)	All student groups scoring "Yellow", "Green, or "Blue" on the Fall, 2019 Dashboard will increase a minimum of 9 points in their average distance from standard. Students who score "Orange" or "Red" will have a growth of 19 points total.
Priority 5: Pupil Engagement Local Indicator - High School Graduation Rate	2019-2020 *All Students - 87.9% *Foster Youth - 70.6%	2020-2021 *All Students - 89.3% *Foster Youth - 63.6%		2022-2023 All Students 91.3% (920 / 1008) Foster 84.6% (11 / 13)	All student groups will increase by 3% (1% each year).

Goal Analysis

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

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

Action 4.1 TARGETED CASE MANAGERS, COUNSELORS, COUNSELING ASSISTANTS, PROFESSIONAL DEVELOPMENT Description: CUSD will continue to provide Targeted Case Managers, Counselors, Counseling Assistants, and Professional Development to support our Foster Youth student group. These existing actions and funding are noted in Goals 1 and 2. Implementation: This action was FULLY IMPLEMENTED.

Successes:

Our educational partners who support our Foster Youth, overwhelmingly believed in and advocated for our TCMs, Counselors, Counseling Assistants as well as on-going professional development to best meet the needs of our Foster Youth students. These staff members regularly communicated and assisted our Foster Youth students and families in securing what they need for their educational experiences.

Professional development, particularly trauma-informed training, was beneficial for staff to continue to build the knowledge base of how best educators can meet our students' needs.

Action 4.2 FOSTER YOUTH/HOMELESS COORDINATOR

Description: A full-time Foster Youth/Homeless Coordinator will be funded to support students.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

This Coordinator position played a critical piece in the system-wide support that CUSD provided to our Foster Youth students. Not only did this position provide mechanisms for student and family needs to be met, it also allowed for student/family connection to social-emotional supports, such as counseling and other aide. The Coordinator was also included in campus student-centered meetings when they arose. These meetings were typically in the form of Student-Based Intervention Team (SBIT) meetings.

Action 4.3 FOSTER YOUTH DATA ANALYSIS SYSTEM

Description: CUSD will explore funding a digital Foster Youth Data Analysis System to support Foster students.

Implementation: This action was FULLY IMPLEMENTED.

Successes:

This tool has helped the Foster Youth Coordinator tremendously as it gave her access to Foster Focus, the database for foster youth. The Butte County Office of Education has permitted our access to this system, free of charge.

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.

For Goal 4, all budgeted expenditures were on target throughout the year and completely spent for each action. CUSD analyzed its budgeted expenditures and estimated actual expenditures during the year and reported findings in our Mid-Year Local Control Accountability (LCAP) Update.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 4.1 TARGETED CASE MANAGERS, COUNSELORS, COUNSELING ASSISTANTS, PROFESSIONAL DEVELOPMENT Description: CUSD will continue to provide Targeted Case Managers, Counselors, Counseling Assistants, and Professional Development to support our Foster Youth student group. These existing actions and funding are noted in Goals 1 and 2.

Parent/Guardian Feedback: Parents/Guardians consistently share their appreciation for these services at community meetings.

Counselor Contacts: Counselors and Counseling Assistants made direct contact with 46.6% of all students for Social-Emotional reasons. The percentage of Foster students that were contacted was much higher. Counselors and Counseling Assistants contacted 68.4% of foster students.

Targeted Case Manager Contacts: Targeted Case Managers made direct contact with 15.5% of all students and families. The percentage of Foster students and families that were contacted was much higher. Targeted Case Managers contacted 61.8% of foster students and families.

Action 4.2 FOSTER YOUTH/HOMELESS COORDINATOR

Description: A full-time Foster Youth/Homeless Coordinator will be funded to support students.

This action was EFFECTIVE. The Chronic Absenteeism Rate for Foster Youth declined by 10 percentage points and the Graduation Rate increased by 17.9 percentage points on the Fall 2023 California Dashboard.

Action 4.3 FOSTER YOUTH DATA ANALYSIS SYSTEM

Description: CUSD will explore funding a digital Foster Youth Data Analysis System to support Foster students.

This action was EFFECTIVE. The Foster Focus system allows staff to access the most up to date information for placement, social work, and Ed Rights Holder information for our Foster students. This allowed us to show improvement for our Foster students on the following metrics: The Chronic Absenteeism Rate for Foster Youth declined by 10 percentage points and the Graduation Rate increased by 17.9 percentage points on the Fall 2023 California Dashboard.

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

This will not be a goal for next year due to legislative changes to the LCAP template and requirements. However, we will continue having a 4th goal focused now on Equity Multiplier Schools.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

• Copy and paste verbatim from the 2023–24 LCAP.

Metric:

• Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

• Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

• Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

• When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023-24:

Copy and paste verbatim from the 2023–24 LCAP.

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

					Desired Outcome
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	for Year 3
					(2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

- 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.

California Department of Education November 2023

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	•	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

All actions addressing LCAP Goal 1 are intended to close the achievement gaps for the student groups and sites scoring at the lowest level, "Red", on the California Dashboard. Additionally, grant funding is being used to supplement LCAP actions to continue to develop the Multitiered System of Supports (MTSS) for Chico Unified to ensure that students receive academic intervention as needed.

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

All actions addressing LCAP Goal 1, with the exception on Action 1.16 Reading Specialists, are intended to close the achievement gaps for the student groups and sites scoring at the lowest level, "Red", on the California Dashboard. Additionally, grant funding is being used to supplement LCAP actions to continue to develop the Multi-tiered System of Supports (MTSS) for Chico Unified to ensure that students receive academic intervention as needed.

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

All actions addressing LCAP Goal 1, are intended to address the low performance at McManus Elementary in this area. In particular, Action 1.7 Bilingual Aides, Action 1.9 Professional Development, and Action 1.10 Teachers on Special Assignment are intended to most directly address the low performance of McManus Elementary in this area. Additionally, grant funding is being used to supplement LCAP actions to continue to develop the Multi-tiered System of Supports (MTSS) for Chico Unified to ensure that students receive academic intervention as needed.

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

Actions 1.6 Academic Interventions and 1.3 Secondary Counselors most directly address the lowest performing sites and student groups (as indicated above) on the College and Career Indicator.

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 asked of them.

We believe that student academic progress directly affects student engagement. Student engagement is essential to improving achievement levels related to Chronic Absenteeism. All actions addressing LCAP Goal 1 will assist in improving the low performance of the sites and student groups indicated above. In addition, all actions addressing LCAP Goal 2 are intended to increase student engagement and attendance, particularly for our student groups with the highest needs.

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

LCAP Actions that most directly address the lowest achieving sites and student groups indicated above include the following:
Action 3.1 Alternatives to Home Suspension: We believe that by keeping students in the school environment following a suspendable discipline incident allows us to more effectively intervene and address the underlying causes of the discipline incident.
Action 3.3 Campus Supervisors: These staff members are able to prevent suspendable incidents in many cases by intervening in situations immediately, and by monitoring student behaviors.

Action 3.4 Project Specialists: These staff members are able to assist classroom staff members with the implementation of student behavior management strategies.

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.

LCAP Actions to Support Foster Youth:

- Action 1.3 CUSD will provide devices to support our Foster Youth students, some of who are performing at the lowest academic level.
- Action 1.5 Increasing student achievement, including the Foster Youth student group, through the implementation, refinement, and monitoring of the assessment programs.
- Action 1.6 Academic interventions are critical for our lowest performing students.
- Action 1.7 Instructional Support Services will be utilized to support our Foster Youth student group's greatest need.
- Action 1.8 Our Foster Youth students have priority to attend the after-school programs, which support school consistency and completion of schoolwork.
- Action 1.9, 2.1 Professional Development for staff includes instructional strategies as well as trauma-informed practices to reach our lowest academic performing students, including Foster Youth.
- Action 1.11 Our Foster Youth student group will have access to extra Art, Music, and PE in the elementary grades to provide enrichment opportunities.
- Action 1.13 Secondary Counselors will support class schedules and post-secondary education choices, specifically for our lowest performing Foster Youth students.
- Action 1.16 Elementary Reading Specialists will continue to provide intervention for our Foster Youth students' reading instruction.
- Action 2.3 Targeted Case Managers will be utilized to support family and school connections, with an emphasis on our Foster Youth population.
- Action 3.1 Alternative education supports/programs will be used to keep our lowest performing students at school in lieu of home suspensions which is a critical component of academic success for our Foster Youth students.
- Action 3.4 Using the expertise of our Elementary and Secondary Project Specialists to support classroom behavior needs will benefit our Foster Youth students.

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 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.

LCAP Actions to Support Students with Disabilities:

- Action 1.5 Increasing student achievement, including the Students with Disabilities student group, through the implementation, refinement, and monitoring of the assessment programs.
- Action 1.6 Academic interventions are critical for our lowest performing students.
- Action 1.9, 2.1 Professional Development for staff includes instructional strategies as well as trauma-informed practices to reach our lowest academic performing students, including Students with Disabilities.
- Action 1.11 Our Students with Disabilities student group will have access to extra Art, Music, and PE in the elementary grades to provide enrichment opportunities.
- Action 1.13 Secondary Counselors will support class schedules and post-secondary education choices, specifically for our lowest performing students.

- Action 2.3 Targeted Case Managers will be utilized to support family and school connections, with an emphasis on our Students with Disabilities population.
- Action 3.1 Alternative education supports/programs will be used to keep our lowest performing students at school in lieu of home suspensions which is a critical component of academic success for our Students with Disabilities.
- Action 3.4 Using the expertise of our Elementary and Secondary Project Specialists to support classroom behavior needs will benefit our Students with Disabilities.

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.

LCAP Actions to Support African American Students:

- Action 1.9, 2.1 Professional Development for staff includes instructional and positive discipline strategies as well as trauma-informed practices to reach our African American students being suspended.
- Action 3.1 Alternative education supports/programs will be used to keep our most at-risk students at school in lieu of home suspensions which is a critical component of academic success for all students.

