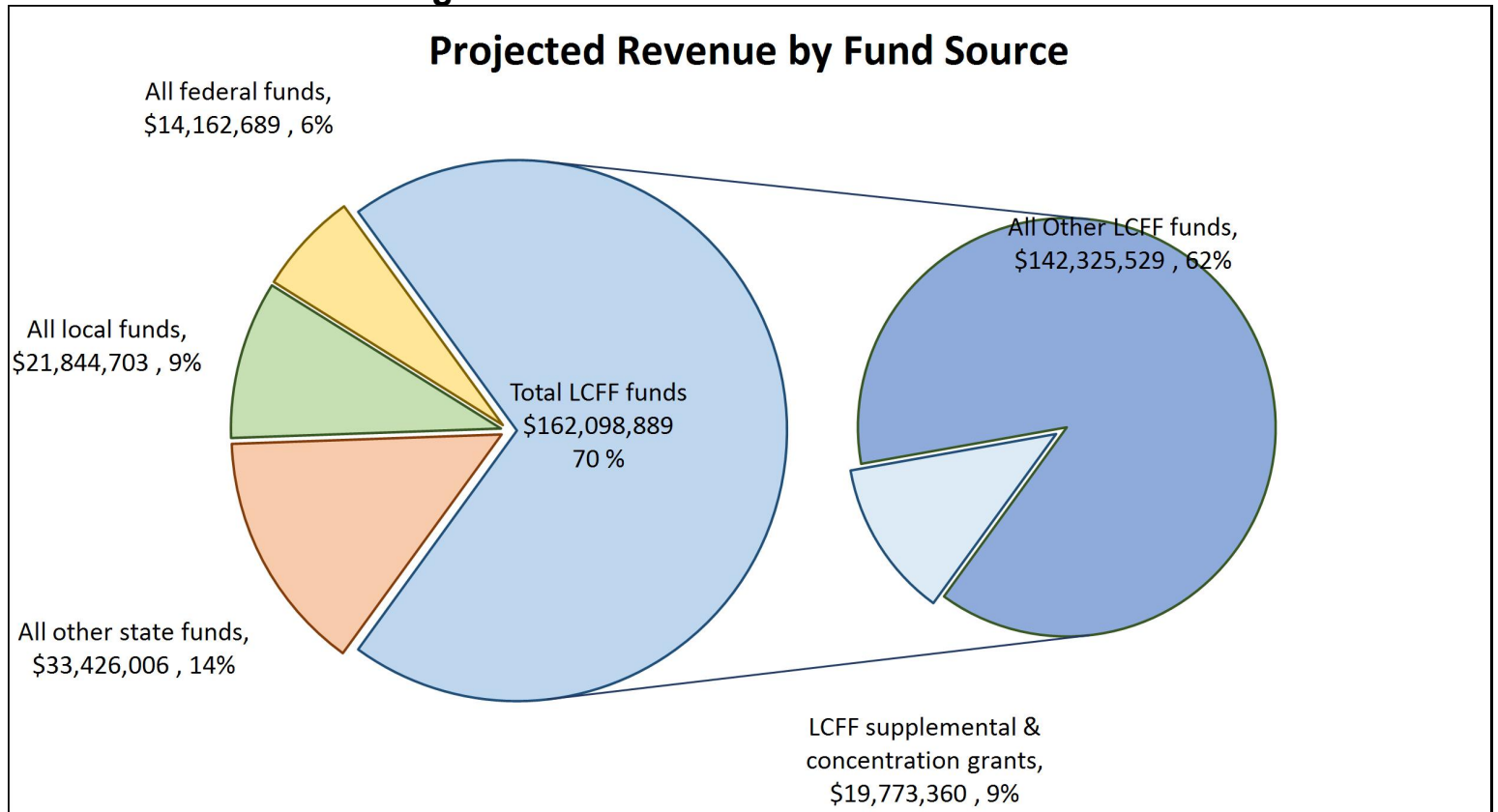


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chico Unified School District
 CDS Code: 04614240000000
 School Year: 2026-27
 LEA contact information:
 Greg Blake
 Superintendent
 gblake@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 2026-27 School Year



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

The text description for the above chart is as follows: The total revenue projected for Chico Unified School District is \$231,532,287, of which \$162,098,889 is Local Control Funding Formula (LCFF), \$33,426,006 is other state funds, \$21,844,703 is local funds, and \$14,162,689 is federal funds. Of the \$162,098,889 in LCFF Funds,

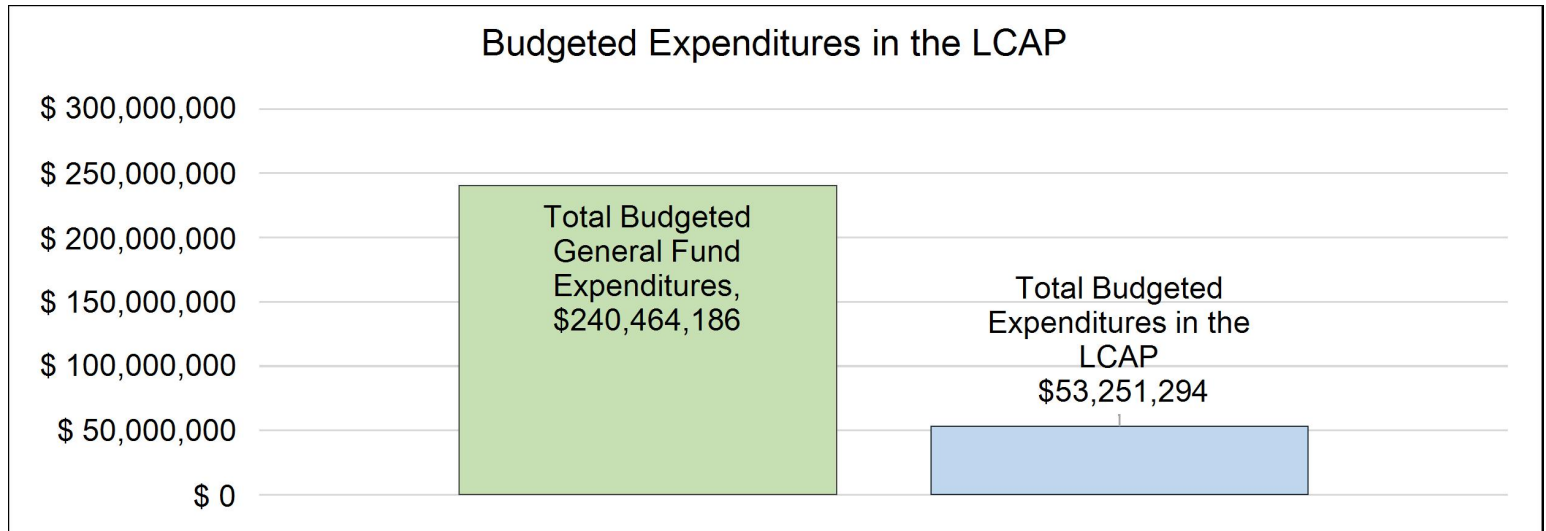
\$19,773,360 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.



This chart provides a quick summary of how much Chico Unified School District plans to spend for 2026-27. 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 \$240,464,186 for the 2026-27 school year. Of that amount, \$53,251,294 is tied to actions/services in the LCAP and \$187,212,892 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

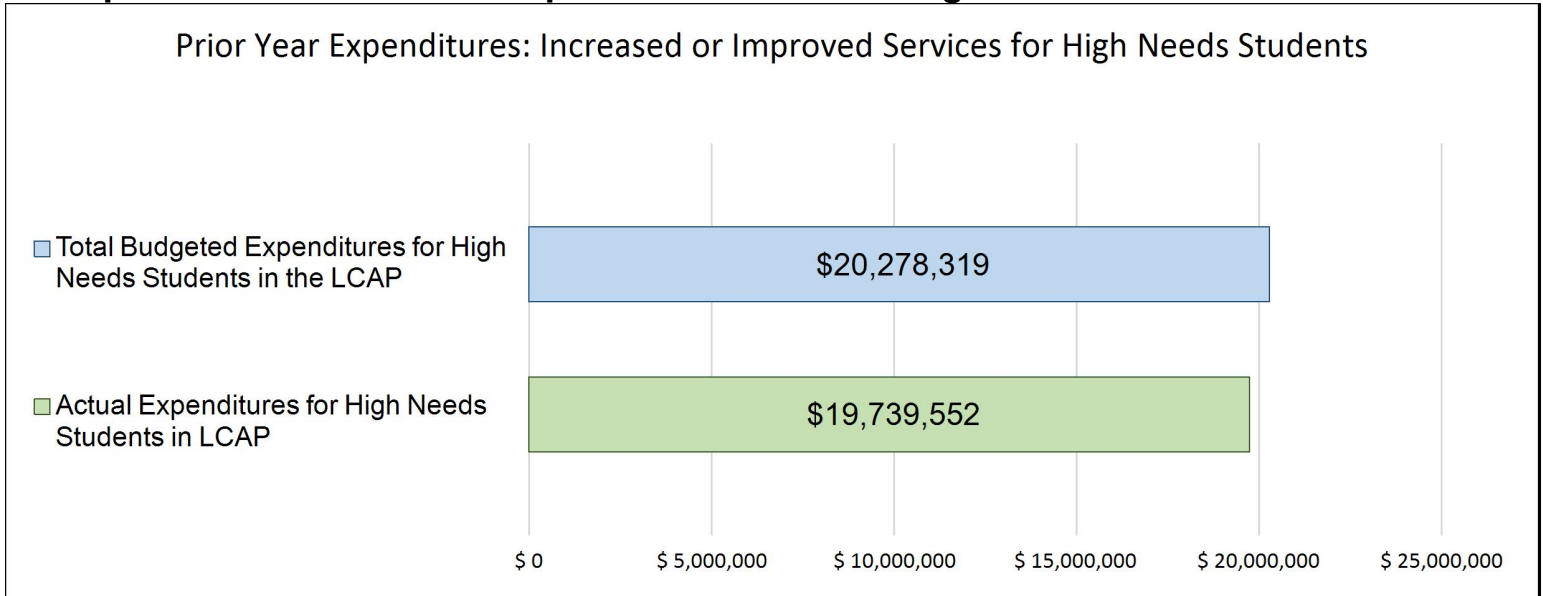
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Chico Unified School District is projecting it will receive \$19,773,360 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 \$21,183,827 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 2025-26



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 2025-26, Chico Unified School District's LCAP budgeted \$20,278,319 for planned actions to increase or improve services for high needs students. Chico Unified School District actually spent \$19,739,552 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$538,767 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 staffing difficulties.

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	Greg Blake Superintendent	gblake@chicousd.org 530-891-3000

Plan Summary [2026-27]

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.

The Chico Unified School District (CUSD) is located in Chico, California, and serves approximately 12,185 students in transitional kindergarten through grade 12. The district provides educational services across 22 educational settings, including 12 elementary schools, three junior high schools, two comprehensive high schools, four alternative education programs, and an online academy. In addition, the district authorizes eight charter schools.

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-grade students from across the district. All 12 elementary sites provide full-day kindergarten, and 11 sites offer full-day Transitional Kindergarten (TK).

CUSD employs approximately 887 certificated staff and 928 classified staff who support the academic achievement, well-being, and success of all students. The district offers a wide range of academic programs and services, including career technical education pathways, Advanced Placement courses, visual and performing arts, athletics, and expanded learning opportunities designed to meet the diverse needs of students.

School populations vary in size and demographics, reflecting the diversity of the Chico community and contributing to the district’s focus on equitable access and differentiated supports. The district continues to respond to evolving community needs, including housing instability, economic challenges, and increasing mental health and wellness supports for students.

The district's unduplicated pupil percentage is 59.16%, representing students who are socioeconomically disadvantaged, English learners, and/or foster youth. This percentage guides the allocation of supplemental and concentration funding to support targeted services and improve outcomes for these student groups.

The CUSD student community demographics include:

Hispanic or Latino: 31.0%
White: 49.5%
African American: 2.3%
Asian: 4.3%
Filipino: 0.4%
Pacific Islander: 0.5%
American Indian or Alaska Native: 1.0%
Two or More Races: 8.0%

The CUSD student demographics are:

Socioeconomically Disadvantaged: 57.6%
English Learners: 6.3%
Students with Disabilities: 16.0%
Homeless: 6.0%
Foster Youth: 0.5%

Equity Multiplier Schools:

For the 2026-27 school year, CUSD has four schools receiving Equity Multiplier funding: Fair View High School, Center for Alternative Learning (CAL), Academy for Change (AFC), and Oakdale. 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.

During the prior year, Citrus Avenue Elementary and Oak Bridge Academy qualified for Equity Multiplier funding based on state eligibility criteria. For the 2026-27 school year, these schools no longer meet the qualifying thresholds and are therefore ineligible for Equity Multiplier funding. As a result, Equity Multiplier actions and services associated with Citrus Avenue Elementary and Oak Bridge Academy will no longer be included as Equity Multiplier-supported actions under Goal 4.

CUSD remains committed to continuous improvement through the Local Control and Accountability Plan (LCAP) process, using data, input from educational partners, and evidence-based practices to guide decision-making and ensure equitable outcomes for all students. Chico

Unified remains steadfast in implementing a Multi-Tiered System of Supports (MTSS) framework as the district's foundational approach to supporting the academic, behavioral, and social-emotional needs of every student, every day. Guided by the eight state priorities** outlined by the California Department of Education (CDE), the district's LCAP goals align with the core components of MTSS and reflect CUSD's commitment to providing timely, equitable, and responsive supports so all students have access to the opportunities and resources needed to thrive.

**California Priorities

Basic Services

State Standards

Parent Involvement

Student Achievement

Student Engagement

School Climate

Course Access

Other Student Outcomes

Reflections: Annual Performance

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

Goal 1 Reflections: Annual Performance (Successes and Challenges)

English Language Arts (ELA):

The district moved from "Yellow" to "Green" in ELA, ending at 6.7 points above standard—a significant movement of 4.1 points toward standard. This trend indicates that district-wide literacy initiatives are gaining traction. White students remain "Green" (+31.1 above standard), but high-need groups such as Foster Youth ("Red", -107.6 DFS) and Homeless Youth ("Red", -81.0 DFS) require continued intensive monitoring through Action 3.1 (Targeted Case Managers). English Learners (-74.1 DFS), Hispanic students (-29.3 DFS), and Students with Disabilities (-87.1 DFS) are all in the "Orange" performance band. Site-level data further highlights the need for targeted Tier 2 support; for example, at Chapman Elementary, the English Learner, Hispanic, and Socioeconomically Disadvantaged groups all remain in the "Red" for ELA, validating the necessity of Action 1.16 (Reading Specialists).

Mathematics:

Math performance remains "Yellow" at 31.9 points below standard, despite a positive movement of 5.2 points. The performance gap between ELA and Math (38.6 points) confirms that math remains a primary area for intervention. While the district showed growth, several groups remain in the "Red" category, demonstrating severe academic deficits: Foster Youth (-134.8 DFS), Homeless Youth (-120.4 DFS), and English Learners (-105.7 DFS). Students with Disabilities are in the "Orange" band (-123 DFS). This systemic gap is clearly reflected at high-

poverty sites like Chapman (-86.8 DFS) and McManus (-77.3 DFS), confirming that core instruction must be heavily supplemented through Action 1.6 (Academic Interventions) to provide foundational stability.

English Learner Progress:

The district achieved a "Green" performance level on the English Learner Progress Indicator (ELPI). Currently, 49.7% of English Learners are making progress toward English language proficiency, representing an increase of 4.5%. While this is a notable recovery from the previous year's decline, the data shows that progress is uneven. While some elementary sites are showing strength, newcomer hubs like Citrus Elementary show English Learners in the "Orange" for both Math (-59.4 DFS) and ELA. Furthermore, alternative education sites like Fair View High School and Academy for Change continue to struggle with academic language acquisition for secondary students, necessitating the staffing strategies outlined in Action 1.7 (Bilingual Aides).

College and Career Indicator (CCI):

The CCI moved to "Green" at 50.3% "Prepared," an increase of 2.5 percentage points. This reflects success in stabilizing CTE pathway completion and A-G sequences at comprehensive sites like Chico High (51.3% "Prepared"). However, a stark disparity exists at alternative sites: Fair View High School remains "Red" in this indicator, with 0% of Homeless students meeting the "Prepared" criteria on the Dashboard. This data serves as the primary justification for Equity-Multiplier funding and confirms the necessity of Action 1.23 to expand dual-credit and articulated pathways specifically for off-track and highly transient student populations.

