LCFF Budget Overview for Parents

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

CDS Code: 04614240000000

School Year: 2025-26
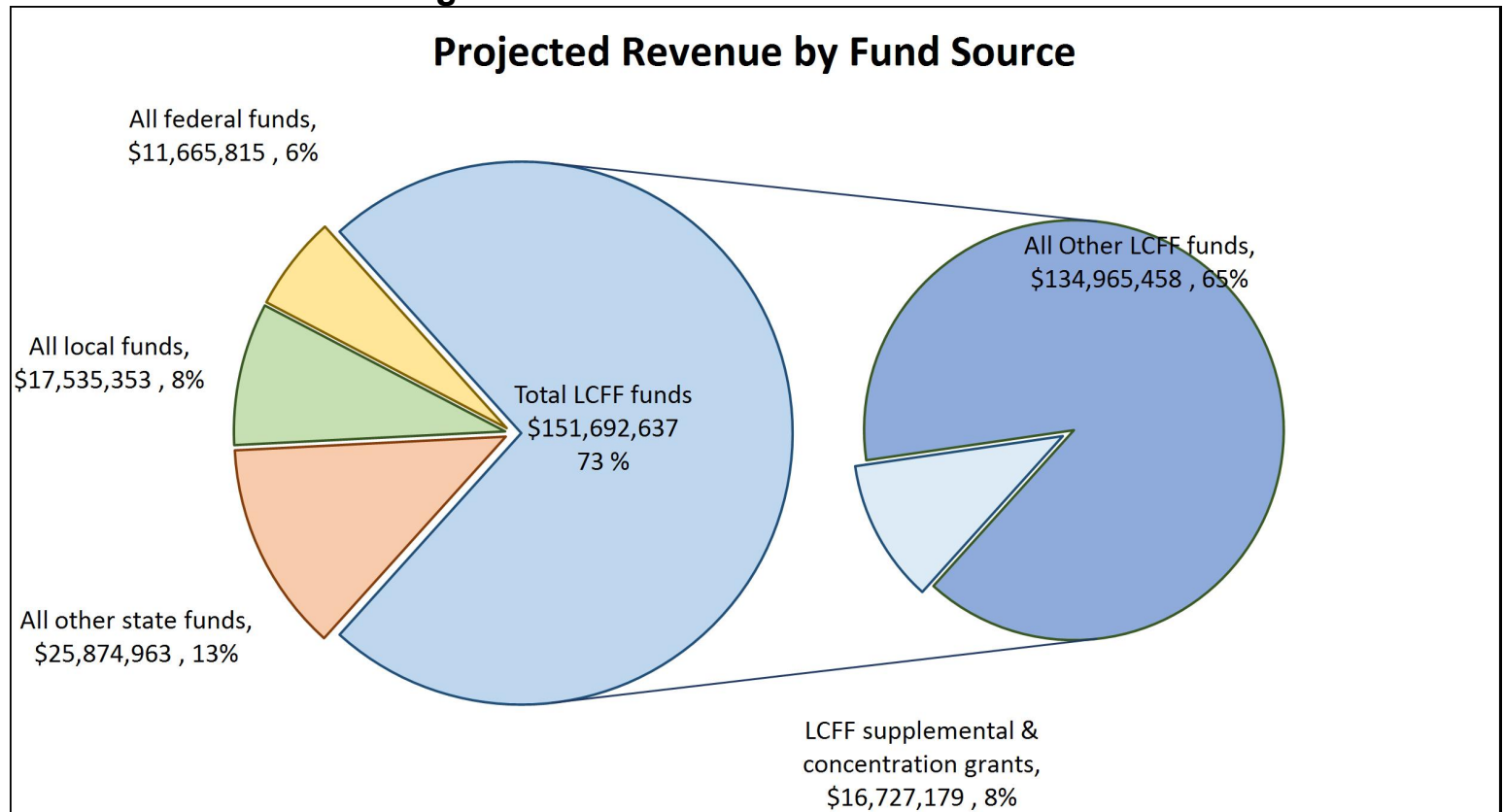
LEA contact information:

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 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $11,665,815 , 6%

All local funds, $17,535,353 , 8%

All other state funds, $25,874,963 , 13%

Total LCFF funds $151,692,637 73 %

All Other LCFF funds, $134,965,458 , 65%

LCFF supplemental & concentration grants, $16,727,179 , 8%

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 $206,768,768, of which $151,692,637 is Local Control Funding Formula (LCFF), $25,874,963 is other state funds, $17,535,353 is local funds, and $11,665,815 is federal funds. Of the $151,692,637 in LCFF Funds,
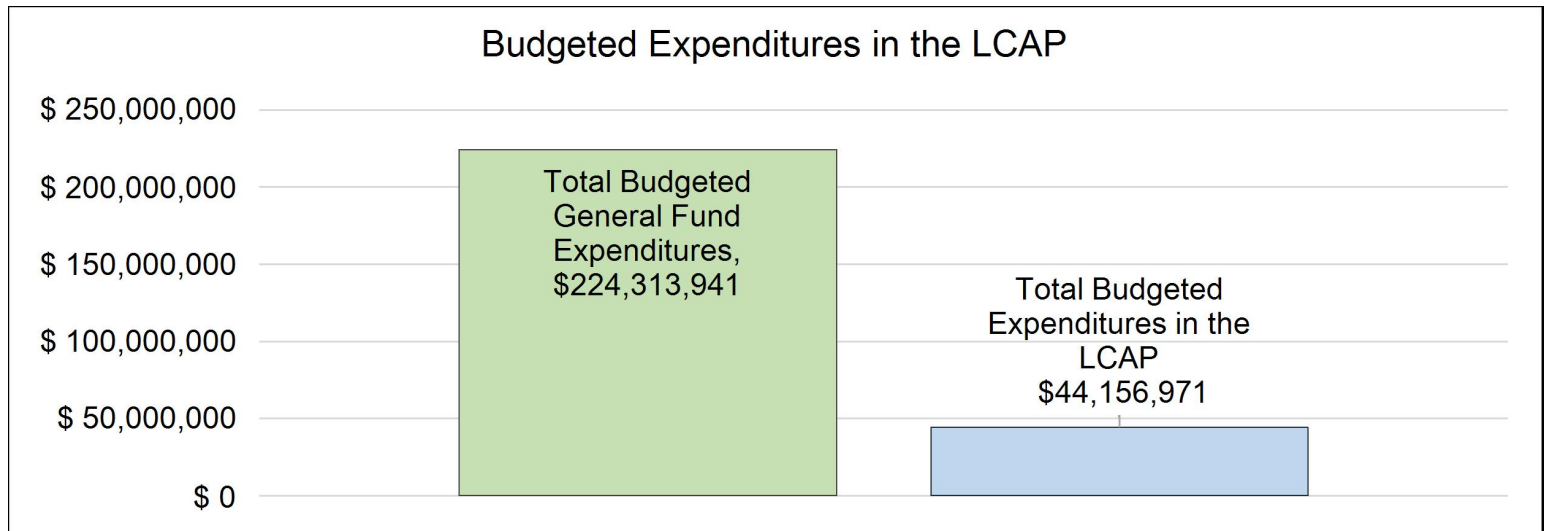
$16,727,179 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $224,313,941	
	Total Budgeted Expenditures in the LCAP $44,156,971

Chart y-axis values: $250,000,000 / $200,000,000 / $150,000,000 / $100,000,000 / $50,000,000 / $0

This chart provides a quick summary of how much Chico Unified School District plans to spend for 2025-26. 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 $224,313,941 for the 2025-26 school year. Of that amount, $44,156,971 is tied to actions/services in the LCAP and $180,156,970 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
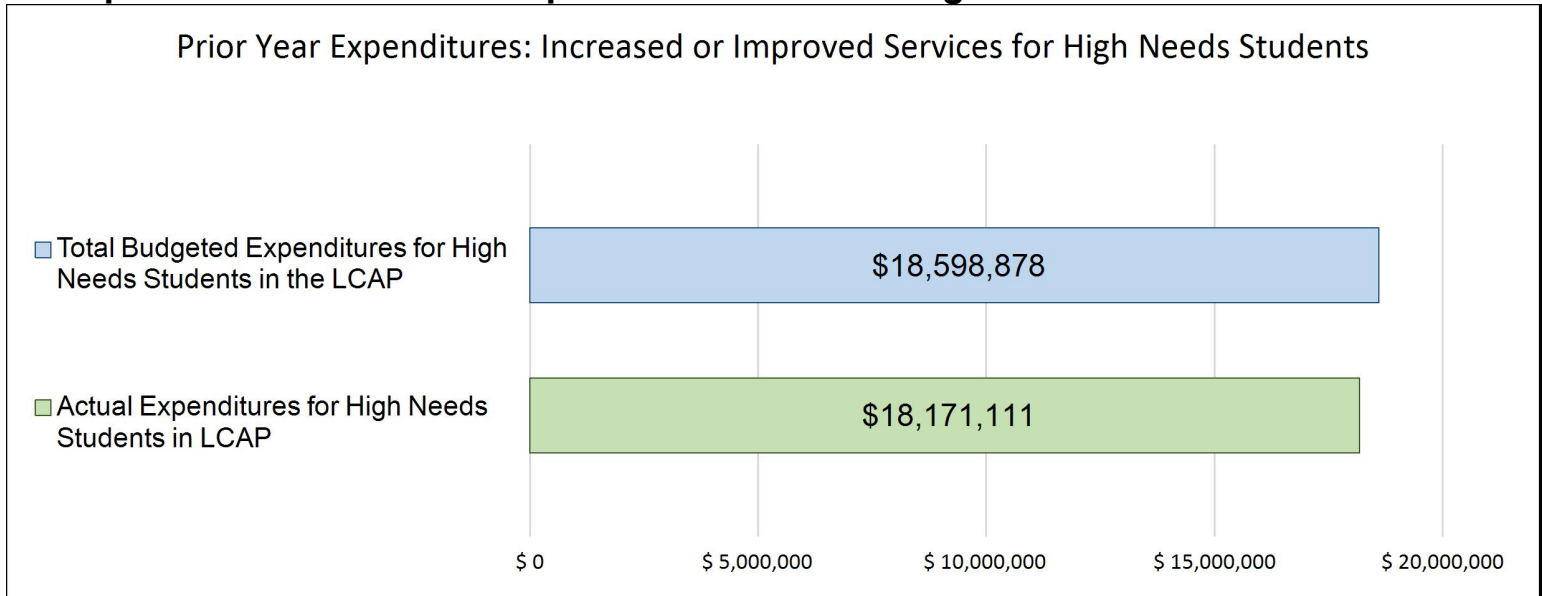General Administrative Support Services

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Chico Unified School District is projecting it will receive $16,727,179 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 $20,278,319 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 2024-25

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

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$18,598,878
☐ Actual Expenditures for High Needs Students in LCAP	$18,171,111

Scale: $ 0 — $ 5,000,000 — $ 10,000,000 — $ 15,000,000 — $ 20,000,000

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

The text description of the above chart is as follows: In 2024-25, Chico Unified School District's LCAP budgeted $18,598,878 for planned actions to increase or improve services for high needs students. Chico Unified School District actually spent $18,171,111 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $427,767 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 position vacancies in multiple areas that were budgeted for but not filled over the course of the year due to budget constraints, as well as multi-year educational software contracts that were paid for in previous fiscal years.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Chico Unified School District (CUSD) serves 12,317 students in 22 educational settings: 12 elementary sites, three junior highs, two comprehensive high schools, four alternative education options, and an online academy. Four elementary "schools of choice" options are offered: Two-Way Spanish Immersion, 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 provide full-day Kindergarten classes, and 11 sites offer full-day Transitional Kindergarten (TK), Additionally, the district authorizes eight charter schools.

As Chico's population continues to grow, our student population has become increasingly diverse. The ethnic composition of our student body is 50% White, 30.5% Hispanic, 4.7% Asian, 7.6% Two or More Races, 2.4% African-American and 1.1% American Indian or Alaska Native. Filipino and Native Hawaiian/Pacific Islander comprise less than 1%. Students with Disabilities constitute 15.9% of our student population (2024-2025). This diversity enriches the educational experience for all students, and at the same time brings a responsibility to address the needs of all students and families in a culturally sensitive and appropriate manner.

A significant portion of our students live in poverty or are experiencing other challenging circumstances, including homelessness and foster care. CUSD's student demographics include: 53% receiving Free or Reduced Meals, 6% English Learners, 6% who are homeless, and 0.6% living in foster care. The combined unduplicated percentage of these groups is 58.4%. These challenges are compounded by the district's recovery from the 2018 Camp Fire, which destroyed Paradise and other surrounding communities, followed by the North Complex Fire, which leveled the nearby communities of Berry Creek and Feather Falls. More recently, the 2024 Park Fire devastated the town of Cohasset,

displacing many families and further impacting student stability and enrollment. These disasters continue to shape our district's efforts to provide consistent academic and social-emotional support for all students.

In response to these local events, alongside the global COVID-19 pandemic that changed educational practices, CUSD has recognized the critical need for a systematic and consistent approach to identifying students' academic and social-emotional needs, providing appropriate tiered interventions and support. This has led to a district-wide focus on equity, defined as providing every student, every day, with the opportunities, supports, and resources necessary to achieve their unique potential. This commitment 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 this commitment through the implementation of a Multi-Tiered System of Support (MTSS), driven by the eight state priorities* outlined by the California Department of Education (CDE). 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 Priorities
Basic Services
State Standards
Parent Involvement
Student Achievement
Student Engagement
School Climate
Course Access
Other Student Outcomes

For the 2025-26 school year, CUSD has six schools receiving the Equity Multiplier funding: Fair View High School, Center for Alternative Learning (CAL), Academy for Change (AFC), Oakdale, Citrus Avenue Elementary, and Oak Bridge Academy. The Local Control Funding Formula (LCFF) Equity Multiplier provides additional resources to local educational agencies for allocation to school sites meeting specific non-stability and socioeconomically disadvantaged pupil thresholds in the prior year. This funding enables sites to implement evidence-based services and interventions tailored to their students' needs.

Reflections: Annual Performance

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

Reflections: Annual Performance

2024 Dashboard and Local Metrics – Baseline for the 2025–26 LCAP

Chico Unified's 2024 Dashboard shows a district regaining pre-pandemic traction while embedding a more mature Multi-Tiered System of Support (MTSS). Six of eight state indicators either maintained or improved their performance level (color), yet significant subgroup and site-level gaps remain—particularly for Long-Term English Learners (LTELs), Students with Disabilities (SWD), Foster Youth, and several Equity-Multiplier campuses.

Goal 1 – High-Quality, Tiered Academic Instruction

English Language Arts (ELA)
ELA finished Yellow at plus 2.7 points from standard after an 8.5-point decline, mirroring the statewide post-pandemic stall. White students remain Green at plus 26 Distance From Standard (DFS), Asian students are Yellow at plus 3.9, yet English Learners (minus 77.6), Long-Term English Learners (minus 145), and Students with Disabilities (minus 95.4) remain Red.
Early literacy investments are showing results. 77% of students in grades K through 2 met the Basic Phonics Skills benchmark (up 1.4 percentage points), while English Learners reached 60.8%. Students supported by Reading Specialists (Action 1.16) outpaced peers by seven points. Along with 1-to-1 devices (Action 1.3) and six-week benchmark cycles (Action 1.5), the MTSS data loop is becoming more responsive and efficient.

Mathematics
Math declined to Orange at minus 37 DFS, down six points. Equity gaps widened: English Learners (minus 105), LTELs (minus 203), SWD (minus 127), and Homeless Youth (minus 112) all remain Red. White students were 14 points below standard (Yellow). Foster Youth gained 23.7 points and Asian students improved slightly, indicating early success from the IXL/Math Lab pilot (Action 1.6, funded through Learning Recovery Emergency Block Grant). In 2025–26, the district will expand the math intervention model from preschool through grade twelve.

English Learner Progress
The English Learner Progress Indicator dropped from High Yellow to Orange, with 45.2% of English Learners making at least one ELPAC level of growth—a decline of 11.4 percentage points. LTELs remain stagnant at 33.9%. Chico High reported only 32.5%, while Pleasant Valley improved to 43.3%. These outcomes highlight the urgent need for fully staffed bilingual aides (Action 1.7) and consistent implementation of designated and integrated ELD.

Graduation Rate
The district maintained a Green graduation rate at 90.5%, 4.9 points above the state average. Chico High rose to Blue at 95.2%. Students with Disabilities held at 78.7%. Fair View, a high-need alternative campus, declined significantly to 58.5%. Secondary counselors (Action 1.13) and expanded block scheduling have supported continued success among at-risk seniors.

College and Career Indicator (CCI)
CCI remained Yellow at 46.3% prepared, down 0.7 points from the previous year. A–G completion dropped to 35.3% and the Career and Technical Education (CTE) pathway completion held steady at 23.5%. Just over 10% of graduates completed both an A–G sequence and a CTE pathway. Action 1.23 introduces three new articulated pathways and dual-credit options to expand access for off-track students. Chico High improved to 51.3% (Yellow), while Pleasant Valley maintained 54.9%.

Goal 2 – Social-Emotional Learning and Student Engagement

Chronic Absenteeism declined by 3.2 points to 15.9% (Yellow), showing the first post-pandemic improvement. However, this still exceeds the pre-2019 baseline of 8.7%. Students with Disabilities, Homeless Youth, and Pacific Islander students saw the largest reductions, falling by 5.6, 5.7, and 4.1 percentage points respectively. These changes reflect more consistent outreach from Targeted Case Managers (Action 2.3) and expanded counseling caseloads (Action 2.2). LTELs remain Red at 33.8%. African-American absenteeism remains over 34%, despite a six-point drop.

Goal 3 – Safe and Inclusive School Climate

The Suspension Rate improved to 3.6% (Green), down 0.7 percentage points. Foster Youth and Students with Disabilities saw suspension reductions of 9.6 and 6.5 points, respectively. Campus Supervisors (Action 3.3) and restorative alternatives (Action 3.1) were critical to this progress. American Indian students remain Red at 9.1%, and LTELs remain Red at 8.3%. Culturally responsive de-escalation coaching from Project Specialists (Action 3.4) contributed to a three-point increase in students reporting a strong sense of belonging.

Goal 4 – Equity-Driven Resource Allocation

Equity-Multiplier funds supported after-school tutoring, and Saturday academies at four campuses. Oakdale improved to 9.7% chronic absenteeism (Green) and gained 18 points above typical in ELA.

Learning Recovery Emergency Block Grant (LREBG) Funds
LREBG resources expanded Reading Pals (Action 1.6), Lexia (Action 1.17), IXL (Action 1.17), and junior high summer credit recovery (Action 1.17), directly addressing learning gaps among high-need students and complementing core LCAP goals. The LREBG provides one-time funds to county offices of education (COEs), school districts, and charter schools for learning recovery initiatives through the 2027–28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being.