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.

LCAP Actions to Support English Learners:

- Action 1.3 CUSD will provide devices to support our English Learners, some of who are performing at the lowest academic level.
- Action 1.5 Increasing student achievement, including the English Learner student group, through the implementation, refinement, and monitoring of the assessment programs.
- Action 1.6 Academic interventions are critical for our lowest performing students.
- Action 1.7 Instructional Support Services will be utilized to support our English Learner student group's greatest need.
- Action 1.9, 2.1 Professional Development for staff includes instructional strategies as well as trauma-informed practices to reach our lowest academic performing students, including English Learners.
- Action 1.11 Our English Learners will have access to extra Art, Music, and PE in the elementary grades to provide enrichment opportunities.

Action 1.13 - Secondary Counselors will support class schedules and post-secondary education choices, specifically for our English Learners.

Action 1.16 - Elementary Reading Specialists will continue to provide intervention for our English Learners' reading instruction.

Action 2.3 - Targeted Case Managers will be utilized to support family and school connections, with an emphasis on our English Learner population.

Action 3.1 - Alternative education supports/programs will be used to keep our lowest performing students at school in lieu of home suspensions which is a critical component of academic success for our English Learners.

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	 Staff surveys administered in the Fall and Spring Staff meetings through the year centered around the LCAP goals
Administration	 Staff surveys administered in the Fall and Spring Leadership Advance and monthly Leadership meetings centered around the LCAP goals
Classified and Other School Personnel	 Staff surveys administered in the Fall and Spring School site discussions centered on LCAP goals for site and district
Bargaining Unit - Classified and Certificated	 Staff surveys administered in the Fall and Spring Both CUTA and CSEA discussions that reference the LCAP goals
Parents	Parent surveys administered in the Fall and Spring

Educational Partner(s)	Process for Engagement
	On-going communication through the year via Aeries Communication regarding LCAP meetings and LCAP information
Students	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	District English Learner Advisory Committee (DELAC)
	 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	 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)	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 destruction 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%	
1.5	Priority 5: Student Engagement Middle School Dropout Rate	2023-2024 All Students 0.0%			Maintain 0.0%	
1.6	Priority 4: Student Achievement CAASPP ELA CA Dashboard Academic Indicator	2022-2023 All Students 11.2 (5910) English Learner -61 (554) Foster -104.9 (27)			All student groups will increase a minimum of 9 points in their average distance from standard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average Distance from Standard	Homeless -69.3 (236) Socioeconomically Disadvantaged -17.7 (3469) 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)			points total (3 each year).	
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)			All student groups will increase a minimum of 9 points in their average distance from standard. points total (3 each year).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities -128.2 (948) American Indian or Alaska Native -81.2 (57) Asian -25.8 (332) 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)			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
		Asian 39.4% (65 / 165) Filipino 50.0% (8 / 16) Hispanic 25.2% (191 / 759) Native Hawaiian or Other Pacific Islander (78) 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 8: Pupil Outcomes 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)			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 61.5% (16/26) Asian 75.2% (85/113) Filipino 100.0% (3/3) Hispanic 71.4% (563/788) 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)			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
		Two or More Races 17.8%(8/45)				
1.12	Priority 8: Student Outcomes Graduate CTE Pathway with Diploma Completion Rate (4 year graduating cohort)	2022-2023 All Students 14.9% (164 / 1099) 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)			All student groups will increase by 6% (2% each year).	
1.13	Priority 4: Student Achievement	2022-2023 56.6%			The number of English Learners	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learner Progress Indicator (ELPI) CA Dashboard Percentage of Students Meeting Requirements				meeting ELPI requirements will increase by 6% (2% each year).	
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)			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
		Native Hawaiian or Other Pacific Islander 0.0% (0/3) White 22.2% (118/ 532) African American 19.0% (4/21) Two or More Races 20.6% (7/34)				
1.16	Priority 8: Pupil Outcomes 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)			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
		African American 20.4% (10/49) Two or More Races 48.3% (85/176)				
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	2023-2024 All Students 71.4% (1969/2757) English Learner 69.7% (200/287) Foster 51.7% (15/29)			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
	Meeting or Exceeding Benchmark	Homeless 67.6% (127/188) Socioeconomically Disadvantaged 68.0% (1058/1557) Students with Disabilities 65.4% (335/512) 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)			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 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) 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			All student groups will show more growth than students who did not receive reading specialist support.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		more growth on Star Reading than those that did not.				
1.21	Priority 4: Student Achievement College and Career Indicator - Prepared Percentage of Students Meeting Requirements	2022-2023 All Students 46.9% (469 / 999) English Learner 8.9% (4 / 45) Foster 0.0% (0 / 13) 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)			All student groups will increase by 6% (2% each year).	
1.22	Priority 5: Student Engagement	2023-2024			All students in need of MNI/OCI	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Medically Necessary Instruction (MNI) and Off Campus Instruction (OCI) will be provided for students in need of these services	85 students were served in these programs			services will have the service provided.	
1.23	Priority 4: Student Achievement CTE and A-G Completion Rate with Diploma for Graduating Cohort	2022-2023 All Students 6.0% (66 / 1099) English Learner 0.0% (0 / 59) Foster 0.0% (0 / 13) Homeless 2.2% (3 / 136) Socioeconomically Disadvantaged 5.0% (35 / 697) Students with Disabilities 0.9% (1 / 111) American Indian or Alaska Native 5.3% (1 / 19) Asian 0.0% (0 / 65) Filipino 0.0% (0 / 8) Hispanic 4.0% (11 / 276) Native Hawaiian or Other Pacific Islander 0.0% (0 / 2) White 8.4% (51 / 604) African American 0.0% (0 / 25) Two or More Races 2.0% (1 / 50)			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
1.24	Priority 7: Course Access All elementary students will be provided engagement in Art, Music, and extra P.E.	2023-2024 All elementary students had weekly access to these engagement opportunities.			All elementary students will have weekly access to these engagement opportunities.	
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).	
1.26	Priority 4: Student Achievement	2022-2023 All Students 66.52% (623/936)			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
	CAASPP ELA Percentage of 11th Graders Meeting or Exceeding Standard	Reported disabilities 14.14% (14/99) Economically disadvantaged 57.44% (279/485) EL (English learner) 3.7% (1/27) Foster youth % (0/4) Homeless 36.84% (7/19) American Indian or Alaska Native % (0/8) Asian 64.62% (42/65) Black or African American 45.83% (11/24) Filipino % (0/6) Hispanic or Latino 53.2% (134/251) Two or more races 72.06% (49/68) White 73.44% (376/512)				
1.27	Priority 4: Student Achievement CAASPP Math Percentage of 11th Graders Meeting or Exceeding Standard	2022-2023 All Students 35.99% (334/928) Reported disabilities 1.02% (1/98) Economically disadvantaged 24.01% (115/479) EL (English learner) 3.57% (1/28) Foster youth % (0/4)			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
		Homeless 10.53% (2/19) American Indian or Alaska Native % (0/7) Asian 44.44% (28/63) Black or African American 37.5% (9/24) Filipino % (0/6) Hispanic or Latino 20.8% (52/250) Two or more races 32.35% (22/68) White 42.72% (217/508)				

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). This action will assist our lowest performing student groups increase achievement for all academic metrics. Please see "Reflections: Annual Performance" section above.	\$1,120,000.00	Yes
1.4	Facilities Maintenance	Regularly inspect and maintain facilities.	\$5,098,392.00	No
1.5	Implementation of District Wide Assessments	CUSD will increase student achievement at all grades and in all subject areas, including targeted student groups, on state, district and site assessments. District Leadership Council (DLC) will refine and monitor assessment programs. This action will assist our lowest performing student groups increase achievement for all metrics. Please see "Reflections: Annual Performance" section above.	\$159,157.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Academic Interventions	CUSD will implement academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading). This action will assist our lowest performing student groups increase achievement for all academic metrics. Please see "Reflections: Annual Performance" section above.	\$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. This action will assist our lowest performing student groups increase achievement for all academic metrics. Please see "Reflections: Annual Performance" section above.	\$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

Action #	Title	Description	Total Funds	Contributing
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
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. This action will assist our lowest performing student groups increase achievement for all metrics. Please see "Reflections: Annual Performance" section above.	\$2,110,508.00	Yes
1.12	Online Access	To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants. This action will assist our lowest performing student groups increase achievement for all academic metrics. Please see "Reflections: Annual Performance" section above.	\$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. This action will assist our lowest performing student groups increase achievement related to the Graduation Rate and College and Career Indicator metrics. Please see "Reflections: Annual Performance" section above.	\$2,168,273.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. This action will assist our lowest performing student groups increase achievement for all metrics related to English/Language Arts metrics. Please see "Reflections: Annual Performance" section above.	\$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 traumainformed 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	•	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
		This action is intended to address our lowest performing sites and student groups on all metrics.		
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	All Students 85.4% (841 / 985) English Learner 90.6% (48 / 53) Foster 100.0% (2 / 2) Homeless 90.5% (38 / 42) Socioeconomically Disadvantaged 87.4% (456 / 522) Students with Disabilities 87.0% (100 / 115) American Indian or Alaska Native 57.1% (4 / 7) Asian 89.8% (44 / 49) Filipino 66.7% (2 / 3) Hispanic 88.4% (260 / 294) Native Hawaiian or Other Pacific Islander 100.0% (3 / 3) White 83.2% (430 / 517) African American 90.5% (19 / 21) Two or More Races 85.5% (65 / 76)			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	At the junior high level, 17% of our students participated in interscholastic sports. At the high school level.			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 This action will assist our lowest performing sites and student groups increase achievement for all Goal 3 metrics. Please see "Reflections: Annual Performance" section above.	\$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. This action will assist our lowest performing sites and student groups increase achievement for all Goal 3 metrics. Please see "Reflections: Annual Performance" section above.	\$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. This action will assist our lowest performing sites and student groups increase achievement for all Goal 3 metrics. Please see "Reflections: Annual Performance" section above.	\$152,353.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	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.	Equity Multiplier Focus Goal
	*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.	
	*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.	
	*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.	
	*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.	
	*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.	
	*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.	