Goal 2 – Social-Emotional Learning and Student Engagement

Areas of Success (Progress in Student Engagement):

The 2024–25 Dashboard highlights key areas where the district's Multi-Tiered System of Support (MTSS) is successfully stabilizing attendance. Targeted interventions resulted in notable improvements for several vulnerable populations, with Students with Disabilities, Homeless Youth, and Pacific Islander students seeing point reductions in absenteeism. These improvements reflect the impact of consistent outreach from Targeted Case Managers (TCMs) and expanded counseling caseloads (Action 2.2 and 2.3).

Identified Needs (Chronic Absenteeism):

Despite these successes, the overall district rate remains "Orange" at 16.3%. Severe absenteeism persists at high-need and alternative education sites. According to the Dashboard, the Center for Alternative Learning (CAL) shows a severe "Red" rate of 84.6% (an increase of 8.9 points). Additionally, at Chapman Elementary, all seven student groups are in the "Red" (32.6% overall). Furthermore, LEA-wide Dashboard data confirms that the following student groups remain in the "Red" performance band, necessitating intensified, localized support:

Homeless Students: 39.2% chronically absent

African American Students: 37.9% chronically absent

Foster Youth: 34.9% chronically absent

American Indian Students: 34.8% chronically absent
Students with Disabilities: 26.5% chronically absent

Goal 3 – Safe and Inclusive School Climate

Areas of Success (Progress in School Climate):

The continued use of restorative alternatives (Action 3.1) and Campus Supervisors (Action 3.3) has helped maintain a safe environment, contributing to an overall "Yellow" indicator for suspensions at 3.7% ("Maintained" 0.2%) and a maintained below a 1% expulsion rate. Local climate survey data shows that a strong majority of students report a sense of safety and belonging, supported by the work of Special Education Coordinators (Action 3.4). This success is highly visible at several elementary sites; for example, Little Chico Creek (0.6%) and Parkview (1.0%) both achieved "Blue" performance levels for their exceptionally low suspension rates.

Identified Needs (Suspension Rate):

The "Yellow" district average masks severe site-level and subgroup disparities that require immediate technical assistance. The data identifies two specific subgroups in the "Red" for suspensions district-wide: American Indian (9%) and Homeless (10%) groups. At the site level, this data justifies the deployment of Equity Multiplier resources. Fair View High School is in the "Red" with a suspension rate of 23.3%, and McManus Elementary is in the "Red" at 6.2%. These distinct data points confirm that Tier 1 climate strategies must be supplemented by targeted, culturally responsive peer mediation and de-escalation training specifically directed at these campuses and student groups.

Goal 4: Equity-Driven Resource Allocation

Equity Multiplier funds were strategically deployed to provide targeted academic interventions, including after-school tutoring and Saturday academies, at qualifying high-need campuses. Performance outcomes at these sites show a high degree of variance, highlighting the need for continued, site-specific resource alignment:

Oakdale: The 24-25 Dashboard indicates that Oakdale continues to require intensive support. The site currently shows an "Orange" indicator for Chronic Absenteeism and a "Red" indicator for the College/Career Prepared rate (0.0%). Equity funds must remain focused on foundational engagement and academic readiness at this site.

Citrus Avenue Elementary: Identified as an Equity Multiplier site last school year, Citrus focused resources on addressing a "Red" indicator in Chronic Absenteeism for specific student groups, as well as severe academic gaps. The data identifies that Students with Disabilities (-87.6 DFS) and Homeless Youth (-95.3 DFS) remain in critical need of Tier 2 and Tier 3 interventions.

Oak Bridge Academy: Resources supported a focus on secondary engagement, yet the site remains "Orange" in ELA (-42.3 points) and "Orange" in Math (-136.6 points). A "Red" status was specifically identified for the Socioeconomically Disadvantaged student group in Chronic Absenteeism, validating the need for targeted outreach.

Alternative Education (CSI Schools):

Fair View High School: Utilized funds to address a significant "Red" indicator in Graduation Rate which raised to "Yellow" (72.1%) and a "Red" Suspension Rate (23.3%). The Dashboard explicitly identifies Students with Disabilities and White students as priority groups for restorative practices at this site.

Center for Alternative Learning (CAL) and Academy for Change (AFC): Equity Multiplier dollars targeted extreme Chronic Absenteeism—with CAL showing a "Red" rate of 84.6% and AFC showing a severe "Red" rate of 96.6%. Suspension rates for the All Students group and Socioeconomically Disadvantaged students also require immediate intervention.

Learning Recovery Emergency Block Grant (LREBG) Funds:

LREBG resources were leveraged to expand high-impact literacy and numeracy tools, specifically Reading Specialists (Action 1.16) and digital platforms like Lexia and IXL (Action 1.12). These funds also supported Junior High Summer Credit Recovery, which directly addressed learning gaps for the Students with Disabilities (SWD) and Foster Youth subgroups, both of which were identified in the "Red" on the 2023 and 2024 Dashboards. By the close of the 2024–25 year, these one-time funds were integrated into the broader MTSS framework to ensure that academic recovery and social-emotional well-being supports remain sustainable through the 2027–28 eligibility period.

Overall Takeaways

Analysis of the 2024–25 California School Dashboard and local interim assessments confirm that foundational inputs—including highly qualified staffing, standards-aligned materials, and technology infrastructure—are stable across most of CUSD. However, significant gaps in performance remain for specific populations. The district's next phase of improvement depends on the following strategic pivots:

Intensive Subgroup Intervention: Accelerating math and language development for English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWD). While EL Progress showed a 4.5% recovery this year (moving to 49.7%, "Orange"), LTELs and English Learners still exhibit "Red" and "Orange" Distance from Standard scores across Math (-105.7 DFS) and ELA (-74.1 DFS). The district must shift from general Tier 1 support to specialized, evidence-based language acquisition strategies.

Systemic Attendance Reform: Institutionalizing attendance protocols across all sites is critical, particularly at Alternative Education sites (CAL/AFC) and Chapman Elementary, where all seven student groups are in the "Red" for Chronic Absenteeism (32.6% overall). This requires moving beyond monitoring to active, case-managed intervention (Actions 2.2, 2.3).

Equity-Centered Secondary Pathways: Embedding rigorous CTE and A–G supports into the MTSS system to address the graduation gap at Fair View High School (58.5%) and ensure that "Red" student groups—such as Homeless Youth, who currently show a 0% CCI "Prepared" rate—have equitable access to college and career readiness outcomes.

The following data is from the 2023-2024 LCAP data:
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)

Required Actions for "Red" Dashboard Indicators (2024–25)

The following District and school sites had student groups with a "Red" indicator on the 2024 California Dashboard. Below are the listed actions taken to address these specific needs:

Chico Unified School District (District-Wide):

1. English Language Arts (ELA): Foster Youth and Homeless Youth. (Actions 1.5–1.10, 1.16, 2.5, 3.1)
2. Mathematics: Foster Youth, Homeless Youth, and English Learners. (Actions 1.5–1.10, 1.6, 2.5)
3. Chronic Absenteeism: African American, American Indian, Foster Youth, Homeless Youth, and Students with Disabilities. (Actions 1.13, 2.1, 2.3, 2.6, 2.8, 3.1)
4. Suspension Rate: Homeless, American Indian/Alaskan Native. (Actions 2.1, 2.3, 2.5, 3.1, 3.3, 3.4)

Elementary Schools:

Chapman Elementary: ELA: All Students Group (71.5 points below standard), Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged; Math: Hispanic and Students with Disabilities (Actions 1.5–1.10, 1.16, 1.18); Chronic Absenteeism: All Students (32.6% chronically absent) and all seven individual student groups (Actions 1.13, 2.1, 2.3, 2.6, 2.8)

Citrus Avenue Elementary: ELA: Students with Disabilities; Math: Students with Disabilities; Chronic Absenteeism: All Students Group; Suspension Rate: Homeless Youth (Actions 1.13, 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)

Hooker Oak Elementary: Chronic Absenteeism: Students with Disabilities; Suspension Rate: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races (Actions 2.3, 3.1, 3.3, 3.4)

Little Chico Creek Elementary: ELA: Students with Disabilities; Math: Students with Disabilities; Chronic Absenteeism: All Student Group, Hispanic, Socioeconomically Disadvantaged, English Learners, African American, and Two or More Races (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: Students with Disabilities; Suspension Rate: All Students (6.2%), Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White Students Group; Math: Hispanic and Students with Disabilities; Chronic Absenteeism: All Student Group, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White (Actions 1.5–1.10, 1.16, 1.18, 3.1–3.4)

Rosedale Elementary: ELA: English Learners (Actions 1.3-1.5, 1.16)

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, English Learners; Math: English Learners and Students with Disabilities; Chronic Absenteeism: Students with Disabilities (Actions 1.5–1.10, 1.13)

Chico Junior High: ELA: English Learners and Homeless; Chronic Absenteeism: Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White; Suspensions: Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races; Math: English Learners and Homeless (Actions 1.5–1.10, 1.13)

Marsh Junior High: ELA: English Learners; Math: English Learners; Suspension Rate: Homeless Youth and Students with Disabilities; Chronic Absenteeism: English Learners, Hispanic, Homeless, Two or More Races, and Socioeconomically Disadvantaged (Actions 1.5–1.10, 2.1–3.4)

High Schools:

Chico High: ELA: Students with Disabilities; Math: Students with Disabilities; Suspension Rate: Students with Disabilities (Actions 1.5–1.13, 2.1–3.4)

Pleasant Valley High: Math: Students with Disabilities; Suspension Rate: Homeless Youth (Actions 1.5–1.13, 2.1–3.4)

Alternative Education (CSI Schools):

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

Center for Alternative Learning (CAL): Chronic Absenteeism: All Students (84.6%) and Socioeconomically Disadvantaged; Suspension Rate: All Students, Hispanic, Socioeconomically Disadvantaged, and White (Actions 1.13, 2.1, 2.3, 2.6, 2.8, 3.1–3.4)

Fair View High School: Graduation Rate: All Students (58.5%); College/Career Indicator (CCI): Homeless Youth (0%); Suspension Rate: All Students (23.3%), Hispanic, Students with Disabilities, Homeless, Socioeconomically Disadvantaged, and White (Actions 1.23, 2.1, 2.3, 3.1, 3.3, 3.4)

Oak Bridge Academy: Missing from the draft. The data identifies a "Red" indicator for College and Career Indicator: Socioeconomically Disadvantaged (Actions 1.13, 1.5-1.6)

Oakdale: College/Career Indicator: All Students and Socioeconomically Disadvantaged (Actions 1.13, 1.5-1.6)

Reflections: Technical Assistance

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

The Chico Unified School District (CUSD) has been identified under Education Code Section 52072(a) for additional support within California's Statewide System of Support based on the Fall 2025 California Dashboard results. Based on California Dashboard results for the Foster Youth, Homeless Youth and American Indian or Alaska Native student groups, Chico Unified has qualified for Differentiated Assistance (DA), which activates additional resources and strategic oversight within the Statewide System of Support. This support is provided to CUSD via collaboration with the Butte County Office of Education.

The 2024-25 data confirms that these groups continue to require intensive, systemic intervention, with the Dashboard identifying the following critical student groups:

1. Foster Youth: Persistent "Red" indicators across three areas: Academic Performance in ELA (-107.6 DFS) and Math (-134.8 DFS), and Chronic Absenteeism (34.9%). (Note: Their Suspension Rate is currently "Orange", so it has been removed from the "Red" indicator list.)
2. Homeless Youth: Persistent "Red" indicators across four areas: Academic Performance in ELA (-81.0 DFS) and Math (-120.4 DFS), Chronic Absenteeism (39.2%), and LEA-wide Suspension Rates.
3. American Indian or Alaska Native: "Red" indicators for both Chronic Absenteeism (34.8%) and LEA-wide Suspension Rates at 9%.

Collaborative Partnership & Continuous Improvement:

Throughout the 2025–2026 school year, CUSD has maintained "Data-Anchored Check-ins" with the Butte County Office of Education (BCOE). These sessions ensure that district-level pivots are not based on annual Dashboard data alone, but are informed by real-time local assessment data (i-Ready, DIBELS, and EduCLIMBER) and conversation with the Educational Services Team. This dual-layered approach ensures that our strategies remain timely and relevant to current student needs.

Technical Assistance Support and Feedback: Chico Unified is no longer in Differentiated Technical Assistance (DTA) based on the 2025 Dashboard progress. CUSD does still remain in Differentiated Assistance (DA) with support from BCOE. The following information captures summaries of our meetings with BCOE throughout the 2025-2026 school year:

1. February 3, 2026 (Data & Artifact Audit):

A joint CUSD/BCOE team conducted a comprehensive review of 2025 Dashboard. ELA and Math growth, mostly in high school, were celebrated. BCOE acknowledged that CUSD's focus on district-wide Tier 1 instructional practices, including the Tier 1 focus on K-5 reading and literacy routines, is seeing success. Additional conversation around instruction included the growing use of "Building Thinking Classroom" strategies in the high schools.

The team also discussed CUSD's active participation in the Butte SELPA/SIL Inclusion Academy during the spring and fall of 2025.

2. April 10, 2026 (Continuous Improvement Cycle):

The BCOE and Educational Services Team discussed the continued focus on sharing instructional strategies with certificated staff in to next year. These strategies, anchored in student engagement, are "Building Thinking Classrooms" district-wide, intentional instructional routines,

and depth of knowledge (DoK). The team also recognized the growing requests for professional development from our classified staff. This is a very positive step forward to include all staff members in supporting students.

Continuous Monitoring and Improvement: CUSD and BCOE will continue to meet to adjust professional learning plans and MTSS supports in real time, ensuring that the "Identified Needs" of our most vulnerable student groups are addressed through the evolving actions of this LCAP.

2024–25 Progress and Persistent Gaps by Student Group:

The following data, derived from the 2024–25 California School Dashboard, outlines the progress and remaining challenges for the student groups that triggered the district's DA identification. This data serves as the baseline for our current collaborative planning with BCOE.

Foster Youth: This group remains in a high-priority category for continued support. Academically, Foster Youth are performing significantly below standard, with an ELA score of -107.6 DFS ("Red") and a Math score of -135.0 DFS ("Red"). Furthermore, their Chronic Absenteeism rate remains in the "Red" at 34.9%. While their Suspension Rate has stabilized to an "Orange" indicator, it remains an area requiring ongoing monitoring.

Homeless Youth: Similar to Foster Youth, Homeless Youth require urgent, wrap-around MTSS support. They scored "Red" indicators across four critical areas: Chronic Absenteeism (39.2%), Academic Performance in ELA (-81.0 DFS) and Math (-120.4 DFS), as well as a "Red" indicator for LEA-wide Suspension Rates (10.0%).

American Indian or Alaska Native: The American Indian or Alaska Native student group received two "Red" indicators. Chronic Absenteeism increased by 3.4% points and received a "Very High" status, and an overall "Red". Suspension Rate maintained a "Very High" status and received an overall "Red".

Summary of Work by Identified Student Group:

Foster Youth & Homeless Youth:

CUSD's Foster/Homeless Liaison (Action 2.5) continues to lead the data-analysis cycle for these populations. Given the 2024–25 Dashboard showing both groups in the "Red" for academic performance; Foster Youth: -107.6 in ELA and -134.8 in Math; Homeless: -81 in ELA and -120.4 in Math. Additionally, both groups are "Red" in Chronic Absenteeism (FY: 34.9% and Homeless: 39.2%), as well as a "Red" in Suspension Rate specifically for Homeless Youth (9.6%); due to this, the district has pivoted to an intensive case-management model. For students dually identified with an IEP, academic growth is now monitored through individualized progress-tracking.

Key LCAP Alignment:

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 two of our Special Education Coordinators to support classroom behavior needs will benefit our Foster Youth students.

American Indian Alaska Native:

With the 2024–25 Dashboard results reflecting a persistent “Red” indicator in Chronic Absenteeism (34.8%) as well as in Suspension Rate (9%) that requires urgent Tier 2/3 intervention, the district is scaling its Junior High "Alternative to Suspension" programs. These counseling-heavy, small-group designs are now being expanded to the comprehensive high schools.