Overall Takeaways
Foundational inputs—staffing, materials, and technology—are now stable.

The next leap in performance depends on:

Accelerating math and language development for English Learners, LTELs, and SWD.

Institutionalizing attendance protocols across all sites.

Embedding rigorous CTE and A–G supports into the MTSS system.

Schools with Red All-Student Dashboard Ratings (2024):

Chapman Elementary
Chronic Absenteeism – 23.8% (Red)

Oakdale (Alt Ed)
Chronic Absenteeism – 73.2% (Red); College and Career – 0% (Red)

Bidwell Junior High
English Learner Progress – 42.9% (Red)

Shasta Elementary
English Learner Progress – 30.3% (Red)

Chico High School
English Learner Progress – 32.5% (Red)

(Only full "Red" ratings for the All Students group are listed. Additional Red subgroup ratings are addressed in site-level MTSS plans.)

The following District, and school sites had student groups with a Red indicator on the 2023 California Dashboard. Below are the listed actions taken

CUSD:
1. ELA: Foster Youth and Students with Disabilities (Actions 1.5-1.10, 1.16, 2.5)
2. Math: English Learners and Foster Youth (Actions 1.5-1.10, 2.5)
3. Chronic Absenteeism: African American and Pacific Islander (Actions 1.13, 2.1, 2.3, 2.6, 2.8)
5. Suspension Rate: Foster Youth, Homeless Youth, Students with Disabilities, and African American (Actions 2.1, 2.3, 2.5, 3.1, 3.3, 3.4)

Elementary:
Chapman Elementary: ELA: All Students Group, Socioeconomically Disadvantaged, and Students with Disabilities (Actions 1.5-1.10, 1.16, 1.18)

Citrus Avenue Elementary: ELA: Students with Disabilities; Chronic Absenteeism: All Students Group (Actions 1.13, 2.1, 2.3); Suspension Rate: Homeless Youth (Actions 2.1, 2.3, 2.5, 3.1, 3.3, 3.4)

Emma Wilson Elementary: Chronic Absenteeism: English Learners (Actions 1.13, 2.1, 2.3, 2.6, 2.8)

Little Chico Creek Elementary: ELA: Students with Disabilities (Actions 1.5-1.10, 1.16, 1.18)

Marigold Elementary: Suspension Rate: All Students Group, Socioeconomically Disadvantaged, and Students with Disabilities (Actions 2.1, 2.3, 3.1, 3.3, 3.4)

McManus Elementary: ELA: Socioeconomically Disadvantaged, English Learners, and Students with Disabilities (Actions 1.5-1.10, 1.16, 1.18); Suspension Rate: All Students Group, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and White Students Group (Actions 2.1, 2.3, 3.1, 3.3, 3.4)

Neal Dow Elementary: ELA: Students with Disabilities (Actions 1.5-1.10, 1.16, 1.18)

Parkview Elementary: Chronic Absenteeism: Students with Disabilities (Actions 1.13, 2.1, 2.3, 2.6, 2.8)

Sierra View Elementary: Chronic Absenteeism: Socioeconomically Disadvantaged, Students with Disabilities (Actions 1.13, 2.1, 2.3)

Junior High Schools:
Bidwell Junior High: ELA: Students with Disabilities (Actions 1.5-1.10, 1.13); Math: English Learners and Students with Disabilities (Actions 1.5-1.10)

Chico Junior High: Math: Students with Disabilities
Marsh Junior High: ELA: Students with Disabilities (Actions 1.5-1.10, 1.13); Math: English Learners and Students with Disabilities (Actions 1.5-1.10); Suspension Rate: Homeless Youth and Students with Disabilities (Actions 2.1, 2.3, 2.5, 3.1, 3.3, 3.4)

High Schools:
Chico High: ELA: Students with Disabilities (Actions 1.5-1.10, 1.13, 1.13); Math: Students with Disabilities (Actions 1.5-1.10, 1.13); Suspension Rate: African American (Actions 2.1, 2.2, 2.3, 3.1, 3.3, 3.4)

Pleasant Valley High: ELA: Students with Disabilities (Actions 1.5-1.10, 1.13); Math: Students with Disabilities (Actions 1.5-1.10, 1.13); Suspension Rate: Homeless Youth and Students with Disabilities (Actions 2.1, 2.3, 2.5, 3.1, 3.3, 3.4)

Alternative Education and Oak Bridge Academy:
Academy for Change: Suspension Rate: All Students Group and Socioeconomically Disadvantaged (Actions 2.1, 2.3, 3.1, 3.3, 3.4)

Center for Alternative Learning: Chronic Absenteeism: All Students Group and Socioeconomically Disadvantaged (Actions 1.13, 2.1, 2.3, 2.6, 2.8) ; Suspension Rate: Two or More Races (Actions 2.1, 2.3, 3.1, 3.3, 3.4)

Fair View High School: Suspension Rate: All Students group, Students with Disabilities, and White Students Group (Actions 2.1, 2.3, 3.1, 3.3, 3.4)

Oak Bridge Academy: ELA: All Students Group (Actions 1.5-1.10, 1.13); Math: All students Group and Socioeconomically Disadvantaged (Actions 1.5-1.10); Chronic Absenteeism: All Students Group, Socioeconomically Disadvantaged, and White Students Group (Actions 1.13, 2.1, 2.3, 2.6, 2.8)

Reflections: Technical Assistance

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

The Chico Unified School District has been identified under Education Code Section 52072(a) for additional support within California's statewide system of support. When a school district with three or more student groups meets the criteria established in Section 52064.5(g) for three out of four consecutive years, the California Collaborative for Educational Excellence (CCEE) determines the level of additional support provided through Direct Technical Assistance (DTA). This determination is made in consultation with the district and the technical assistance provider, Butte County Office of Education, as defined in Section 52071. Chico Unified is in a Collaborative Planning-level of DTA support, which activates additional resources within the Statewide System of Support among other provisions.

Based on the Fall 2023 California School Dashboard, the State of California determined that Chico Unified School District was eligible for Direct Technical Assistance (DTA) for four specific student groups within our district. The Direct Technical Assistance (DTA) designation is due to significant achievement gaps among student groups. In CUSD, the Direct Technical Assistance eligibility applied in the 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)

Following the release of the Fall 2024 California School Dashboard, the State again identified Chico Unified School District (CUSD) for Direct Technical Assistance (DTA) through 2026. Due to this identification, CUSD has received technical assistance from Butte County Office of Education (BCOE) as well as the California Collaborative for Educational Excellence (CCEE). During the 2024-2025 school year, Chico

Unified collaborated with both BCOE and the CCEE. As part of this collaboration, Chico Unified implemented routine check-ins with the BCOE and CCEE. These check-ins served as opportunities to review progress, share insights, and adjust strategies as needed to ensure continuous improvement. Most importantly, these check-ins were informed by local assessment data, which are collected through our district-wide assessment system. This local data helps ensure our conversations are grounded in current student progress and are timely and relevant.

The four student groups originally named in 2023—Foster Youth, Students with Disabilities, African-American students, and English Learners—remain eligible, and a fifth group, Long-Term English Learners (LTELs), has now been added.

Collaborative Technical Assistance Milestones:

October 1, 2024 – A joint CUSD/BCOE team reviewed 2024 Dashboard data, Winter EduCLIMBER benchmarks, and MTSS artifacts to map existing initiatives against DA requirements.

February 4, 2025 – A deep dive focused on dually-identified ELs with IEPs, producing four design principles: integrated IEP/ELD goal-setting, robust designated & integrated ELD, universally accessible materials, and joint progress-monitoring protocols.

April 29, 2025 – LTEL root-cause analysis resulted in (a) district-wide EduCLIMBER thresholds that auto-flag LTELs for Site-Based Intervention Teams and (b) commitment to a Fall 2025 BCOE institute on Academic Language Development.

Quarterly 2024-25 – CUSD, BCOE, and the CCEE continue data-anchored check-ins to adjust professional learning plans and MTSS supports in real time.

2024 Progress by Student Group

Foster Youth
Suspensions dropped to 19.5%. ELA improved by 10.8 points, Math improved by 23.7 points.

Students with Disabilities
Suspension rate improved to 7.7% (Yellow). Academics remain Red: ELA at minus 95.4 DFS, Math at minus 126.7.

African-American Students
Suspensions and absenteeism declined, but ELA dropped by 32.1 points and Math by 28.3.

English Learners
Suspension rate remains low at 2.3%. ELA and Math declined, and English Learner Progress dropped by 11.4 percentage points.

Long-Term English Learners (LTELs)
All indicators Red. ELA down 41.7 points, Math down 23.4 points. English Learner Progress dropped 28.5 percentage points.

SUMMARY OF WORK:
Foster Youth:
Jaymee McLaughlin, CUSD's Foster Youth/Homeless Liaison, continues to reflect on the available data 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 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 one year ago. 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 Direct Assistance actions as well. Additionally, this year, eight of the Chico Unified school site teams have participated in the Supporting Innovative Practices (SIP) program through the El Dorado County Office of Education. This program provides focused work on cultivating inclusionary practices and belonging for all students.

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, last 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, supported the 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:
Accountability on the school sites, specifically regarding designated and integrated ELD, must be a priority moving forward. Providing designated and integrated ELD professional development on sites, as well as including English Learners in our focus groups for Tier 1 Instructional Strategies professional development during the 2025-2026 districtwide staff development meetings is our goal. CUSD is partnering with the Magic School Artificial Intelligence platform next year. Magic School will be used as a tool to support differentiated lessons for English Learners as well as English Learners with an IEP. A key recommendation from BCOE is to utilize the ELD standards with the Magic School platform in order to pull applicable lessons for students.

LCAP Actions to Support English Learners:

Action 1.3 - CUSD will provide devices to support our English Learners, some of whom 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.

Long Term English Learners (LTELs):
In our April 29, 2025 team meeting with BCOE, we analyzed a list of students with IEPs disaggregated by grade level, ELPAC scores by domain, and ethnicity. CUSD sees that this data will ensure increased knowledge and site team awareness of students through the Site Based Intervention Teams (SBIT). Additionally, adjusting the EduCLimber threshold for LTEL identifying these students, makes them more visible for the SBIT teams. One consideration for Fall, 2025 is a three-day opportunity sponsored by BCOE, that centers on Academic Language Development, specifically academic discourse, routines and practices.

LCAP Actions to Support Long Term English Learners:
Action 1.3 - CUSD will provide devices to support our English Learners, some of whom 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 2025-2026 school year, Chico Unified will continue our collaboration with both BCOE and the 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) and Fair View High School

Support for Identified Schools

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

Educational Partner input at our Alternative Education campus is a constant process with all campus groups taken into consideration: teaching staff, classified staff, administration, parents, and students. The School Site Council (SSC) is the primary vehicle for gathering educational partner input: it meets quarterly to review progress, funding, goals, and overall program effectiveness. School Site Council input, along with input from individual staff, parents, and students, contributes to the planning process and overall success of all programs and plans at CAL and Fair View, including the Comprehensive Support and Improvement (CSI) plan.

The CSI Plan must:
a) Be developed in partnership with educational partners
b) Be informed by California School Dashboard Indicators
c) Be based on a school-level needs assessment that examines performance trends and gaps
d) Include evidence-based interventions aligned with site needs
e) Identify and address resource inequities

The CSI plan was based on specific site needs, as measured by student performance on state indicators, including the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), college/career readiness metrics, chronic absenteeism, graduation rates, and suspension rates.

The following needs were reported on the California Dashboard:

CAL received a "Red" rating for chronic absenteeism and a "Yellow" for suspension rates.

Fair View received a "Red" rating for suspension rate, graduation rate, and College/Career Indicator (CCI), with 100% of students classified as 'Not Prepared' on the CCI.

In reviewing these results, it is important to note that our alternative education sites often lack full Dashboard representation due to small student populations. Many subgroups are not reflected due to statistical significance thresholds. However, Homeless and Socioeconomically Disadvantaged students are the two statistically significant groups represented, both of which received "Red" ratings, demonstrating the heightened challenges these students face and their significant role in CSI identification.

The evidence-based interventions selected to address these needs, and included in the schools' 2025 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), Multi-Tiered Systems of Support (MTSS), social-emotional learning (SEL), and Restorative Practices in the School Attendance Review Board (SARB).

b) Evidence-based social-emotional learning curriculum and support materials: SEL curriculum and materials for Licensed Clinical Social Worker (LCSW) clinicians or wellness counselors to support student well-being and self-regulation skills.

c) Targeted Student Support Services: Equine-assisted therapy to build self-awareness and empathy; Mentoring services for foster youth in collaboration with Butte County Office of Education (BCOE); Target Case Managers (TCMs) and partnerships with community agencies to support homeless and runaway youth identified through self-assessment and site-based screeners.

d) College / Career curriculum: implementation of college and career exploration curriculum tailored to alternative education students and enhanced career counseling and transition planning to support students in post-secondary decision-making.

e) Parent and Family Engagement: Resources and materials to facilitate parent engagement nights that strengthen home-school connections.

f) Academic Intervention: Subject-Specific Intervention Specialists will provide targeted academic support for students, with a focus on credit recovery and skill-building in core subjects. Additionally, tutoring services through School Ties (BCOE) will offer individualized support to help students achieve academic progress.

g) Technology and Communication Supports: Digital tools to improve communication, coordination of SEL and academic learning, and student engagement.

h) Additional Special Education Services: Extra assignment time for services.

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.

To ensure the success of the CSI plan, ongoing data collection and evaluation will inform adjustments and improvements. Key metrics include: academic progress (CAASPP and ELPAC scores, grades, teacher observation), student engagement (suspension rates, attendance rates, chronic absenteeism rates, college and career indicator data), and data aligned with our district Local Control and Accountability Plan (LCAP).

CAL is an alternative program, and students typically enroll due to challenges in 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 and Fair View 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 serves as the district's primary mechanism 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, English learners, and socioeconomically disadvantaged students. 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 Chico Unified Teachers Association (CUTA) and California School Employees Association (CSEA) held 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 and LCAP Parent/Guardian Meetings (see dates below)
Students	• Superintendent Kelly Staley, Assistant Superintendent Tina Keene, Secondary Education Director Pedro Caldera and Elementary Education Director Heather Sufuentes 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	• Black, Indigenous, & People of Color (BIPOC) Community Engagement meeting November 4, 2024, to begin development of the 2025-2026 LCAP. • District English Learner Advisory Committee (DELAC) meetings November 7, 2024 and April 3, 2025, to begin development of the 2025-2026 LCAP. • Students with Disabilities Community Engagement meeting November 21, 2024 and SEPAC meetings throughout the year to begin development of the 2025-2026 LCAP. • Foster/Homeless Youth Community Engagement meeting November 12, 2024,to begin development of the 2025-2026 LCAP. • LCAP public hearing at the June 15, 2025 CUSD Board meeting with the final review and approval at the June 25, 2025 CUSD Board meeting.
Fair View, Academy for Change (AFC), Center for Alternative Learning (CAL), and Oakdale - Equity Multiplier	• March 27, 2025 School Site Council Meeting to discuss expenditures related to the Equity Multiplier goal. Review of the 2024 Single Plan for Student Achievement (SPSA).

Educational Partner(s)	Process for Engagement
SELPA (Special Education Local Plan Area)	- Consultation with Aaron Benton, SELPA Director, on April 9, 2025. - 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.

Engaging Educational Partners

Many of the actions included in the 2025 Local Control and Accountability Plan (LCAP) were shaped directly by the input and priorities shared by our educational partners during this year's community engagement process. Chico Unified School District remains committed to leveraging all available funding, whether through LCFF, the LCFF Equity Multiplier, grants, or other supplemental resources, to respond meaningfully to the voices of students, staff, families, and community stakeholders. The district's goal is to continue to invest in evidence-based, sustainable practices that support student achievement, wellness, equity, and engagement across all campuses. Some examples of actions that continue to be influenced by our feedback include: Reading Specialists, Counselors and wellness supports, Math supports and interventions, after school supervision, and programs such as Lexia.

Equity Multiplier

Of special note this year is the feedback received from educational partners regarding the LCFF Equity Multiplier funding directed to schools with the highest concentrations of need. Current campuses receiving this funding include Fair View, Academy for Change (AFC), Center for Alternative Learning (CAL), and Oakdale. For 2025–26, Citrus Avenue Elementary and Oak Bridge Academy are newly added to the list of Equity Multiplier campuses. Educational partners expressed strong support for increased behavioral, academic, and mental health interventions at these sites and emphasized the importance of directing funding toward staffing and supports that promote stability, access, and achievement.

General LCAP Feedback

During the 2025 LCAP Community Meetings, CUSD families, staff, and community members provided meaningful feedback across two sessions regarding district assets, areas for growth, and broader questions. Parents praised the continued expansion of reading supports, including Reading Specialists, Reading Pals, and Science of Reading implementation, as foundational to academic success at the

elementary level. There was clear support for maintaining and expanding these services. The All Star Parent Program and parent university sessions were named as valuable outreach tools that help parents stay engaged in school culture and learning strategies.

This year, educational partner input reflected widespread appreciation for existing district efforts such as reading intervention, wellness supports, and targeted after school programs. We are continuing to prioritize Math tutoring as well as Targeted Case Manager (TCM) time as seen in Goal 3. Feedback from multiple groups also highlighted the critical role of paraprofessionals, and counselors in creating inclusive, supportive, and connected learning environments. These actions can be found in Goal 2.

Educational partners offered actionable recommendations to increase student engagement and improve academic outcomes, including calls for fully staffed wellness centers, math intervention that mirrors literacy support models, expanded support for newcomer students and English learners, and training for parents on technology platforms and curriculum. In response to input, CUSD is continuing to invest in areas such as inclusive practices, behavioral support systems, and culturally responsive hiring practices to better serve all students, especially those most in need.

The feedback received through LCAP community meetings, District English Learner Advisory Council (DELAC), Special Education Parent Advisory Committee (SEPAC), student groups, and site-based teams continues to inform not only districtwide goals but also site-level planning and continuous improvement efforts. The summary below details key themes from this year's educational partner meetings.

CUSD's After School Program (ASP) remains a strong asset, especially when supporting academics and social-emotional development. Many families expressed appreciation for the program's flexibility, its ability to motivate student attendance, and how it builds student confidence, particularly among newcomers. Schools like Shasta were recognized for creative solutions, such as establishing crochet clubs to incentivize attendance for students struggling to engage. Targeted Case Managers (TCMs) continue to be considered essential to bridging school and home, with requests to keep them full-time at all sites. Parents also emphasized the importance of maintaining wellness and sensory spaces, access to wellness counselors, and ongoing behavioral support from yard supervisors and campus aides.

Academic priorities were clear across both meetings, with a strong call to elevate math instruction and supports to match recent progress in reading. Parents advocated for more targeted math intervention specialists, site-based math labs, and a model of support similar to what is offered for literacy. Several parents requested professional development for teachers aligned with the new math framework, including training on engagement strategies and differentiated instruction. Math nights for families, enrichment clubs, and increased support from CSU Chico math students were mentioned as ways to engage both students and parents. There were also suggestions to create tip sheets or video tutorials to help parents understand "new" math and how to encourage productive struggle at home.