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 (3 each year).	
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 (3 each year).	

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

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 — 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	Action: Technology 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	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
	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. Scope: LEA-wide		
1.5	Action: Implementation of District Wide Assessments 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	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.	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.

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
	classroom." Based on the needs of our low-income students and the research, we will be implementing the DLC. Scope:		
	LEA-wide		
1.6	Action: Academic Interventions 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.	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.	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.
	Scope:		

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	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. Scope: LEA-wide	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.	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.
1.11	Action: Support Art, Music and extra PE in Elementary Grades	By implementing this action, it will directly support our unduplicated students by exposing our students, specifically those from	Chico Unified will ensure that 100% of elementary students will

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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. Scope: Schoolwide	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.	have access to Fine Arts, Music, and extra PE.
1.12	Action: Online Access 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	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.	We expect to see academic measures included in Goal 1 increase.

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
	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. Scope: LEA-wide		
1.13	Action: Secondary Counselors 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. Scope: Schoolwide	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.	We will use local and state academic measures as well as course participation metrics (A-G, CTE, etc.) to measure achievement.
1.14	Action:	By implementing this action, it will directly support our students' unique needs while providing	To ensure that 100% of students will have 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
	Medically Necessary Instruction/Off Campus Instruction 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. Scope: LEA-wide	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.	to MNI/OCI services, CUSD will maintain staffing of these programs.
1.16	Action: Elementary Reading Specialists 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	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.	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.

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
	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. Scope: LEA-wide		
2.2	Action: Health and Social-Emotional Supports 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	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.	A measurable outcome for this action will be an increase in school connectedness based on data from our Kelvin pulses.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	our 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. Scope: LEA-wide		
2.3	Action: Targeted Case Managers 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	communicate regularly with our families, including those who are socioeconomically disadvantaged. This action has been positively spoken of and highly supported by all of the parents and guardians of all of our student groups. The communication between parents and the school via the TCMs has made a positive impact on students' educational experiences in CUSD.	Chico Unified acknowledges the critical role that Targeted Case Managers hold in our district. It is our belief that we would expect to see district performance on all LCAP metrics increase, in part, due to their efforts.

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
	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. Scope: LEA-wide		
3.1	Action: Continue support for district alternative education programs Need: Action 3.1 (Continue Support for District wide Alternative Education Programs) is of paramount importance to assist and support	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	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

Soal and oction #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	our 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. Scope: LEA-wide	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.	upmost importance to examine practices and partner with families.
3.2	Action: Coaching Stipends 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",	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	A measurable outcome we will use for this is that school connectedness will increase based on Kelvin pulse data.

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
	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 lowincome student groups as well as the research, we will be implementing coaching staff for athletic programs. Scope: LEA-wide	expect our most at-risk students to benefit the most.	
3.3	Action: Campus Supervisors 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.	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.	A measurable outcome we will use for this is that school connectedness will increase based on Kelvin pulse data.

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		
3.4	Action: Elementary and Secondary Project Specialists 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 socioemotional 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.	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.	A measurable outcome for this action will be that school connections will increase based on Kelvin pulse data as well as suspension data.

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)	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.

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.

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		

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?		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			All Schools	On-going	\$138,407.0 0	\$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			All Schools		\$0.00	\$2,807,252.00	\$610,990.00	\$2,196,262.00	\$0.00	\$0.00	\$2,807,2 52.00	
1	1.3	Technology	English Learners Foster Youth Low 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	\$1,120,0 00.00	
1	1.4	Facilities Maintenance	All	No			All Schools		\$3,393,088	\$1,705,304.00	\$5,098,392.00	\$0.00	\$0.00	\$0.00	\$5,098,3 92.00	
1	1.5	Implementation of District Wide Assessments	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$159,157.0 0	\$0.00	\$159,157.00	\$0.00	\$0.00	\$0.00	\$159,157 .00	
1	1.6	Academic Interventions	English Learners Foster Youth Low 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	\$1,450,0 00.00	
1	1.7	Instructional Support Services	English Learners Foster Youth Low 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	\$1,557,3 90.00	
1	1.8	After School Homework Support (ASES, BLAST, Fair View High School, ELOP)	All	No			All Schools		\$5,030,515 .00	\$3,207,301.00	\$0.00	\$8,021,293.00	\$0.00	\$216,523.0 0	\$8,237,8 16.00	
1	1.9	Provide Professional Development	All	No			All Schools		\$17,123.00	\$367,075.00	\$0.00	\$0.00	\$12,267.00	\$371,931.0 0	\$384,198 .00	
1	1.10	Teachers on Special Assignment (TOSAs)	All	No			All Schools		\$358,509.0 0	\$0.00	\$69,352.00	\$0.00	\$0.00	\$289,157.0 0	\$358,509 .00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?		Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Support Art, Music and extra PE in Elementary Grades	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$2,110,508 .00	\$0.00	\$2,110,508.00	\$0.00	\$0.00	\$0.00	\$2,110,5 08.00	
1	1.12	Online Access	English Learners Foster Youth Low 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	\$1,331,8 69.00	
1	1.13	Secondary Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$2,168,273 .00	\$0.00	\$2,168,273.00	\$0.00	\$0.00	\$0.00	\$2,168,2 73.00	
1	1.14	Medically Necessary Instruction/Off Campus Instruction	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$176,400.0 0	\$1,000.00	\$177,400.00	\$0.00	\$0.00	\$0.00	\$177,400 .00	
1	1.15	Online Education Options	All	No			Specific Schools: Chico High School, Pleasant Valley High School, Oak Bridge Academy		\$1,750,852 .00	\$16,630.00	\$1,588,812.00	\$0.00	\$0.00	\$178,670.0 0	\$1,767,4 82.00	
1	1.16	Elementary Reading Specialists	English Learners Foster Youth Low 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	\$1,614,9 09.00	
2	2.1	Professional Development	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.2	Health and Social- Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$2,429,432	\$70,566.00	\$2,499,998.00	\$0.00	\$0.00	\$0.00	\$2,499,9 98.00	
2	2.3	Targeted Case Managers	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$641,222.0 0	\$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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?		Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Continue support for district alternative education programs	English Learners Foster Youth Low Income		LEA- wide	English Learners Foster Youth Low Income			\$1,026,325 .00	\$0.00	\$1,026,325.00	\$0.00	\$0.00	\$0.00	\$1,026,3 25.00	
3	3.2	Coaching Stipends	English Learners Foster Youth Low Income		LEA- wide	English Learners Foster Youth Low Income			\$902,421.0 0	\$62,400.00	\$964,821.00	\$0.00	\$0.00	\$0.00	\$964,821 .00	
3	3.3	Campus Supervisors	English Learners Foster Youth Low Income		LEA- wide	English Learners Foster Youth Low Income			\$1,624,653 .00	\$0.00	\$1,624,653.00	\$0.00	\$0.00	\$0.00	\$1,624,6 53.00	
3	3.4	Elementary and Secondary Project Specialists	English Learners Foster Youth Low Income		LEA- wide	English Learners Foster Youth Low Income			\$152,353.0 0	\$0.00	\$152,353.00	\$0.00	\$0.00	\$0.00	\$152,353 .00	
4	4.1	Oakdale Assistant Principal	All	No			Specific Schools: Oakdale		\$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 with Disabilities	No					\$189,790.0 0	\$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 with Disabilities	No			All Schools		\$397,428.0 0	\$0.00	\$0.00	\$397,428.00	\$0.00	\$0.00	\$397,428 .00	
4	4.4	Oakdale Social Worker	All Students with Disabilities	No			All Schools		\$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 with Disabilities	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%	\$18,598,878.0 0	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		

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)	Services for the	for Contributing Actions	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
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, 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 <u>52060(g)</u> (<u>California Legislative Information</u>) and <u>52066(g)</u> (<u>California Legislative Information</u>) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section <u>47606.5(d)</u> (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 <u>Education Code Section 52062 (California Legislative Information)</u>;
 - o 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 <u>Education Code Section 52068</u> (<u>California Legislative Information</u>); and
- For charter schools, see <u>Education Code Section 47606.5 (California Legislative Information)</u>.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

2024-25 Local Control and Accountability Plan for Chico Unified School District

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means
 the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not
 produce any significant or targeted result.
 - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - o 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
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- 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.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that
 is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of
 unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - 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 2024-25 Local Control and Accountability Plan for Chico Unified School District

 Page 116 of 120

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

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

Contributing Actions Annual Update Table

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

• 6. Estimated Actual LCFF Supplemental and Concentration Grants

 This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 (%)

- o This amount is the total of the Planned Percentage of Improved Services column.
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education November 2023

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Forest Ranch Charter School		cmarasco@forestranchcharter.org 530-891-3154

Goal

Goal #	Description
1	Increase overall student achievement in core academic areas.
	Focus Goal 1: Improve schoolwide performance of all students in Math in local and state measures, as well as decrease the gap between overall and our primary sub group (socioecon. disad.) (Dashboard - Yellow or Green)
	Focus Goal 2: Improve schoolwide performance in ELA in local and state measures
	Focus Goal 3: Decrease Chronic Absenteeism

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS Implementation Rubrics	ELA - 3.3 Math - 3.19 Technology - 3.91			IP; not measured mid year	All consistent faculty (with school 3+ years achieve 4 or greater on most areas, 3 on a few and 1 or 2 in no areas.)
CAASPP Smarter Balanced Scores (ELA, Math)	ELA 17/18 - 56% - CA Dashboard Green for All Groups; 18/19 - 65.47 % Meeting or Exceeding CA Dashboard shows Blue for primary and all subgroups. FRCS is 26.9 pts above	20/21 ELA 61.54 Meeting/Exceeding and Math 34.85 Meeting/Exceeding	ELA 21/22 - 48% - CA Dashboard - Medium for All (1.4 pts below standard), Low (socioeconomically disadvantaged subgroup; 24.5 pts below standard)	ELA Not Meeting - 22/23 - CA Dashboard - Yellow for All (.1 below standard; maintained +1.3); Yellow (socioecon.dis. sub group 28.7 below)	Establish new baseline for 2020 - 21 and move up 1% every year with 2-3% increase in both ELA and Math by 2023-24 with students in socioeconomically disadvantaged subgroup moving into