Key LCAP Alignment:

Action 1.9, 2.1 - Professional Development for staff includes instructional and positive discipline strategies as well as trauma-informed practices to reach our American Indian Alaska Native 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.

Continuous Improvement Framework (2026–2027):

Moving into the next LCAP year, Chico Unified will continue to institutionalize a twice-yearly "Deep Dive" check-in with BCOE. These sessions are no longer high-level reviews but are data-anchored working sessions.

Data Grounding: These check-ins rely on a minimum of two local assessment cycles per year (i-Ready, mClass, IXL) to ensure that if a student group is not responding to a specific LCAP Action (e.g., Action 1.6), the district can pivot resources mid-year.

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.

Schools Identified: Center for Alternative Learning (CAL)

Support for Identified Schools:

Educational partner input at the Center for Alternative Learning (CAL) is an ongoing process involving staff, classified staff, administrators, parents, and students. The School Site Council (SSC) serves as the primary structure for gathering input and meets regularly to review progress, funding, goals, and overall program effectiveness. Input from the SSC, along with feedback from staff, parents, and students, contributes to the planning process and implementation of the Comprehensive Support and Improvement (CSI) plan.

CAL has been identified for Comprehensive Support and Improvement (CSI) based on performance indicators from the 2025 California School Dashboard. The Dashboard identified significant needs in student engagement and school climate, with CAL receiving a “Red” rating for Chronic Absenteeism (84.6%) and Suspension Rate (16%). These indicators reflect ongoing challenges with student attendance, engagement, and behavioral outcomes.

In the prior year, both CAL and Fair View High School were identified for CSI. While Fair View is no longer designated for CSI status, analysis of its 2025 Dashboard results continues to inform district practices supporting alternative education students. Fair View demonstrated continued areas of need, including a “Red” suspension rate (23.3%), “Yellow” graduation rate (72.1%), and “Orange” College and Career Indicator (2.4%).

The CSI plan is developed in alignment with the School Plan for Student Achievement (SPSA) and the Local Control and Accountability Plan (LCAP). Chico Unified supports CAL by providing data analysis support, coordination of services, funding alignment, and technical assistance. The CSI plan is informed by a comprehensive needs assessment that includes analysis of Dashboard indicators, local assessment data, attendance and engagement metrics, and input from educational partners. This process includes examining performance trends, identifying root causes, and considering resource inequities that may affect student outcomes.

The needs assessment identified chronic absenteeism, student engagement, and behavioral outcomes as the primary areas of focus. CAL's program is grounded in the "ABCs" of Attendance, Behavior, and Credits, which guide the site's approach to student re-engagement and success. These needs are particularly evident among socioeconomically disadvantaged and highly mobile student populations, which represent a significant portion of CAL's enrollment.

The evidence-based interventions selected to address these needs, as outlined in the school's SPSA, include:

- a) Professional Development: Implementation of evidence-based practices related to Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), social-emotional learning (SEL), restorative practices, and attendance interventions through the School Attendance Review Board (SARB).
- b) Social-Emotional and Wellness Supports: SEL curriculum and materials, along with counseling and wellness services, including equine-assisted therapy to support student self-awareness, regulation, and engagement.
- c) Targeted Student Support Services: Expanded Targeted Case Manager support and partnerships with community agencies to support students experiencing homelessness and other high-need populations. These efforts include enhanced outreach strategies, such as home visits and transportation through a truancy van funded by the Community Schools grant, to reduce barriers to attendance and improve daily student engagement. Additional supports include mentoring services in collaboration with the Butte County Office of Education.
- d) Academic Intervention: Subject-specific intervention and credit recovery to address gaps in core academic areas and support progress toward graduation.
- e) College and Career Readiness: Implementation of college and career exploration activities and transition planning to support post-secondary outcomes.
- f) Family Engagement: Resources and opportunities to increase parent engagement and strengthen home-school connections, particularly focused on improving attendance and student engagement.
- g) Technology and Coordination Supports: Use of digital tools to improve communication, monitor student progress, and coordinate academic and social-emotional supports.

At the LEA level, Chico Unified will continue to review site and district budgets to ensure that the CSI plan addresses identified resource inequities and that services are aligned to student needs.

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 effectiveness of the CSI plan, ongoing data collection and evaluation will inform continuous improvement. Key metrics include attendance rates, chronic absenteeism, suspension rates, academic progress, and engagement indicators aligned with the district's LCAP.

Center for Alternative Learning is an alternative education program that students often enroll in due to challenges with attendance, behavior, or credit deficiencies. The program is designed to re-engage students in their education and support both academic and personal growth. Staff work to build strong relationships with students and provide individualized support to meet diverse needs.

The effectiveness of the CSI plan is monitored through multiple structures. First, educational partners formally review progress and interventions through the annual development and approval of the SPSA. Second, the School Site Council provides ongoing oversight and input on program effectiveness. Third, due to the small size and unique needs of the student population, staff and service providers utilize ongoing, real-time feedback to assess the effectiveness of interventions and make timely adjustments.

The district will monitor CAL's improvement efforts through aligned strategies, including:

1. Professional development implementation monitoring to assess the impact of staff training
2. Instructional walkthroughs to observe practices and provide feedback
3. Ongoing analysis of attendance, suspension, and engagement data
4. Targeted monitoring of high-need student groups, including socioeconomically disadvantaged students and students experiencing homelessness

The site-level SPSA is aligned with the district LCAP, which serves as the primary framework for monitoring progress and ensuring continuous improvement. Through this aligned system, the district ensures CSI efforts remain data-informed, equity-focused, and responsive to student needs.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<ul style="list-style-type: none"> • Staff surveys administered in the Fall and Spring • Staff meetings through the year centered around the LCAP goals
Administration	<ul style="list-style-type: none"> • Staff surveys administered in the Fall and Spring • Leadership Advance and monthly Leadership meetings centered around the LCAP goals
Classified and Other School Personnel	<ul style="list-style-type: none"> • Staff surveys administered in the Fall and Spring • School site discussions centered on LCAP goals for site and district
Bargaining Unit - Classified and Certificated	<ul style="list-style-type: none"> • Staff surveys administered in the Fall and Spring • Both Chico Unified Teachers Association (CUTA) and California School Employees Association (CSEA) held discussions that reference the LCAP goals
Parents	<ul style="list-style-type: none"> • Parent surveys administered in the Fall and Spring • On-going communication through the year via Aeries Communication regarding LCAP meetings and LCAP information and LCAP Parent/Guardian Meetings (see dates below)
Students	<ul style="list-style-type: none"> • Superintendent Greg Blake, Assistant Superintendent Tina Keene, Secondary Education Director Pedro Caldera, Elementary Education Director Heather Sufuentes, and CUSD Board of Trustees members 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

Educational Partner(s)	Process for Engagement
	12 elementary schools, 8-25 students from three junior high schools, two comprehensive high schools, one alternative high school, and Oak Bridge Academy.
Parents/Community	<ul style="list-style-type: none"> • District English Learner Advisory Committee (DELAC) meetings November 6, 2025 and April 2, 2026, to assist in the development of the 2026-2027 LCAP. • Black, Indigenous, & People of Color (BIPOC), Students with Disabilities, and Foster/Homeless Youth Community Engagement meeting November 18, 2025 and Special Education Parent Advisory Council (SEPAC) meetings throughout the year to assist in the development of the 2026-2027 LCAP. • Community Engagement meeting March 5, 2026, to assist in the development of the 2026-2027 LCAP. • LCAP public hearing at the June 17, 2026 CUSD Board meeting with the final review and Board action at the June 24, 2026 CUSD Board meeting.
<p>Equity Multiplier: Fair View, Academy for Change (AFC), Center for Alternative Learning (CAL), and Oakdale - Equity Multiplier</p> <p>Equity Multiplier: Citrus Elementary School and Oak Bridge Academy</p>	<ul style="list-style-type: none"> • April 14, 2026 School Site Council Meeting for Oak Bridge Academy to discuss expenditures related to the 2025-26 Equity Multiplier goal. • April 30, 2026 School Site Council Meetings for Fair View, AFC, CAL, and Oakdale to discuss expenditures related to the 2025-26 Equity Multiplier goal. Review of the 2025 Single Plan for Student Achievement (SPSA). • May 6, 2026 School Site Council Meeting for Citrus Elementary School to discuss expenditures related to the 2025-26 Equity Multiplier goal.
SELPA (Special Education Local Plan Area)	<ul style="list-style-type: none"> • Consultation with Aaron Benton, SELPA Director, on March 31, 2026.

Engaging Educational Partners

Many of the actions included in the 2026 Local Control and Accountability Plan (LCAP) are supported directly by the input and priorities shared by educational partners during this year's community engagement process. Chico Unified School District remains committed to leveraging all available funding sources, including LCFF, the LCFF Equity Multiplier, and other supplemental resources, to respond meaningfully to the voices of students, staff, families, and community stakeholders. Feedback gathered through community engagement meetings and other input opportunities continues to inform the district's investment in evidence-based, sustainable practices that support student achievement, wellness, equity, and engagement across all campuses. Examples of actions influenced by this feedback include academic intervention programs, counseling and wellness supports, increased supervision, and expanded student engagement opportunities.

To support Career Technical Education (CTE) pathways, Chico Unified School District engages pathway-specific business and industry partners through annual Career Technical Education Advisory Board meetings. Advisory members provide feedback on workforce-readiness skills, work-based learning opportunities, and pathway alignment with current career and postsecondary expectations. Partners also support students through mentorship, guest speakers, internships, industry projects, and career exploration activities. Employer involvement extends beyond advisory meetings through districtwide career-connected learning events, including the Creativity Expo and 8th Grade Career Day, where industry professionals serve as mentors, presenters, exhibitors, and judges. Feedback from Career Technical Education Advisory Board members supported the continuation of Goal 1 (Actions 1.5-1.7 and 1.23), which focuses on college and career readiness, Career Technical Education pathway development, work-based learning opportunities, and expanded access to career exploration experiences.

Equity Multiplier

Educational partner feedback this year continued to emphasize the importance of targeted investments at schools with the highest concentrations of student need through the LCFF Equity Multiplier. For the 2026–27 school year, campuses identified for Equity Multiplier funding include Fair View, Academy for Change (AFC), Center for Alternative Learning (CAL), and Oakdale. Citrus Avenue Elementary and Oak Bridge Academy, which were previously identified, are not designated for Equity Multiplier funding in 2026–27. Educational partners expressed strong support for continued investment in academic interventions, expanded counseling and social-emotional services, and increased staffing to provide supervision and individualized student support. Feedback highlighted the importance of allocating resources based on site-specific needs to ensure equitable access to supports that promote student success, stability, and well-being.

Educational Partner feedback influenced the LCAP in the following ways: Oak Bridge Academy responded to Educational Partners input specifically with using their Equity Multiplier funding (LCAP Goal 4) to utilize a .6 FTE Intervention Specialist for students in need of targeted academic interventions. Similarly, Citrus Elementary School responded to feedback citing the need for continued interventions, by adding one 1.0 full time teacher and a .4 FTE teacher with a Math focus to run interventions with students below grade level.

General LCAP Feedback:

Educational partners provided meaningful feedback regarding district strengths, areas for growth, and overall priorities through community meetings and other engagement opportunities. Participants expressed appreciation for the district's continued investment in academic supports, including reading and math interventions, professional development for teachers, and expanded opportunities for student learning. These actions and their funding are in the 2026 LCAP. Feedback reflected strong support for maintaining these efforts and continuing to build consistency across grade levels and school sites.

Social-emotional and behavioral supports were also identified as key strengths. Educational partners highlighted the positive impact of wellness centers, counseling services, and social-emotional learning supports on student well-being. These actions and their funding are included in the 2026 LCAP. At the same time, participants emphasized the need for increased access to these services, including additional staffing, expanded counseling support, and ongoing staff training to effectively respond to students' behavioral and mental health needs. Our CUSD staff continues to explore available funding options as they arise to support the increased access the feedback reported.

Educational partners identified staffing, supervision, and consistency of practices as important areas for continued focus. Feedback emphasized the need for additional campus supervision, particularly during unstructured times, and increased staffing to support student engagement and inclusion. Participants also noted the importance of consistent expectations for student behavior and responses across classrooms and school sites, as well as ongoing professional development for staff on behavior management and de-escalation strategies.

Families and community members also emphasized the importance of clear and proactive communication. Participants expressed a desire for more timely and transparent communication from the district, particularly regarding school-related incidents and safety concerns. Strengthening communication systems was identified as an important step in building trust and ensuring families feel informed and connected to their school communities.

Additional feedback included interest in expanding student engagement opportunities, such as clubs, arts, and extracurricular programs, and in continuing to invest in inclusive practices that support all students. This past year, the Afterschool Programs have offered clubs at the elementary levels to support this partner feedback. The schools report that the students are highly engaged in clubs of their choices and thoroughly enjoy the opportunities. Educational partners also expressed a desire for increased involvement in district processes, including providing input on surveys and engagement tools to ensure accessibility and meaningful participation.

The feedback gathered through these engagement opportunities continues to inform district priorities and decision-making. This input supports the ongoing development of LCAP goals and actions focused on improving academic outcomes, strengthening school climate, and ensuring equitable access to supports for all students.

Educational partner feedback supported the continuation and refinement of several actions within the LCAP. Input related to academic interventions, reading and math support, and professional development informed the continued implementation of Goal 1 (Actions 1.1-1.4) focused on Multi-Tiered System of Supports (MTSS), intervention services, and instructional support. Feedback regarding counseling, wellness centers, behavioral supports, and mental health services reinforced continued investments within Goal 2 (Actions 2.1-2.5) related to social-emotional wellness, Targeted Case Managers (TCMs), and counseling services. Educational partner concerns regarding supervision,

school climate, and behavioral consistency also informed the continuation of Goal 3 (Actions 3.1-3.4) focused on campus supervision, Alternatives to Suspension (ATS), and behavior intervention supports.

Community Engagement Meeting (BIPOC, Foster/Homeless Youth, and Students with Disabilities):

CUSD conducted a Community Engagement meeting to gather input from families representing Black, Indigenous, and People of Color (BIPOC), Foster and Homeless Youth, and Students with Disabilities. Rather than holding separate meetings for each group, the district facilitated a combined session to encourage broader participation and shared dialogue among families. The meeting provided an opportunity for participants to share feedback on academic programs, social-emotional supports, school climate, and safety, and to offer recommendations for continuous improvement.

Participants shared that many aspects of the district's academic programs and supports are working well. Families highlighted strong academic growth at several sites and expressed appreciation for intervention programs that have helped build student confidence and achievement. Special education services were consistently identified as a strength, with families noting the effectiveness of IEP teams, early intervention programs, and ongoing academic and social-emotional supports. Families also valued access to counselors and the availability of academic support classes that help students successfully transition between grade levels.

Families emphasized the positive impact of social-emotional and behavioral supports across the district. Wellness centers, designated calm spaces, and trained staff were identified as important resources that help students regulate emotions and feel supported throughout the school day. Participants also noted that social-emotional learning strategies and behavioral supports have been implemented intentionally and have contributed to improved student experiences. Programs that promote inclusion and awareness of diverse backgrounds and abilities were appreciated, and families recognized efforts to build a more inclusive school environment.

At the same time, participants identified areas for growth. Families expressed concerns about bullying, particularly for students with disabilities and other vulnerable groups, and emphasized the need for more proactive and responsive approaches to addressing incidents. Participants noted that while awareness efforts are important, additional focus is needed on teaching students how to be inclusive, advocate for others, and build positive peer relationships. Families also expressed a desire for increased opportunities for collaborative learning in classrooms, as well as continued expansion of inclusive practices that provide meaningful participation for all students.

Safety and communication were also identified as areas needing improvement. Families raised concerns about student behavior in restrooms, including vaping and lack of privacy, as well as broader concerns about campus safety. Participants expressed a desire for more timely and transparent communication from the district when incidents occur on campus. Several families shared that they often learn about incidents through social media or news outlets rather than direct communication from the district, which can impact trust. Families suggested that even general notifications during ongoing investigations would help improve transparency and confidence in district communication.

Additional feedback included recommendations to strengthen family engagement and communication practices. Participants suggested involving families more directly in the development of surveys and data-collection tools to ensure that questions are accessible and

meaningful. Families also expressed interest in increased communication about student opportunities, such as clubs and extracurricular activities, to better support student participation.