Families highlighted technology concerns as both a benefit and a challenge. Some voiced appreciation for the increased use of Chromebooks and online resources, while others expressed concern that screen time may be replacing essential hands-on learning. Parents asked whether textbooks could be reintroduced or used alongside technology and noted the social-emotional implications of screen overuse. Several expressed interest in ensuring that technology access at home is equitable and that students can take home paper-based resources when requested. The importance of supporting parents with training on Aeries, Google Classroom, ParentSquare, and Securely was mentioned multiple times across both meetings.

Behavioral supports and mental health were discussed as interconnected priorities. Families affirmed that wellness centers, friendship groups, and trauma-informed staff practices have a meaningful impact. However, they also voiced the need for fully staffed wellness centers, more yard supervision, and additional training for paras and behavior intervention aides. Specific mention was made of providing more de-escalation training for campus supervisors and increasing access to certified nurses. Families also raised concerns about the safety of bathrooms and requested clearer protocols for supervision and maintenance.

Other topics included the need to better support foster youth and unaccompanied minors through targeted behavioral, housing, and mental health supports. There was interest in expanding school social worker roles and strengthening connections with community agencies for emergency housing. Additionally, families discussed the importance of expanding language access and inclusion for English Learners, including hiring more bilingual counselors and aides, establishing newcomer specialists, and implementing language labs and translation tools.

Throughout the meetings, families raised thoughtful questions about district priorities and systems. They asked whether the district monitors "summer slide" in math as it does in reading, how math achievement cliffs between elementary and junior high are being addressed, and whether textbook replacement with digital curriculum is research-informed. Concerns were raised about ensuring consistency in SEL curriculum at the secondary level and having more clarity about what professional development is prioritized for staff. Lastly, parents advocated for site-based engagement meetings to increase participation, especially for those without transportation or child care.

Black, Indigenous, and People of Color (BIPOC) LCAP Feedback

CUSD has been holding separate LCAP community meetings for various family and parent groups to ensure we gather input as comprehensively as possible. During the Black, Indigenous, and People of Color (BIPOC) community meeting, families shared feedback on the assets, needs, and general experiences within the district. Families expressed appreciation for efforts made to improve communication and engagement, as well as for existing supports within the school system. However, they also identified areas for growth, particularly in academics, social-emotional learning, discipline practices, and family engagement.

Families highlighted the need for greater transparency and communication regarding academic content. They noted that parents receive more detailed information about what students learn in early grades, but this communication decreases as students progress through grade levels. Families suggested creating a centralized, easily accessible resource to find grade-level content standards, big ideas covered in classes, and strategies for engaging students in learning. They also emphasized the importance of hiring more Black teachers and staff and suggested exploring cluster hiring strategies to attract and retain educators with expertise in working with Black communities. Additionally, they encouraged CUSD to collaborate with local colleges to support and incentivize student teachers to remain in the district, including exploring student loan repayment programs for future educators.

Families also expressed the need for consistent communication about social-emotional learning (SEL) strategies used in schools so that parents can reinforce these approaches at home. They noted that elementary schools provide more frequent SEL updates, while communication in later grades tends to decline. Families suggested that junior high schools develop consistent SEL routines across grade levels, such as incorporating lessons on sleep, stress management, hygiene, and healthy relationships with technology and social media. They also reported that the new cell phone policy has been beneficial, as it has encouraged students to engage more with peers and

maintain healthier boundaries. Additionally, they emphasized the importance of keeping counselors on campus and ensuring junior high and high school students have quick and easy access to counseling services, similar to elementary students.

In terms of student behavior and discipline, families expressed concerns that students do not always feel that consequences are in place when they report incidents to teachers. Some students feel they have to tolerate or accept inappropriate behavior because they are unsure if their concerns are being addressed. Families suggested increasing transparency by sharing the process of discipline and consequences with students and parents, ensuring that all stakeholders understand how incidents are handled and issues are resolved. They also encouraged CUSD to expand professional development and implementation of Restorative Practices across sites, including collaboration with the Butte County Office of Education to enhance training.

Lastly, families discussed ways to increase engagement and representation of diverse families in school decision-making. They encouraged CUSD to use data to identify families most affected by systemic barriers and directly invite them to provide input on improving access and inclusion. They also suggested strategies such as creating "parent ambassador" roles to facilitate feedback meetings and ensuring that all families feel welcome, valued, heard, and part of the school community.

Foster and Homeless Family LCAP Feedback

CUSD held a dedicated LCAP community meeting with foster and homeless families to gather feedback on the strengths, needs, and areas for improvement in supporting students experiencing housing instability or foster care. Families shared positive experiences with academic support and school engagement while also highlighting opportunities to strengthen social-emotional connections and behavioral interventions.

Families expressed appreciation for the academic growth their students are experiencing, noting that many students are earning higher grades in math and literacy programs like Lexia. Parents shared that students enjoy their teachers, feel supported in the classroom, and benefit from homework assistance through programs like BLAST, which helps students complete work before returning home.

Socially and emotionally, students are enjoying school, building positive relationships, and attending regularly. Families acknowledged that students have access to support when facing teasing or other challenges and are coming home in a happier, more positive state of mind. However, they raised the question of how to better support students who need help but do not ask for it, emphasizing the need to foster stronger relationships between students and trusted adults on campus.

Regarding student behavior, families identified the need for more structured activities and skill-building opportunities for students who struggle with self-regulation. They shared concerns that some students act out in order to be sent home, creating disruptions at school. Families want more support in setting clear boundaries and maintaining high expectations for behavior rather than allowing removal from campus as a default consequence. While the Reset Room provides a space for students to de-escalate, transportation challenges sometimes limit access.

Students with Disabilities (SWD) LCAP Feedback

CUSD held a dedicated LCAP community meeting with families of students with disabilities (SWD) to gather feedback on the strengths, needs, and areas for improvement in supporting students receiving special education services. Families shared positive experiences with inclusion efforts and available supports while also identifying areas where access, staff training, and social-emotional learning opportunities could be expanded.

Families emphasized the importance of ensuring all students can access the full range of academic and extracurricular opportunities on campus. They expressed a need for more developmentally appropriate electives at the high school level, such as modified or co-taught art and band classes. Additionally, families highlighted the importance of expanding adaptive physical education (PE) options for younger students in a group setting to provide structured, inclusive physical activity.

Regarding student behavior, families stressed the need for site administration to be actively involved in and knowledgeable about special education programs and proactive behavior supports. They expressed that positive communication between school staff and families is essential, as some families already feel discouraged navigating the special education system. Parents also advocated for increased staff training across all school roles to ensure that all personnel are equipped to understand and de-escalate different student behaviors effectively. Additionally, they emphasized the importance of making sure After School Programs (ASP) are fully prepared to support the needs and behaviors of students receiving special education services.

Social-emotional learning (SEL) remains a key area of focus. Families suggested creating dedicated social skills classes to help students practice navigating social situations and develop essential interpersonal skills. They also encouraged district-wide education on dysregulation to help both students and staff better understand the different ways individuals learn and process emotions. Expanding reverse inclusion opportunities, such as Lunch Bunch and Fun with Friends clubs, was identified as a way to foster stronger connections between students with and without disabilities. Additionally, families supported increasing structured peer mentorship programs, such as Link Crew, to encourage friendships and social integration across school sites.

District English Language Advisory Council (DELAC) LCAP Feedback:

Our District English Learner Advisory Council (DELAC) continues to provide valuable feedback that highlights both the strengths of the district's programs and opportunities for growth. At the spring 2025 meeting, parents and Targeted Case Managers (TCMs) shared appreciation for a number of district supports. They celebrated the ongoing success of the Expanded Learning Opportunities Program (ELO-P) that hosts morning programs and after-school programs, particularly at the elementary level. Attendees emphasized how important it is to maintain current social-emotional supports. They also expressed strong support for full-time Targeted Case Managers and counselors at every site, noting how essential these roles are in connecting families to the school community. Parents and TCMs agreed that maintaining music, art, and PE was important for student engagement and development.

Several areas of need were identified during the discussion. Attendance continues to be a challenge at some sites, and TCMs who recently participated in a webinar on attendance motivation shared ideas such as student and staff incentives, building relationships between students and school staff, and community involvement, such as offering rewards or having the school mascot visit students with high attendance. One school even launched a crochet club as an incentive for students with low attendance to participate and feel connected to campus life.

Another major theme was the desire for expanded academic support, particularly in the After School Program. Suggestions included recruiting K-5 English tutors from Chico State, local high schools, and CTE programs; adding a designated ELD teacher to provide lessons during ASP; and forming tutoring and conversational groups specifically for English Learners. Math support for EL students was also named as a priority. Parents and staff discussed the need for ongoing counseling lessons related to kindness, respect, and core values, ideally embedded into SEL time.

Families also requested more opportunities for sports and clubs at the elementary level, similar to what's available in high school. There was continued interest in ensuring every site has at least one bilingual counselor and that these positions remain full-time. Overall, the DELAC team voiced strong support for continuing what is working well and provided clear suggestions for how to expand and strengthen supports for English Learners across the district.

Elementary Student LCAP Feedback

CUSD district administrators met with a focus group of elementary students to gather insights on their academic experiences, social-emotional learning, and campus safety. Students shared many positive aspects of their schools, including how they appreciate that teachers make learning fun, provide extra help when needed, and allow them to express themselves. Programs like Prodigy, McGraw-Hill, and Lexia enhance learning, and students value opportunities such as Physical Education (PE), STEM programs, Student Council, and art classes. They also enjoy having classroom jobs and leadership roles, which help them feel responsible and included. Positive behavior recognition systems, including school chants, the student store, and Student of the Month assemblies, contribute to a supportive environment.

Students also reported that school staff, including teachers and counselors, are approachable and make them feel safe. They appreciate that staff listen to their concerns and help resolve conflicts. Bullying is not perceived as a significant issue, as students are learning conflict resolution skills and standing up for one another. Safety measures like playground supervision, fences, cameras, and emergency drills provide reassurance.

Elementary students reported on areas for improvement, including suggestions in key areas such as supervision, behavioral expectations, and program enhancements. Student recommendations included using an anonymous suggestion box to provide feedback to school staff. They also recommended more structured support from counselors in smaller groups or individual settings for those who need extra social-emotional guidance. Furthermore, they would like to increase supervision during recess, sports activities, and field events, emphasizing that schools should have stricter consequences that become more serious if actions are repeated.

Junior High Student LCAP Feedback

Junior high students met with district administrators and shared their perspectives on academics, social-emotional well-being, and school safety. Overall, students felt their schools provided a positive and supportive learning environment. They appreciate that staff and teachers are respectful, caring, and trustworthy, creating a welcoming atmosphere where students feel encouraged to succeed. Several students highlighted that teachers provide flexibility with homework, especially for student-athletes, and are dedicated to helping them be successful.

The availability of after-school homework help and additional math support before, during lunch, and after school was seen as a major benefit for academic achievement.

Students also expressed appreciation for their campuses, noting that they are clean and well-maintained. The presence of student-created artwork and murals was specifically mentioned as adding to school pride. Additionally, students recognized that their school leaders take an active role in fostering a positive climate, with opportunities for student input in improving school culture. Students also viewed the current cell phone policy positively.

While there were many positive aspects, students identified several areas for improvement. To start, students suggested adding Academic Success classes to provide structured support for students who need additional help. They also recommended implementing small group homework help sessions with subject-specific teachers to further assist students in challenging subjects. Students also recommended that counselors interact more with students outside of structured sessions to build stronger relationships and provide additional support.

Behavior and safety were key concerns for students. They expressed that while supervision is present, there is still a need for more campus supervisors, particularly in hallways, to deter horseplay and inappropriate verbal comments. Additionally, students felt discipline policies should be more consistent across classrooms and campuses, with clearer expectations and behavior expectations posted in classrooms and around campus for greater visibility. They emphasized the need for consequences to be followed through consistently and fairly to reduce repeated disruptive behavior.

Overall, junior high students reported that their schools were positive places to learn, with supportive staff and many resources provided for their success.

High School Student LCAP Feedback

Chico Unified School District serves two comprehensive high schools, and students from both schools gathered with CUSD administrative staff to discuss the strengths, needs, and areas for improvement in their schools. Overall, students reported having access to strong academic opportunities, supportive teachers, and a range of extracurricular activities that enhance their high school experience. They appreciate that teachers are knowledgeable in their subjects and that the curriculum is engaging and well-structured.

The block schedule continues to be a significant benefit, providing students with more time to complete homework and process information in class. Students also value the variety of advanced placement (AP) courses, career technical education (CTE) programs, and elective options that allow them to explore different subjects and prepare for college or careers. Specific academic highlights included hands-on learning opportunities in science labs and robotics, acting in English classes, and engaging instruction from teachers in subjects like European History and science. Many students were particularly excited about the introduction of an Ethnic Studies course.

Beyond academics, students expressed a strong sense of school spirit, campus pride, and appreciation for clubs and athletics. They noted that their teachers and coaches are available, approachable, and actively involved in supporting students both academically and personally. The Wellness Center was recognized as a valuable resource where students feel safe and supported, with easy access to counselors

through in-person visits, email, or an online request form. Students also appreciated that campus supervisors and administrators actively engaged with them and were visible throughout the day.

While students had many positive things to say, they also identified areas for improvement. One common request was for a designated 10-minute phone break within the current cell phone policy, as they feel this would improve focus while still allowing limited personal phone use during the school day. Additionally, students recommended shifting toward more project-based learning rather than excessive note-taking to enhance engagement and understanding.

Students also raised concerns about campus infrastructure and maintenance. They reported that bathrooms need better upkeep, drug use (particularly vaping) in restrooms remains an issue, and speaker systems on campus make it difficult to hear announcements. Specific facility requests included adding two tennis courts at one high school, replacing flat roofs due to leaks, increasing greenery around campuses, and improving drainage on walkways to prevent flooding.

Regarding student support, students suggested expanding college-level course offerings and keeping class sizes at 25 students or fewer to ensure a more personalized learning experience. They also expressed a desire to reduce stigma around Special Education by providing more education to all students about the programs, supports, and inclusive practices available. While the Wellness Center is a valued resource, students felt it could be more interactive during mental health visits and that snacks were unnecessary.

In summary, high school students expressed appreciation for their schools, staff, and the opportunities available to them.

Fair View & Oak Bridge Student LCAP Feedback

District administrators held feedback sessions for alternative education sites. Students from Fair View and Oak Bridge provided positive feedback. They appreciate the dedication of their teachers, who provide individualized support and maintain clear expectations for assignments. Smaller class sizes allow for one-on-one assistance, and students feel that school is a safe and supportive space.

In addition, suggestions were made to help support students in alternative education settings. Students recommended adding game clubs, homecoming events, and sports opportunities, including the ability to compete in athletics at Chico High and Pleasant Valley High. They also suggested constructing additional restrooms, implementing transportation options for students, and building a covered patio for outdoor eating.

For safety, students emphasized the importance of campus supervisors actively engaging with students and noted that staff members make an effort to learn students' names and build relationships. However, they expressed concerns about gossip and rumors and suggested raising awareness about their negative impact on the school community.

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.

Chico Unified's most recent California School Dashboard paints a mixed picture: while overall English Language Arts (ELA) achievement remains slightly above standard (plus 2.7 Distance From Standard (DFS), Yellow) and the Graduation Rate is a solid 90.5% (Green), district-wide mathematics performance slid to minus 37 DFS (Orange) and English learner growth stalled at 45% making progress (Orange). Simultaneously, one student in six was chronically absent (Yellow, 15.9%) and long-term English learners posted some of the deepest gaps across every academic indicator.

Behind these averages lie stark site-level and subgroup disparities that demand an intentional, system-wide response. Chapman Elementary, for example, remains more than 70 points below standard in both ELA and mathematics, with Students with Disabilities more than 130 points behind in math and chronic absenteeism topping 23%. At Bidwell Junior High, overall math achievement is minus 49 DFS (Orange), but plunges to minus 164 DFS for Students with Disabilities and minus 144 DFS for current English Learners.

These data confirm that strong Tier 1 instruction alone is not closing achievement gaps—particularly for Students with Disabilities, Long-Term English Learners, Foster and Homeless Youth, and students living in poverty. At the same time, the bright spots (such as district-wide ELA status, Chico High's 95% graduation rate and Green suspension rate) illustrate that coherent, research-based practices are already lifting outcomes when implemented with fidelity.

To address the most acute barriers to learning, Chico Unified has strategically deployed Learning Recovery Emergency Block Grant (LREBG) funds to scale key academic and engagement supports. These include the expansion of Targeted Case Managers, the Reading Pals early-literacy program, ELA and Math Teachers On Special Assignment (TOSAs) at the secondary level, and subscription platforms

such as Lexia and IXL. These LREBG-funded supports directly serve the highest-need students—those with interrupted schooling, significant skill gaps, and low levels of school engagement—and complement the LCAP's broader MTSS framework.

Additional, complementary metrics underscore both our strengths and remaining needs. District-wide dropout remains negligible in middle school (0.0 percent), but 7.8% of the 2023–24 high school cohort—and 8.2% the year before—exited without graduating. College-and-career exposure is improving: 35.3% of 2023–24 graduates completed at least one CTE pathway, up from 33.6% in 2022–23, yet far too many students still leave high school without both A–G and pathway readiness.

For that reason, Goal 1 recommits the district to a Multi-Tiered System of Support (MTSS) that anchors every classroom in evidence-based core instruction, layers targeted intervention where data reveal unfinished learning, and provides intensive, individualized supports when students are furthest from grade level. Strengthening academic screening, progress-monitoring, and educator professional learning— especially in the Science of Reading, the new Mathematics Framework, and culturally and linguistically responsive practice—will allow educators to act quickly on fresh data and adjust instruction in real time.

Ultimately, Chico Unified developed this goal because equity and excellence are inseparable. We cannot celebrate district-level Greens while any student group languishes in Red. By sharpening Tier 1 instruction and ensuring that every learner—regardless of background, ability, language, or campus—receives the right support at the right time, Goal 1 keeps us focused on the fundamental promise embedded in our Equity Statement:
Every student, every day, will have the opportunities, supports, and resources needed to achieve their unique potential.