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standard and we increased by 18.5 points (socioeconomically dis. subgroup - increased 19.7 points); No current data available Math 17/18 - 42% - CA Dashboard Green for All and Yellow for Socioecon. Disadv.; 18/19 - 50.60% Meeting or Exceeding CA Dashboard shows we are Green for all and Orange for socioeconomically dis. sub group. FRCS is 12.3 points below the standard and increased by 7.6 points (socioeconomically dis. subgroup is 29 points below the standard and maintained by -1.7 pts.); 20/21 ELA 61.54 Meeting/Exceeding and 34.85 Meeting/Exceeding - We went down in both areas		Math 21/22 - 23% - CA Dashboard - Low for All and subgroups (All; 49.5 points below standard and socioeconomically dis 70.5 points below standard) Did not meet growth goals in either area last year.	Math Meeting - 22/23 - CA Dashboard - Yellow for All (32.9 below standard; increased 16.6); Yellow (socioecon. dis sub group 57.1 below)	the yellow or green on dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
i-Ready or equivalent local measure (ELA, Math)	18/19 ELA 42%; Math 27% 20/21 ELA 38%; Math 28% **19/20 ELA 50%; Math 36% - Not applicable as multiple students were supported by parents at home during testing	We exceeded target goals but need to reset baseline and goals as the i-Ready program has changed how they report data and FRCS has changed timing of mid year testing.	22/23 ELA B (baseline) - 38% C (current) - 59% Math B - 16% C - 38%	ELA B - 32% C - 56% Math B - 19% C - 41%	ELA - establish new baseline data Math - establish new baseline data
CAST Scores (5th, 8th)	18/19 - 54% meeting or exceeding standards		21/22 - 33% meeting or exceeding standards	Meeting 22/23 - 48% meeting or exceeding standards	Establish new baseline for 21/22 year and then move up 1% each year.
Instructional Materials	20/21 -100% of all students had standards-aligned instructional materials in all core classes.		21/22 - 100% 22/23 - 100%	Meeting - 23/24 - 100%	Maintain 100% of students with standards aligned Instructional materials in all core classes
Teacher Assignments and Credentialing	20/21 - 100% of teachers were appropriately assigned		21/22 - 100% 22/23 - 100%	Meeting - 23/24 - 100%	Maintain 100% of teachers appropriately assigned according to credential and expertise
Facilities	Maintenance and cleaning logs kept All items" good" or "excellent" on FIT inspection	Maintenance and cleaning logs kept for part of year. All items "good" or "excellent" on FIT inspection	22/23 - cleaning/maintenance logs not sufficiently collected; good or excellent in all areas of FIT inspection	Partially Meeting - 23/24 - IP; New cleaning checklists created, many maintenance and upgrade items completed; good or	Maintain regular maintenance and cleaning logs as well as maintain good or excellent in all areas of FIT inspection

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				excellent in all areas of FIT	
Chronic Absenteeism	CA Dashboard shows 12.4% (Orange) for 17/18; 18.9% (Orange) for 18/19		CA Dashboard shows 30.3 (very high) for 21/22 22/23 - 33%	Not Meeting - 22/23 - CA Dashboard - Red - 34.2% Current Attendance data is 30%	Establish new baseline for 21/22 and then decrease by at least 1% each year with primary goal to be at Yellow on CA Dashboard by 22/23
Middle School Drop Out Rates	16-17 Data Quest - 0% Drop Out rate 17-18 Schoolwise SIS 0% 18-19 Schoolwise SIS 0%		21-22 0% Schoolwise SIS	Meeting - 22/23 - 0% drop out rate	Maintain a 0% Middle School Drop Out Rate
Parent Engagement	Goal: At least 40% of parents will volunteer and/or attend scheduled meetings, school sponsored family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 50% of parent involvement is reached.		54% of our families volunteered time this year	Meeting; 55% of our families volunteered time and 91% attended scheduled meetings or school sponsored events	50% of parents will volunteer and/or attend scheduled meetings, school sponsored family events, and/or workshops.
Parent Involvement - Unduplicated Students	20/21 - 100% parents of unduplicated students and students with	21/22 - 100% parents of unduplicated students and students with exceptional	22/23 - 100% of unduplicated students and students with exceptional needs	23/24 - 100% of unduplicated students and students with exceptional needs	Maintain 100% parents of unduplicated students and students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	exceptional needs will be contacted at least once a trimester to provide varied information, training and support.	needs were contacted at least once a trimester to provide varied information, training and support.	were contacted at least once a trimester to provide varied information, training and/or support.	were contacted at least once a trimester to provide varied information, training or support.	exceptional needs will be contacted at least once a trimester to provide varied information, training and support.
Student Attendance	Establish new baseline 21-22 as 19/20 and 20/21 had atypical attendance data. Prior target goal was 95%.	Due to continued Covid surges and new protocol it was not possible to establish any typical routine or baseline. Baseline will be established in 22- 23 school year.	Current Attendance Data 22/23 P-2 -	Meeting - 23/24 - P-1 Data (over 92%; targeting 94%); P-2 92.47	22-23 - 90.5 with increases each year until it reaches 95.5% at which point that attendance rate will be at least maintained. 23-24 - Goal 92%

Goal Analysis

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

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

Most actions were delivered as intended. A few exceptions to this for Goal 1 were 1.3 under CCSS (some new ELA materials were used but we relied mostly on i-Ready and existing materials. We will continue to review and select new research supported ELA materials for the 24-25 school year.); 1.13 Visual and Performing Arts, due to staffing challenges we did not have any art support until the last trimester; and action 1.14 we budgeted for more consulting support with our new Nutrition Program than needed. For Goal 2 we struggled with janitorial 2.1), SEL part of the year (2.5, 2.7) and budgeted a bit more than needed for field trips (2.9). We struggled almost all year with adequate janitorial staffing. Although we purchased both intended SEL programs (Inner Explorer, Second Step) and teachers still had access to many SEL resources, some teachers spent less time than in prior years instructing SEL or holding Town Hall meetings (2.5) in the first half of the year as they had many students struggling academically and had difficulty allotting the time. This was remedied in the second half of the year and SEL instruction and Town Halls increased.

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.

Actions for Goal 1 - material differences in spending

- 1.2 i-Ready diagnostic and instruction the cost was a bit under due to the projected original including Kindergarten and instruction for older middle school students at or above grade level. We chose not to use program for Kindergarten or older students at or above grade level (kindergarten was not actually included in the action so this does not change delivery of action)
- 1.3 Quality CCSS aligned curric/Teacher Training Our new teacher did attend and complete BTSA however there was still a gap in spending as we spent less on new ELA materials, using i-Ready and WFTBB (Write from the Beginning and Beyond) materials that were received with teacher training materials paid for through Educator Effectiveness Funds instead
- 1.13 VAPA We were shorter than budgeted as we did not find art instructional support until the last trimester
- 1.14 Nutrition This was a new action and we thought our Nutrition Director would require more consulting support than needed.

Actions for Goal 2 - material differences in spending

- 2.1 Janitorial and facilities Inspect. We were short staffed in janitorial and had other staff (mostly salaried) sharing duties on and off all year
- 2.7 Tiered SEL/Wellness Programs We were able to acquire both intended programs (Inner Explorer) for a better price
- 2.9 Interactive Study Trips We went on all intended study trips but over projected the amount needed for a few of them

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For Goal 1 increase overall student achievement in core academic areas, scores improved in Math and Science but stayed the same in ELA.

For Focus Goal 1 the goal was met as we did improve in Math and decreased the gap slightly between the overall and the subgroup (SED)

For Focus Goal 2 the goal was not met as our ELA performance stayed about the same overall and declined in our significant subgroup (SED)

For Focus Goal 3 (decrease chronic absenteeism) on the dashboard (22-23) rates went up from the prior year in all groups due to increased illness rates but is down 4% for 23/24. For overall attendance we met our conservative goal of 92%.

Many actions to increase achievement focused on getting students to school, healthy to learn, and with tools needed to learn (transportation, internet/technical support, nutrition services, attendance support, student portal, VAPA curriculum). Other actions specifically contributed to class room academic improvements (curriculum, teacher/staff training, etc.) With all of the changes and challenges during this 3 year LCAP cycle the data shows gains in some areas but losses in others. With our small sample size our academic data is also significantly impacted by a small number of students. Over the years this has come out as positive and negative in our overall test results (depending on whether we are joined by a high functioning or lower functioning group of new students). Currently, we have more new students that are academically challenged as well as a higher rate of existing students that struggle with learning and have less resources at home. As a result, continuing to provide support towards healthy students who can get to school and be ready to learn when they are at school will continue to be important. i-Ready continues to increase student academic achievement when used regularly as does small group instruction and one to one tutoring (funded through ESSER) in the past couple of years.

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

It is important to note that during this 3 year cycle our primary unduplicated subgroup (socioeconomically disadvantaged) has seen a 17% increase (52% - 69%) and many of our most challenged students are new to our school and lack foundational skills needed to be successful in upper grade ELA and Math. Our team will work toward using measures that provide an accurate reflection of student needs and progress. Additionally, we are restructuring our classrooms to better meet the needs of the students we currently serve, providing a wider range of interventions and more small group and 1/1 support. Changes have been made to action items and measures to reflect this, including further demographic break down of local data/indicators. More specifically, we will modify middle school science curriculum to discipline specific, rather than integrated instruction with engaging hands on labs; add a new math intervention program,; add instructional aide time to allow for more 1/1 and small group support in classrooms. We will continue WFTBB (Write from the Beginning and Beyond) curriculum as it is a new program for us and teachers need to fully implement before we can analyze whether it is increasing performance. We will continue i-Ready support.