Overall, participants expressed appreciation for the district's efforts to support students academically and socially while also identifying important areas for continued growth. Their feedback will continue to inform district efforts to strengthen inclusive practices, improve communication, and ensure safe, supportive learning environments for all students.

Feedback from this engagement meeting supported the continuation of actions within Goal 2 (Actions 2.1-2.5) and Goal 3 (Actions 3.1-3.4) focused on counseling services, wellness supports, inclusive practices, behavioral interventions, and campus safety. Participant input regarding communication and family engagement also informed ongoing district efforts to strengthen outreach and improve communication systems across school sites.

District English Language Advisory Council (DELAC) LCAP Feedback:

The District English Language Advisory Council (DELAC) provided input on programs and services designed to support English Learners and their families. Participants shared positive feedback regarding academic supports and engagement strategies that help meet students at their current levels and promote growth over time. Families expressed appreciation for assessment platforms that support differentiated instruction and allow teachers to monitor student progress effectively. Educational partners also highlighted the importance of engaging instructional practices and strong relationships with teachers and staff, noting that these connections contribute to student confidence and academic success.

Participants emphasized the value of programs and opportunities that foster a sense of belonging and connection for English Learners. Activities such as participation in performing arts, access to enrichment opportunities, and exposure to postsecondary environments were identified as meaningful experiences that help students see themselves as successful and capable. Families also noted the positive impact of supportive classes, such as Academic Success, and the role of Targeted Case Managers (TCMs) in helping students stay connected and supported in their school environment.

At the same time, participants identified areas for growth to better support English Learners. Families expressed a need for increased access to career exploration opportunities specifically designed for English Learners, as well as additional counseling and guidance related to career pathways. Educational partners emphasized the importance of creating stronger connections between English Learner programs and career technical education courses to ensure that students have equitable access to a full range of academic and postsecondary opportunities.

Overall, DELAC input highlighted the importance of maintaining strong academic supports, fostering student engagement and a sense of belonging, and expanding access to college and career pathways for English Learners. This feedback continues to inform district efforts to strengthen services and ensure equitable outcomes for English Learners across all school sites.

DELAC feedback supported the continuation of Goal 1 (Actions 1.1-1.4) related to English Learner academic interventions, differentiated instructional supports, and Targeted Case Manager (TCM) services. Input regarding career exploration and access to college and career

pathways also informed ongoing efforts within Goal 1 (Actions 1.5-1.7 and 1.23), which focus on strengthening college and career readiness opportunities for English Learners.

Elementary Student LCAP Feedback:

CUSD district administrators met with elementary student focus groups across multiple school sites to gather input on their academic experiences, social-emotional well-being, and school safety. Overall, students shared that their schools provide supportive learning environments where teachers are kind, helpful, and responsive to student needs. Students appreciated that teachers provided time to complete assignments, offered additional help when needed, and used strategies such as visual supports, flexible seating, and opportunities for movement to support learning.

Students also expressed that school staff plays an important role in supporting their social-emotional well-being. Many students highlighted the value of regular emotional check-ins, access to wellness centers, and designated calm spaces. Students reported that teachers and counselors are approachable and supportive when they are feeling overwhelmed, and they value opportunities to resolve peer conflicts with adult support. These supports help students feel connected and cared for throughout the school day.

Regarding school climate and safety, students generally reported feeling safe due to caring staff, yard supervision, and established safety expectations. However, students also identified areas for improvement, particularly in playground safety, bathroom conditions, and the consistent enforcement of rules. Students expressed a desire for clearer expectations and follow-through to ensure respectful and safe behavior across campus.

Students provided thoughtful recommendations to improve their school experience. Academically, students expressed interest in more opportunities for movement during learning, additional space for focused work, and stronger classroom management to reduce disruptions. Students also emphasized the importance of respectful behavior toward teachers and peers and identified concerns related to gossip, teasing, and cyberbullying. They suggested creating more opportunities for students to report concerns privately and continue building a culture of kindness and inclusion.

Students also shared feedback on school facilities and programs. They identified the need for improvements to bathrooms, playground equipment, and field conditions to ensure a safe and clean environment. Additionally, students expressed interest in expanded extracurricular opportunities, including clubs, sports, and enrichment activities. Feedback on school meals included both positive comments and suggestions for improved variety and consistency.

Across all meetings, students emphasized that supportive relationships with teachers, access to wellness supports, and opportunities for engagement are key factors in a positive school experience. Their input continues to inform district efforts to strengthen academic supports, improve school climate, and ensure safe and inclusive learning environments for all students.

Elementary student feedback supported continued implementation of Goal 2 (Actions 2.1-2.5) and Goal 3 (Actions 3.1-3.4) related to wellness supports, campus supervision, positive behavior supports, and safe learning environments. Student recommendations regarding

enrichment opportunities and classroom engagement also informed ongoing Goal 1 (Actions 1.1-1.4), which supports student-centered instructional practices.

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 reported that their schools provide supportive learning environments where teachers are helpful, responsive, and effective in explaining content. Students appreciated that teachers break down complex concepts, provide timely feedback, and adapt instruction to meet different learning needs. Many students also noted that homework expectations are manageable and designed to support their success, and that intervention supports help improve academic outcomes.

Students expressed that school staff plays an important role in fostering a positive and supportive school climate. Counselors were consistently identified as accessible and proactive in checking in with students, even when students do not initiate contact. Students shared that they feel comfortable reaching out to teachers and staff, and they value strong relationships with adults on campus. Opportunities for peer support, clubs, and student leadership were also recognized as contributing to a sense of connection and belonging.

Regarding safety, students generally reported feeling safe at school due to the presence and responsiveness of staff. Students noted that staff respond quickly to situations, are visible on campus, and help maintain a safe environment through supervision and clear communication during drills and emergencies. However, students also identified areas for improvement, including the need for more consistent enforcement of expectations, additional supervision in certain areas, and increased opportunities to practice safety procedures so that students feel more confident in emergency situations.

Students provided thoughtful recommendations to improve their school experience. Academically, students expressed interest in more hands-on learning opportunities, additional group work, and clearer communication from teachers regarding assignments and expectations. Students also shared that they would benefit from timely support when returning from absences and continued opportunities to engage in interactive learning experiences.

Students also identified social-emotional and behavioral concerns, including the need for stronger responses to bullying and more consistent consequences for inappropriate behavior. Students emphasized the importance of maintaining respectful interactions and promoting a positive school culture where all students feel included and supported.

Students shared feedback on school facilities and the campus environment, identifying needs such as maintaining fields and equipment, increasing available seating during lunch, and enhancing campus spaces to support student engagement. Additionally, students expressed interest in expanded opportunities for extracurricular activities, including sports, clubs, and more competitive physical education options.

Students also discussed the increasing use of artificial intelligence (AI) in their academic work. Many students reported using AI as a tool to support learning, such as helping with homework, summarizing information, or clarifying concepts when they are stuck. Students expressed a

desire for clear guidance on appropriate AI use, including when it is acceptable to use AI as a support tool and how to use it responsibly without over-reliance.

Overall, junior high students highlighted the importance of supportive relationships with staff, clear expectations, and engaging learning opportunities. Their feedback continues to inform district efforts to strengthen academic supports, enhance school climate, and ensure safe and inclusive environments for all students.

Junior high student feedback supported the continuation of Goal 1 (Actions 1.1-1.4) related to engaging instructional practices and academic interventions, as well as Goal 2 (Actions 2.1-2.5) and Goal 3 (Actions 3.1-3.4) focused on counseling services, behavioral supports, supervision, and school safety.

High School Student LCAP Feedback:

Chico Unified School District serves two comprehensive high schools, and students from both schools met with district administrators to share feedback on their academic experiences, social-emotional well-being, and school safety. Overall, students reported having access to engaging instruction, supportive teachers, and a variety of academic opportunities that support their learning.

Students highlighted that teachers use a range of instructional strategies that make learning meaningful and engaging, including hands-on projects, group work, and real-world connections. Students appreciated that teachers provided clear explanations, offered opportunities for independent work, and were responsive to questions and individual learning needs. Additional supports, such as tutoring opportunities before and after school, practice assessments, and structured note-taking strategies, were also identified as helpful for student success.

Students expressed that school staff contributes positively to their social-emotional well-being. Wellness centers and counseling services were identified as valuable supports, with students noting that staff are approachable, welcoming, and available when needed. Students shared that they feel comfortable reaching out to counselors and staff and appreciate the supportive relationships they have built on campus. School culture elements such as clubs, rallies, and student activities were also recognized as contributing to a sense of belonging and school pride.

Regarding safety, students generally reported feeling safe on campus due to the presence of staff and campus supervisors, as well as established safety procedures. Students noted that staff are visible and responsive and that safety drills and protocols are in place. However, students also identified areas for improvement, including increased supervision in certain areas, more consistent access to open, clean facilities, and additional opportunities to practice emergency procedures to build confidence in responding to potential situations.

Students provided several recommendations to improve their school experience. Academically, students expressed interest in expanding hands-on and project-based learning opportunities, reducing reliance on screen-based instruction, and increasing teacher interaction during independent work time. Students also identified interest in courses that support real-world skills, such as personal finance. Additionally, students emphasized the importance of clear and consistent expectations for instruction and support, particularly when substitute teachers or interns are leading classrooms.

Students also shared feedback related to social-emotional and behavioral supports. Students expressed a desire for increased access to mental health supports and strategies to address classroom disruptions in ways that promote student well-being and maintain a positive learning environment. Students emphasized the importance of respectful interactions and inclusive school environments where all students feel supported.

Students shared feedback on school facilities and the campus environment, identifying the need for improvements, including increased access to clean, open restrooms, enhanced campus maintenance, and additional seating and common areas. Students also expressed interest in expanded extracurricular opportunities and continued access to clubs and activities that reflect a wide range of student interests.

Students also discussed the increasing use of artificial intelligence (AI) as a tool to support learning. Many students reported using AI to help summarize information, support writing, and better understand academic content. Students expressed a need for clear and consistent guidance across classrooms regarding appropriate AI use, including when it is acceptable to use AI as a support tool and how to use it responsibly.

Overall, high school students expressed appreciation for their teachers, school staff, and the opportunities available to them. Their feedback continues to inform district efforts to strengthen academic programs, expand student supports, and maintain safe, inclusive, and engaging learning environments.

High school student feedback informed the continued implementation of Goal 1 (Actions 1.1-1.7), supporting college and career readiness, engaging instructional practices, and academic supports. Student input regarding wellness services, campus supervision, and school climate also reinforced the continuation of Goal 2 (Actions 2.1-2.5) and Goal 3 (Actions 3.1-3.4) related to mental health supports, behavioral interventions, and student engagement.

Fair View & Oak Bridge Student LCAP Feedback:

District administrators held feedback sessions with students from alternative education sites to gather input on academics, social-emotional well-being, and school safety. Overall, students shared that their schools provide supportive, personalized learning environments in which staff build strong relationships and respond to individual students' needs. Students emphasized that the smaller school settings, individualized pacing, and consistent staff support help them remain engaged and make progress toward graduation.

Students highlighted that teachers use flexible instructional strategies, including visual supports, individualized assistance, and interactive learning opportunities, to meet different learning styles and promote academic success. Students at both sites highlighted the importance of strong relationships with teachers, counselors, and support staff. Students described staff as welcoming, encouraging, and invested in their success. Students shared that teachers regularly check in on their academic progress, provide reminders and individualized assistance, and create classroom environments where students feel comfortable asking for help. Students also reported feeling safe on campus and supported by staff, noting that the positive relationships contribute to a sense of belonging and motivation to succeed.

Oak Bridge students specifically emphasized that weekly academic monitoring and available math support help them stay on track toward graduation. Several students shared that Oak Bridge provided a pathway to graduation that they did not believe would have been possible in a traditional school setting.

Students also identified social-emotional supports as a major strength of their school experience. Oak Bridge students highlighted activities such as “Fun Fridays,” counseling support, and opportunities for informal peer connection as important contributors to a calm, supportive environment. Students described feeling less stress and anxiety at their alternative education sites compared to prior school experiences and emphasized that staff are approachable and responsive when students need emotional support.

Regarding school safety and climate, students reported feeling physically and emotionally safe due to strong staff relationships, smaller campus settings, and consistent supervision. Oak Bridge students specifically noted appreciation for the site’s push-button entry security system and the overall calm campus environment. Students at both sites shared that kindness, compassion, and respectful relationships contribute positively to school culture and a sense of belonging.

Students also provided recommendations to improve their school experience. They expressed interest in expanding opportunities for hands-on learning and increasing connections to real-world topics and diverse perspectives. Students also expressed interest in expanding collaborative learning opportunities, including science labs, group projects, and more interactive learning experiences. Students identified areas for improvement in campus facilities and resources, including access to restrooms and the maintenance of learning spaces. Oak Bridge students additionally requested increased opportunities for peer interaction with students in similar grade levels and more flexible learning options, including access to paper-and-pencil assignments alongside technology-based coursework. Students also suggested creating quieter and more private calming spaces with softer lighting and comfortable seating to support focus and emotional regulation.

While some students acknowledged that artificial intelligence (AI) may be useful as a support tool in certain situations, many emphasized the importance of maintaining authentic learning experiences that promote effort, creativity, and critical thinking. Students also expressed interest in receiving clearer guidance regarding responsible and appropriate AI use in educational settings, including concerns about being flagged for AI use when completing work independently.

Feedback from alternative education students supported the continuation of Goal 4 (Actions 4.1-4.5) focused on targeted academic interventions, relationship-centered supports, attendance engagement, counseling services, and individualized programs designed to improve outcomes for students in alternative education settings.

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 reflects meaningful academic progress across several key indicators while continuing to highlight persistent disparities among student groups and school sites. English Language Arts (ELA) performance improved from "Yellow" to "Green", with the district now performing 6.7 points above standard, up 4.1 points from the prior year. Mathematics performance also demonstrated notable improvement, increasing by 5.1 points while remaining in the "Yellow" performance band, 31.9 points below standard. English Learner progress improved to 49.7% of students making progress toward English language proficiency ("Green"), representing a 4.5 percentage point increase. The College and Career Indicator also improved to "Green", with 50.3% of students meeting “Prepared” status. These gains suggest that district-wide investments in literacy, mathematics intervention systems, professional development, and college and career readiness supports are positively impacting student outcomes.

Despite these improvements, significant inequities persist across student groups and school sites. Chronic absenteeism increased slightly to 16.3% ("Orange"), and Long-Term English Learners, Foster Youth, Homeless Youth, English Learners, and Students with Disabilities continue to experience some of the largest achievement gaps across nearly every academic indicator. While White students remain "Green" in ELA performance at 31.1 points above standard, Foster Youth remain 107.6 points below standard ("Red"), and Homeless Youth remain 81 points below standard ("Red"). In mathematics, Foster Youth are 134.8 points below standard ("Red"), Homeless Youth are 120.4 points below standard ("Red"), and Students with Disabilities remain 123 points below standard ("Orange"). However, Students with Disabilities also demonstrated measurable improvement across several indicators, including an 8.3-point increase in ELA, a 3.7-point increase in mathematics, and a 6.9 percentage point increase in the College and Career Indicator. These gains suggest that targeted interventions and supports are beginning to positively impact outcomes, even as significant achievement gaps remain. These subgroup disparities demonstrate that although district-wide systems are improving outcomes overall, many high-need students continue to require intensive, targeted intervention and support.

Behind these district-wide trends lie stark site-level disparities that demand an intentional, system-wide response. At Chapman Elementary, performance remains significantly below standard, with English Language Arts at minus 71.5 Distance From Standard (DFS) ("Red") and mathematics at minus 86.8 DFS ("Orange"). Chronic absenteeism for all students increased by 8.8 percentage points to 32.6% ("Red"). These persistent literacy gaps among English Learners, Hispanic students, and Socioeconomically Disadvantaged students reinforce the continued need for targeted early literacy interventions through Action 1.16 (Reading Specialists).

A deserving celebration goes to Citrus Elementary and Hooker Oak Elementary. These two sites are showing upward trends in both ELA and Math, beginning in 2022, following the Covid-19 pandemic.