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.	In 2024-2025, 100% of CUSD teachers were appropriately assigned and credentialed as verified by the Highly Qualified		Maintain 100%	No Difference
1.2	Priority 1: Basic Instructional Materials	In 2023-2024,100% of of CUSD K-12 classrooms had sufficient instructional	In 2024-2025,100% of of CUSD K-12 classrooms had sufficient		Maintain 100%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		materials as verified by the Williams Report.	instructional materials as verified by the Williams Report.			
1.3	Priority 1: Basic Instructional Materials	In 2023-2024, 100% of all CUSD students have 1:1 device access.	In 2024-2025, 100% of all CUSD students have 1:1 device access.		Maintain 100%	No Difference
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).	In 2024-2025, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).		Maintain 100%	No Difference
1.5	Priority 5: Student Engagement Middle School Dropout Rate	2023-2024 All Students 0.0%	2024-2025 All Students 0.1%(3/2818) English Learner 0.0%(0/133) Foster Youth 0.0% (0/29) Homeless Youth 0.7%(1/144) Socioeconomically Disadvantaged 0.2%(3/1764) Students with Disabilities 0.0%(0/451) African American 0.0%(0/64) American Indian or Alaska Native 0.0%(0/32) Asian 0.0%(0/142)		Maintain 0.0%	Increase by 0.1 Percentage Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Filipino 0.0%(0/19) Hispanic or Latino 0.0%(0/779) Native Hawaiian or Other Pacific Islander 5.6%(1/18) White 0.1%(2/1516) Two or More Races 0.0%(0/197) Not Reported 0.0%(0/52)			
1.6	Priority 4: Student Achievement CAASPP ELA CA Dashboard Academic Indicator Average Distance from Standard	2022-2023 All Students 11.2(5910) English Learner -61(554) Foster -104.9(27) Homeless -69.3(236) Socioeconomically Disadvantaged -17.7(3469) 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)	2023-2024 All Students 2.7(5999) Students English Learner -77.6(570) Students Foster Youth -94.1(33) Students Homeless Youth -68.4(270) Students Socioeconomically Disadvantaged -30.2(3319) Students Students with Disabilities -95.4(982) Students African American -69.5(153) Students American Indian or Alaska Native -44.9(68) Students		All student groups will increase a minimum of 9 points in their average distance from standard. points total (3 each year).	All Students -8.5 English Learner -16.6 Foster Youth Students +10.8 Homeless Youth Students + 0.9 Socioeconomically Disadvantaged Students-12.5 Students with Disabilities -4 African American Students -34.9 American Indian or Alaska Native Students +15 Asian Students -11 Filipino Students -0.4 Hispanic or Latino Students -7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - 37.4(120) Two or More Races 11.5(435)	Asian 3.9(334) Students Filipino 68.9(22) Students Hispanic or Latino -30.6(1788) Students Native Hawaiian or Other Pacific Islander -66.7(28) Students White 26(3024) Students Two or More Races 2.8(440) Students			Native Hawaiian or Other Pacific Islander Students - 34.9 White Students - 7.8 Two or More Races -8.7
1.7	Priority 4: Student Achievement CAASPP Math CA Dashboard Academic Indicator Average Distance from Standard	2022-2023 All Students -31(5886) English Learner - 95.5(552) Foster -157.3(28) Homeless -107.5(233) Socioeconomically Disadvantaged - 59.5(3450) Students with Disabilities -128.2(948) American Indian or Alaska Native -81.2(57) Asian -25.8(332) Filipino 21.4(29) Hispanic -68.2(1710) Native Hawaiian or Other Pacific Islander - 83.9(26)	2023-2024 All Students -37(6002) Students English Learner - 105.4(578) Students Foster Youth - 133.6(33) Students Homeless Youth - 111.7(275) Students Socioeconomically Disadvantaged - 70.9(3322) Students Students with Disabilities - 126.7(982) Students		All student groups will increase a minimum of 9 points in their average distance from standard. points total (3 each year).	All Students -6 English Learner - 9.9 Foster Youth Student +23.7 Homeless Youth - 4.2 Socioeconomically Disadvantaged Students -11.4 Students with Disabilities +1.5 African American - 28.3 American Indian or Alaska Native -1.7 Asian Students -3 Filipino +6.4 Hispanic or Latinos -4.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White -7.5(3022) African American -82.6(119) Two or More Races -33.2(436)	African American -110.9(153) Students American Indian or Alaska Native -82.9(69) Students Asian -28.8(337) Students Filipino 27.8(22) Students Hispanic or Latino -72.6(1796) Students Native Hawaiian or Other Pacific Islander -92.6(25) Students White -13.7(3019) Students Two or More Races -34(439) Students			Native Hawaiian or Other Pacific Islander -8.7 White -6.2 Two or More Races -0.8
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)	2023-2024 All Students 40.0%(1001/2504) English Learner 0.8%(1/129) Foster Youth 0.0%(0/13) Homeless Youth 19.2%(25/130) Socioeconomically Disadvantaged 27.1%(358/1323)		All student groups will increase by 6% (2% each year).	All Students -0.8 English Learner -2.3 Homeless Youth +2.1 Socioeconomically Disadvantaged -0.7 Students with Disabilities -2.8 African American -10.2 American Indian or Alaska Native +1.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian or Alaska Native 17.7%(3 /17) Asian 39.4%(65/165) Filipino 50.0%(8 /16) Hispanic 25.2%(191 / 759) Native Hawaiian or Other Pacific Islander (/8) White 48.8%(691/1416) African American 23.3%(14 / 60) Two or More Races 33.0%(86 / 262)	Students with Disabilities 6.9%(20/291) African American 13.0%(9/69) American Indian or Alaska Native 18.8%(6/32) Asian 37.3%(53/142) Filipino 33.3%(3/9) Hispanic or Latino 26.5%(194/732) Native Hawaiian or Other Pacific Islander 0.0%(0/9) White 49.0%(632/1291) Two or More Races 46.7%(79/169) Not Reported 49.0%(25/51)			Asian -2.1 Filipino -16.7 Hispanic or Latino +1.3 White +0.2 Two or More Races +13.7
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.	2024-2025 All students have access to technology to use for instructional purposes.		All students have access to technology to use for instructional purposes.	No Difference
1.10	Priority 8: Pupil Outcomes	2023-2024 All Students 77.0%(1929/2504)	2024-2025 All Students 78.8%(2623/3330)		All student groups will increase by 6% (2% each year).	All Students +1.8 English Learner -2.3 Foster Youth +4.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Basic Phonics Skills Test (Gr. K-2) Students Meeting or Exceeding Benchmark	English Learner 60.8%(138/227) Foster 47.6%(10/21) Homeless 49.4%(77/156) Socioeconomically Disadvantaged 70.2%(965/1374) Students with Disabilities 50.1%(208/415) American Indian or Alaska Native 61.5%(16/26) Asian 75.2%(85/113) Filipino 100.0%(3/3) Hispanic 71.4%(563/788) 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)	English Learner 58.5%(168/287) Foster Youth 51.9%(14/27) Homeless Youth 56.7%(140/247) Socioeconomically Disadvantaged 73.4%(1537/2093) Students with Disabilities 51.0%(319/626) African American 65.8%(48/73) American Indian or Alaska Native 66.7%(24/36) Asian 78.0%(103/132) Filipino 100.0%(4/4) Hispanic or Latino 72.4%(785/1085) Native Hawaiian or Other Pacific Islander 83.3%(15/18) White 82.8%(1327/1602) Two or More Races 80.9%(212/262) Not Reported 86.9%(106/122)			Homeless Youth +7.3 Socioeconomically Disadvantaged +3.2 Students with Disabilities +0.9 African American +5.5 American Indian or Alaska Native -5.2 Asian +2.8 Hispanic or Latino +1 Native Hawaiian or Other Pacific Islander +16.6 White +1.5 Two or More Races -0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Priority 4: Student Achievement Graduate A-G Completion Rate	2022-2023 All Students 34.0%(339/997) English Learner 8.9%(4/45) Foster 7.7%(1/13) Homeless 6.0%(8/134) American Indian or Alaska Native 29.4%(5/17) Asian 49.0%(24/49) Filipino 62.5%(5/8) Hispanic 26.3%(69/262) Native Hawaiian or Other Pacific Islander 0.0%(0/2) White 38.3%(215/561) African American 25.0%(6/24) Two or More Races 17.8%(8/45)	2023-2024 All Students 38.8%(371/955) English Learner 3.8%(1/26) Foster Youth 0.0%(0/7) Homeless Youth 6.3%(4/63) Socioeconomically Disadvantaged 22.2%(107/482) Students with Disabilities 4.7%(5/107) African American 28.0%(7/25) American Indian or Alaska Native 25.0%(2/8) Asian 47.4%(27/57) Filipino 33.3%(2/6) Hispanic or Latino 23.4%(63/269) Native Hawaiian or Other Pacific Islander 0.0%(0/2) White 47.6%(249/523) Two or More Races 32.1%(18/56) Not Reported 33.3%(3/9)		All student groups will increase by 6% (2% each year).	All Students +4.8 English Learner -5.1 Homeless Youth +0.3 African American +3 American Indian or Alaska Native -4.4 Asian -1.6 Filipino -29.2 Hispanic or Latino -2.9 White +9.3 Two or More Races +14.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 Races10.0%(5/50)	2023-2024 All Students 25.0%(239/955) English Learner 0.0%(0/26) Foster Youth 0.0%(0/7) Homeless Youth 4.8%(3/63) Socioeconomically Disadvantaged 21.2%(102/482) Students with Disabilities 11.2%(12/107) African American 28.0%(7/25) American Indian or Alaska Native 25.0%(2/8) Asian 21.1%(12/57) Filipino 16.7%(1/6) Hispanic or Latino 16.0%(43/269) Native Hawaiian or Other Pacific Islander 50.0%(1/2) White 29.3%(153/523) Two or More Races 32.1%(18/56) Not Reported 22.2%(2/9)		All student groups will increase by 6% (2% each year).	All Students +10.1 Homeless Youth -1.1 Socioeconomically Disadvantaged +6 Students with Disabilities -0.5 African American +20.0 American Indian or Alaska Native +19.7 Asian +16.5 Hispanic or Latino +3.3 White +10.4 Two or More Races +22.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Priority 4: Student Achievement English Learner Progress Indicator (ELPI) CA Dashboard Percentage of Students Meeting Requirements	2022-2023 English Learner 56.6%(365/645)	2024-2025 English Learner 45.2%(276/611)		The number of English Learners meeting ELPI requirements will increase by 6% (2% each year).	Decrease of 11.4 Percentage Points
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.	2024-2025 100% of students have access to online instructional resources at school.		Maintain 100% access for students at school.	No Difference
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)	2023-2024 All Students 31.1%(295/950) English Learner 7.7%(2/26) Homeless Youth 6.3%(4/63) Socioeconomically Disadvantaged 19.2%(92/480) Students with Disabilities 0.0%(0/6) African American 28.0%(7/25)		All student groups will increase by 3% (1% each year).	All Students +10.8 Homeless Youth +2.5 Socioeconomically Disadvantaged +5.6 African American +9.0 American Indian or Alaska Native -16.9 Asian +17.9 Filipino +54.2 Hispanic or Latino +5.5 White +13.7 Two or More Races -1.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic 15.9%(37/232) Native Hawaiian or Other Pacific Islander 0.0%(0/3) White 22.2%(118/532) African American 19.0%(4/21) Two or More Races 20.6%(7/34)	American Indian or Alaska Native 12.5%(1/8) Asian 43.9%(25/57) Filipino 66.7%(4/6) Hispanic or Latino 21.4%(57/266) Native Hawaiian or Other Pacific Islander 0.0%(0/2) White 35.9%(187/521) Two or More Races 19.6%(11/56) Not Reported 33.3%(3/9)			
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)	2024-2025 All Students 49.4%(1183/2394) English Learner 2.6%(4/155) Foster Youth 10.0%(1/10) Homeless Youth 14.5%(24/165) Socioeconomically Disadvantaged 37.3%(522/1398) Students with Disabilities 12.0%(41/342) African American 20.4%(10/49)		All student groups will increase by 6% (2% each year).	All Students +1.9 English Learner +0.5 Homeless Youth -1.2 Socioeconomically Disadvantaged +1.5 Students with Disabilities -1.8 American Indian or Alaska Native Asian -10.9 Filipino) Hispanic or Latino +1.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian 49.3% (70/142) Filipino 70.0% (7/10) Hispanic 34.8% (249/715) Native Hawaiian or Other Pacific Islander 33.3% (5/15) White 55.9% (669/1197) African American 20.4% (10/49) Two or More Races 48.3% (85/176)	American Indian or Alaska Native 30.8%(8/26) Asian 44.2%(53/120) Filipino 54.5%(6/11) Hispanic or Latino 36.7%(273/744) Native Hawaiian or Other Pacific Islander 35.7%(5/14) White 58.7%(693/1181) Two or More Races 54.1%(99/183) Not Reported 55.7%(39/70)			Native Hawaiian or Other Pacific Islander +2.4 White +2.8 Two or More Races -5.8
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) Socioeconomically Disadvantaged 10.3%(68/658) Students with Disabilities 19.3%(26/135)	2023-2024 All Students 7.0%(81/1042) Foster Youth 25.0%(3/12) Homeless Youth 24.0%(32/129) Socioeconomically Disadvantaged 7.0%(67/851) Students with Disabilities 10.0%(15/140) African American 7.0%(2/26)		All student groups will decrease by 3% (1% each year).	All Students -0..5 English Learners - 5.3 Foster Youth +9.5 Homeless Youth - 1.0 Socioeconomically Disadvantaged - 3.3 Students with Disabilities -9.3 African American - 5.0 Asian +1.5 White 0.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	Asian 3.0%(2/59) Hispanic or Latino 8.0%(23/289) White 6.0%(36/569) Two or More Races 6.0%(4/59) Did not Report 59.0%(13/22) English Learners 10.0%(4/40)			Two or More Races -8.0
1.18	Priority 4: Student Achievement Star Reading (Gr. 3-5) Students Average Distance from Standard in Academic Years of Achievement	2023-2024 All Students -0.4 (3603) English Learner -1.8 (279) Foster -1.7 (24) Homeless -1.0 (181) Socioeconomically Disadvantaged -0.7 (2029) Students with Disabilities -1.4 (452) African American -1.0 (88) American Indian or Alaska Native -1.4 (38) Asian -0.8 (196) Filipino +0.7 (8) Hispanic -0.8 (1066) Native Hawaiian or Other Pacific Islander -1.3 (16)	2024-2025 All Students -0.3 (3600) English Learner -1.7 (255) Foster -1.3 (26) Homeless -0.9 (218) Socioeconomically Disadvantaged -0.6 (2205) Students with Disabilities -1.2 (555) African American -0.8 (83) American Indian or Alaska Native -1.1 (40) Asian -0.7 (157) Filipino +0.2 (9)		All student groups will increase by 0.3 Percentage Points (0.1 each year).	All Students + 0.1 English Learner + 0.1 Foster + 0.4 Homeless +0.1 Socioeconomically Disadvantaged +0.1 Students with Disabilities +0.2 African American +0.2 American Indian or Alaska Native +0.3 Asian +0.1 Filipino -0.5 Hispanic 0 Native Hawaiian or Other Pacific Islander +0.5 Two or More Races +0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races -0.2 (296) White 0 (1778)	Hispanic -0.8 (1094) Native Hawaiian or Other Pacific Islander -0.8 (17) Two or More Races -0.1 (300) White 0 (1795)			White 0
1.19	Priority 5: Student Engagement High School Graduation Rate	2022-2023 All Students 91.3%(920/1008) English Learner 80.0%(36/45) Foster 84.6%(11/13) Homeless 75.2%(106/141) Socioeconomically Disadvantaged 89.1%(595/668) Students with Disabilities 78.7%(111/141) American Indian or Alaska Native 94.4%(17/18) Asian 95.9%(47/49) Filipino (/8) Hispanic 88.6%(240/271) Native Hawaiian or Other Pacific Islander (/2)	2023-2024 All Students 90.5%(953/1053) English Learner 90.7%(39/43) Foster Youth 69.2%(9/13) Homeless Youth 72.9%(97/133) Long-Term English Learner 90.9%(20/22) Socioeconomically Disadvantaged 90.4%(778/861) Students with Disabilities 80%(116/145) Asian 96.6%(57/59) African American 92.6%(25/27) Hispanic 90.8%(268/295)		All student groups will increase by 3% (1% each year).	All Students -0.8 English Learners 10.7 Foster Youth -15.4 Homeless Youth -2.3 Long-Term English Learner +10.7 Socioeconomically Disadvantaged +1.3 Students with Disabilities +1.3 Asian +0.7 African American +5.1 Hispanic +2.2 White -1.7 Two or More Races +7.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 93.1%(523/562) African American 87.5%(21/24) Two or More Races 84.4%(38/45)	White 91.4%(522/571) Two or More Races 91.8%(56/61)			
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 0.4% more growth compared to students who did not receive Reading Specialist Support 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 13.9% less growth compared to students who did not receive Reading Specialist Support on the Star Reading Test than those that did not.	2024-2025 Students in grades K-2 who received support from a Reading Specialist showed approximately 0.5% more growth compared to students who did not receive Reading Specialist Support on the Basic Phonics Skills Test. Students in grades 3-5 who received support from a Reading Specialist showed approximately 28.6% less growth compared to students who did not receive Reading Specialist		All student groups will show more growth than students who did not receive reading specialist support.	K-2 Students Receiving Reading Specialist Services Improved to 0.5% More Growth Than Other Students 3-5 Students Receiving Reading Specialist Services Did Not Show as Much Growth Than Other Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Support on the Star Reading Test.			
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) Hispanic 34.5% (91/264) White 54.4% (305/561) African American 29.2% (7/24) Two or More Races 28.9% (13/45)	2023-2024 All Students 46.3%(482/1042) English Learner 10.0%(4/40) Foster Youth 25.0%(3/12) Homeless Youth 16.3%(21/129) Socioeconomically Disadvantaged 41.1%(350/851) Students with Disabilities 6.4%(9/140) African American 34.6%(9/26) Asian 61.0%(36/59) Hispanic or Latino 31.8%(92/289) White 54.8%(312/569) Two or More Races 40.7%(24/59)		All student groups will increase by 6% (2% each year).	All Students -0.6 English Learner +1.1 Foster Youth +25.0 Homeless Youth +2.9 Socioeconomically Disadvantaged +4.9 Students with Disabilities -4.5 African American +5.4 Asian -0.2 Hispanic or Latino -2.7 White +0.4 Two or More Races +11.8
1.22	Priority 5: Student Engagement	2023-2024	2024-2025 58 students were served in Medically		Maintain Services as Necessary	Less students Served