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

Goal

Goal #	Description
2	Increase efficiency and effectiveness of campus-wide Positive Behavior Intervention and Support Program including multiple tiered Social Emotional Learning and other supports to provide a safe, caring environment for all learners.
	Focus Goal 1: Have all Staff that work with students certified in MTSS
	Focus Goal 2: Increase Wellness Planning/Lessons and Mindfulness Education for Middle School students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Referrals - computerized referral system	20/21 - 18 students referred (due to Covid we were not physically in session the entire year so a pre- emergency baseline of 28 (17/18) will be used)	34 students received at least 1 referral.	20 students received at least 1 referral	23 students received at least 1 referral	Maintain a rate of no more than 25 students receiving a referral and less than 10 receiving more than 1 referral.
Teacher Self Assessment Rubric - PBIS Support Strategies	Faculty will make progress on individual PBIS goals from year to year as indicated by rubric scoring5 increase per year for group.		Faculty will fill out again at mid year evaluation.	Faculty will fill out again at mid year evaluation	Year 1 establish baseline, Year 2 .5% increase in positive scores, Year 3 additional .5% increase in positive scores.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	New baselines established in 21/22 school Year as last two years were disrupted by pandemic.				
Faculty/Staff Training PBIS - all regular staff will receive basic training upon hire in PBIS with increased training in new strategies each year.	91% of staff received training this year	90% of staff received training this year.	100% of regular staff have received training so far this year	Meeting - 100% of regular staff have received training so far this year	100% of regular staff will receive training
Suspension Rate Maintain suspension rate of less than 3%.	18/19 - 3.57% (Orange - CA Dashboard) 19/20 - No out of school suspensions 20/21 - no suspensions of any kind	2 out of school suspensions (same student) 1 in school suspension	21/22 - CA Dashboard - 1.6% All (Medium) 2.7% (socioec. dis. subgroup; Medium) 22/23 - 1 out of school suspension	Meeting - 22/23 - CA Dashboard - Green9%, declined from prior year; (socioeconom, dis. sub group - Blue - 0%, declined) 23/24 - 3 out of school; 1 in school	Maintain suspension rate of less than 2.5%
Expulsion Rate Maintain expulsion rate of at or near 0%	19-20 0% 20-21 0%	Expulsion Rate - 0%	22/23 - 0%	Meeting - 22/23 - 0% 23/24 - currently no expulsions	Maintain expulsion rate at or near 0%

Goal Analysis

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

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

For Goal 2 we struggled with janitorial 2.1), SEL part of the year (2.5, 2.7) and budgeted a bit more than needed for field trips (2.9). We struggled almost all year with adequate janitorial staffing. Although we purchased both intended SEL programs (Inner Explorer, Second Step) and teachers still had access to many SEL resources, some teachers spent less time than in prior years instructing SEL or holding Town Hall meetings (2.5) in the first half of the year as they had many students struggling academically and had difficulty allotting the time. This was remedied in the second half of the year and SEL instruction and Town Halls increased.

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.

Actions for Goal 2 - material differences in spending

- 2.1 Janitorial and facilities Inspect. We were short staffed in janitorial and had other staff (mostly salaried) sharing duties on and off all year
- 2.7 Tiered SEL/Wellness Programs We were able to acquire both intended programs (Inner Explorer) for a better price
- 2.9 Interactive Study Trips We went on all intended study trips but over projected the amount needed for a few of them

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the course of the 3 year LCAP we saw improvement in staff skills and decreases in referrals and suspensions, however this last year we saw an increase in referrals (23) from last year and an increase in suspensions (3 out of school, 1 in school; however 4 of these were due to the same incident). As a result of this we have mixed outcomes with the dashboard showing significant improvement from 22-23 but local data from 24 showing a significant backslide in suspension data due to the one incident. We met the goal of maintaining less than 25 referrals.

Some actions were not implemented for the entire year (SEL instruction/Town Hall meetings in all classrooms) but were being fully implemented by last trimester. Additionally, we continued to have significant absences amongst our support staff due to illness which lead to less consistency in delivery of some of the tiered services. In the past, staffing shortages have coincided with increases in social/emotional and behavioral challenges in students (particularly those who already struggle in these areas).

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

We will change the metrics used to include more detailed referral information, baseline data surrounding staff/faculty days absent, and student's participation in tier 2 interventions. We will add more frequent support staff meeting and coaching as well as make sure all actions are started in the first trimester to improve success.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

• Copy and paste verbatim from the 2023–24 LCAP.

Metric:

• Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

• Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

• When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023-24:

Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

- 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.

California Department of Education November 2023

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
Forest Ranch Charter School		cmarasco@forestranchcharter.org 530-891-3154

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.

Forest Ranch Charter School (FRCS) is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,200 foot elevation. The school was originally chartered for two years by Chico Unified School District (CUSD) in 2008, for another five years in 2010, another five years in 2015 and for another five years in 2020. Our charter was extended in 2021 and is currently operational until June 2028. The school is chartered to serve transitional kindergarten through eighth grades, and currently serves 111 students in transitional kindergarten through eighth grades. Of those 111 students, 69.37% are low income, .9% are English Language Learners, and 13.51% are students with disabilities. For the 2024-2025 school year we project an enrollment of 110 students. At Forest Ranch Charter School we believe in Family Centered Practices which help build stronger partnerships with families; Positive Behavior Intervention and Supports as a campus-wide approach for creating purposeful procedures and meaningful relationships; and Highly Effective Teaching methods to stimulate our student's curiosity and increase their academic success. These initial core features embraced by FRCS are part of California's SEL-MTSS model. All FRCS plans, including our LCAP and Charter Renewal, focus on aligning with California's 8 priorities and components of the MTSS Framework. These share the same emphasis on stakeholder involvement that was part of our founding mission. We believe in educating the "whole" child through a balanced program which provides time for learning, leadership, social action, stewardship, creative expression, friendship and support. FRCS students are challenged daily to perform their personal best through high expectations. individualized educational goals and low teacher-student ratios. We offer integrated thematic lessons and hands-on learning opportunities. A weekly pull-out GATE (2-5) or Honors (6-8) program and accelerated math placements ensure that advanced students are challenged and engaged. A strong student government, character education, and social action projects allow students opportunity to increase self-initiative and develop leadership skills. An elective rotation including art, drama, music, choir, dance, handwork, gardening, technology and sports helps stimulate interest in life-long learning and self-enrichment. Values – FRCS pursues excellence in education through adhering to the following values: active engagement, security, community, sustainability, and integrity. We strive to provide an engaging (innovative, purposeful, fun) and secure (emotionally and physically), educational program. We intend to do this with an emphasis on community and sustainability (fiscally sound, environmentally responsible, core value retention). We strive to approach these responsibilities with integrity at all times.

Reflections: Annual Performance

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

According to the CDE Dashboard (23), improvements were made in Math for all students and in our low income population; maintained in ELA and declined in suspensions for all students and in our low income subgroup. Unfortunately on the 23 dashboard, we saw an increase in the overall rate of chronic absenteeism and in low income student subgroup as well as decrease in ELA performance in our low income subgroup. Current data from the 23-24 school year shows a decrease in chronic absenteeism overall and an increase in student suspensions. The most recent data will be utilized when developing goals and accompanying actions.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Faculty and Staff	Regularly scheduled meetings and individual discussions during ITSP process, School Advisory Council Meeting (May, 2024)
Students	Regularly scheduled Student Government meetings, survey data collected in May (2024), Town Hall (open to all stakeholders; May 2024)
Parents/Guardians of students	Annual Survey (May, 2024); Town Hall (May, 2024); School Advisory Counsel LCAP Meeting (May, 2024)
Board Members/Community	Board Meeting (May, 2024)
	May, 2024

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

Student needs, both academic and social/emotional, were discussed at multiple Faculty/Staff and student meetings. In addition, LCAP purpose and planning was discussed at BOD meetings and a formal School Advisory Council Meeting. At these meetings the various funding sources were explained, metrics and survey data was reviewed and actions and expenditures were discussed. We also reviewed goals, and gathered input surrounding goals and action items. To create greater connection with families, individual information was collected through in person discussions on the phone, in person at school and at the bus stop from February through May discussing general satisfaction, parent/staff, concerns and thoughts on improvements for the 24-25 school year. Formal Student and Parent Surveys as well as a Town Hall meeting. Multiple sources of stakeholder data throughout the year were considered when developing LCAP goals. Specific feedback from teachers and staff that influenced the LCAP was the need for a new Math Intervention Program, Middle School Coordinator's interest in moving back to discipline specific rather than integrated NGSS materials as she felt this would better serve her students, the need for more active support and coaching for instructional aides, and increase in use and support of SEL delivery in classrooms. Student input that contributed was input about consistently cleaner facilities, more Outdoor Education, more Fine Arts and SEL like activities. Parents were overall satisfied, but a few expressed concerns about other students not being kind and the need for more support in this area in classrooms.