At Bidwell Junior High, outcomes for key student groups continue to show both critical needs and encouraging signs of progress. Mathematics performance for Students with Disabilities remains a significant concern at minus 161.5 DFS ("Red"), despite a slight improvement of 2.4 points. For English Learners, mathematics performance remains 122.9 points below the standard ("Orange"), though scores increased by 21.3 points, indicating meaningful growth despite continued low performance. At the same time, Bidwell demonstrated notable improvement across several student groups in mathematics, with overall student performance increasing 9.5 points. Hispanic students improved by 12.5 points, Socioeconomically Disadvantaged students improved by 9 points, students identifying as Two or More Races increased by 14.5 points, and White students improved by 12.4 points. Additionally, chronic absenteeism declined by 3.1 percentage points. These gains suggest that targeted interventions and strengthened instructional supports are beginning to positively impact student outcomes.

Similar patterns at high-poverty sites such as Chapman and McManus confirm the need to continue strengthening Tier 1 best practices across all sites and Tier 2 mathematics interventions, including the IXL and Math Lab supports outlined in Action 1.6 (Academic Interventions).

These data points confirm that while system-wide interventions are producing positive overall outcomes, strong Tier 1 instruction alone is not sufficient to close achievement gaps for all students. Students with Disabilities, Long-Term English Learners, Foster and Homeless Youth, and students experiencing poverty continue to require more targeted and intensive academic and behavioral supports. At the same time, the district's positive gains in ELA, English Learner Progress, College and Career readiness, and subgroup growth in mathematics demonstrate that coherent, research-based practices can improve outcomes when implemented consistently and 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, but are not limited to, the expansion of Targeted Case Managers, the Reading Pals early literacy program, Intervention Support Teachers (TOSAs) on 12 campuses spanning elementary through high school, MTSS personnel to support and implement the MTSS framework across sites in the district, and instructional platforms such as Lexia and IXL. These LREBG-funded supports directly serve students with interrupted schooling, significant skill gaps, chronic absenteeism, and low levels of school engagement, while complementing the district's broader Multi-Tiered System of Support (MTSS) framework.

Additional complementary metrics underscore both the district's strengths and remaining needs. District-wide dropout remains negligible in middle school at 0.1%, while the high school dropout rate stayed steady at 7.1%. The College and Career Indicator (CCI) also improved to

"Green", with 50.3% of students meeting the "Prepared" level, an increase of 2.5 percentage points. This reflects continued progress in Career Technical Education (CTE) pathway completion, dual enrollment opportunities, and A-G access at comprehensive high schools such as Chico High, where 58.8% of students met the "Prepared" criteria, increasing 5.4%. However, significant disparities remain at alternative education sites. Fair View High School continues to perform in the "Red" performance band for CCI, with no Homeless students meeting the "Prepared" criteria on the Dashboard. These data points reinforce the importance of continuing targeted college and career readiness supports, including expanded dual-credit opportunities, articulated pathways, and intervention systems for off-track and highly transient student populations, as outlined in Action 1.23.

For these reasons, Goal 1 recommits Chico Unified to a comprehensive 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 universal screening, progress monitoring, and educator professional learning, particularly in the Science of Reading, the California Mathematics Framework, and culturally and linguistically responsive instructional practices, will allow educators to respond more effectively to student needs and accelerate learning for all students.

Ultimately, Chico Unified developed this goal because equity and excellence are inseparable. While district-wide progress is evident across several indicators, the district cannot celebrate overall gains while significant student groups continue to experience "Red"-level outcomes. By strengthening Tier 1 instruction, improving the consistency of interventions, and ensuring every student receives the right support at the right time, Goal 1 keeps the district focused on the core promise embedded within Chico Unified's 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 - Conditions of Learning Highly Qualified and Appropriately Assigned Teachers % of Teachers "Clear" on Teaching Assignment Monitoring Outcomes Report	In 2021-2022, 86.5% of CUSD teachers were appropriately assigned and credentialed (Clear) on Teaching Assignment Monitoring Outcomes Report.	In 2022-2023, 85.2% of CUSD teachers were appropriately assigned and credentialed (Clear) on Teaching Assignment Monitoring Outcomes Report.	6b5472ab-9a4d-4ab9-b613-193134946dbc	Maintain 100%	Increase of 0.8 percentage points
1.2	Priority 1: Basic - Conditions of Learning	In 2023-2024, 100% of CUSD K-12	In 2024-2025, 100% of of	In 2025-26, 100% of of CUSD K-5	Maintain 100%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Instructional Materials (Textbooks)	classrooms had sufficient instructional materials as verified by the Williams Report.	CUSD K-12 classrooms had sufficient instructional materials as verified by the Williams Report.	classrooms had sufficient instructional materials as verified by the Williams Report.		
1.3	Priority 1: Basic - Conditions of Learning Instructional Materials (Device Access)	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.	In 2025-2026, 100% of all CUSD students had 1:1 device access.	Maintain 100%	No Difference
1.4	Priority 1: Basic - Conditions of Learning School Facilities in Good Repair Facility Inspection Tool (FIT)	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).	In 2025-2026, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).	Maintain 100%	No Difference
1.5	Priority 4: Student Achievement - Pupil Outcomes 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)	2023-2024 All Students 2.7(5999) English Learner - 77.6(570) Foster Youth - 94.1(33) Homeless Youth - 68.4(270) Socioeconomically Disadvantaged - 30.2(3319) Students with Disabilities - 95.4(982)	2024-2025 All Students 6.70 (5935) English Learner - 74.10 (563) Foster Youth - 107.60 (35) Homeless -81.00 (386) Students with Disabilities -87.10 (1010) African American - 58.30 (134)	All student groups will increase a minimum of 9 points in their average distance from standard. points total (3 each year).	All Students -4.5 African American - 20.9 American Indian or Alaska Native 17.7 Asian 2.9 English Learner - 13.1 Filipino 5.3 Foster 104.9 Foster Youth - 107.6 Hispanic -5.7 Homeless -11.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic -23.6(1716) Native Hawaiian or Other Pacific Islander - 31.8(26) White 33.8(3035) African American - 37.4(120) Two or More Races 11.5(435)	African American - 69.5(153) Students American Indian or Alaska Native - 44.9(68) Asian 3.9(334) Filipino 68.9(22) Hispanic or Latino -30.6(1788) Native Hawaiian or Other Pacific Islander -66.7(28) White 26(3024) Two or More Races 2.8(440)	American Indian or Alaska Native - 42.20 (65) Asian 17.80 (268) Filipino 74.60 (24) Hispanic -29.30 (1853) Native Hawaiian or Other Pacific Islander -23.00 (3546) -3.90 (29) White 31.10 (2949) Two or More Races 11.50 (448)		Native Hawaiian or Other Pacific Islander 31.8 Socioeconomically Disadvantaged - 5.3 Students with Disabilities 4.3 Two or More Races 0 White -2.7
1.6	Priority 4: Student Achievement - Pupil Outcomes 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) English Learner - 105.4(578) Foster Youth - 133.6(33) Homeless Youth - 111.7(275) Socioeconomically Disadvantaged - 70.9(3322) Students with Disabilities - 126.7(982) African American - 110.9(153)	2024-2025 All Students -31.90 (5928) English Learner - 105.70 (579) Foster Youth - 134.80 (35) Homeless -120.40 (398) Students with Disabilities -123.00 (1007) African American - 100.30 (130) American Indian or Alaska Native - 87.30 (64) Asian -17.60 (269) Filipino 22.60 (24)	All student groups will increase a minimum of 9 points in their average distance from standard. points total (3 each year).	All Students -0.9 African American - 17.7 American Indian or Alaska Native -6.1 Asian 8.2 English Learner - 10.2 Filipino 1.2 Foster 157.3 Foster Youth - 134.8 Hispanic -1.4 Homeless -12.9 Native Hawaiian or Other Pacific Islander 83.9 Socioeconomically Disadvantaged - 2.7

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)	American Indian or Alaska Native - 82.9(69) Asian -28.8(337) Filipino 27.8(22) Hispanic or Latino -72.6(1796) Native Hawaiian or Other Pacific Islander -92.6(25) White -13.7(3019) Two or More Races -34(439)	Hispanic -69.60 (1860) Native Hawaiian or Other Pacific Islander -62.20 (3540) -61.40 (29) White -6.00 (2940) Two or More Races -29.00 (447)		Students with Disabilities 5.2 Two or More Races 4.2 White 1.5
1.7	Priority 4: Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) Students Meeting or Exceeding Benchmark	2022-2023 All Students 39.2%(1060/2703) English Learner 3.1%(5/163) Homeless 17.1%(14/82) Socioeconomically Disadvantaged 27.8%(422/1518) Students with Disabilities 9.7%(33/341) American Indian or Alaska Native 17.7%(3 /17) Asian 39.4%(65/165) Filipino 50.0%(8 /16) Hispanic 25.2%(191 / 759) Native Hawaiian or Other Pacific Islander (/8)	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) 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)	2024-2025 All Students 41.63% (1102/2647) English Learner 5.66% (9/159) Homeless 13.71% (24/175) Students with Disabilities 13.06% (47/360) African American 20.31% (13/64) American Indian or Alaska Native 26.67% (8/30) Asian 41.46% (51/123) Filipino 50.00% (9/18) Hispanic 27.27% (219/803)	All student groups will increase by 6% (2% each year).	All Students 2.4% African American- 3.3% American Indian or Alaska Native 9.3% Asian 2.1% English Learner 2.6% Filipino .% Foster Youth .% Hispanic 2.1% Homeless- 3.4% Native Hawaiian or Other Pacific Islander 50.0% Socioeconomically Disadvantaged 2.9% Students with Disabilities 3.4% Two or More Races 5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 48.8%(691/1416) African American 23.3%(14 / 60) Two or More Races 33.0%(86 / 262)	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)	Native Hawaiian or Other Pacific Islander 26.67% (477/1545) White 52.13% (696/1335) Two or More Races 38.08% (99/260)		White 3.3%
1.8	Priority 4: Student Achievement English Learner Progress Indicator (ELPI) CA Dashboard Percentage of Students Meeting Requirements	2022-2023 All Students 56.6%(365/645)	2023-2024 All Students 45.2%(276/611)	2024-2025 All Students 49.70%(298/600)	The number of English Learners meeting ELPI requirements will increase by 6% (2% each year).	All Students -6.9%
1.9	Priority 5: Student Engagement High School Graduation Rate % of Graduation Cohort Receiving a Regular High School Diploma	2022-2023 All Students 91.3%(920/1008) English Learner 80.0%(36/45) Foster Youth 84.6%(11/13) Homeless 75.2%(106/141) Socioeconomically Disadvantaged 89.1%(595/668)	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)	2024-2025 All Students 90.6% (1003/1107) English Learner 78.7% (48/61) Foster Youth 72.7% (8/11) Homeless 83.0% (137/165) Socioeconomically Disadvantaged 91.1% (684/751)	All student groups will increase by 3% (1% each year).	All Students- 0.7% African American- 87.5% American Indian or Alaska Native- 9.8% Asian- 4.4% English Learner- 1.3% Foster- 84.6% Foster Youth 72.7% Hispanic 2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 78.7%(111/141) American Indian or Alaska Native 94.4%(17/18) Asian 95.9%(47/49) Hispanic 88.6%(240/271) Native Hawaiian or Other Pacific Islander (/2) White 93.1%(523/562) African American 87.5%(21/24) Two or More Races 84.4%(38/45)	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) White 91.4%(522/571) Two or More Races 91.8%(56/61)	Students with Disabilities 78.6% (136/173) American Indian or Alaska Native 84.6% (11/13) Asian 91.5% (54/59) Hispanic 91.4% (277/303) White 92.0% (550/598) Two or More Races 88.9% (56/63)		Homeless 7.8% Socioeconomically Disadvantaged 2.0% Students with Disabilities- 0.1% Two or More Races 4.5% White- 1.1%
1.10	Priority 4: Student Achievement College and Career Indicator % of Graduation Cohort Meeting "Prepared" Status	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)	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)	2024-2025 All Students 50.30% (550/1093) English Learner 13.60% (8/59) Homeless 15.90% (25/157) Students with Disabilities 13.40% (23/172) African American 17.10% (6/35) American Indian or Alaska Native 38.50% (5/13)	All student groups will increase by 6% (2% each year).	All Students 3.4% African American- 12.1% American Indian or Alaska Native- 8.6% Asian- 7.8% English Learner 4.7% Hispanic 9.9% Homeless 2.5% Socioeconomically Disadvantaged 4.9% Students with Disabilities 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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)	Asian 53.40% (31/58) Hispanic 44.40% (132/297) Native Hawaiian or Other Pacific Islander 41.10% (303/737) White 55.70% (330/592) Two or More Races 47.60% (30/63)		Two or More Races 18.7% White 1.3%
1.11	Priority 2: Implementation of State Standards California Dashboard Local Indicators Self Reflection Tool	2023-2024 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	2024-2025 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	2025-2026 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	All items will either increase one level on the rating scale, or maintain a level 5.	Chico Unified has made growth from the baseline data. All areas are now rated at 4 or 5, with a number of areas moving from 4 to 5.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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:	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 English Learner Dev. 4 Mathematics 4 Science 4 History-Social Science 4 Implementation of Academic Standards:	English Learner Dev. 4 Mathematics 4 Science 4 History-Social Science 4 Instructional Material Availability: English Language Arts 5 English Learner Dev. 5 Mathematics 5 Science 5 History-Social Science 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:		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Identifying the professional learning needs of groups of teachers or staff as a whole 4</p> <p>Identifying the professional learning needs of individual teachers 4</p> <p>Providing support for teachers on the standards they have not yet mastered 4</p>	<p>Career and Technical Education 4</p> <p>Health 4</p> <p>Physical Education 4</p> <p>Visual and Performing Arts 4</p> <p>World Language 4</p> <p>Support for Teachers and Administrators: Identifying the professional learning needs of groups of teachers or staff as a whole 5</p> <p>Identifying the professional learning needs of individual teachers 5</p> <p>Providing support for teachers on the standards they have not yet mastered 4</p>	<p>Career and Technical Education 5</p> <p>Health 5</p> <p>Physical Education 4</p> <p>Visual and Performing Arts 5</p> <p>World Language 5</p> <p>Support for Teachers and Administrators: Identifying the professional learning needs of groups of teachers or staff as a whole 5</p> <p>Identifying the professional learning needs of individual teachers 5</p> <p>Providing support for teachers on the standards they have not yet mastered 4</p>		
1.12	<p>Priority 1: Basic - Conditions of Learning</p> <p>Instructional technology availability for home and school needs at all grade levels.</p>	<p>2023-2024</p> <p>All students have access to technology to use for instructional purposes.</p>	<p>2024-2025</p> <p>All students have access to technology to use for instructional purposes.</p>	<p>2025-2026</p> <p>All students have access to technology to use for instructional purposes.</p>	<p>All students have access to technology to use for instructional purposes.</p>	<p>No Difference</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Priority 1: Basic - Conditions of Learning 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.	2025-2026 100% of students have access to online instructional resources at school.	Maintain 100% access for students at school.	No Difference
1.14	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.	2025-2026 All elementary students had weekly access to these engagement opportunities.	All elementary students will have weekly access to these engagement opportunities.	No Difference
1.15	Priority 4: Student Achievement Kindergarten DIBELS Composite Score % Met or Exceeded Benchmark	2023-2024 Previous Metric: Basic Phonics Skills Test (Gr. K) Students Meeting or Exceeding Benchmark 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 Previous Metric: Basic Phonics Skills Test (Gr. K) Students Meeting or Exceeding Benchmark 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)	2025-2026 DIBELS Composite Score - Meeting or Exceeding Benchmark All Students 38.54% (296/768) English Learner 19.30% (11/57) Foster Youth 20.00% (1/5) Homeless 11.11% (5/45) Socioeconomically Disadvantaged 30.84% (136/441) Students with Disabilities 20.80% (26/125)	All student groups will increase by 6% (2% each year).	New Metric for 2026