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 Medically Necessary Instruction	Necessary and Off Campus Instruction Programs			
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)	2023-2024 All Students 11.9%(114/955) English Learner 0.0%(0/26) Foster Youth 0.0%(0/7) Homeless Youth 0.0%(0/63) Socioeconomically Disadvantaged 7.5%(36/482) Students with Disabilities 0.9%(1/107) Female 11.9%(55/462) Male 12.0%(59/492) Nonbinary 0.0%(0/1) African American 12.0%(3/25) American Indian or Alaska Native 12.5%(1/8) Asian 10.5%(6/57) Filipino 16.7%(1/6)		All student groups will increase by 6% (2% each year).	All Students +5.9 Foster Youth Socioeconomically Disadvantaged +2.5 Students with Disabilities 0 African American +12. American Indian or Alaska Native +7.2 Asian +10.5 Filipino +16.7 Hispanic or Latino +1.2 White +7.1 Two or More Races +8.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic or Latino 5.2%(14/269) Native Hawaiian or Other Pacific Islander 0.0%(0/2) White 15.5%(81/523) Two or More Races 10.7%(6/56) Not Reported 22.2%(2/9)			
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.	2024-2025 All elementary students had weekly access to these engagement opportunities.		All elementary students will have weekly access to these engagement opportunities.	No Difference
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% African American 50.0% American Indian or Alaska Native 75.0% Asian 66.7% Filipino 100.0% Hispanic 64.9%	2024-2025 All Students 71.3%(565/792) English Learner 57.1%(44/77) Foster Youth 33.3%(2/6) Homeless Youth 51.6%(32/62) Socioeconomically Disadvantaged 66.5%(328/493) Students with Disabilities 42.3%(66/156)		All student groups will increase by 6% (2% each year).	All Students -2.3 English Learner +7.8 Foster Youth +8.3 Homeless Youth +10.1 Socioeconomically Disadvantaged +2.9 Students with Disabilities -4.1 African American +13.6 American Indian or Alaska Native -37.5

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% White 79.5% Two or More Races 81.5%	African American 63.6%(7/11) American Indian or Alaska Native 37.5%(3/8) Asian 63.2%(24/38) Filipino 100.0%(1/1) Hispanic or Latino 69.1%(179/259) Native Hawaiian or Other Pacific Islander 75.0%(3/4) White 73.9%(264/357) Two or More Races 71.2%(52/73)			Asian -3.5 Hispanic or Latino +4.2 Native Hawaiian or Other Pacific Islander +25.0 White -5.6 Two or More Races -10.3
1.26	Priority 4: Student Achievement CAASPP ELA Percentage of 11th Graders Meeting or Exceeding Standard	2022-2023 All Students 66.52%(623/936) 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)	2023-2024 All Students 64.8%(612/944) English Learner 3.7%(1/27) Foster Youth 50.0%(2/4) Homeless Youth 45.7%(21/46) Socioeconomically Disadvantaged 53.6%(240/448) Students with Disabilities 16.4%(18/110)		All student groups will increase by 6% (2% each year).	All Students -1.72 Homeless Youth +8.86 Socioeconomically Disadvantaged -3.84 Students with Disabilities +2.26 African American -15.83 Asian -3.62 Hispanic or Latino +2.3 White -2.04 Two or More Races -10.56

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	African American 30.0%(9/30) American Indian or Alaska Native 40.0%(4/10) Asian 61.2%(30/49) Filipino 100.0%(5/5) Hispanic or Latino 55.5%(141/254) Native Hawaiian or Other Pacific Islander 0.0%(0/1) White 71.4%(377/528) Two or More Races 61.5%(32/52) Not Reported 93.3%(14/15)			
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) Homeless 10.53%(2/19) American Indian or Alaska Native %(0/7)	2023-2024 All Students 32.4%(306/945) English Learner 0.0%(0/29) Foster Youth 0.0%(0/4) Homeless Youth 2.2%(1/45) Socioeconomically Disadvantaged 19.0%(85/447)		All student groups will increase by 6% (2% each year).	All Students -3.59 Homeless Youth -8.33 Socioeconomically Disadvantaged -5.01 Students with Disabilities +3.48 African American -20.80 Asian -4.84 Hispanic or Latino -4.00 White -3.62

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	Students with Disabilities 4.5%(5/111) African American 16.7%(5/30) American Indian or Alaska Native 30.0%(3/10) Asian 39.6%(19/48) Filipino 50.0%(2/4) Hispanic or Latino 16.8%(43/256) Native Hawaiian or Other Pacific Islander 0.0%(0/1) White 39.1%(207/529) Two or More Races 36.5%(19/52) Not Reported 53.3%(8/15)			Two or More Races+4.15
1.28	Priority 4: Student Achievement English Learner Reclassification Rate Percentage of English Learners who are Reclassified	2022-2023 English Learner 16.7% (138/827)	2023-2024 English Learner 5.7%(48/838)		All student groups will increase by 6% (2% each year).	Decrease of 11 Percentage Points
1.29	Priority 2: Implementation of State Standards	2023-2024	2024-2025		All items will either increase one level on the rating scale,	Professional Learning for Teachers:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Dashboard Local Indicators Self Reflection Tool	Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Professional Learning for Teachers: English Language Arts 4 English Learner Dev. 4 Mathematics 4 Science 3 History-Social Science 4 Instructional Material Availability: English Language Arts 5 English Learner Dev. 5 Mathematics 5 Science 4 History-Social Science 4 Identifying Areas for Improvement in Delivering Instruction: English Language Arts 5	Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Professional Learning for Teachers: English Language Arts 4 English Learner Dev. 4 Mathematics 4 Science 3 History-Social Science 4 Instructional Material Availability: English Language Arts 5 English Learner Dev. 5 Mathematics 5 Science 4 History-Social Science 4		or maintain a level 5.	Science - Improved by One Level All Other Subjects Maintained Previous Ratings Instructional Material Availability: All Subjects Maintained Previous Ratings Identifying Areas for Improvement in Delivering Instruction: All Subjects Maintained Previous Ratings Implementation of Academic Standards: All Subjects Declined from Previous Ratings Support for Teachers and Administrators: Identifying the professional learning needs of groups of teachers or staff as a whole:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner Dev. 4 Mathematics 4 Science 4 History-Social Science 4 Implementation of Academic Standards: Career and Technical Education 5 Health 5 Physical Education 5 Visual and Performing Arts 5 World Language 5 Support for Teachers and Administrators: Identifying the professional learning needs of groups of teachers or staff as a whole 4 Identifying the professional learning needs of individual teachers 4 Providing support for teachers on the standards they have not yet mastered 4	Identifying Areas for Improvement in Delivering Instruction: English Language Arts 5 English Learner Dev. 4 Mathematics 4 Science 4 History-Social Science 4 Implementation of Academic Standards: Career and Technical Education 4 Health 4 Physical Education 4 Visual and Performing Arts 4 World Language 4 Support for Teachers and Administrators: Identifying the professional learning needs of groups of teachers or staff as a whole 5			Improved by One Level Identifying the professional learning needs of individual teachers:Improved by One Level Providing support for teachers on the standards they have not yet mastered:Improved by One Level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Identifying the professional learning needs of individual teachers 5 Providing support for teachers on the standards they have not yet mastered 4			

Goal Analysis [2024-25]

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.

Over the past years Chico Unified moved from planning an MTSS-aligned academic framework to operating it in every classroom. All 17 Goal 1 actions—ranging from credential monitoring and textbook adoption to Reading Specialists and after-school homework support—were either fully executed or strategically adjusted to meet evolving site needs. Budgeted investments in instructional materials, technology, and staffing were released on schedule, giving every site the resources promised in the adopted LCAP.

Action #
Action Title
Implementation Level
Rationale, Successes, and Challenges

Action 1.1–1.4
Basic Conditions (Staffing, Materials, Devices, Facilities)
5 - Full Implementation & Sustainability
Successes: The district maintained 100% appropriately assigned teachers, full sufficiency of standards-aligned instructional materials, and a 1-to-1 device ratio across all 12,000+ students. These inputs created a consistent foundation for equity and access.
Challenges: None significant; these conditions are now systemically embedded and sustained.

Action 1.5
District-wide Assessments and Data Cycles
4 – Full Implementation

Successes: Teachers used six-week progress-monitoring cycles to target interventions more precisely. Site teams reported faster access to actionable data using i-Ready, STAR, and EduClimber.
Challenges: Based on teacher feedback, the district eliminated the winter benchmark to reduce assessment load. While it preserved instructional time, some sites requested clearer guidance on how to ensure comparable data across windows.

Action 1.6
Academic Interventions (RTI, Math Lab, Read 180, etc.)
3 – Initial Implementation
Successes: Significant DFS gains for priority groups: African American students improved +3.7 in ELA and +17 in Math; Socioeconomically Disadvantaged students improved +5 in ELA and +6.7 in Math. IXL, funded through LREBG, supported differentiated math instruction at junior high schools.
Challenges: Implementation was uneven across sites. Some lacked coordination or had gaps in Tier 2 scheduling, limiting consistent delivery.

Action 1.7
Instructional Support Services (Bilingual Aides)
2 – Beginning Development
Successes: Sites prioritized bilingual aide placement at newcomer hubs and Title I schools. Short-term community liaison contracts helped bridge staffing gaps.
Challenges: Only 82% of aide hours were filled due to persistent labor shortages. English Learner progress declined to 45.2% making growth (Orange), highlighting the critical need for consistent staffing.

Action 1.8
After-school Homework Support
3 – Initial Implementation
Successes: Offered at every Title I site. Programs correlated with a 3.2 percentage point drop in chronic absenteeism.
Challenges: Variable attendance and participation across campuses made it difficult to assess consistent academic impact. Staffing and hours fluctuated in spring semester.

Actions 1.9–1.10
Professional Development & Teachers On Special Assignment (TOSAs)
3 – Initial Implementation
Successes: Teachers expressed high satisfaction with Science of Reading professional development, and elementary literacy instruction became more aligned with research-based practice.
Challenges: Junior high math performance declined at several sites, indicating a need to strengthen math-focused professional learning and ensure TOSA deployment is targeted by need.

Action 1.11
Elementary Art, Music & PE Enrichment
4 – Full Implementation

Successes: Weekly rotations met district targets. Nine of twelve elementary schools recorded Green or Blue status for suspension, suggesting improved school climate and engagement.
Challenges: Scheduling constraints at smaller sites limited full participation in some programs.

Action 1.12
Online Access (Library/Media Support)
4 – Full Implementation
Successes: Maintained universal connectivity. Tools like EduClimber and Kelvin supported real-time engagement monitoring and SEL check-ins.
Challenges: Some site staff requested deeper training on data dashboards to maximize tool use.

Action 1.13
Secondary Counselors
5 – Full Implementation & Sustainability
Successes: Counselors used early-warning dashboards to identify at-risk students two quarters earlier. Middle school dropout held at 0%; high school dropout declined to 7.8%. Challenges: Caseloads remain high at some campuses, prompting discussion of added supports for high-risk cohorts.

Action 1.14
Medically Necessary Instruction
3 – Initial Implementation
Successes: Served 85 students in 2023–24, with most maintaining on-track credit completion.
Challenges: No CAASPP outcome data yet; still considered promising but unproven. Staffing shortages in spring required additional outreach to ensure continuity.

Action 1.16
Elementary Reading Specialists
5 – Full Implementation & Sustainability
Successes: Students receiving support outgrew peers by seven points on phonics; students in grades 3 through 5 gained an extra month on STAR Reading.
Challenges: Need for continued coordination with classroom teachers and expanded use of Lexia to ensure alignment across sites.

Action 1.23
College and Career Readiness Supports
3 – Initial Implementation
Successes: CTE pathway completion rose from 33.6% to 35.3%. Chico High's "Prepared" rate improved to 51.3%.
Challenges: A–G completion declined slightly, and fewer than 11% of graduates completed both A–G and a pathway. Integrated guidance systems are still emerging.

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 mostly 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. Of note is the delay in the Math adoption which caused a large difference between our original budget and the estimated actuals for Action 1.2.

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

Chico Unified evaluated the effectiveness of each Goal 1 action by examining student outcomes across core academic indicators, with a specific focus on priority subgroups: English Learners, Long-Term English Learners, Students with Disabilities, Foster Youth, and students experiencing chronic absenteeism. The analysis reveals that while foundational conditions are fully in place, gains in academic performance varied by subgroup, subject area, and action type.

Actions That Were Highly Effective
Several actions produced strong, measurable impacts on student achievement and engagement:

Actions 1.1 to 1.4 (Basic Conditions: Staffing, Materials, Devices, Facilities)
These foundational inputs were fully implemented, with 100% of teachers appropriately assigned, full textbook sufficiency, 1-to-1 device access, and all campuses rated "Good" or "Exemplary" on the FIT. These conditions eliminated access-related barriers and ensured equity across classrooms.

Action 1.16 (Elementary Reading Specialists)
Early-literacy interventions produced strong results:
Students in grades K through 2 receiving specialist support outgrew peers by seven points on the Basic Phonics Skills Test.
Grades 3 through 5 students gained the equivalent of one additional month of growth on STAR Reading.
This action was fully implemented ahead of schedule and strongly correlated with Chico Unified maintaining a Green status in ELA.

Action 1.13 (Secondary Counselors)
Counselors supported transcript audits, postsecondary planning, and dropout prevention.
High school dropout fell to 7.8% (down from 8.2%), and middle school dropout remained at zero.
Counselors used early-warning dashboards to identify off-track students two quarters earlier.
This action was highly effective in supporting graduation outcomes and re-engagement.

Actions That Were Effective

These actions were implemented as planned and showed clear positive outcomes, though not all effects were equally distributed across all student groups:

Action 1.5 (Assessment System and Data Cycles)
The district maintained six-week benchmark cycles and improved staff access to data through i-Ready, STAR, and EduClimber.
These tools enabled timely intervention and supported districtwide gains in both ELA and Math.

Action 1.11 (Elementary Enrichment: Art, Music, PE)
This action contributed to improved school climate and student engagement.
Nine of twelve elementary schools maintained Green or Blue suspension status.
Weekly enrichment helped students stay connected to school and indirectly supported academic outcomes.

Action 1.12 (Online Access and Digital Tools)
Ensured universal connectivity and access to instructional software.
Supported continuity of instruction and SEL monitoring through platforms like Kelvin and EduClimber.

Actions That Were Moderately Effective
These actions showed mixed results or demonstrated uneven impact across sites:

Action 1.6 (Academic Interventions: RTI, Math Lab, Read 180)
Targeted interventions generated strong results for some subgroups:
African American students improved +3.7 in ELA and +17 in Math.
Socioeconomically Disadvantaged students gained +5 in ELA and +6.7 in Math.

However, implementation consistency varied by site, and some students did not receive sustained support due to scheduling or coordination gaps.

College and Career Readiness Supports
CTE pathway completion increased from 33.6% to 35.3%.
However, A–G completion declined, and fewer than 11% of students completed both A-G and a pathway.
While momentum is building, further alignment is needed between academic rigor and career preparation.

Actions That Were Partially Effective
Some actions faced significant implementation constraints that limited their overall impact:

Action 1.7 (Instructional Support Services – Bilingual Aides)
Only 82% of planned aide hours were staffed due to persistent labor shortages.

English Learner progress fell to 45.2% making growth (Orange status).
Language access was uneven, particularly for Long-Term English Learners and at newcomer hubs.

Action 1.8 (After-School Homework Support)
Implemented at all Title I sites and correlated with a 3.2-point drop in chronic absenteeism.
However, participation and academic impact varied significantly by campus, limiting consistent effectiveness.

Actions with Mixed or Unproven Effectiveness
These actions either lack sufficient data to confirm outcomes or showed unclear results:

Actions 1.9 and 1.10 (Professional Development (PD) and TOSAs)
Science of Reading PD was well received and supported early literacy gains.
However, junior high math performance declined in some schools, and TOSA deployment was not always aligned to need.
Results are mixed and suggest the need for better alignment between professional learning and site-specific performance data.

Action 1.14 (Medically Necessary Instruction)
Served 85 students and supported credit recovery.
No CAASPP results are yet available for outcome comparison.
This remains a promising but unproven intervention.

Summary of Key Takeaways
What Worked Best:

Reading Specialists, secondary counselors, and foundational access (devices, materials, staffing) had the strongest impact on student achievement and engagement.
Early-literacy investments are yielding consistent benefits, particularly in grades K through 2.

Where We Need More Focus:

Math and English language development remain the most persistent challenges, especially for English Learners, Long-Term English Learners, and Students with Disabilities.
Interventions need to be more coherent across grade levels and more consistently staffed, especially in mathematics and language support.

Overall Assessment:

The majority of Goal 1 actions are either fully or substantially implemented and are producing measurable benefits, particularly when staffing is stable and intervention time is protected. Where implementation was partial or inconsistent, outcome data confirms that effectiveness was diminished.

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.

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.

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.	$141,371.00	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.	$3,381,000.00	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.	$1,100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Facilities Maintenance	Regularly inspect and maintain facilities.	$6,544,909.00	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.	$144,398.00	Yes
1.6	Academic Interventions	CUSD will implement academic interventions in TK-12 grades (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.	$1,499,030.00	Yes
1.8	After School Homework Support (ASES, BLAST, Fair	CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.	$8,353,680.00	No

Action #	Title	Description	Total Funds	Contributing
	View High School, ELOP)			
1.9	Provide Professional Development	CUSD will provide professional development throughout the year in the following areas but not limited to: the Math and English Language Arts California Standards, English Language Development, Instructional Technology, Co-teaching models, and Best Instructional Practices. Other PD can include Trauma-Informed Practices, Social-Emotional Learning and Mindfulness.	$825,359.00	No
1.10	Teachers on Special Assignment (TOSAs)	CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include: * Secondary Instructional Specialist TOSAs (.2 Math and .2 English Language Arts) *Illuminate/Data TOSA (1.0 FTE) *English Language Development (ELD) Coaches - Funded from another source. ELD Coaches will support teachers with English Learners (ELs) and teachers with Long Term English Learners (LTELs).	$290,730.00	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.	$2,177,501.00	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.	$1,303,289.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. These Counselors will also provide comprehensive student support with site and district administration and academic, Career and Technical Education (CTE), Data/Assessment and ELD Coordinators. 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.	$3,381,593.00	Yes
1.14	Medically Necessary Instruction/Off Campus Instruction	CUSD will provide Medically Necessary Instruction/Off Campus Instruction as needed.	$170,409.00	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.	$1,834,238.00	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.	$1,634,576.00	Yes
1.17	Digital Platforms for Students	District staff will utilize the following digital platforms to monitor student growth, reading difficulties, provide summer school curriculum for junior high, and check-in's with students on a variety of things: IXL, EduClimber, Kelvin, Lexia, and mClass.	$637,500.00	No

Action #	Title	Description	Total Funds	Contributing
		The data collection and analysis that IXL provides to teachers is invaluable to improving student outcomes. According to a meta-analysis published in the Journal of Human Resource and Sustainability Studies, "educational institutions that use data-driven decision-making procedures typically have students that achieve at higher levels academically." Kelvin's focus on monitoring social emotional well being of students is supported by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and demonstrates that "SEL leads to beneficial outcomes related to: social and emotional skills, academic performance, mental wellness, healthy behaviors, school climate and safety, and lifetime outcomes." All of these platforms are funded by LREBG.The LREBG provides one-time funds to county offices of education (COEs), school districts, and charter schools for learning recovery initiatives through the 2027–28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. The cost is $637,500. The metrics used to asses the effectiveness of this action are: 1.16, 2.9, 1.6, 1.18, and 1.10.		
1.18	Reading Pals	Elementary students who have data demonstrating that they are approaching reading proficiency participate in this mentoring/reading practice program at all elementary schools. Reading Pals is funded from LREBG and will be measured by Metric 1.6.	$270,259.00	No

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.