Another minor area of need (less than 15%) that came out in both student and pare earning. All of this feedback was used when developing action items.	
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Goal

Goal #	Description	Type of Goal
1	Increase overall student achievement in core academic areas.	
	Focus Goal 1: Improve schoolwide performance of all students in ELA in local and state measures, as well as decrease the gap between overall and our primary sub group (socioecon. disad.) (Dashboard - Yellow or Green)	
	Focus Goal 2: Improve schoolwide performance in Math in local and state measures	
	Focus Goal 3: Decrease Chronic Absenteeism	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

While we have made some progress in improving academic achievement during our past LCAP cycle, student attendance rates are still much lower than pre Covid rates and we have had a steady increase in students that are socioeconomically disadvantaged (52% - 69%) as well as in need of more intensive academic supports. Scores have improved slowly in some areas, but continued growth is needed in all core subjects. We will continue to work toward improvements in all core academic areas with specific focus on ELA and math with an emphasis on

reducing the achievement gap between our overall and our socioeconomically disadvantaged population. We will continue to focus on decreasing chronic absenteeism, as not participating in school leads to increased gaps in learning.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Smarter Balanced Scores (ELA)	22/23 CAASPP Data - ELA Overall - Yellow1 B; maintained SED - Orange - 28.7 B; decreased 4.2			increase by 2 pts annually in each group	
1.2	CAASPP Smarter Balanced Scores (Math)	22/23 CAASPP Data - Math Overall - Yellow - 32.9 B; increased 16.6 SED - Yellow - 57.1B; increased 13.3			increase by 2pts annually in each group	
1.3	i-Ready or equivalent local measure	a. 94% of students included			1% gain each year in b-d	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(ELA)	b. 48% met typical growth goal				
		c. 32% - 56% - change from below to at or above grade level				
		d. 59% - improved placement				
		calculate baseline for SED students				
1.4	i-Ready or equivalent	a. 93%			1% gain each year in b-d	
	local measure	b. 41%				
	(Math)	c. 19% - 41%				
		d. 58%				
		calculate baseline for SED students				
1.5	CAST Scores (5th, 8th)	Overall: 48% at or above standard			We will increase by 1% each year in our SED subgroup; 20% by year 3	
		SED subgroup: 17% at or above standard				
1.6	Instructional Materials	100% of all students had standards-aligned instructional materials in all core classes.			We will maintain 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Teacher Assignments and Credentialing	100% of teachers were appropriately assigned			We will maintain 100%	
1.8	Chronic Absenteeism	30%			Below 20%	
1.9	Student Attendance	92%			94.5%	
1.10	Parent Engagement: At least 60% of parents will volunteer. At least 75% of parents/guardians will attend scheduled meetings, school sponsored educational family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 60% and 75% are reached in the above areas.	Currently 55% of parents volunteered and 91% attended a meeting or school sponsored event. This data did not differentiate between educational/social other types of events. A new baseline will be established measuring parent/guardian attendance at events/meetings, etc. geared around core subjects.			At least 60% of parents will volunteer. At least 75% of parents/guardians will attend scheduled meetings, school sponsored educational family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 60% and 75% are reached in the	
1.11	Parent Involvement - Unduplicated Students: Parents of unduplicated and students with exceptional needs will be contacted at least once a trimester to provide varied information, training and support.	100% of families were contacted			We will maintain 100% of parents of unduplicated and students with exceptional needs will be contacted at least once a trimester to provide varied information, training and support.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	!				Maintain a 0%	
	Rates	drop out rate -			Middle School	
		Schoolwise SIS			Drop Out Rate	

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	1.1 Internet and Tech. Support provide faculty/staff development in technology and target implementation with evaluation built into ITSP plan as well as Tech. Aide Support for students and teachers		\$20,605.00	Yes
1.2	i-Ready Diagnostic and Instruction	Deliver i-Ready on-line learning/assessment to 1-8th grade students throughout year to track progress. Provide on-line learning (iReady/other) to 1-8th grades.	\$6,830.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	MTSS - Academic Interventions/Math Int. Program	nterventions/Math and 3 options, where progress is reviewed regularly by Intervention Staff		Yes
1.4	NGSS Science Implementation and quality CCSS aligned curriculum	Middle School teacher will train in and use Savaas, Elevate, for science instruction and work to add labs and additional STEM opportunities. K - 5th grades will review effectiveness of core NGSS Science Curriculum and review curricular needs to build more effective units. Track teacher implementation and student progress through classroom observation, self-assessment rubrics, student grades on test and CAST scores.	\$2,500.00	Yes
1.5	 Home to School Transport Provide Home-to-School transportation service to ensure equal access our school for all CUSD in-district students, regardless of economic stands New bus drivers will be hired and trained to be able to continue transportation for all. Homework Club Offer Homework Club for students needing homework assistance. Offe daily Homework/academic support through Expanded Learning program 		\$29,960.00	Yes
1.6			\$750.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Chronic Absenteeism and Reengagement Plan	Continue to decrease chronic absenteeism using preventative practices/reengagement strategies prior to and early in the school year. Use Student Success plans for at risk students with appropriate social service referrals. Review chronically absent and truant student list at each MTSS Implementation Committee meeting. Attendance Leadership Team (Admin., Office Manager) will take over Reengagement Coord. duties and assist in support, service delivery and student engagement on campus. Assign MTSS Lead Teachers to leadership role with attendance to support student motivation, follow through and further outreach.		No
1.8	Parent Notification and Parent/Student Portal	Continue with Parent Notification Service and full implementation of Parent/Student Portal for easy access to grades and missing assignments. Teach and support 6-8th grade usage of portal weekly. In the last trimester teach and support 5th graders to regularly use the portal.	\$1,500.00	Yes
1.9	CCSS/NGSS PD	Provide PD that supports individual teacher goals for implementation of CCSS and NGSS, particularly new goals surrounding Writing/ Thinking Maps and Math support \$7,189 (not contributing; Educator Effectiveness Funds).	\$7,189.00	No
1.10	ELD Teacher Coordinator	Assign a teacher to act as EL Test Coordinator and provide ELD program support to other teachers on campus. Work with faculty to discuss and report student progress throughout the year	\$500.00	No Yes
1.11	Visual and Performing Arts Support/Instruction	Maintain personnel/materials to support visual and performing arts instruction.	\$3,024.00	Yes
1.12 Nutrition Services Program		Recently we were notified that our authorizing district is no longer willing to provide Nutrition Services for our school. Hire a consultant to assist staff with planning and implementation of a federally compliant school nutrition program.		Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Instructional Aide Support	Use instructional aides to support increased small groups and 1/1 tutoring time in classrooms.	\$64,500.00	Yes

Goal

Goal #	Description	Type of Goal
2	Increase efficiency and effectiveness of campus-wide Positive Behavior Intervention and Support Program including multiple tiered Social Emotional Learning and other supports to provide a safe, caring environment for all learners.	
	Focus Goal 1: Have all Staff that work with students certified in MTSS	
	Focus Goal 2: Increase Wellness Planning/Lessons and Mindfulness Education for Middle School students	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Referrals - computerized referral system	Meet with Tier 2 PBIS Team to establish baseline goals surrounding referral target goals				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Maintain a rate of less than 25 referrals (individual) per year - 23/24 year - 23				
		Track individual student progress in decreasing referrals from year to year				
2.2	Faculty PBIS Strategies Implementation Goals - Track implementation of Individual Teacher Goals through observation, Survey Data and Self Report; Assessment Rubric	Establish baseline of average score in 24/25 school year				
2.3	Faculty/Staff Training PBIS - all regular staff will receive basic training upon hire in PBIS with increased training in new strategies each year.	100% of staff were trained in 23/24 school year				
2.4	Staff Implementation Goal - PBIS; All staff supporting students will choose an individual goal off PBIS Strategies worksheet and will receive coaching/support monthly; Admin./Faculty	Establish baseline of average score in the 20/25 school year				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Observ. and self assessment data will be analyzed twice a year and collective averages on a five point scale will be used as measure of success					
2.5	Suspension Rate Maintain suspension rate of less than 3%.	23/24 school year - 3.5%				
2.6	Expulsion Rate Maintain expulsion rate of at or near 0%	23/24 school year - 0%				

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	Physically Safe Janitorial/Inspections	Provide physically safe environment aligned to Covid needed modifications/facilities inspections and custodial staffing. All staff trained in cleaning procedures and implementing daily sanitizing in their space.	\$3,795.00	Yes
2.2	Parent Education Opportunities	Provide monthly education, support and connection type groups to parents/guardians of students on various developmental stages and topics as well as one on one or small group support in PBIS and individualized needs.		No
2.3	Faculty/Staff Training	Implement more advanced training series for faculty/staff that have completed initial PBIS training. Use available Safe Schools trainings for ease of delivery as well as SWIFT and county PBIS resources. Have all staff that serve students complete virtual MTSS training/certification series. (MTSS Grant Funds; Not Contributing)	\$28,500.00	No
2.4	Data Collection	Implement computerized tracking of referrals with detailed information to track progress. Track and report type of referrals at Faculty and Safety Committee meetings.	\$2,000.00	Yes
2.5	Town Hall Meetings	Hold weekly Town Hall meetings at the Middle School level that include discussion of campus climate/LifeSkill development and twice monthly Elementary Town Hall meetings surrounding climate/LifeSkills.		No
2.6	Counseling, Social Skills and Student Support	Provide increased social support to cohorts of students identified as in need, through either one-to-one counseling/skill development or social skill development groups. Include ADHD type coaching and student check in support as needed for students struggling with executive function. Access school -based counseling services for students receiving Medi-Cal as needed. ERHMS Funding will be used to fund on site counseling services. This is not contributing. Classroom aides (see Action 1:14) will be trained to provide coaching surrounding executive functioning for students in need.	\$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Tiered SEL/LifeSkills and Wellness Programs	Use an array of SEL materials owned by school and provided by school psychologist including classroom LifeSkill Program to improve SEL training with students. Continue to work with parents, students, and faculty to make improvements to Middle School Wellness program. Provide push in support to teachers in need monthly on classroom implementation and how to increase student engagement. Purchase Inner Explorer or similar program for use by5-8th grade students in SEL/Wellness.	\$1,500.00	Yes
2.8	MTSS/Reengagemen t Leadership Team - Program Evaluation	Meet regularly with MTSS Implementation Team and Reengagement Staff to evaluate and implement various Universal, Tier 2 and Tier 3 level supports for students with repeat referrals or teacher identified internalizing/social skill issues. Establish and Operate an Effective Tier 2 Sub-Team to support increased student behavioral concerns. Conduct annual FIA and set MTSS goals for classrooms and campus wide. Monitor and evaluate progress throughout year and report at Faculty and Safety Meetings. Continue MTSS Elementary and Middle School Lead Teacher positions.	\$7,000.00	Yes
2.9	Study/Interactive Learning Experiences	Increase and improve study trip (including overnight trips 4-8th) and interactive learning options across all grades. Additionally, some prior trips that are no longer available, due to Covid 19 program losses, will be revised or new ones will be chosen.	\$10,000.00	Yes

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
\$\$144,049	\$3039

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year			Total Percentage to Increase or Improve Services for the Coming School Year
13.089%	0.000%	\$0.00	13.089%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Internet and Tech. Support Need: Access to computers or internet; support with accessing and using computer based learning Scope: LEA-wide	Internet access allows students to use on-line programs and tech aides provide computer support to teachers to keep things running smoothly and safely and to assist students with on-line learning resources	Annual student survey surrounding tech support and student access to computer/internet as needed for school.