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%	Students with Disabilities 42.3%(66/156) 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)	African American 25.00% (4/16) American Indian or Alaska Native 14.29% (1/7) Asian 43.75% (14/32) Filipino 100.00% (1/1) Hispanic 28.24% (72/255) Native Hawaiian or Other Pacific Islander 16.67% (1/6) White 47.08% (161/342) Two or More Races 38.57% (27/70)		
1.16	Priority 8: Other Pupil Outcomes Gr. K-2 DIBELS Composite Score % Met or Exceeded Standard	2023-2024 Previous Metric: Basic Phonics Skills Test (Gr. K-2) Students Meeting or Exceeding Benchmark All Students 77.0%(1929/2504) English Learner 60.8%(138/227)	2024-2025 Previous Metric: Basic Phonics Skills Test (Gr. K-2) Students Meeting or Exceeding Benchmark All Students 78.8%(2623/3330)	2025-2026 DIBELS Composite Score - Meeting or Exceeding Benchmark All Students 46.47% (1111/2391) English Learner 26.87% (54/201)	All student groups will increase by 6% (2% each year).	New Metric for 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	Female 48.63% (570/1172) Foster Youth 33.33% (7/21) Homeless 22.37% (34/152) Male 44.38% (541/1219) Socioeconomically Disadvantaged 38.68% (552/1427) Students with Disabilities 23.26% (100/430) African American 36.73% (18/49) American Indian or Alaska Native 33.33% (8/24) Asian 48.98% (48/98) Filipino 71.43% (5/7) Hispanic 37.42% (290/775) Native Hawaiian or Other Pacific Islander 35.29% (6/17) White 51.18% (563/1100) Two or More Races 53.70% (116/216)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	<p>Priority 4: Student Achievement</p> <p>Star Reading (Gr. 3-5) Students</p> <p>Average Distance from Standard in Academic Years of Achievement</p>	<p>2023-2024</p> <p>Including Gr. 2</p> <p>All Students -0.4 (3603)</p> <p>English Learner -1.8 (279)</p> <p>Foster -1.7 (24)</p> <p>Homeless -1.0 (181)</p> <p>Socioeconomically Disadvantaged -0.7 (2029)</p> <p>Students with Disabilities -1.4 (452)</p> <p>African American -1.0 (88)</p> <p>American Indian or Alaska Native -1.4 (38)</p> <p>Asian -0.8 (196)</p> <p>Filipino +0.7 (8)</p> <p>Hispanic -0.8 (1066)</p> <p>Native Hawaiian or Other Pacific Islander -1.3 (16)</p> <p>Two or More Races -0.2 (296)</p> <p>White 0 (1778)</p>	<p>2024-2025</p> <p>Including Gr. 2</p> <p>All Students -0.3 (3600)</p> <p>English Learner -1.7 (255)</p> <p>Foster -1.3 (26)</p> <p>Homeless -0.9 (218)</p> <p>Socioeconomically Disadvantaged -0.6 (2205)</p> <p>Students with Disabilities -1.2 (555)</p> <p>African American -0.8 (83)</p> <p>American Indian or Alaska Native -1.1 (40)</p> <p>Asian -0.7 (157)</p> <p>Filipino +0.2 (9)</p> <p>Hispanic -0.8 (1094)</p> <p>Native Hawaiian or Other Pacific Islander -0.8 (17)</p> <p>Two or More Races -0.1 (300)</p> <p>White 0 (1795)</p>	<p>2025-2026</p> <p>All Students 1.21 (2268)</p> <p>English Learner -1.13 (147)</p> <p>Foster Youth -0.26 (9)</p> <p>Homeless -0.21 (121)</p> <p>Socioeconomically Disadvantaged 0.75 (1345)</p> <p>Students with Disabilities -0.23 (373)</p> <p>African American 0.33 (44)</p> <p>American Indian or Alaska Native 0.06 (23)</p> <p>Asian 0.87 (82)</p> <p>Filipino 0.25 (4)</p> <p>Hispanic 0.46 (742)</p> <p>Native Hawaiian or Other Pacific Islander 0.75 (1345)</p> <p>1.01 (9)</p> <p>White 1.72 (1118)</p> <p>Two or More Races 1.54 (174)</p>	<p>All student groups will increase by 0.3 Points Average Distance from Standard (0.1 each year).</p>	<p>All Students 1.6</p> <p>English Learner 1.6</p> <p>Foster Youth 0.7</p> <p>Homeless -0.1</p> <p>Socioeconomically Disadvantaged 1.5</p> <p>Students with Disabilities 1.1</p> <p>African American 1.33</p> <p>American Indian or Alaska Native 1.5</p> <p>Asian 1.7</p> <p>Filipino -0.5</p> <p>Hispanic 1.3</p> <p>Native Hawaiian or Other Pacific Islander 2.1</p> <p>White 1.7</p> <p>Two or More Races 1.7</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	<p>Priority 4: Student Achievement</p> <p>Student Growth on Elementary Reading Assessments for Students Receiving Reading Specialist Support</p> <p>Difference in Growth for Students Receiving Reading Specialist Support Compared to those not receiving that support</p>	<p>2023-2024</p> <p>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.</p>	<p>2024-2025</p> <p>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 Support on the Star Reading Test.</p>	<p>2025-2026</p> <p>Students in grades K-5 who received support from a Reading Specialist showed -4.6% points less growth on the DIBELS battery of tests compared to students who did not receive Reading Specialist Support .</p>	<p>All student groups will show more growth than students who did not receive reading specialist support.</p>	<p>New Metric for 2026</p>
1.19	<p>Priority 8: Pupil Outcomes</p> <p>IXL English Language Arts (Gr. 6-8)</p>	<p>2023-2024</p> <p>All Students 47.5% (1125/2369)</p>	<p>2024-2025</p> <p>All Students 49.4%(1183/2394)</p>	<p>2025-2026</p> <p>All Students 49.94% (1171/2345)</p>	<p>All student groups will increase by 6% (2% each year).</p>	<p>All Students 2.4% African American-1.3%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% Meeting or Exceeding Benchmark	English Learner 2.1% (3/145) Foster Youth 0.0% (0/7) Homeless Youth 15.7% (18/115) Socioeconomically Disadvantaged 35.8% (462/1292) Students with Disabilities 13.8% (43/311) American Indian or Alaska Native 41.7% (10/24) Asian 49.3% (70/142) Filipino 70.0% (7/10) Hispanic 34.8% (249/715) Native Hawaiian or Other Pacific Islander 33.3% (5/15) White 55.9% (669/1197) African American 20.4% (10/49) Two or More Races 48.3% (85/176)	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) 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)	English Learner 6.35% (8/126) Foster Youth 25.00% (3/12) Homeless Youth 23.97% (29/121) Students with Disabilities 14.79% (50/338) African American 19.12% (13/68) American Indian or Alaska Native 30.77% (8/26) Asian 50.96% (53/104) Filipino 70.00% (7/10) Hispanic 36.72% (264/719) Native Hawaiian or Other Pacific Islander 33.33% (2/6) White 38.38% (499/1300) Two or More Races 58.38% (683/1170) Two or More Races 59.55% (106/178)		American Indian or Alaska Native-10.9% Asian 1.7% English Learner 4.3% Foster Youth 25.% Hispanic 1.9% Socioeconomically Disadvantaged 2.6% Students with Disabilities 1.% Two or More Races 11.3% White 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Priority 4: Student Achievement Local Indicator A-G Completion % of Graduation Cohort Meeting A-G Requirements	2022-2023 All Students 33.6% (339/1008) Black or African American 25.0% (6/24) American Indian or Alaska Native 27.8% (5/18) Asian 49.0% (24/49) Hispanic or Latino 25.5% (69/271) White 38.3% (215/562) Two or More Races 17.8% (8/45) English Learners 8.9% (4/45) Socioeconomically Disadvantaged 23.8% (159/668) Students with Disabilities 5.0% (7/141) Foster Students 7.7% (1/13) Homeless Students 5.7% (8/141)	2023-2024 All Students 35.3% (372/1053) Black or African American 25.9% (7/27) Asian 45.8% (27/59) Hispanic or Latino 21.7% (64/295) White 43.6% (249/571) Two or More Races 29.5% (18/61) English Learners 11.6% (5/43) Long-Term English Learners 9.1% (2/22) Socioeconomically Disadvantaged 30.1% (259/861) Students with Disabilities 4.8% (7/145) Foster Students 7.7% (1/13) Homeless Students 11.3% (15/133)	2024-2025 All Students 35.20% (390) English Learner 3.30% (2) Socioeconomically Disadvantaged 25.30% (190) Students with Disabilities 4.00% (7) American Indian or Alaska Native 15.40% (2) Asian 40.70% (24) Hispanic 24.10% (73) White 42.00% (251) Two or More Races 34.90% (22)	All student groups will increase by 6% (2% each year).	All Students 1.6% Black or African American -16.7% American Indian or Alaska Native -12.4% Asian -8.3% Hispanic or Latino -1.4% Native Hawaiian or Pacific Islander N/A White 3.7% Two or More Races 17.1% English Learners -5.6% Long-Term English Learners 2.6% Socioeconomically Disadvantaged 1.5% Students with Disabilities -1.0% Foster Students -7.7% Homeless Students 1.0%
1.21	Priority 8: Student Outcomes	2022-2023 All Students 22.5% (227/1008)	2023-2024 All Students 23.5% (247/1053)	2024-2025 All Students 29.70% (329)	All student groups will increase by 6% (2% each year).	All Students 7.2% Black or African American 6.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Graduate CTE Pathway with Diploma Completion Rate (4 year graduating cohort) % of Graduation Cohort Meeting CTE Completer Requirements	Black or African American 12.5% (3/24) American Indian or Alaska Native 11.1% (2/18) Asian 12.2% (6/49) Hispanic or Latino 17.7% (48/271) White 27.2% (153/562) Two or More Races 20.0% (9/45) English Learners 2.2% (1/45) Socioeconomically Disadvantaged 19.6% (131/668) Students with Disabilities 14.9% (21/141) Foster Students 7.7% (1/13) Homeless Students 8.5% (12/141)	Black or African American 25.9% (7/27) Asian 20.3% (12/59) Hispanic or Latino 14.9% (44/295) White 27.8% (159/571) Two or More Races 31.1% (19/61) English Learners 9.3% (4/43) Long-Term English Learners 13.6% (3/22) Socioeconomically Disadvantaged 22.4% (193/861) Students with Disabilities 11.7% (17/145) Foster Students 7.7% (1/13) Homeless Students 6.0% (8/133)	English Learner 9.80% (6) Socioeconomically Disadvantaged 27.40% (206) Students with Disabilities 26.00% (45) American Indian or Alaska Native 23.10% (3) Asian 33.90% (20) Filipino 26.40% (80) Native Hawaiian or Other Pacific Islander 32.90% (197) Two or More Races 23.80% (15)		American Indian or Alaska Native 12.0% Asian 21.7% Hispanic or Latino 8.7% White 5.7% Two or More Races 3.8% English Learners 7.6% Long-Term English Learners N/A Socioeconomically Disadvantaged 7.8% Students with Disabilities 11.1% Foster Students 10.5% Homeless Students 2.4%
1.22	Priority 4: Student Achievement Graduates Passing an AP Exam % of Graduation Cohort Passing an AP Exam	2022-2023 All Students 20.3%(190/934) English Learner 0.0%(0/30) Foster 0.0%(0/6) Homeless 3.8%(1/26)	2023-2024 All Students 31.1%(295/950) English Learner 7.7%(2/26) Homeless Youth 6.3%(4/63)	2024-2025 All Students 29.02%(296/1020) African American 9.09%(3/330)	All student groups will increase by 3% (1% each year).	All Students 8.7% African American 0-10.0% American Indian or Alaska Native 20.3% Asian - 1.0% Filipino 27.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 13.6%(60/442) Students with Disabilities 0.7%(1/141) American Indian or Alaska Native 29.4%(5/17) Asian 26.0%(13/50) Filipino 12.5%(1/8) Hispanic 15.9%(37/232) Native Hawaiian or Other Pacific Islander 0.0%(0/3) White 22.2%(118/532) African American 19.0%(4/21) Two or More Races 20.6%(7/34)	Socioeconomically Disadvantaged 19.2%(92/480) Students with Disabilities 0.0%(0/6) African American 28.0%(7/25) 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)	American Indian or Alaska Native 9.09%(1/11) Asian 25.00%(14/56) English Learner 0.00%(0/31) Filipino 40.00%(2/5) Foster Youth 4.10%(5/122) Hispanic 27.05%(76/281) Homeless 4.12%(4/97) Socioeconomically Disadvantaged 20.00%(103/515) Students with Disabilities 1.99%(3/151) Two or More Races 25.42%(15/59) White 31.78%(177/557)		Foster Youth 4.1% Hispanic 11.1% Homeless 0.3% Socioeconomically Disadvantaged 6.4% Students with Disabilities 1.3% Two or More Races 4.8% White 9.6%
1.23	Priority 5: Student Engagement High School Dropout/Non-Completer Rate % of Graduation Cohort Dropping Out or Not Completing	2022-2023 All Students 7.5%(82/1099) English Learner 15.3%(9/59) Foster 15.4%(2/13) Homeless 25.0%(34/136)	2023-2024 All Students 7.0%(81/1042) Foster Youth 25.0%(3/12) Homeless Youth 24.0%(32/129)	2024-2025 All Students 7.10%(78/1093) English Learner 16.90% (10/59) Homeless 15.30% (24/157)	All student groups will decrease by 3% (1% each year).	All Students - .4% African American - 6.3% American Indian or Alaska Native 10.1% Asian 5.4% English Learner 1.6% Foster - 15.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 10.3%(68/658) Students with Disabilities 19.3%(26/135) 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)	Socioeconomically Disadvantaged 7.0%(67/851) Students with Disabilities 10.0%(15/140) African American 7.0%(2/26) 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)	Students with Disabilities 8.70% (15/172) African American 5.70% (2/35) American Indian or Alaska Native 15.40% (2/13) Asian 6.90% (4/58) Hispanic 6.40% (19/297) White 6.10% (36/592) Two or More Races 4.80% (3/63)		Hispanic - 4.1% Homeless - 9.7% Not Reported 27.9% Socioeconomically Disadvantaged 7.1% Students with Disabilities 8.7% Two or More Races- 9.2% White 0.1%
1.24	Priority 5: Student Engagement Access as Needed to Medically Necessary Instruction (MNI) and Off Campus Instruction (OCI) Number of Students Receiving Services	2023-2024 85 students were served in Medically Necessary Instruction	2024-2025 58 students were served in Medically Necessary Instruction	2025-2026 47 students were served in Medically Necessary Instruction	Maintain Services as Necessary	28 fewer students served
1.25	Priority 4: Student Achievement CTE and A-G Completion Rate with	2022-2023 All Students 9.8% (99/1008)	2023-2024 All Students 10.8% (114/1053)	2025-2026 All Students 14.10% (156)	All student groups will increase by 6% (2% each year).	All Students 4.3% Black or African American 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Diploma for Graduating Cohort % of Graduation Cohort Meeting Both CTE Completer and A-G Requirements	Black or African American 0.0% (0/24) American Indian or Alaska Native 5.6% (1/18) Asian 6.1% (3/49) Hispanic or Latino 6.6% (18/562) White 12.6% (71/45) Two or More Races 4.4% (2/668) English Learners 0.0% (0/141) Socioeconomically Disadvantaged 6.6% (44/13) Students with Disabilities 0.7% (1/141) Foster Students 0.0% (0/1008) Homeless Students 3.5% (5/141)	Black or African American 11.1% (3/27) Asian 10.2% (6/59) Hispanic or Latino 4.7% (14/295) White 14.2% (81/571) Two or More Races 9.8% (6/61) English Learners 4.7% (2/43) Long-Term English Learners 9.1% (2/22) Socioeconomically Disadvantaged 9.3% (80/861) Students with Disabilities 1.4% (2/145) Foster Students 7.7% (1/13) Homeless Students 1.5% (2/133)	English Learner 0.00% (0) Socioeconomically Disadvantaged 10.10% (76) Students with Disabilities 1.70% (3) American Indian or Alaska Native 7.70% (1) Asian 13.60% (8) Hispanic 9.20% (28) White 17.20% (103) Two or More Races 15.90% (10)		American Indian or Alaska Native 2.1% Asian 7.5% Hispanic or Latino 2.6% White 4.6% Two or More Races 11.5% English Learners 0.0% N/A Socioeconomically Disadvantaged 3.5% Students with Disabilities 1.0% Foster Students 0.0% Homeless Students -1.7%
1.26	Priority 4: Student Achievement CAASPP ELA- 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)	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)	2024-2025 All Students 69.67%(641/9660) American Indian Or Alaska Native 63.64%(7/110) Asian 73.81%(31/430)	All student groups will increase by 6% (2% each year).	All Students 3.15% American Indian Or Alaska Native N/A Asian 9.19% Black Or African American -9.47% English Learner - 0.76% Hispanic 5.34%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL (English learner) 3.7%(1/27) Foster youth % (0/4) Homeless 36.84%(7/19) American Indian or Alaska Native %(0/8) Asian 64.62%(42/65) Black or African American 45.83%(11/24) Filipino %(0/6) Hispanic or Latino 53.2%(134/251) Two or more races 72.06%(49/68) White 73.44%(376/512)	Socioeconomically Disadvantaged 53.6%(240/448) Students with Disabilities 16.4%(18/110) 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)	Black Or African American 36.36%(8/240) English Learner 2.94%(1/370) Hispanic 58.54%(144/257) Homeless 31.34%(21/83) Reported Disabilities 15.24%(16/117) Socioeconomically Disadvantaged 61.22%(311/542) Two Or More Races 63.64%(56/95) White 76.95%(384/524)		Homeless -5.5% Reported Disabilities 1.1% Socioeconomically Disadvantaged 3.78% Two Or More Races -8.42% White 3.51%
1.27	Priority 4: Student Achievement CAASPP Math - 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)	2023-2024 All Students 32.4%(306/945) English Learner 0.0%(0/29) Foster Youth 0.0%(0/4)	2024-2025 All Students 38.20%(348/966) American Indian Or Alaska Native 27.27%(3/11) Asian 40.48%(17/43)	All student groups will increase by 6% (2% each year).	All Students 2.21 American Indian Or Alaska Native N/A Asian -3.96% Black Or African American -18.45% English Learner - 3.57%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL (English learner) 3.57%(1/28) Foster youth %(0/4) Homeless 10.53%(2/19) American Indian or Alaska Native %(0/7) Asian 44.44%(28/63) Black or African American 37.5%(9/24) Filipino %(0/6) Hispanic or Latino 20.8%(52/250) Two or more races 32.35%(22/68) White 42.72%(217/508)	Homeless Youth 2.2%(1/45) Socioeconomically Disadvantaged 19.0%(85/447) 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)	Black Or African American 19.05%(4/24) English Learner 0.00%(0/37) Filipino (/7) Foster Youth (/5) Hispanic 22.13%(54/257) Homeless 4.55%(3/83) Native Hawaiian Or Pacific Islander (/5) Reported Disabilities 5.83%(6/117) Socioeconomically Disadvantaged 26.69%(134/542) Two Or More Races 23.86%(21/95) White 49.09%(242/524)		Hispanic 1.33% Homeless -5.98% Reported Disabilities 4.81% Socioeconomically Disadvantaged - 5.49% Two Or More Races -8.49%
1.28	Priority 4: Student Achievement English Learner Reclassification Rate % of English Learners Reclassified	2022-2023 English Learner 16.7% (138/827)	2023-2024 English Learner 5.7%(48/838)	2024-2025 English Learner 9.5%(71/747)	All student groups will increase by 6% (2% each year).	English Learner - 6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.29	Priority 5: Student Engagement Middle School Dropout Rate % of Students Who Dropped Out	2022-2023 All Students 0.0%	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) 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)	Maintain 0.0%	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) 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)