As Chico Unified continues to address the lingering academic impacts of the pandemic and the trauma of repeated wildfire displacement, the need for sustained and coordinated social-emotional support has never been clearer. Although academic performance indicators such as ELA and graduation remain relatively strong, student wellness and engagement present critical challenges that directly hinder learning.

Districtwide, 15.9% of students were chronically absent in 2023–24, with rates as high as 34% among Foster Youth and over 44% among Homeless Youth—both groups with deep and persistent barriers to school connection. While overall chronic absenteeism declined by more than 3 percentage points, significant disparities remain. African American students (34.6%), Pacific Islanders (42.6%), and Students with Disabilities (24.7%) remain far above the district average.

The LREBG needs assessment reinforces these gaps. It identifies the same groups—Long-Term English Learners, Foster Youth, Homeless Youth, and Students with Disabilities—as requiring intensive, wraparound interventions that go beyond academics. Chronic absenteeism at alternative settings such as CAL, Oakdale, and Oak Bridge indicate extreme disengagement among students already facing challenges.

To re-engage these students and support their ability to learn, CUSD is investing in Tier 2 and Tier 3 interventions that embed trauma-informed care, behavioral health supports, and family outreach within a Multi-Tiered System of Support (MTSS). This includes the continued expansion of Targeted Case Managers (TCMs), the use of social-emotional screeners through platforms like Kelvin, and partnerships with clinicians and community agencies to address wellness barriers that manifest as absenteeism, anxiety, and school refusal.

In short, Goal 2 addresses the root causes behind absenteeism and disengagement. Without safe, affirming spaces and trusted adult relationships, academic learning cannot take hold. For that reason, this goal continues to prioritize mental health support, socio-emotional skill development, and family partnerships as essential preconditions for educational equity.

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) African American 29.1%(95/326) American Indian or Alaska Native 23.3%(30/129) Asian 14.8%(102/687) Filipino 10.4%(5/48) Hispanic 21.4%(821/3831) Native Hawaiian or Other Pacific Islander 28.3%(17/60) White 9.4%(608/6465) Two or More Races 13.7%(128/937)	2024-2025 All Students 13.9%(1823/13074) English Learner 50.7%(436/860) Foster 57.4%(62/108) Homeless 59.0%(616/1044) Socioeconomically Disadvantaged 19.3%(1507/7817) Students with Disabilities 17.6%(437/2485) African American 25.5%(84/329) American Indian or Alaska Native 23.3%(23/147) Asian 18.0%(111/615) Filipino 8.5%(4/47) Hispanic 19.4%(777/4001) Native Hawaiian or Other Pacific Islander 25.4%(16/63) White 9.8%(632/6473)		All student groups will maintain or increase from the previous year.	All Students -0.6 English Learner +9.9 Foster -27.1 Homeless -29.2 Socioeconomically Disadvantaged -3.2 Students with Disabilities -3.6 African American -3.6 Asian +3.2 Filipino -1.9 Hispanic -2.0 Native Hawaiian or Other Pacific Islander -2.9 White +0.4 Two or More Races -0.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races 13.1%(134/1019)			
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) 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)	2024-2025 All Students 39.7%(5081/12809) English Learner 41.5%(357/860) Foster 74.3%(78/105) Homeless 62.8%(650/1035) Socioeconomically Disadvantaged 45.4%(3490/7692) Students with Disabilities 48.9%(1113/2278) African American 58.4%(188/322) American Indian or Alaska Native 57.3%(82/143) Asian 28.5%(172/604) Filipino 24.4%(11/45) Hispanic 40.8%(1603/3926) Native Hawaiian or Other Pacific		All student groups will maintain or increase from the previous year.	All Students -6.9 English Learner -6.8 Foster +5.9 Homeless -4.3 Socioeconomically Disadvantaged -6.7 African American -1.7 American Indian or Alaska Native -4.7 Asian -11.7 Filipino -2.7 Hispanic -6.9 Native Hawaiian or Other Pacific Islander -12.3 White -7.3 Two or More Races -5.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Islander 37.7%(23/61) White 37.8%(2403/6361) Two or More Races 45.7%(454/993)			
2.6	Priority 6: School Climate Professional Development	2023-2024 100% of CUSD staff received opportunities for professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	2024-2025 100% of CUSD staff received opportunities for professional development to support trauma-informed practices and positive behavior strategies.		100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and/or positive behavior strategies.	No Difference
2.7	Priority 5: Student Engagement Attendance Rate	2023-2024 All Students 93.7% English Learner 93.9% Foster 87.8% Homeless 85.7% Socioeconomically Disadvantaged 92.2% American Indian or Alaska Native 89.5% Asian 95.9% Filipino 96.9% Hispanic 93.2%	2024-2025 All Students 93.4% English Learner 93.1% Foster 84.8% Homeless 86.3% Socioeconomically Disadvantaged 92.3% African American 90.1% American Indian or Alaska Native 90.0%		All student groups will have an attendance rate of 95.5%.	All Students -0.3 English Learner -0.8 Foster -3.0 Homeless +0.6 Socioeconomically Disadvantaged +0.1 African American -1.2 American Indian or Alaska Native +0.5 Asian +0.1 Filipino -0.8 Hispanic -0.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Native Hawaiian or Other Pacific Islander 90.0% White 94.0% African American 91.3% Two or More Races 93.1%	Asian 96% Filipino 96.1% Hispanic 92.9% Native Hawaiian or Other Pacific Islander 91.7% White 93.9% Two or More Races 92.6%			Native Hawaiian or Other Pacific Islander +1.7 White -0.1 Two or More Races -0.5
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) African American 40.7%(77/189) American Indian or Alaska Native 38.3%(31/81) Asian 9.9%(47/473) Filipino 3.6%(1/28) Hispanic 22.2%(560/2526)	2023-2024 All Students 15.9%(8575) English Learner 16.1%(768) Foster 25.4%(63) Homeless 39.2%(556) Long-Term English Learners 33.8%(74) Socioeconomically Disadvantaged 22.6%(5077) Students with Disabilities 24.7%(1519) African American 34.6%(211) American Indian or Alaska Native 31.4%(86) Asian 9.9%(47/473) Filipino 3.6%(1/28)		All student groups will decline by 6% (2% each year).	All Students -3.2 English Learner -3.2 Foster -8.8 Homeless -5.7 Socioeconomically Disadvantaged -2.2 Students with Disabilities -5.6 African American -6.1 American Indian or Alaska Native -6.9 Asian 0 Filipino 0 Hispanic -4.0 Native Hawaiian or Other Pacific Islander -4.1 White -3.4 Two or More Races -1.8

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) Two or More Races 19.2%(184/958)	Hispanic 18.2%(2675) Native Hawaiian or Other Pacific Islander 42.6%(47) White 13.3%(4143) Two or More Races 17.4%(917)			
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) White 89.1%(2944/3305)	2024-2025 All Students 82.2%(62885/76484) English Learner 82.3%(3740/4542) Foster Youth 64.3%(362/563) Homeless Youth 78.4%(4139/5278) Socioeconomically Disadvantaged 80.7%(34138/42318) Students with Disabilities 77.7%(8504/10948) Female 83.5%(30629/36660) Male 81.0%(32095/39608) Nonbinary 74.5%(161/216)		All student groups will maintain or increase from the previous year.	All Students -6.5 English Learner -8.5 Foster Youth -7.8 Homeless Youth -8.7 Socioeconomically Disadvantaged -6.8 Students with Disabilities -8.7 African American -5.8 American Indian or Alaska Native -1.1 Asian -5.4 Filipino +10.9 Hispanic or Latino -6.9 Native Hawaiian or Other Pacific Islander -13.3 White -6.0 Two or More Races -8.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American 81.5%(123/151) Two or More Races 87.1%(391/449)	African American 75.7%(1357/1793) American Indian or Alaska Native 75.9%(562/740) Asian 85.9%(3417/3979) Filipino 95.3%(244/256) Hispanic or Latino 81.6%(18177/22285) Native Hawaiian or Other Pacific Islander 83.0%(341/411) White 83.1%(32393/38958) Two or More Races 78.9%(4686/5940) Not Reported 80.5%(1708/2122)			

Goal Analysis [2024-25]

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.

Implementation of Goal 2 actions in 2024–25 focused on deepening student wellness supports, expanding access to Targeted Case Managers and counselors, and refining data systems for proactive intervention. All major actions under Goal 2 were fully implemented, including continued deployment of LREBG-funded staff and resources.

Action #
Action Title

Implementation Level
Rationale, Successes, and Challenges

Action 2.1
Professional Development (SEL and Trauma-Informed Care)
4 – Full Implementation
Successes: Training was delivered to certificated and classified staff across all sites. Staff reported increased confidence supporting student mental health, and site-based coaching reinforced SEL implementation.
Challenges: Professional development attendance at smaller alternative sites was inconsistent, requiring follow-up coaching to ensure equitable access to strategies.

Action 2.2
Counselors (K–12)
4 – Full Implementation
Successes: Counselors conducted high volumes of SEL check-ins with students in high-priority groups, contributing to the district's Green suspension status and maintaining a 91 percent graduation rate.
Challenges: Caseloads remained high, especially at secondary and alternative sites, limiting the depth of follow-up.

Action 2.3
Targeted Case Managers (TCMs)
5 – Full Implementation & Sustainability
Successes: TCMs maintained outreach to Foster and Homeless Youth at rates more than four times the district average. Their case management was linked to improved attendance, reduced suspensions, and higher re-engagement rates.
Challenges: Caseloads were particularly high at continuation schools like Oakdale and Fair View, reducing individualized attention for the most disengaged students.

Action 2.4
Social-Emotional Screener (Kelvin)
4 – Full Implementation
Successes: SEL screener data was successfully integrated into site-based wellness planning and Student Success Team referrals. Early identification of at-risk students improved.
Challenges: Site-level use varied. Some schools needed additional training on how to interpret and respond to SEL data in real time.

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.

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

Chico Unified evaluated the effectiveness of Goal 2 actions using both Dashboard indicators (chronic absenteeism, suspension rates, graduation) and site-level data from SEL screeners, behavior reports, and TCM contact logs. Overall, actions supporting student wellness, social-emotional development, and re-engagement were among the most impactful, particularly when outreach was personalized and sustained over time. However, results were uneven at alternative education sites and for some external service contracts.

Actions Demonstrating Strong Impact

The following actions were highly effective or effective in improving student connection, engagement, and school climate:

Action 2.3 – Targeted Case Managers (TCMs)
TCMs conducted outreach to Foster and Homeless students at more than four times the district average contact rate.
Their case management correlated with improved attendance, stronger re-engagement, and more consistent communication with families.
Effectiveness Rating: Highly Effective

Action 2.1 – Professional Development on SEL and Trauma-Informed Care
Staff reported increased confidence in supporting student mental health and applying SEL strategies.
Training was reinforced by site-based coaching and aligned with SEL screeners and MTSS Tier 2 supports.
Effectiveness Rating: Effective

Action 2.2 – Counselors (K–12)
District counselors delivered high volumes of SEL-focused check-ins, especially for Foster Youth and students experiencing trauma.
Their work supported a Green suspension rate and helped sustain a 91% districtwide graduation rate.
Effectiveness Rating: Effective

Action 2.4 – SEL Screener (Kelvin)
The screener provided real-time insight into student well-being and allowed for targeted referrals through Student Success Teams.
Sites used screener data to align Tier 2 interventions and identify students at risk of disengagement.
Effectiveness Rating: Effective

Action 2.5 - Foster Youth Liaison
The Foster Youth Liaison provides support to Foster Youth students and families. This includes parent education, connections to community resources, and ensures families and students have the help they need to navigate the educational system.

Actions with Mixed or Limited Impact

The following action showed promise but were either inconsistently implemented or had limited measurable results to date:

Action 2.5 - Foster Youth Liaison
The Foster Youth Liaison provides support to Foster Youth students and families. This includes parent education, connections to community resources, and ensures families and students have the help they need to navigate the educational system.
Effectiveness Rating: Partially Effective

Action 2.6 – Community Engagement for Attendance
Communication efforts (flyers, Aeries messaging, home visits) increased overall outreach.
Despite these efforts, family attendance at meetings and events remained low, particularly at alternative schools.
Sites expressed a need for more culturally and linguistically tailored engagement strategies.
Effectiveness Rating: Partially Effective

Key Takeaways
Personalized, sustained outreach works.
TCMs and counselors were most effective when they engaged students and families regularly and built trust through case management and relationship-building.

Wellness supports improve climate and safety.
Social Emotional Learning (SEL) professional development and screeners helped educators respond to student needs more proactively, contributing to reductions in suspensions and absenteeism for several high-priority subgroups.

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and behavior strategies. This action is intended to address our lowest performing sites and student groups on all metrics.	$0.00	No
2.2	Health and Social-Emotional Supports	Provide health and social-emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary Guidance Aides, Secondary Alternative Education Counselors, Secondary Independent Study Counselors and Secondary Community Day Counselors. Students with Disabilities will receive support, as needed, in addition to any special education services.	$2,891,755.00	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.	$1,312,216.00	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
2.5	Foster Youth Liaison	Provide support for our Foster Youth to keep them engaged in school.	$106,378.00	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.

Chico Unified's commitment to equity and whole-child development demands more than strong academics—it requires safe, supportive campuses where students feel seen, valued, and able to thrive. The 2024 California School Dashboard makes clear that while overall suspension rates have declined slightly districtwide (–0.7%, Green), alarming gaps persist among our most vulnerable students: Foster Youth posted a suspension rate of 24.2% (Red), Homeless Youth at 11.3% (Red), African American students at 11.6% (Red), and Students with Disabilities at 8.3% (Red). These groups are also disproportionately represented at schools with overall "Red" ratings in school climate, such as Fair View High, Academy for Change, and Marigold Elementary.

Even as rates for the general student population improve, some of our student groups with the highest needs are still being suspended at disproportionately high rates. For example, long-term English learners—already facing deep academic deficits—were also marked Red for suspension on the 2024 Dashboard, underscoring the urgent need to integrate behavioral supports into their broader learning recovery plans.

To address these patterns systemically, Goal 3 intensifies CUSD's investment in proactive behavioral support, grounded in our Multi-Tiered System of Support (MTSS). This includes implementing alternatives to suspension, expanding campus supervision, deploying behavior-focused project specialists, and using LREBG funds to support trauma-informed strategies, SEL data collection via Kelvin, and Targeted Case Managers (TCMs) to intervene early and consistently. Our aim is to transform discipline from a reactive mechanism into a growth-centered, instructional opportunity.

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	2022-2023	2023-2034		All student groups will decline 0.9	All Students -0.7 English Learner 0 Foster Youth -4.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Suspension Rate	All Students 4.3%(12838) English Learner 2.3%(985) Foster 24.2%(120) Homeless 11.3%(688) Socioeconomically Disadvantaged 5.7%(7808) Students with Disabilities 8.3%(2110) American Indian or Alaska Native 9%(144) Asian 1.1%(707) Filipino 0% (55) Hispanic 4.3%(3687) Native Hawaiian or Other Pacific Islander 3.4%(59) White 4.1%(6552) African American 11.6%(303) Two or More Races 5.3%(1331)	All Students 3.6%(461/12930) English Learner 2.3%(22/970) Foster Youth 19.5%(22/113) Homeless Youth 9.3%(79/845) Long-Term English Learner 8.5%(14/165) Socioeconomically Disadvantaged 5.1%(378/7342) Students with Disabilities 7.7%(169/2190) Asian 1.4%(10/692) African American 10.5%(35/333) Two or More Races 4.9%(63/1289) White 3.2%(208/6505) Hispanic 3.4%(130/3870) Pacific Islander 5%(3/60) Filipino 0%(0/49) American Indian or Alaska Native 9.1%(12/132)		percentage points (0.3% each year).	Homeless Youth -2.0 Socioeconomically Disadvantaged -0.6 Students with Disabilities -0.6 Asian +0.3 African American -1.1 Two or More Races -0.4 White -0.9 Hispanic -0.9 Pacific Islander +1.6 Filipino 0 American Indian or Alaska Native +0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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) Hispanic 1.0%(6/599) Native Hawaiian or Other White 0.1%(1/1043) African American 3.9%(2/51) Two or More Races 1.8%(2/112)	2023-2024 All Students 0.3%(42/12925) Foster Youth 0.9%(1/112) Homeless Youth 0.6%(5/842) Socioeconomically Disadvantaged 0.5%(40/7339) Students with Disabilities 0.6%(13/2185) African American 1.2%(4/332) American Indian or Alaska Native 0.8%(1/132) Asian 0.0%(0/693) Filipino 0.0%(0/49) Hispanic or Latino 0.2%(9/3865) Native Hawaiian or Other Pacific Islander 1.7%(1/60) White 0.3%(22/6506) Two or More Races 0.5%(5/944) English Learners 0.0%(0/968)		All student groups will decline 0.3 percentage points (0.1% each year).	All Students -0.3 Foster Youth -8.2 Homeless Youth -2.3 Socioeconomically Disadvantaged -0.4 Students with Disabilities -0.4 African American -2.7 American Indian or Alaska Native -2.8 Asian 0 Hispanic or Latino -0.8 Native Hawaiian or Other Pacific Islander +1.7 White +0.2 Two or More Races -1.3 English Learners -1.7
3.3	Priority 6: School Climate	2023-2024	2024-2025		All student groups will increase the	All Students -0.6

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)	All Students 84.8%(12691/14974) English Learner 86.8%(704/811) Foster Youth 72.7%(72/99) Homeless Youth 86.5%(871/1007) Socioeconomically Disadvantaged 84.2 (6841/8127) Students with Disabilities 79.9%(1660/2078) African American 76.8%(265/345) American Indian or Alaska Native 76.5%(104/136) Asian 90.8%(739/814) Filipino 98.1%(53/54) Hispanic or Latino 84.7%(3587/4237) Native Hawaiian or Other Pacific Islander 85.9%(73/85) White 85.0%(6589/7750) Two or More Races 82.7%(947/1145)		percentage of students responding "Agree" or "Strongly Agree" on items relating to safety.	English Learner -3.8 Foster Youth -27.3 Homeless Youth -4.0 Socioeconomically Disadvantaged -3.2 Students with Disabilities -7.1 African American -13.7 American Indian or Alaska Native +19.4 Asian +1.0 Filipino +31.4 Hispanic or Latino -3.7 Native Hawaiian or Other Pacific Islander -14.1 White +1.8 Two or More Races -2.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Priority 6: School Climate Percentage of Students Participating in Interscholastic Sports	2023-2024 At the high school level 20.3% of our students participated in interscholastic sports.	2024-2025 At the high school level 19.1% of our students participated in interscholastic sports.		Maintain the baseline percentage of students participating in interscholastic sports.	Decrease of 1.2 Percentage Points
3.5						

Goal Analysis [2024-25]

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.