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
1.2	Action: i-Ready Diagnostic and Instruction Need: 22/23 CAASPP data shows that our socioeconomically disadvantaged (SED) sub group (our only significant unduplicated student) population is scoring lower than our overall school population in both ELA and math at 28.7 below and 57.1 below respectively. Scope: LEA-wide	i-Ready is a local diagnostic measure that also allows for customized instruction. Research shows that regular, customized i-Ready instruction has improved academic performance for students, including low income students (Curriculum Associates Research Brief, 2020). As our overall scores averages on CAASPP are .1 and 32.9 points below standard and we have many students scoring below grade level on i-Ready as well it is more inclusive to deliver i-Ready instruction to all students to improve and monitor academic success.	i-Ready and CAASPP assessment data
1.3	Action: MTSS - Academic Interventions/Math Int. Program Need: 22/23 CAASPP data shows that our socioeconomically disadvantaged (SED) sub group (our only significant unduplicated student) population is scoring lower than our overall school population in both ELA and math at 28.7 below and 57.1 below respectively. Scope: LEA-wide	As our overall scores averages on CAASPP are .1 and 32.9 points below standard and we have many students scoring below grade level on i-Ready as well, it is more inclusive to deliver interventions in ELA and math school wide to those in need. Programs such as Reflex, Matific, Orton-Gillingham and Do the Math have demonstrated success in improving performance in students, including low income student populations. We will provide a range of tier 2 and 3 interventions school wide and monitor progress.	tier 2 intervention entrance and exit assessments; i- Ready scores; CAASPP scores; reading and spelling assessments
1.4	Action: NGSS Science Implementation and quality CCSS aligned curriculum	As the percentage of students in the school that is socioeconomically dis. is well over half (69%) and our school is focused on equity driven inclusive practices, we will deliver the discipline specific	administrator observation; student test scores; CAST scores; student survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CAST scores for the SED sub group at FRCS were 17% at or above grade level in 22/23 which is significantly below the average for the overall school population. Scope: LEA-wide	Savaas curriculum to the whole Middle School and use the same materials using a UDL model for all regardless of socioeconomic status. Savaas curriculum is a research supported, NGSS curriculum.	
1.5	Action: Home to School Transport Need: Many of our socioeconomically dis. students do not have reliable transportation and rely on the bus to get to and from school. School absence due to unreliable transportation increases lost learning time. We know this information through parent interviews and survey data as well as student report. We are also located 15 miles up a mountain from city of Chico, where 40% of our students live. Scope: LEA-wide	Providing reliable, free transportation to all allows our students to get to school regularly and safely.	Bus rider logs; attendance data
1.6	Action: Homework Club Need: many of our socioeconomically disadvantaged students do not have adequate support with homework at home. There is a need to increase math and ELA CAASPP scores;	Homework Club is offered to all students in 2-8th (1st grade when space permits) and staffing is increased when numbers require this. It is provided for all students because even though there is a performance gap between unduplicated and other students scores, our overall student scores are below average and all students at the school would benefit from additional homework support. Research shows that 1/1 tutoring and	Parent/Student Surveys; Student academic assessments and grades; Program Attendance Logs

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
	access to tutoring and additional math, reading and writing support	targeted support can increase academic for all students including those that come from low income families ().	
	Scope: LEA-wide		
1.8	Action: Parent Notification and Parent/Student Portal Need: many of our socioeconomically disadvantaged students have missing assignments which leads to lower grades and decreased skill building.	Although more of our low income students are challenged by this so are other students. We teach and require all students to use the data system and track progress so they can improve their self monitoring skills and responsibility in completing assignments as well as working to improve scores. Additional support is provided to all students and families as needed so as to be inclusive and not single out any specific population.	monitoring logs for parent/guardian and student usage, grades and missing assignment records
	As our students get older it is increasingly more important for them to learn to keep track of their own progress in various subjects/classes electronically. According to parent and student report many of our low income families need additional help to support their students with this.		
	Scope: LEA-wide		
1.11	Action: Visual and Performing Arts Support/Instruction Need:	Arts integration school wide supports equity for all and many studies suggest that arts integration has positive effects on academic achievement in students, including those from socioeconomically disadvantaged backgrounds (Valls, Black, &	VAPA assistant support logs, student achievement local measures in math, ELA and science

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
	access to VAPA activities at school and integrated into classroom curriculum helps to create equity in opportunity as many of our socioeconomically disadvantaged students do not have the opportunity to participate in these types of activities at home or outside of the school setting.	Myyoung, 2019; Graham & Brouillette, 2016; Inok, Weltsek, & Tabone, 2014)	
	Scope: LEA-wide		
1.12	Action: Nutrition Services Program Need: Sixty nine percent of our students come from socioeconomically disadvantaged homes. Many of these students and their parents rely on school meals to get the nutrition they need. Scope: LEA-wide	Our Nutrition Programs serve all interested students at FRCS. Good nutrition is strongly linked to academic achievement. School meals are especially critical for many students from low income families. Low income, school aged children who eat breakfast at school have a better quality of diet than those who eat breakfast elsewhere (Action for Healthy Kids, 2012; P.P. Basiotis, M Lino & R.S. Anand, 1999).	student participation in Nutrition programs; daily meal counts
1.13	Action: Instructional Aide Support Need: many of our students including a significant number of our socioeconomically disadvantaged student population are below grade level in either math or ELA or both. Scope:	Instructional aides in the classroom are able to support small group and 1/1 support as well as many other activities in the classroom. Research surrounding use of instructional aides (IA) in the classroom shows that IA's when used effectively can lead to increased academic achievement for struggling students (including those that come from a socioeconomically disadvantaged background) (C.T. Clotfelter, S.W. Hemelt & H.F. Ladd, 2016; L. Goe & L. Matlach, 2014).	Activity Logs for Instructional Aides; Student i-Ready and other local measures of achievement

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		
2.1	Action: Physically Safe Janitorial/Inspections Need: increased rate of illness in all student populations with a markedly higher rate of illness in our socioeconomically disadvantaged population Scope: LEA-wide	Clean, organized and disinfected campuses affect the health and social/emotional wellness of all students on campus by reducing rates of illness and increasing student satisfaction while on campus (as indicated by survey data). Research shows that frequent sanitizing leads to decreased illness. As our socioeconomically disadvantaged population is more than half the students on campus we will provide these actions campus wide for practical reasons.	Training logs; Cleaning logs; attendance data; student satisfaction survey items
2.4	Action: Data Collection Need: Sixty nine percent of our student population is socioeconomically disadvantaged. Our referral and suspension data was up from the 22/23 school year. Scope: LEA-wide	Tracking behavioral data allows us to provide more customized tiered interventions/services as well as the ability to better analyze effectiveness of the interventions being delivered and change when necessary. This is part of our school wide PBIS program which strives to meet the needs of all students including those who are socioeconomically disadvantaged. Customized, multifaceted behavioral interventions supported by data have been linked to more positive outcomes and decreased behavioral incidents in SED student populations.	referral data; student surveys;
2.7	Action: Tiered SEL/LifeSkills and Wellness Programs Need: According to parent/student/teacher report as well as counseling and behavioral referral data, many in our SED student population have a need for social/emotional support and learning.	Studies show SEL programs have a long term impact on academic growth and that all students, regardless of their background, can benefit from positive social emotional learning (National Commission on Social Emotional and Academic Development; The Aspen Institute, 2017)	Student and parent survey data; classroom observation; collection of teacher lesson plans/YLP

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		
2.8	Action: MTSS/Reengagement Leadership Team - Program Evaluation Need: Sixty nine percent of our student population is socioeconomically disadvantaged. Our referral and suspension data was up from the 22/23 school year. According to parent/student/teacher report as well as counseling and behavioral referral data, many in our SED student population have a need for social/emotional support and learning. Scope: LEA-wide	The listed action will provide a team to organize, address and assess the effectiveness of all interventions/resources utilized. This data will guide change as needed. Research in implementation science shows that strong and engaged site leadership leads to systemic improvements in meeting goals as wellas more positive outcomes for historically under resources student groups (T.Courchane, L.E. Jones, A. McCart, et. al., 2023; A. McCart &D. Miller, 2020).	MTSS Leadership Meeting Minutes; Tier 2 Sub Team Minutes; annual FIA results
2.9	Action: Study/Interactive Learning Experiences Need: socioeconomically disadvantaged students often do not have as many opportunities for "being there experiences" as their peers Scope: LEA-wide	In line with our inclusive philosophy, this action will be delivered to all students. Interactive study trips provide "being there experiences" that maximize sensory input, increase students opportunity for reference points to later make further connections to academic content and skills being learned, as well as increase attention/positive emotions surrounding content being learned. Research shows that brain compatible strategies such as these increase students academic performance and social/emotional skills (S.J. Kovalik & K.D. Olsen, 2010; T.R. Bonnema, 2009).	Student "study trip" rosters; teacher's "study trip" objective sheets

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
1.10	Action: ELD Teacher Coordinator Need: identification, assessment and on going support for EL students Scope: Limited to Unduplicated Student Group(s)	assigned teacher will deliver assessments and act as a resource to other teachers as needed	ELPAC data

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

Additional Concentration Grant Funding

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

The loss of ESSER funding meant that classroom aide positions were going to be reduced from four to two. The additional concentration grant funding allowed the school to retain one of the positions set to be eliminated.