Goal Analysis [2025-26]

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

Actions 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

5 – Full Implementation & Sustainability

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, IXL, mClass, and EduClimber. This data is used during the SBIT process. On every site, data is reviewed regularly. Data chats were implemented twice/year on all sites and the secondary assessment plan received additional support for ensuring completion and analysis of the data.

Challenges: CUSD is experiencing a slower adoption of the IXL process in high school English. The high schools have revamped the local common writing assessment for implementation next year. This will be supported by provided collaboration time.

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 +11 points in ELA and +10 points in Math; Socioeconomically Disadvantaged students improved +7 points in ELA and +8 points in Math. IXL, funded through LREBG, supported differentiated math instruction at junior high and high schools.

Challenges: Even with the challenge of implementation variability across sites, districtwide mathematics performance improved by 5 points DFS, suggesting that targeted interventions are continuing to positively impact student outcomes.

Action 1.7
Instructional Support Services (Bilingual Aides)
5 - Full Implementation & Sustainability
Successes: Sites prioritized bilingual aide placement at newcomer hubs and Title I schools. English Learner progress improved to 49.7% making growth of 4.5% (“Green”).
Challenges: One ongoing challenge CUSD faces is the routine turn-over of staff in this area.

Action 1.8
After-school Homework Support
4 – Full Implementation
Successes: This year, Chico Unified launched the Homework Heroes program across all sites as part of our ELO-P funded afterschool programming. Along with our traditional ASES funded programs, this opportunity opened up approximately 780 spots (TK-5th grades) for students to remain at school until 4:00 for supervision and homework completion.
Challenges: While the extraordinary amount of funding is appreciated, it was challenging to get staffing to serve all of the students as quickly as we want to and the community looks for. We continue to actively seek staffing to support all students/families who need afterschool supervision.

Actions 1.9–1.10
Professional Development & Teachers On Special Assignment (TOSAs)
4 – Full Implementation
Successes: Teachers expressed high satisfaction with Science of Reading professional development, and elementary literacy instruction continues to become more aligned with research-based practice. Aspire literacy training for teachers in grades our secondary alternative education programs began and will expand next year to comprehensive sites.
Challenges: Junior high math performance is inconsistent with Bidwell increasing 9.5 points, Chico Junior increased 2 points, and Marsh maintained status.

Action 1.11
Elementary Art, Music & PE Enrichment
5 – Full Implementation & Sustainability
Successes: Weekly rotations served all students. Six of twelve elementary schools recorded “Green” or “Blue” status for suspension, supporting improved school climate and engagement.
Challenges: Staff continue to work diligently on ever-evolving schedules to serve all classrooms equally. This is a complex task requiring time and focus to implement.

Action 1.12
Online Access (Library/Media Support)

4 – Full Implementation

Successes: Maintained universal online connectivity for all student groups. We are fully staffed with Librarian and Library Media Assistants on sites to provide extra support to students from socioeconomically disadvantaged homes.

Challenges: No challenges experienced at this time.

Action 1.13

Secondary Counselors

5 – Full Implementation & Sustainability

Successes: Counselors used early-warning dashboards to identify at-risk students earlier, contributing to maintain a low middle school dropout rate of 0.01% and a decline in the high school dropout rate to 7.1%. Additionally, CUSD experienced maintenance in the graduation rate with 90.6%. Secondary counselors also supported student access to CTE pathways, dual enrollment, and postsecondary planning.

While CUSD's overall graduation rate was 90.6%, students completing a CTE pathway graduated at a rate of 98%, including strong outcomes for Students with Disabilities (95.3%), Socioeconomically Disadvantaged students (97%), and Homeless Youth (94%).

Challenges: Caseloads remain high at some campuses, prompting discussion of added supports for high-risk cohorts.

Action 1.14

Medically Necessary Instruction

5 – Full Implementation & Sustainability

Successes: Served 47 students in 2025-26, with most maintaining on-track credit completion.

Challenges: No CAASPP outcome data is available due to testing exemptions. Two staff members serve MNI students and additional temporary staff are added as needed to serve fluctuations in numbers.

Action 1.16

Elementary Reading Specialists

5 – Full Implementation & Sustainable

Successes: Students receiving reading interventions are our neediest students. This is critical Tier 3 intervention that we are able to provide as soon as students are identified as needing this support.

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

4 - Full Implementation

Successes: CTE pathway completion rose from 23.5% to 29.7%. CUSD's "Prepared" rate improved to 50.3%, which was an increase of 2.5%. For 2025, A-G Completion was 35.7%, which increased slightly from 35.5%. Students completing both A-G and CTE pathways rose to 15.38% from 11% last year.

Challenges: Although college and career readiness indicators improved overall, access to and completion of rigorous pathways remained uneven across student groups and school settings. Alternative education sites and highly mobile student populations continued to demonstrate significantly lower "Prepared" rates on the College and Career Indicator, and relatively few students completed both A-G

requirements and a CTE pathway. In addition, counseling and progress-monitoring systems are still being refined to ensure students receive consistent academic planning, early intervention, and postsecondary guidance across all secondary sites.

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.

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 resulted in 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 receiving reading interventions are our neediest students. This is critical Tier 3 intervention that we are able to provide as soon as students are identified as needing this support.

This action is 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.

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 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, IXL, mClass, and EduClimber. These tools enabled timely intervention and supported district-wide gains in both ELA and Math.

Action 1.11 (Elementary Enrichment: Art, Music, PE)

This action contributed to improved school climate and student engagement.

Six 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 for all student groups, including our socioeconomically disadvantaged students.

Action 1.7 (Instructional Support Services – Bilingual Aides)

English Learner progress improved to 49.7% of students making progress toward English proficiency (“Green”), representing a 4.5 percentage point increase. Long-Term English Learners also demonstrated notable improvement, increasing 12 percentage points and achieving “Green” performance status, with an "Increased Significantly" change metric.

Action 1.8 (After-School Homework Support)

The addition of Homework Heroes at all elementary sites until 4:00 pm in addition to our BLAST ASES-funded Afterschool Programs, was effective in that it provided an extended school day to students for supervision and homework completion. ELO-P continues to fund this program which is greatly valued by parents and students in our community for after school supervision.

Action 1.6 (Academic Interventions: RTI, Math Lab, Read 180)

Significant DFS gains for priority groups: African American students improved +11 points in ELA and +10 points in Math; Socioeconomically Disadvantaged students improved +7 points in ELA and +8 points in Math. IXL, funded through LREBG, supported differentiated math instruction at junior high and high schools.

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 was inconsistent 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.

Actions That Were Moderately Effective

The following actions showed mixed results or demonstrated uneven impact across sites:

College and Career Readiness Supports

CTE pathway completion rose from 23.5% to 29.7%. CUSD's "Prepared" rate improved to 50.3%, which was an increase of 2.5%. For 2025, A-G Completion was 35.7%, which increased slightly from 35.5%. Students completing both A-G and CTE pathways rose to 15.38% from 11% last year.

Action 1.14 (Medically Necessary Instruction)

Served 47 students and supported credit recovery.

MNI is a service to provide ongoing instruction to students when/if a medical need arises and they are unable to attend regular school. With a doctor's approval, CUSD grants approval for this instruction for all students in need.

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 (already seeing gains due to our professional development opportunities, assessment, and state testing practices) 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 highly effective or effective and are producing measurable benefits, due to CUSD's professional development focus on Tier 1 instructional strategies and momentum building of being on-going and consistent actions.

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.	\$129,332.00	No
1.2	Standards-aligned Textbooks and Supplemental Materials	CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the unduplicated student groups, have instructional materials.	\$2,487,278.00	No
1.3	Technology	<p>CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).</p> <p>This action will assist our lowest performing student groups increase achievement for all academic metrics. Please see "Reflections: Annual Performance" section above.</p>	\$1,200,000.00	Yes
1.4	Facilities Maintenance	Regularly inspect and maintain facilities.	\$6,461,067.00	No
1.5	Implementation of District Wide Assessments Including English Language Development (ELD Teachers on Special Assignment (TOSAs)	<p>CUSD will increase student achievement at all grades and in all subject areas, including targeted student groups, on state, district and site assessments. Our Multi-Tiered System of Supports (MTSS) site lead team will refine and monitor assessment programs. Our ELD TOSAs support ELD instruction and assessment.</p> <p>This action will assist our lowest performing student groups increase achievement for all metrics. Please see "Reflections: Annual Performance" section above.</p>	\$86,084.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Academic Interventions	<p>CUSD will implement academic interventions in TK-12 grades (Response to Intervention, Math Lab, Read 180, Power Reading).</p> <p>This action will assist our lowest performing student groups increase achievement for all academic metrics. Please see "Reflections: Annual Performance" section above.</p>	\$1,450,000.00	Yes
1.7	Instructional Support Services	<p>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.</p> <p>This action will assist our lowest performing student groups increase achievement for all academic metrics. Please see "Reflections: Annual Performance" section above.</p>	\$1,447,105.00	Yes
1.8	After School Homework Support (ASES, BLAST, Fair View High School, ELOP)	CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.	\$14,051,431.00	No
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.	\$815,882.00	No
1.10	Teachers on Special Assignment (TOSAs)	<p>CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include:</p> <p>*Illuminate/Data TOSA (1.0 FTE)</p> <p>*MTSS Site Leads (0.2 FTE)</p>	\$2,794,469.00	No

Action #	Title	Description	Total Funds	Contributing
		*TOSAs - Site Intervention Specialists (1.0 FTE) *TUPE		
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.	\$1,977,412.00	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.	\$1,324,065.00	Yes
1.13	Secondary Counselors	Secondary Counselors will implement and monitor college/career plans for each and every student, especially those in the targeted student groups. 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.	\$3,474,830.00	Yes
1.14	Medically Necessary Instruction/Off Campus Instruction	CUSD will provide Medically Necessary Instruction/Off Campus Instruction as needed.	\$163,636.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$1,796,676.00	No
1.16	Elementary Reading Specialists	<p>CUSD will provide 12 1.0 FTE Elementary Reading Specialists to support and provide intervention in reading instruction.</p> <p>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.</p>	\$1,600,467.00	Yes
1.17	Digital Platforms for Students	<p>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, Lexia, Wayfinder, and mClass.</p> <p>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."</p> <p>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 \$248,600. The metrics used to assess the effectiveness of this action are: 1.16, 2.9, 1.6, 1.18, and 1.10.</p>	\$248,600.00	No
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.	\$180,000.00	No

Action #	Title	Description	Total Funds	Contributing

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 moves forward into the 2026-2027 school year, CUSD continues to hear about the relevance and heartfelt importance of the actions funded by this goal. Students, families, teachers, counselors, and administrators consistently emphasized the importance of maintaining strong social-emotional, behavioral, and student engagement supports across all school sites. Although academic indicators such as English Language Arts performance and graduation rates remain relatively strong, student wellness and engagement continue to present significant barriers that directly impact student learning, attendance, and school connectedness.

Districtwide, chronic absenteeism remains a significant concern, with the district maintaining an "Orange" performance level of 16.3%. Although several student groups demonstrated improvement through targeted MTSS interventions and expanded counseling supports, significant disparities persist among vulnerable student populations. Homeless students reported a chronic absenteeism rate of 39.2%, African American students 37.9%, Foster Youth 34.9%, American Indian students 34.8%, and Students with Disabilities 26.5%, all remaining in the "Red" performance band on the California Dashboard. Severe absenteeism also persists at high-need sites, including the Center for Alternative Learning (84.6%) and Chapman Elementary (32.6%), where all student groups performed in the "Red" indicator level. These data points reinforce the ongoing need for intensive attendance interventions, mental health supports, and student re-engagement strategies.

The district’s Learning Recovery Emergency Block Grant (LREBG) needs assessment further reinforces these concerns, identifying Long-Term English Learners, Foster Youth, Homeless Youth, and Students with Disabilities as student groups requiring intensive wraparound supports that extend beyond academics. Attendance patterns at alternative education settings such as CAL, Oakdale, and Oak Bridge reflect the ongoing challenges faced by students experiencing significant barriers to school connection and engagement.

In response, CUSD continues to strengthen its Multi-Tiered System of Support (MTSS) by expanding Tier 2 and Tier 3 interventions designed to address the social, emotional, and behavioral factors that impact student learning. These expansion efforts include Targeted Case Managers (TCMs), trauma-informed practices, social-emotional screening tools such as Kelvin, behavioral health supports, and partnerships with clinicians and community agencies to improve access to mental health services and family outreach.

Career Technical Education (CTE) pathways also continue to serve as an important source of student engagement and school connectedness. Through hands-on learning experiences, industry partnerships, and career exploration opportunities, students develop stronger relationships with peers, teachers, and school programs while building meaningful postsecondary goals. In 2024-25, CUSD students completing a CTE pathway graduated at a rate of 98%, significantly exceeding the districtwide graduation rate of 90.6%. Graduation rates among CTE completers also remained exceptionally strong for Students with Disabilities (95.3%), Socioeconomically Disadvantaged students (97%), and Homeless Youth (94%), reinforcing the importance of connected, career-focused learning environments in supporting student engagement and persistence toward graduation.