Action #
Action Title
Implementation Level
Rationale, Successes, and Challenges

Action 3.1
Alternatives to Suspension (ATS)
5 – Full Implementation & Sustainability
Successes: In-school ATS programs were operational at all secondary sites. Pleasant Valley saw a 1.4 percentage point drop in suspensions for Students with Disabilities. Sites reported reduced repeat suspensions for African American and Homeless students.
Challenges: Staffing for supervision and academic components of ATS varied in quality. Some schools requested clearer restorative protocols.

Action 3.3
Campus Supervisors
4 – Full Implementation

Successes: Supervisors were present at all secondary and large elementary sites. Staff reported quicker de-escalation and improved adult presence in high-conflict areas. Challenges: Some elementary sites with high suspension rates (e.g., Marigold, McManus) had gaps in coverage or inconsistent deployment.

Action 3.4
Project Specialists (Behavior Coaches)
4 – Full Implementation
Successes: Elementary classrooms at Marigold and McManus saw fewer removals, and teachers reported increased confidence managing challenging behaviors. Classified staff praised the real-time support.
Challenges: Specialists served multiple classrooms/sites, limiting consistency in follow-through and feedback loops.

SEL Screener (Kelvin)
3 – Initial Implementation
Successes: Provided data on student engagement and "sense of belonging" that helped inform school climate planning.
Challenges: Usage and interpretation varied significantly by site; some staff needed training on how to act on the screener data effectively.

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.

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

Chico Unified evaluated the effectiveness of Goal 3 actions using suspension data, SEL screener results, and feedback from staff, students, and families. Overall, proactive, campus-based alternatives to suspension proved highly effective in reducing exclusionary discipline and improving school climate. However, challenges with staffing capacity and data consistency limited the effectiveness of supports at some high-need campuses.

Actions with Strong Impact

Action 3.1 – Alternatives to Suspension
Suspension rates declined for multiple subgroups, including a 1.4-point drop for Students with Disabilities at Pleasant Valley.
In-school ATS programs kept students on campus while integrating counseling and academic supports.
Effectiveness Rating: Highly Effective

Action 3.2 - Coaching Stipends

Site athletic programs engage students and promote a positive school culture.
Effectiveness Rating: Partially Effective

Action 3.3 – Campus Supervisors
Deployed across high-need campuses, supervisors helped de-escalate conflicts and monitor unstructured areas.
Effectiveness Rating: Effective

Action 3.4 – Project Specialists
Teachers reported fewer classroom removals and more confidence in managing disruptive behavior.
Effectiveness Rating: Effective

Key Takeaways

In-school alternatives to suspension work. When implemented with fidelity, these reduce repeat suspensions and improve student connectedness.
Staffing matters. Fully staffed sites with trained supervisors and behavior coaches report stronger climate outcomes.
Caseload and data gaps limit impact. Sites with high student need but limited staff capacity saw reduced effectiveness in re-engagement and climate monitoring.

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.

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.

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	$973,317.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.2	Coaching Stipends	Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	$1,007,741.00	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.	$1,742,563.00	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.	$155,074.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
4	Chico USD is doubling down on an "equity-first" strategy that floods its six highest-need campuses with LCFF Equity-Multiplier dollars. Four of those campuses—Fair View High School, Center for Alternative Learning (CAL), Academy for Change (AFC) and Oakdale Independent—are traditional alternative-education programs that serve credit-deficient, highly mobile youth. In 2024 they posted Very Low academic status (ELA = –155 DFS), high chronic absenteeism (72–95% chronically absent) and Fair View High School graduation rate was more than 30 percentage points below the district rate. Fair View, for instance, sits –167.6 DFS in ELA, –241 in Math and graduates just 58.5% of its cohort while suspending nearly a quarter of its students. CAL shows Math –345 DFS and a 75.8% chronically absent rate; AFC shows ELA –333 DFS and a staggering 95.2% chronically absent rate; Oakdale, although trending up academically (ELA –155.7 DFS, +26 points), still records 73.2% chronically absent.

Two newcomers—Oak Bridge Academy and Citrus Avenue Elementary—crossed the state's non-stability plus Socioeconomically Disadvantaged thresholds in 2023-24 and now receive Equity-Multiplier support. Oak Bridge's independent-study program is reporting: 32.3% chronic absence Orange, ELA –28.1 DFS Yellow (after a dramatic +122-pt climb) and Math –150 DFS Orange whereas Citrus, a K-5 Title I feeder, shows ELA –50.5 DFS Yellow, Math –57 DFS Yellow, and 24.8% chronic absence Yellow.

Benchmarks (unchanged):
By June 2027 Fair View, CAL, AFC and Oakdale will lift graduation +2.5 percentage points/year, raise SBAC/CAST +9 DFS/year and cut chronic absence –2 percentage points/year for all students and highlighted subgroups.

CAL and Oakdale will also grow IXL proficiency +5 percentage points/year.

2024-25 is a start-up year for Oak Bridge and Citrus; each site will pilot interventions while setting three-year metric targets. Sites will focus on attendance, foundational literacy support, and SEL screening.

The 2024 Dashboard confirms a hard truth: alternative programs are still the district's most difficult sites as far as Dashboard metrics are concerned.

While comprehensive high schools post green graduation rates above 91%, Fair View graduates just 58.5% and Oakdale 80% of their students; AFC and CAL cannot publicly report rates because their cohorts fall below 11 students, but four-year DataQuest outcomes show dropout rates of 40% at Fair View and 23% at Oakdale. | Equity Multiplier Focus Goal |

Goal #	Description	Type of Goal
	Academic lags mirror engagement figures: AFC's –333 ELA DFS and –348 Math DFS sit more than three standard deviations below proficiency; Fair View's scores declined another 26-28 points last year while suspensions ticked up . Chronic absenteeism eclipses 70% at three of the four alternative education campuses and peaks at 95.2% at AFC. Equity-Multiplier eligibility now extends to Oak Bridge and Citrus—sites whose overall status is higher yet already show high chronic absenteeism: Oak Bridge chronic absenteeism is at 32.3% Orange, with Citrus at 24.8% Yellow; subgroup gaps in suspension and test scores are also present. Early intervention here is preventive medicine that aims to keep these campuses from developing downward data trends. Given this data, Chico USD's focus is clear: concentrate supplemental resources where the opportunity gap is widest, while putting in preventative measures for the newly eligible schools against the same trajectory. LCFF Equity-Multiplier funds—layered atop Title I and concentration grants—provide the fiscal engine for that response, enabling the district to staff intensive literacy/math labs, attendance mentors, bilingual aides and social-emotional supports that are otherwise out of reach for small, high-poverty campuses.	

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.

Chico Unified is doubling down on an equity-first strategy that prioritizes its six highest-need campuses by targeting LCFF Equity-Multiplier dollars to support them. Four of these campuses—Fair View High School, Center for Alternative Learning (CAL), Academy for Change (AFC), and Oakdale Independent—are traditional alternative education programs serving credit-deficient, highly mobile youth. In 2024, these sites recorded "Very Low" academic status in English Language Arts (ELA = –155 DFS), chronic absenteeism between 72% and 95%, and graduation rate gaps of more than 30 percentage points.

Fair View: ELA –167.6 DFS, Math –241 DFS, 58.5% graduation rate, and 24.2% suspension rate.
CAL: Math –345 DFS, 75.8% chronic absenteeism.
AFC: ELA –333 DFS, 95.2% chronic absenteeism.
Oakdale: ELA –155.7 DFS with a 26-point gain, but chronic absenteeism remains 73.2%.

Two additional sites—Oak Bridge Academy and Citrus Avenue Elementary—became eligible for Equity-Multiplier funds in 2023–24 due to high non-stability rates and socioeconomically disadvantaged populations. Oak Bridge showed a strong rebound in ELA (+122 points to –

28.1 DFS), but still posted 32.3% chronic absenteeism. Citrus remains Yellow in ELA (–50.5 DFS), Math (–57 DFS), and chronic absenteeism (24.8%).

Benchmarks (Unchanged):
By June 2027, the four original alternative education sites (Fair View, CAL, AFC, Oakdale) aim to:

Increase graduation by 2.5 percentage points annually.
Improve SBAC/CAST scores by 9 DFS per year.
Decrease chronic absenteeism by 2 percentage points annually.
CAL and Oakdale will also grow IXL proficiency by 5 percentage points per year.

For Oak Bridge and Citrus, 2024–25 is a start-up year focused on piloting supports and setting baseline metrics.

Benchmarks (Unchanged):

Oak Bridge:
By June of 2027, Oak Bridge will increase their DFS by 3 points per year in SBAC ELA and MATH, and in CAST in grades 3-5, 6-8, and 11; will cut chronic absenteeism for the All Student and highlighted subgroups by 2 percentage points per year.

Citrus:
By June of 2027, Citrus will increase their DFS by 3 points per year in SBAC ELA and Math, cut chronic absenteeism for the All Student Group and highlighted subgroups by 2 percentage points per year.

Why Chico USD Retains and Expands Goal 4
The 2024 Dashboard confirms alternative programs are Chico Unified's most challenged in terms of academic outcomes, attendance, and engagement. While comprehensive high schools boast over 91% graduation, Fair View sits at 58.5%, with dropouts at 40%. AFC's ELA and Math DFS scores sit more than three standard deviations below proficiency. Chronic absenteeism exceeds 70% at three alternative education sites, peaking at 95.2% at AFC.

Newly eligible sites (Oak Bridge and Citrus) present earlier warning signs—such as elevated chronic absenteeism and subgroup performance gaps—but have the potential to improve rapidly with targeted investment.

LCFF Equity-Multiplier funds, layered with Title I and concentration dollars, enable Chico USD to provide intensive staffing, literacy/math labs, attendance mentors, and bilingual support that would otherwise be inaccessible to small, high-poverty schools. This goal reflects a commitment to concentrated investment in the students most affected by systemic barriers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 5: Student Engagement Chronic Absenteeism Rate (Grades TK-8)	2022-2023 Academy for Change All Students 96.3%(26/27) Socioeconomically Disadvantaged 95.5%(21/22) American Indian or Alaska Native %(/1) Hispanic 100%(11/11) White 91.7%(11/12) Center for Alternative Learning All Students 66.7%(24/36) Socioeconomically Disadvantaged 63.6%(21/33) Students with Disabilities %(/6) White 83.3%(10/12) Citrus All Students 29.5%(113/383) English Learner 25.9%(21/81) Homeless Youth 50%(20/40) Socioeconomically Disadvantaged 31.1%(106/341)	2024-2025 Academy for Change All Students 95.2% (20/21) Socioeconomically Disadvantaged 100% (20/20) Center for Alternative Learning All Students 75.8% (25/33) Socioeconomically Disadvantaged 76.7% (23/30) Hispanic 58.3% (7/12) White 76.9% (10/13) Citrus All Students 24.8% (106/427) English Learner 22.2% (22/99) Homeless Youth 40.7% (22/54) Socioeconomically Disadvantaged 25.6% (93/363)		All student groups will decline by 6% (2% each year).	Academy for Change Decrease of 1.1 Percentage Points Center for Alternative Learning Increase of 9.1 Percentage Points Citrus Decrease of 4.7 Percentage Points Oak Bridge Decrease of 17 Percentage Points Oakdale Increase of 15.1 Percentage Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 39.8%(33/83) African American 60%(9/15) Asian 14.5%(8/55) Hispanic 37.7%(49/130) Two or More Races 26.6%(17/64) White 24.3%(27/111) Oak Bridge All Students 49.3%(35/71) Socioeconomically Disadvantaged 58.9%(33/56) Students with Disabilities 55.6%(10/18) White 52.6%(20/38) Hispanic 52.4%(11/21) Oakdale All Students 58.1%(18/31) Socioeconomically Disadvantaged 57.7%(15/26) Hispanic 36.4%(4/11)	Students with Disabilities 28.1% (25/89) African American 45.5% (10/22) Asian 10.3% (6/58) Hispanic 27% (43/159) Two or More Races 27.7% (13/47) White 20.2% (25/124) Oak Bridge All Students 32.3% (20/62) Socioeconomically Disadvantaged 35.4% (17/48) Students with Disabilities 42.9% (6/14) Hispanic 26.1% (6/23) Two or More Races 35.7% (5/14) White 23.8% (5/21) Oakdale All Students 73.2%(30/41)			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged 80.0%(28/35) Hispanic 68.8%(11/16) White 76.9%(10/13)			
4.2	Priority 4: Student Achievement Math CAASPP Results for Students Receiving Math Intervention at Oak Bridge and Citrus Growth in Average Distance from Standard For Students Receiving Intervention Compared to Those Not Receiving Services	Baseline will be set in 'Year 2 Outcome' using data from 2025-2026	Not Applicable		Students receiving math intervention services will show greater growth than those not receiving services.	To be determined
4.3	Priority 4: Student Achievement English Learner Progress Indicator (ELPI) CA Dashboard - Oak Bridge Percentage of Students Meeting Requirements	Baseline will be set in 'Year 2 Outcome' using data from 2025-2026 due to the lack of CA Dashboard data for this metric.	Not Applicable		The number of English Learners meeting ELPI requirements will increase by 6% (2% each year).	To be determined
4.10	Priority 4: Student Achievement	2022-2023 Fair View	2024-2025 Fair View		All student groups will increase a minimum of 9	Fair View Decrease of 26.7 Points Average

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	All Students -141(24) 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) Citrus All Students -57.5(146) English Learner - 81.9(29) Homeless Youth - 96.6(14) Socioeconomically Disadvantaged - 61.7(132) Students with Disabilities -130.1(40) Asian -57.5(23) Hispanic -57.2(50) Two or More Races - 50.9(25) White -56.3(36) Oak Bridge	All Students -167.6 (34) Oakdale All Students -155.7 (25) Hispanic - 152.7(11) Socioeconomically Disadvantaged - 178.5(23) Center for Alternative Learning All Students - 345.2(11) Academy for Change All Students - 333(14) Socioeconomically Disadvantaged - 333(14) Citrus All Students - 50.5(156) English Learner - 75.9(38) Homeless Youth - 95.3(15) Socioeconomically Disadvantaged - 46.4(132)		points in their average distance from standard. points total (3 each year).	Distance from Standard Oakdale Increase of 26.2 Points Average Distance from Standard Center for Alternative Learning No Comparison Available Academy for Change No Change Citrus Increase of 7 Points Average Distance from Standard Oak Bridge Increase of 122.5 Points Average Distance from Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students -150.6(49) Socioeconomically Disadvantaged - 106.5(36) Students with Disabilities -309.4(12) American Indian or Alaska Native (1) Hispanic -175.8(17) White -143.2(24)	Students with Disabilities - 87.6(38) Asian -56.5(21) Hispanic -59.8(65) Two or More Races -36.8(12) White -28.5(39) Oak Bridge All Students - 28.1(46) Socioeconomically Disadvantaged - 28.8(30) Students with Disabilities - 160.7(11) Hispanic -31.7(18) White -70.4(19) Oak Bridge			
4.11	Priority 4: Student Achievement CAASPP Math CA Dashboard Academic Indicator Average Distance from Standard	2022-2023 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)	2024-2025 Fair View All Students -241 (34) Oakdale All Students -231.2 (29) Hispanic - 211.9(11) Socioeconomically Disadvantaged - 255.1 (24)		All student groups will increase a minimum of 9 points in their average distance from standard. points total (3 each year).	Fair View Decrease of 27.8 Points Average Distance from Standard Oakdale Increase of 29 Points Average Distance from Standard

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) Citrus All Students -66.8(145) English Learner -83.8(29) Homeless Youth -109.5(13) Socioeconomically Disadvantaged -70(131) Students with Disabilities -131.7(41) Asian -67.9(22) Hispanic -64(50) Two or More Races -73.2(26) White -61.8(36) Oak Bridge All Students -226.3(48) Socioeconomically Disadvantaged -200.5(36) Students with Disabilities -333.5(11) Hispanic -233.1(16) White -213.2(23)	Center for Alternative Learning - No publicly available results Academy for Change All Students -348 (14) Socioeconomically Disadvantaged -348(14) Citrus All Students -57(157) English Learner -70.9(39) Homeless Youth -67.9(15) Socioeconomically Disadvantaged -54.7(133) Students with Disabilities -88.4(38) Asian -57.5(23) Hispanic -68.1(65) Two or More Races -43.2(12) White -36.8(39) Oak Bridge All Students -150.3(48)				Center for Alternative Learning No Comparison Available Academy for Change No Change Citrus Increase of 9.8 Points Average Distance from Standard Oak Bridge Increase of 76 Points Average Distance from Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged - 176.4(32) Students with Disabilities - 241.5(11) Hispanic - 137.5(18) White -155.3(19) Oak Bridge			
4.12	Priority 5: Student Engagement High School Graduation Rate	2022-2023 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)	2023-2024 Fair View All Students 58.5%(53) Homeless 48.5%(33) Socioeconomically Disadvantaged 57.7% (52) Hispanic 61.5% (26) White 61.9% (21) Oakdale All Students 80%(40) Homeless 78.4%(37) Socioeconomically Disadvantaged 78.4% (37) Hispanic 17.3%(13)		All student groups will increase by 3% (1% each year).	Fair View Decrease of 17.6 Percentage Points Oakdale Increase of 4.4 Percentage Points Center for Alternative Learning No Data Available Academy for Change No Data Available Citrus Oak Bridge

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 82.4% (14/17) Center for Alternative Learning All Students 0.0% (13) Socioeconomically Disadvantaged 0.0% (12) Academy for Change Fewer Than 11 Students-No Data Reported on the California State Dashboard	Center for Alternative Learning Fewer Than 11 Students-No Data Reported on the California State Dashboard Academy for Change Fewer Than 11 Students-No Data Reported on the California State Dashboard			

Goal Analysis [2024-25]

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.

This year Citrus and Oak Bridge were added to our schools receiving Equity Multiplier Funds. These schools' actions reflect their prioritization of Math support for students with the addition of intervention teachers. Oak Bridge is also adding a Paraprofessional - Bilingual to better support language learners and their families.

Action #
Action Title
Implementation Level
Rationale, Successes, and Challenges

Action 4.1
Oakdale 0.5 FTE Assistant Principal
4 – Full Implementation
Successes: Position filled in October; led weekly MTSS meetings. Oakdale's suspension rate fell to zero (Blue).
Challenges: Chronic absenteeism remained high at 73.2%. Delay in hiring reduced first-quarter effectiveness.

Action 4.2
CAL Intervention Specialist
4 – Full Implementation
Successes: Position was filled on time; suspension rate declined to 7.4% (Yellow).
Challenges: Fewer than 11 students tested on CAASPP, making academic impact difficult to assess.