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		The school anticipates having eight classified staff providing direct instruction to 110 students.
Staff-to-student ratio of certificated staff providing direct services to students		The school anticipates having seven certificated staff providing direct instruction to 110 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)	Porcontago	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,100,532	\$144,049	13.089%	0.000%	13.089%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$159,964.00	\$43,689.00			\$203,653.00	\$146,634.00	\$57,019.00

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	Internet and Tech. Support		Yes	LEA- wide				\$16,605.00	\$4,000.00	\$20,605.00				\$20,605. 00	
1	1.2	i-Ready Diagnostic and Instruction		Yes	LEA- wide				\$0.00	\$6,830.00	\$6,830.00				\$6,830.0 0	
1	1.3	MTSS - Academic Interventions/Math Int. Program		Yes	LEA- wide				\$0.00	\$3,500.00	\$3,500.00				\$3,500.0 0	
1	1.4	NGSS Science Implementation and quality CCSS aligned curriculum		Yes	LEA- wide				\$0.00	\$2,500.00	\$2,500.00				\$2,500.0 0	
1	1.5	Home to School Transport		Yes	LEA- wide				\$21,960.00	\$8,000.00	\$29,960.00				\$29,960. 00	
1	1.6	Homework Club		Yes	LEA- wide				\$750.00	\$0.00	\$750.00				\$750.00	
1	1.7	Chronic Absenteeism and Reengagement Plan	All	No			All Schools									
1	1.8	Parent Notification and Parent/Student Portal		Yes	LEA- wide				\$0.00	\$1,500.00	\$1,500.00				\$1,500.0 0	
1	1.9	CCSS/NGSS PD	All	No			All Schools		\$0.00	\$7,189.00		\$7,189.00			\$7,189.0 0	
1	1.10	ELD Teacher Coordinator	English Learners EL Students	No Yes	Limited to Undupli cated Student Group(s)	English Learners			\$500.00	\$0.00	\$500.00				\$500.00	
1	1.11	Visual and Performing Arts Support/Instruction		Yes	LEA- wide				\$3,024.00	\$0.00	\$3,024.00				\$3,024.0 0	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?		Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	Nutrition Services Program		Yes	LEA- wide				\$0.00	\$2,000.00	\$2,000.00				\$2,000.0 0	
1	1.13	Instructional Aide Support		Yes	LEA- wide		Specific Schools: on		\$64,500.00	\$0.00	\$64,500.00				\$64,500. 00	
2	2.1	Physically Safe Janitorial/Inspections		Yes	LEA- wide				\$3,795.00	\$0.00	\$3,795.00				\$3,795.0 0	
2	2.2	Parent Education Opportunities	All	No			All Schools									
2	2.3	Faculty/Staff Training	All	No			All Schools		\$28,500.00	\$0.00		\$28,500.00			\$28,500. 00	
2	2.4	Data Collection		Yes	LEA- wide				\$0.00	\$2,000.00	\$2,000.00				\$2,000.0	
2	2.5	Town Hall Meetings	All	No			All Schools									
2	2.6	Counseling, Social Skills and Student Support	All	No			All Schools		\$0.00	\$8,000.00		\$8,000.00			\$8,000.0 0	
2		Tiered SEL/LifeSkills and Wellness Programs		Yes	LEA- wide				\$0.00	\$1,500.00	\$1,500.00				\$1,500.0 0	
2	2.8	MTSS/Reengagement Leadership Team - Program Evaluation		Yes	LEA- wide				\$7,000.00	\$0.00	\$7,000.00				\$7,000.0 0	
2	2.9	Study/Interactive Learning Experiences		Yes	LEA- wide				\$0.00	\$10,000.00	\$10,000.00				\$10,000. 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	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
\$1,100,532	\$144,049	13.089%	0.000%	13.089%	\$159,964.00	0.000%	14.535 %	Total:	\$159,964.00
								LEA-wide	\$159 464 00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Internet and Tech. Support	Yes	LEA-wide			\$20,605.00	
1	1.2	i-Ready Diagnostic and Instruction	Yes	LEA-wide			\$6,830.00	
1	1.3	MTSS - Academic Interventions/Math Int. Program	Yes	LEA-wide			\$3,500.00	
1	1.4	NGSS Science Implementation and quality CCSS aligned curriculum	Yes	LEA-wide			\$2,500.00	
1	1.5	Home to School Transport	Yes	LEA-wide			\$29,960.00	
1	1.6	Homework Club	Yes	LEA-wide			\$750.00	
1	1.8	Parent Notification and Parent/Student Portal	Yes	LEA-wide			\$1,500.00	
1	1.10	ELD Teacher Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Visual and Performing Arts Support/Instruction	Yes	LEA-wide			\$3,024.00	
1	1.12	Nutrition Services Program	Yes	LEA-wide			\$2,000.00	
1	1.13	Instructional Aide Support	Yes	LEA-wide		Specific Schools: on	\$64,500.00	
2	2.1	Physically Safe Janitorial/Inspections	Yes	LEA-wide			\$3,795.00	
2	2.4	Data Collection	Yes	LEA-wide			\$2,000.00	
2	2.7	Tiered SEL/LifeSkills and Wellness Programs	Yes	LEA-wide			\$1,500.00	
2	2.8	MTSS/Reengagement Leadership Team - Program Evaluation	Yes	LEA-wide			\$7,000.00	
2	2.9	Study/Interactive Learning Experiences	Yes	LEA-wide			\$10,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$156,437.00	\$157,557.90

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	Internet and Tech. Support	Yes	\$19,682.00	28305.04
1	1.2	i-Ready Diagnostic and Instruction	No Yes	\$6,300.00	5890.50
1	1.3	Quality CCSS aligned Curric/Asses. and Teacher Training	Yes	\$8,550.00	7628.00
1	1.4	NGSS - New Curriculum/Materials	No Yes	\$2,000.00	1863.00
1	1.5	MTSS - Academic Interventions	No		0.00
1	1.6	Home to School Transport	Yes	\$40,000.00	53892.66
1	1.7	Homework Club	Yes	\$500.00	646.86
1	1.8	Chronic Absenteeism and Reengagement Plan	No	\$16,416.00	16251.27
1	1.9	Parent Notification and Parent/Student Portal	Yes	\$1,200.00	1519.86
1	1.10	Student Academic Recognition	No		0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	CCSS/NGSS PD	No	\$7,189.00	0.00
1	1.12	ELD Teacher Coordinator	Yes	\$500.00	649.86
1	1.13	Visual and Performing Arts Support/Instruction	Yes	\$3,000.00	2647.34
1	1.14	Nutrition Services Program	Yes	\$6,000.00	2500
2	2.1	Physically Safe - Janitorial/Inspections	Yes	\$4,000.00	1616.46
2	2.2	Parent Education Opportunities	No		0.00
2	2.3	Faculty/Staff Training	Yes		0.00
2	2.4	Data Collection	Yes	\$1,800.00	2000
2	2.5	Town Hall and LifeSkill Student Recognition	No		0.00
2	2.6	Counseling/Social Skills Training and Support for Students	No	\$15,000.00	8085
2	2.7	Tiered SEL/LifeSkills and Wellness Programs	Yes	\$2,300.00	1200.00
2	2.8	MTSS/Reengagement Leadership Team - Program Evaluation	Yes	\$7,000.00	9228.48
2	2.9	Study/Interactive Learning Experiences	Yes	\$15,000.00	13633.57

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)
128406	\$112,432.00	\$133,221.63	(\$20,789.63)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Internet and Tech. Support	Yes	\$19,682.00	28305.04		
1	1.2	i-Ready Diagnostic and Instruction	Yes	\$6,300.00	5890.50		
1	1.3	Quality CCSS aligned Curric/Asses. and Teacher Training	Yes	\$3,150.00	7628.00		
1	1.4	NGSS - New Curriculum/Materials	Yes	\$2,000.00	1863.00		
1	1.6	Home to School Transport	Yes	\$40,000.00	53892.66		
1	1.7	Homework Club	Yes	\$500.00	646.86		
1	1.9	Parent Notification and Parent/Student Portal	Yes	\$1,200.00	1519.86		
1	1.12	ELD Teacher Coordinator	Yes	\$500.00	649.86		
1	1.13	Visual and Performing Arts Support/Instruction	Yes	\$3,000.00	2647.34		
1	1.14	Nutrition Services Program	Yes	\$6,000.00	2500.00		
2	2.1	Physically Safe - Janitorial/Inspections	Yes	\$4,000.00	1616.46		
2	2.3	Faculty/Staff Training	Yes				
2	2.4	Data Collection	Yes	\$1,800.00	2000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Tiered SEL/LifeSkills and Wellness Programs	Yes	\$2,300.00	1200.00		
2	2.8	MTSS/Reengagement Leadership Team - Program Evaluation	Yes	\$7,000.00	9228.48		
2	2.9	Study/Interactive Learning Experiences	Yes	\$15,000.00	13633.57		

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)	Services for the	for Contributing Actions	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1003260	128406	0	12.799%	\$133,221.63	0.000%	13.279%	\$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, 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 <u>52060(g)</u> (<u>California Legislative Information</u>) and <u>52066(g)</u> (<u>California Legislative Information</u>) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

2024-25 Local Control and Accountability Plan for Forest Ranch Charter School

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means
 the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not
 produce any significant or targeted result.
 - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - o 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
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- 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.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- 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 2024-25 Local Control and Accountability Plan for Forest Ranch Charter School

 Page 60 of 64

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

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

Contributing Actions Annual Update Table

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

• 6. Estimated Actual LCFF Supplemental and Concentration Grants

 This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 (%)

- o This amount is the total of the Planned Percentage of Improved Services column.
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - o 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).

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