Action 4.3
Reading Intervention Sections (CAL, Fair View, AFC)
3 – Initial Implementation
Successes: CAL and AFC launched reading supports on schedule. Where student attendance was stable (= 80%), students gained up to +26 DFS in ELA and +29 DFS in Math. Challenges: Fair View implementation was inconsistent due to chronic absenteeism and enrollment fluctuations. Sites with greater than 70% absenteeism saw no academic gains.

Action 4.4
Oakdale Social Worker
4 – Full Implementation
Successes: Graduation rate increased by 4.4 percentage points, reaching 80%. Case management improved coordination of supports.
Challenges: Chronic absenteeism remained unchanged despite service delivery.

Action 4.5
Fair View Bilingual Aide
2 – Beginning Development
Successes: Improved Spanish-speaking family outreach and communication.
Challenges: Only one of two planned positions was filled; Hispanic ELA DFS declined by 24.7 points and this is attributed to lack of access for Spanish-speaking families.

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

There were material differences between Actions 4.3, 4.4, and 4.5 Budgeted Expenditures and Estimated Actual Expenditures. Action 4.3's budget difference is due to the site being unable to hire staff and, as the year progressed, the site found that interventions were most needed in Math instead of English Language Arts. This has been adjusted for next year. For Actions 4.4 and 4.5, these budgeted items had a difference due to the Social Worker leaving the site in the middle of the year and the site did not have the Bilingual Aide the entire year. Similarly to Action 3, the site has adjusted these actions and expenditures for next year. For Action 4.5 specifically, for the upcoming year, Fair View will not hire the bilingual aide, but will hire a Targeted Case Manager (TCM) instead.

Chico Unified evaluated Goal 4 actions using site-level data for academic growth, attendance, and graduation rates. While some actions showed clear impact—particularly where staffing was stable and student attendance was consistent—others were constrained by chronic absenteeism, staffing delays, and small test cohorts. These findings inform refinements for the year ahead.

Actions That Were Highly Effective When Conditions Allowed:

Reading Interventions (Action 4.3)
At sites like Oakdale, where attendance exceeded 80%, students posted +26 DFS in ELA and +29 DFS in Math.
These interventions worked best when seat time was protected and stable.
Effectiveness Rating: Highly Effective (in high-attendance settings)

Actions That Supported Climate and Graduation Improvements:

Action 4.1 – Oakdale Assistant Principal
Led MTSS coordination and supported behavior systems. Suspensions dropped to 0 percent (Blue).
Effectiveness Rating: Effective

Action 4.4 – Oakdale Social Worker
A graduation rate increase from 75.6% to 80% suggesting a correlation with social work supports.
Effectiveness Rating: Effective

Action 4.2 – CAL Intervention Specialist
Suspension rate dropped to 7.4%. While academic impact was hard to measure (fewer than 11 testers), behavior outcomes suggest improved engagement.
Effectiveness Rating: Promising but Unproven

Actions with Limited Academic Impact Due to Structural Barriers:

Action 4.5 – Fair View Bilingual Aide
Only half of the planned staffing was filled; outreach improved, but academic outcomes declined for Hispanic students.
Effectiveness Rating: Marginal

Key Takeaways
Intensive supports can work—but only when students are present. Academic growth at Oakdale confirms that high-dosage literacy and math supports are effective under stable attendance conditions.

Chronic absenteeism undermines instructional impact. Sites like Fair View and AFC, where absenteeism exceeded 70%, showed little to no academic improvement despite targeted supports.

Staffing delays and partial implementation reduce effectiveness. Late hiring (e.g., for Assistant Principals, aides) and unfilled roles limited first-semester impact and disrupted momentum.

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.

Overall, there will be no changes to the planned goal, metrics, desired outcomes, or actions for the coming year. One slight change will be adjusting for interventions to be delivered in a broader scope, including both Math and English Language Arts. Fair View has changed from a bilingual aide to a TCM going forward in to next 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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Oakdale Assistant Principal	Oakdale will employ a .5 FTE Assistant Principal	$96,663.00	No
4.2	Center for Alternative Learning (CAL) Intervention Specialist	The Center for Alternative Learning (CAL) will employ an Intervention Specialist.	$187,087.00	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.	$104,699.00	No
4.4	Oakdale Social Worker	Oakdale will provide a 1.0 Social Worker to support students and families.	$125,301.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Fair View Targeted Case Manager	Fair View will provide an additional Targeted Case Manager to support and improve instruction for all unduplicated pupils, including students with disabilities.	$65,000.00	No
4.6	Math Intervention Specialist at Oak Bridge Academy	Oak Bridge will employ a math Intervention Specialist (0.6 FTE)	$58,062.00	No
4.7	Instructional Assistant-Bilingual at Oak Bridge Academy	Oak Bridge will hire a four-hour/day Bilingual Instructional Assistant to support English Learners	$25,234.00	No
4.8	Intervention Teachers - Math	Citrus will hire a total of 1.4 FTE math intervention positions to provide targeted intervention.	$166,039.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$16,727,179	$376,167

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.507%	0.000%	$0.00	12.507%

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. **Scope:**	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.

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	**Action:** Instructional Support Services **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. Additionally, ELD Coaches will help with support and monitoring Long-Term English Learners (LTELs) at the secondary level.	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	100% of students on MNI will earn the same amount

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.	of credits as they would have on a comprehensive site.
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	By implementing this action, it will directly support our low income students, Foster Youth, and English Learner student groups in feeling connected to school and ready for learning. Armed with this academic research, we understand how important it is to provide meaningful opportunities for parent involvement and will continue to work to communicate regularly with our families, including those who are socioeconomically disadvantaged. This action has been positively spoken of and highly supported by all of the parents and guardians of all of our student groups. The communication between parents and the school via the TCMs has made a positive impact on students' educational experiences in CUSD.	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 to connect consistently with families to support with health, living, and other needs when/if they arise.

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

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 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 low-income 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 socio-emotional development during the 2021–22 school year, according to data released today by the National Center for Education Statistics (NCES). NCES is the statistical office of the U.S. Department of Education's Institute of Education Sciences (IES). Similarly, 84 percent of public schools agreed or strongly agreed that students' behavioral development has also been negatively impacted." Our Foster Youth group had a high increase in suspension rate this past year. Based on the needs of our Foster Youth, and other student groups, we will continue implementation of our Elementary and Secondary Project Specialists.	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 all Goal 3 metrics.

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

Limited Actions

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

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

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

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.

Action 1.16 (Elementary Reading Specialists) supports the addition of 12 Reading Specialists at each elementary school site, funded by concentration grant add-on funding. These Reading Specialists have been extensively trained in the Science of Reading and will utilize their knowledge and expertise to support literacy instruction in schools, specifically to you Foster Youth, English Learners, and low-income students.

Action 3.4 (Elementary and Secondary Project Specialists) will be working to support staff in supporting student behavior needs. One Specialist will serve the elementary schools and one Specialist will serve the secondary schools. These Specialists have the skills to support teachers who work with our Foster Youth, English Learners, and Socioeconomically Disadvantaged students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:23	1:22
Staff-to-student ratio of certificated staff providing direct services to students	1:20	1:20

2025-26 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	133,738,053	16,727,179	12.507%	0.000%	12.507%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$29,770,704.00	$13,344,509.00	$18,063.00	$1,023,695.00	$44,156,971.00	$31,384,665.00	$12,772,306.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Review credentials and assignments	All	No			All Schools	On-going	$141,371.00	$0.00	$141,371.00	$0.00	$0.00	$0.00	$141,371.00	
1	1.2	Standards-aligned Textbooks and Supplemental Materials	All	No			All Schools		$0.00	$3,381,000.00	$1,280,191.00	$2,100,809.00	$0.00	$0.00	$3,381,000.00	
1	1.3	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,100,000.00	$1,100,000.00	$0.00	$0.00	$0.00	$1,100,000.00	
1	1.4	Facilities Maintenance	All	No			All Schools		$3,615,797.00	$2,929,112.00	$6,544,909.00	$0.00	$0.00	$0.00	$6,544,909.00	
1	1.5	Implementation of District Wide Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$144,398.00	$0.00	$144,398.00	$0.00	$0.00	$0.00	$144,398.00	
1	1.6	Academic Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,114,008.00	$335,992.00	$1,450,000.00	$0.00	$0.00	$0.00	$1,450,000.00	
1	1.7	Instructional Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,499,030.00	$0.00	$1,499,030.00	$0.00	$0.00	$0.00	$1,499,030.00	
1	1.8	After School Homework Support (ASES, BLAST, Fair View High School, ELOP)	All	No			All Schools		$4,810,850.00	$3,542,830.00	$0.00	$8,192,935.00	$0.00	$160,745.00	$8,353,680.00	
1	1.9	Provide Professional Development	All	No			All Schools		$128,090.00	$697,269.00	$0.00	$200,000.00	$17,563.00	$607,796.00	$825,359.00	
1	1.10	Teachers on Special Assignment (TOSAs)	All	No			All Schools		$290,730.00	$0.00	$0.00	$68,276.00	$0.00	$222,454.00	$290,730.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Support Art, Music and extra PE in Elementary Grades	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All CUSD elementary schools TK-5		$2,177,501.00	$0.00	$2,177,501.00	$0.00	$0.00	$0.00	$2,177,501.00	
1	1.12	Online Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,303,289.00	$0.00	$1,303,289.00	$0.00	$0.00	$0.00	$1,303,289.00	
1	1.13	Secondary Counselors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CUSD High Schools 9-12		$3,381,593.00	$0.00	$3,381,593.00	$0.00	$0.00	$0.00	$3,381,593.00	
1	1.14	Medically Necessary Instruction/Off Campus Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$169,409.00	$1,000.00	$170,409.00	$0.00	$0.00	$0.00	$170,409.00	
1	1.15	Online Education Options	All	No			Specific Schools: Chico High School, Pleasant Valley High School, Oak Bridge Academy		$1,805,379.00	$28,859.00	$1,525,914.00	$275,124.00	$500.00	$32,700.00	$1,834,238.00	
1	1.16	Elementary Reading Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All CUSD elementary schools K-5		$1,634,576.00	$0.00	$1,634,576.00	$0.00	$0.00	$0.00	$1,634,576.00	
1	1.17	Digital Platforms for Students	All	No				On-going	$0.00	$637,500.00		$637,500.00			$637,500.00	
1	1.18	Reading Pals	All	No					$270,259.00	$0.00		$270,259.00			$270,259.00	
2	2.1	Professional Development	All	No			All Schools		$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?	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
2	2.2	Health and Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,891,755.00	$0.00	$2,891,755.00	$0.00	$0.00	$0.00	$2,891,755.00	
2	2.3	Targeted Case Managers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,312,216.00	$0.00	$647,073.00	$665,143.00	$0.00	$0.00	$1,312,216.00	
2	2.4	School Climate Surveys	All	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00
2	2.5	Foster Youth Liaison	Foster Youth	No			All Schools		$106,378.00	$0.00		$106,378.00			$106,378.00	
3	3.1	Continue support for district alternative education programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$973,317.00	$0.00	$973,317.00	$0.00	$0.00	$0.00	$973,317.00	
3	3.2	Coaching Stipends	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: CUSD secondary schools 6-12		$888,997.00	$118,744.00	$1,007,741.00	$0.00	$0.00	$0.00	$1,007,741.00	
3	3.3	Campus Supervisors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,742,563.00	$0.00	$1,742,563.00	$0.00	$0.00	$0.00	$1,742,563.00	
3	3.4	Elementary and Secondary Project Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$155,074.00	$0.00	$155,074.00	$0.00	$0.00	$0.00	$155,074.00	
4	4.1	Oakdale Assistant Principal	All	No			Specific Schools: Oakdale		$96,663.00	$0.00	$0.00	$96,663.00	$0.00	$0.00	$96,663.00	
4	4.2	Center for Alternative Learning (CAL) Intervention Specialist	All Students with Disabilities	No					$187,087.00	$0.00	$0.00	$187,087.00	$0.00	$0.00	$187,087.00	
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		$104,699.00	$0.00	$0.00	$104,699.00	$0.00	$0.00	$104,699.00	
4	4.4	Oakdale Social Worker	All Students with Disabilities	No			All Schools		$125,301.00	$0.00	$0.00	$125,301.00	$0.00	$0.00	$125,301.00	

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
4	4.5	Fair View Targeted Case Manager	All Students with Disabilities	No					$65,000.00	$0.00	$0.00	$65,000.00	$0.00	$0.00	$65,000.00	
4	4.6	Math Intervention Specialist at Oak Bridge Academy	All Students with Disabilities	No			Specific Schools: Oak Bridge Academy		$58,062.00	$0.00		$58,062.00			$58,062.00	
4	4.7	Instructional Assistant-Bilingual at Oak Bridge Academy	English Learners	No			Specific Schools: Oak Bridge Academy		$25,234.00	$0.00		$25,234.00			$25,234.00	
4	4.8	Intervention Teachers - Math	All Students with Disabilities	No			Specific Schools: Citrus Elementary School		$166,039.00	$0.00		$166,039.00			$166,039.00	

2025-26 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
133,738,053	16,727,179	12.507%	0.000%	12.507%	$20,278,319.00	0.000%	15.163 %	**Total:**		$20,278,319.00
								LEA-wide Total:		$14,719,225.00
								Limited Total:		$0.00
								Schoolwide Total:		$5,559,094.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,100,000.00	
1	**1.5**	Implementation of District Wide Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,398.00	
1	**1.6**	Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,450,000.00	
1	**1.7**	Instructional Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,499,030.00	
1	**1.11**	Support Art, Music and extra PE in Elementary Grades	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All CUSD elementary schools TK-5	$2,177,501.00	
1	**1.12**	Online Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,303,289.00	

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	Specific Schools: CUSD High Schools 9-12	$3,381,593.00	
1	1.14	Medically Necessary Instruction/Off Campus Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$170,409.00	
1	1.16	Elementary Reading Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All CUSD elementary schools K-5	$1,634,576.00	
2	2.2	Health and Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,891,755.00	
2	2.3	Targeted Case Managers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$647,073.00	
3	3.1	Continue support for district alternative education programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$973,317.00	
3	3.2	Coaching Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: CUSD secondary schools 6-12	$1,007,741.00	
3	3.3	Campus Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,742,563.00	
3	3.4	Elementary and Secondary Project Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,074.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$38,180,391.00	$36,602,952.00

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	$138,407.00	136,089
1	1.2	Standards-aligned Textbooks and Supplemental Materials	No	$2,807,252.00	1,806,008
1	1.3	Technology	Yes	$1,120,000.00	972,405
1	1.4	Facilities Maintenance	No	$5,098,392.00	5,863,102
1	1.5	Implementation of District Wide Assessments	Yes	$159,157.00	138,783
1	1.6	Academic Interventions	Yes	$1,450,000.00	1,392,350
1	1.7	Instructional Support Services	Yes	$1,557,390.00	1,476,612
1	1.8	After School Homework Support (ASES, BLAST, Fair View High School, ELOP)	No	$8,237,816.00	7,648,527
1	1.9	Provide Professional Development	No	$384,198.00	393,102
1	1.10	Teachers on Special Assignment (TOSAs)	No	$358,509.00	208,370
1	1.11	Support Art, Music and extra PE in Elementary Grades	Yes	$2,110,508.00	2,084,995

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	$1,331,869.00	1,280,461
1	1.13	Secondary Counselors	Yes	$2,168,273.00	2,219,586
1	1.14	Medically Necessary Instruction/Off Campus Instruction	Yes	$177,400.00	146,116
1	1.15	Online Education Options	No	$1,767,482.00	1,984,416
1	1.16	Elementary Reading Specialists	Yes	$1,614,909.00	1,600,789
2	2.1	Professional Development	No	$0.00	0
2	2.2	Health and Social-Emotional Supports	Yes	$2,499,998.00	2,476,243
2	2.3	Targeted Case Managers	Yes	$641,222.00	614,168
2	2.4	School Climate Surveys	No	$0.00	0
3	3.1	Continue support for district alternative education programs	Yes	$1,026,325.00	969,656
3	3.2	Coaching Stipends	Yes	$964,821.00	925,173
3	3.3	Campus Supervisors	Yes	$1,624,653.00	1,722,059
3	3.4	Elementary and Secondary Project Specialists	Yes	$152,353.00	151,715

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)
4	4.1	Oakdale Assistant Principal	No	$97,145.00	96,758
4	4.2	Center for Alternative Learning (CAL) Intervention Specialist	No	$189,790.00	152,138
4	4.3	Center for Alternative Learning (CAL), Fair View, and Academy for Change (AFC) Reading Intervention Sections	No	$397,428.00	102,104
4	4.4	Oakdale Social Worker	No	$59,696.00	32,623
4	4.5	Fair View Instructional Aide Bilingual	No	$45,398.00	8,604

2024-25 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)
16,380,780	$18,598,878.00	$18,171,111.00	$427,767.00	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	$1,120,000.00	972,405		
1	1.5	Implementation of District Wide Assessments	Yes	$159,157.00	138,783		
1	1.6	Academic Interventions	Yes	$1,450,000.00	1,392,350		
1	1.7	Instructional Support Services	Yes	$1,557,390.00	1,476,612		
1	1.11	Support Art, Music and extra PE in Elementary Grades	Yes	$2,110,508.00	2,084,995		
1	1.12	Online Access	Yes	$1,331,869.00	1,280,461		
1	1.13	Secondary Counselors	Yes	$2,168,273.00	2,219,586		
1	1.14	Medically Necessary Instruction/Off Campus Instruction	Yes	$177,400.00	146,116		
1	1.16	Elementary Reading Specialists	Yes	$1,614,909.00	1,600,789		
2	2.2	Health and Social-Emotional Supports	Yes	$2,499,998.00	2,476,243		
2	2.3	Targeted Case Managers	Yes	$641,222.00	614,168		
3	3.1	Continue support for district alternative education programs	Yes	$1,026,325.00	969,656		
3	3.2	Coaching Stipends	Yes	$964,821.00	925,173		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Campus Supervisors	Yes	$1,624,653.00	1,722,059		
3	3.4	Elementary and Secondary Project Specialists	Yes	$152,353.00	151,715		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
131,551,333	16,380,780	0	12.452%	$18,171,111.00	0.000%	13.813%	$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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.

- LEAs may also provide information about their strategic plan, vision, etc.

- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and

        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and

            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).

                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.

        - Actions may be grouped together for purposes of these explanations.

        - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) 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;

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

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

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.

  o 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,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

  o 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) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

  o 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.

- o 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.

  - o 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.

  - o 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.

    o 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.

    o 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.

    o 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

For English Learners and Long-Term English Learners

- 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:

    o 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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:

    o 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.

    o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  ▪ Identify the action as an LREBG action;

  ▪ Include an explanation of how research supports the selected action;

  ▪ Identify the metric(s) being used to monitor the impact of the action; and

  ▪ Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

  o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

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

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

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

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

- **5. Total Planned Percentage of Improved Services**

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

  - o 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)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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)**

  - o 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 2024