Goal 2 is grounded in the belief that students learn best when they feel safe, connected, supported, and valued within their school community. As a result, the district remains committed to investing in student wellness, relationship-centered practices, and family partnerships that strengthen engagement, improve attendance, and create the conditions necessary for academic success and 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 5: Student Engagement	2022-2023	2023-2024	2024-2025	All student groups will decline by 6% (2% each year).	All Students - 2.8% African American - 2.8% American Indian or Alaska Native - 3.5% Asian - 2.6% English Learner - 1.5% Filipino 10.0% Foster - 34.2% Foster Youth 34.9% Hispanic - 3.5% Homeless- 5.7% Native Hawaiian or Other Pacific Islander- 46.7%
	Chronic Absenteeism Rate (Grades TK-8)	All Students 19.1%(1614/8452)	All Students 15.9%(8575)	All Students 16.30% (1376/8437)		
	% of Students Absent More than 10% of Days	English Learner 19.3%(153/791)	English Learner 16.1%(768)	English Learner 17.80% (117/659)		
		Foster 34.2%(25/73)	Foster 25.4%(63)	Foster Youth 34.90% (22/63)		
		Homeless 44.9%(219/488)	Homeless 39.2%(556)	Homeless 39.20% (255/651)		
		Socioeconomically Disadvantaged 24.8%(1304/5256)	Long-Term English Learners 33.8%(74)	Socioeconomically Disadvantaged 22.10% (1165/5275)		
		Students with Disabilities 30.3%(436/1438)	Socioeconomically Disadvantaged 22.6%(5077)	Students with Disabilities 26.50% (418/1577)		
		African American 40.7%(77/189)	Students with Disabilities 24.7%(1519)	African American 37.90% (77/203)		
		American Indian or Alaska Native 38.3%(31/81)	African American 34.6%(211)			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian 9.9%(47/473) Filipino 3.6%(1/28) Hispanic 22.2%(560/2526) Native Hawaiian or Other Pacific Islander 46.7%(21/45) White 16.7%(693/4152) Two or More Races 19.2%(184/958)	American Indian or Alaska Native 31.4%(86) Asian 9.9%(47/473) Filipino 3.6%(1/28) Hispanic 18.2%(2675) Native Hawaiian or Other Pacific Islander 42.6%(47) White 13.3%(4143) Two or More Races 17.4%(917)	American Indian or Alaska Native 34.80% (31/89) Asian 7.30% (28/384) Filipino 13.60% (3/22) Hispanic 18.70% (506/2711) White 13.50% (546/4043) Two or More Races 17.90% (169/943)		Socioeconomically Disadvantaged- 2.7% Students with Disabilities - 3.8% Two or More Races - 1.3% White- 3.2%
2.2	Priority 5: Student Engagement Attendance Rate % of Days Students in Attendance	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% Native Hawaiian or Other Pacific Islander 90.0% White 94.0% African American 91.3% Two or More Races 93.1%	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% Asian 96% Filipino 96.1% Hispanic 92.9% Native Hawaiian or Other Pacific Islander 91.7%	2025-2026 All Students 93.76% English Learner 93.19% Foster Youth 90.99% Homeless 86.90% Socioeconomically Disadvantaged 92.49% Students with Disabilities 90.70% African American 90.17% American Indian or Alaska Native 90.39% Asian 96.26% Filipino 96.42%	All student groups will have an attendance rate of 95.5%.	All Students 0.1 English Learner - 0.8 Foster 3.1 Homeless 1.2 Socioeconomically Disadvantaged 0.3 American Indian or Alaska Native 0.9 Asian 0.4 Filipino -0.5 Hispanic 0.1 Native Hawaiian or Other Pacific Islander 2.5 White 0.2 African American - 1.13 Two or More Races 0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White 93.9% Two or More Races 92.6%	Hispanic 93.15% Native Hawaiian or Other Pacific Islander 92.50% White 94.20% Two or More Races 93.24% Not Reported 94.60%		
2.3	Priority 3: Parental Involvement Targeted Case Manager Contacts Targeted Case Manager Contacts by Percentage of Student Group	2023-2024 All Students 14.5%(1856/12823) English Learner 40.8%(379/929) Foster Homeless 84.5%(93/110) 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)	2024-2025 All Students 13.9%(1823/13074) English Learner 50.7%(436/860) Foster Homeless 57.4%(62/108) 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)	2025-2026 Metric Changed to Correctly Reflect the Total Number of Contacts. Previous years used % of Students Contacted All Students 55.46% (7019/12656) English Learner 279.22% (1921/688) Homeless 330.84% (3143/950) Socioeconomically Disadvantaged 83.20% (6091/7321) Students with Disabilities 88.01% (2026/2302)	All student groups will maintain or increase from the previous year.	New Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 9.4%(608/6465) Two or More Races 13.7%(128/937)	Native Hawaiian or Other Pacific Islander 25.4%(16/63) White 9.8%(632/6473) Two or More Races 13.1%(134/1019)	African American 135.37% (421/311) American Indian or Alaska Native 66.91% (93/139) Asian 42.69% (222/520) Filipino 34.00% (17/50) Hispanic 88.78% (3489/3930) Native Hawaiian or Other Pacific Islander 87.10% (54/62) White 33.54% (2091/6235) Two or More Races 45.72% (465/1017)		
2.4	Priority 5: Student Engagement Counselor and Counseling Assistant Contacts 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)	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)	2025-2026 All Students 199.45% (25242/12656) English Learner 177.33% (1220/688) Foster Youth 621.69% (516/83) Homeless 463.58% (4404/950) Socioeconomically Disadvantaged	All student groups will maintain or increase from the previous year.	New Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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 Islander 37.7%(23/61) White 37.8%(2403/6361) Two or More Races 45.7%(454/993)	254.64% (18642/7321) Students with Disabilities 298.57% (6873/2302) African American 385.85% (1200/311) American Indian or Alaska Native 396.40% (551/139) Asian 93.27% (485/520) Filipino 70.00% (35/50) Hispanic 203.10% (7982/3930) Native Hawaiian or Other Pacific Islander 200.00% (124/62) White 187.11% (11666/6235) Two or More Races 241.59% (2457/1017)		
2.5	Priority 6: School Climate Professional Development on trauma-informed practices and/or positive behavior strategies	2023-2024 100% of CUSD staff received opportunities for professional development to support trauma-informed practices, implicit bias	2024-2025 100% of CUSD staff received opportunities for professional development to support trauma-	2025-2026 100% of CUSD staff received opportunities for professional development to support trauma-	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and/or	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of CUSD Certificated Staff Receiving Training	awareness, and positive behavior strategies.	informed practices and positive behavior strategies.	informed practices and positive behavior strategies.	positive behavior strategies.	
2.6	Priority 6: School Climate School Survey on Social-emotional Well-being % of Students Reporting Favorable Social-emotional Well-being	2023-2024 All Students 88.7% English Learner 90.8% Foster 72.1% Homeless 87.1% Socioeconomically Disadvantaged 87.5% Students with Disabilities 86.4% American Indian or Alaska Native 77.0% Asian 91.3% Filipino 84.4% Hispanic 88.5% Native Hawaiian or Other Pacific Islander 96.3% White 89.1%(2944/3305) African American 81.5% Two or More Races 87.1%	2024-2025 All Students 82.2% English Learner 82.3% Foster Youth 64.3% Homeless Youth 78.4% Socioeconomically Disadvantaged 80.7% Students with Disabilities 77.7% African American 75.7% American Indian or Alaska Native 75.9% Asian 85.9% Filipino 95.3% Hispanic or Latino 81.6% Native Hawaiian or Other Pacific Islander 83.0% White 83.1% Two or More Races 78.9%	2025-2026 All Students 89.10% English Learner 89.70% Foster Youth 70.59% Homeless 87.89% Students with Disabilities 85.07% African American 80.90% American Indian or Alaska Native 88.89% Asian 92.82% Filipino 96.30% Hispanic 89.48% Native Hawaiian or Other Pacific Islander 95.45% White 88.67% Two or More Races 88.16%	All student groups will maintain or increase from the previous year.	All Students 0.4% African American - .6% American Indian or Alaska Native 11.8% Asian 1.5% English Learner - 1.1% Filipino 11.9% Foster - 72.1% Foster Youth 70.6% Hispanic 1% Homeless 0.8% Native Hawaiian or Other Pacific Islander - 0.8% Not Reported 0.4% Socioeconomically Disadvantaged 0.3% Students with Disabilities - 1.3% Two or More Races 1.1% White - 0.4%

Goal Analysis [2025-26]

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 2025–26 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)

Successes: Training was delivered to certificated and classified staff across all sites. Staff reports confidence in their site's ability to support student mental health, Site-based coaching this year, specifically given by Coach Rudy, reinforced SEL implementation.

Challenges: Continue to find creative ways for all staff, with an emphasis on classified staff members, to participate in ongoing SEL and trauma-informed professional development within their work day. The need is still critical for our staff to continue learning in these areas.

Action 2.2

Counselors (K–12)

5 – Full Implementation & Sustainability

Successes: Counselors continue conducting high volumes of SEL check-ins with students in high-priority groups, contributing to the district's "Yellow" suspension status (3.7%) and maintaining a 90.6 percent graduation rate.

Challenges: CUSD continues to see a high number of secondary students requiring more intensive support in Tier 2 and Tier 3 counseling services.

Action 2.3

Targeted Case Managers (TCMs)

5 – Full Implementation & Sustainability

Successes: TCMs maintained outreach to Foster and Homeless Youth at three times the rate of the district average. TCM outreach to our English Learners was double the rate of the district average. Their case management was linked to improved attendance, reduced suspensions, and higher re-engagement rates.

Challenges: CUSD continues to see families in need as well as not bringing their students to school. The concerns remain about how to provide individualized attention for the most disengaged students and families.

Action 2.4

Social-Emotional Screener (Kelvin)

5 – Full Implementation & Sustainability

Successes: SEL screener data was successfully integrated into site-based wellness planning and Student Based Intervention Team (SBIT) Success referrals. The Kelvin platform has increased our ability to identify at-risk students as the screener goes out to students 3-4 times/year.

Challenges: Site participation rate at the high schools could be improved. The participation rate at the high schools is approximately 56% as compared to the participation rate at the junior highs at 76% participation rate, and elementary schools at approximately 84%.

Action 2.5

Foster-Homeless Liaison

5 - Full Implementation & Sustainability

Successes: The Raising Highly Capable Kids parent program has continued successfully providing parenting support and providing necessary community resources and referrals to our Foster-Homeless families and students.

Challenges: Challenges remain to support academics, social-emotional wellbeing, and behavior for our Foster Youth, who remain highly transient. Our Dashboard data reflects the critical needs of this targeted student population.

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 2.1 – Professional Development on SEL and Trauma-Informed Care

Training was delivered to certificated and classified staff across all sites. Staff reports confidence in their site’s ability to support student mental health, Site-based coaching this year, specifically given by Coach Rudy, reinforced SEL implementation.

Effectiveness Rating: Effective

Action 2.2 – Counselors (K–12)

District counselors continue delivering high volumes of SEL-focused check-ins with students in high-priority groups. Their work supported a "Yellow" suspension rate and helped sustain a 90.6% districtwide graduation rate.

Effectiveness Rating: Highly Effective

Action 2.3 – Targeted Case Managers (TCMs)

TCMs conducted outreach to Foster and Homeless students at three times the district average contact rate. TCM outreach to our English Learners was double the rate of the district average.

Their case management correlated with improved attendance, reduced suspensions, and higher re-engagement rates.

Effectiveness Rating: Highly Effective

Action 2.4 – SEL Screener (Kelvin)

The screener provided real-time insight into student well-being and allowed for targeted referrals through site School Based Intervention Teams (SBITs).

The Kelvin platform has increased our ability to identify at-risk students as the screener goes out to students 3-4 times/year.

Effectiveness Rating: Highly 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.

Effectiveness Rating: Effective

Actions with Mixed or Limited Impact:

All actions from the 2026-2026 school year were highly effective or effective. There were no actions that were either inconsistently implemented or had limited measurable results to date.

Key Takeaways -

Personalized, sustained outreach works:

TCMs, Counselors, and our Foster Youth Liaison 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.	\$3,762,934.00	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.	\$685,010.00	Yes
2.4	Kelvin Surveys	Kelvin Surveys are the platform used to distribute School Climate Surveys to students, staff, and families. 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,	\$12,317.00	No

Action #	Title	Description	Total Funds	Contributing
		mental wellness, healthy behaviors, school climate and safety, and lifetime outcomes."		
2.5	Foster Youth Liaison	Provide support for our Foster Youth to keep them engaged in school.	\$175,378.00	No
2.6	Additional Targeted Case Manager Time	The action provides additional Targeted Case Manager (TCM) time on sites. This additional time is integral to keep students and families connected to school and supports.	\$635,476.00	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 2025 California School Dashboard data demonstrates that while the district maintained an overall "Yellow" suspension indicator at 3.7%, significant disparities persist among some of our most vulnerable student groups. Districtwide, American Indian students (9%) and Homeless students (10%) were identified as "Red" for suspension rates, underscoring the continued need for targeted behavioral and relational supports.

School-level data also highlights the uneven distribution of discipline outcomes across campuses. Fair View High School (23.3%) and McManus Elementary (6.2%) were both identified in the "Red" for suspensions, indicating that universal Tier 1 supports alone are insufficient to address the needs of students experiencing the highest levels of behavioral and social-emotional risk.

Even as many schools continue to maintain positive climate conditions and low suspension rates, including "Blue"-level performance at sites such as Little Chico Creek and Parkview Elementary, the district recognizes that students with the greatest needs continue to require more intensive, culturally responsive interventions and stronger relationship-based supports.

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. The district’s ongoing focus 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 Suspension Rate % of Students Suspended at Least One Day	2022-2023 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)	2023-2034 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)	2025-2026 All Students 3.70% (481/12834) English Learner 2.30% (20/861) Foster Youth 18.40% (19/103) Homeless 9.60% (100/1039) Socioeconomically Disadvantaged 5.30% (414/7767) Students with Disabilities 7.90% (180/2276) African American 9.30% (30/321) American Indian or Alaska Native 9.00% (13/144) Asian 0.70% (4/608) Filipino 0.00% (0/45) Hispanic 3.80% (149/3927) White 3.40% (219/6370) Two or More Races 4.60% (63/1358)	All student groups will decline 0.9 percentage points (0.3% each year).	All Students - .6% African American - 2.3% Asian - 0.4% Foster - 24.2% Foster Youth 18.4% Hispanic - .5% Homeless - 1.7% Native Hawaiian or Other Pacific Islander - 3.4% Socioeconomically Disadvantaged - .4% Students with Disabilities - .4% Two or More Races - .7% White - .7%

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 % of Students Expelled	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)	2025-2026 All Students 0.40% (51/12831) English Learner 0.10% (1/860) Foster Youth 0.00% (0/104) Homeless 1.50% (16/1038) Socioeconomically Disadvantaged 0.60% (49/7765) Students with Disabilities 0.60% (14/2272) African American 1.90% (6/322) American Indian or Alaska Native 1.40% (2/144) Asian 0.00% (0/609) Filipino 0.00% (0/45) Hispanic 0.40% (17/3925) White 0.40% (24/6369) Two or More Races 0.20% (2/987)	All student groups will decline 0.3 percentage points (0.1% each year).	All Students -0.2 English Learner -1.6 Foster Youth -9.1 Homeless -1.4 Socioeconomically Disadvantaged -0.3 Students with Disabilities -0.4 African American -2.0 American Indian or Alaska Native -2.2 Asian 0.0 Filipino 0.0 Hispanic -0.6 White 0.3 Two or More Races -1.6
3.3	Priority 6: School Climate	2023-2024	2024-2025	2025-2026	All student groups will increase the	All Students - 0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Safety Survey Results % of Students Reporting Favorable Feeling of Physical and Emotional Safety at School	All Students 85.4% English Learner 90.6% Foster 100.0% Homeless 90.5% Socioeconomically Disadvantaged 87.4% Students with Disabilities 87.0% American Indian or Alaska Native 57.1% Asian 89.8% Filipino 66.7% Hispanic 88.4% Native Hawaiian or Other Pacific Islander 100.0% White 83.2% African American 90.5% Two or More Races 85.5%	All Students 84.8% English Learner 86.8% Foster Youth 72.7% Homeless Youth 86.5% Socioeconomically Disadvantaged 84.2% Students with Disabilities 79.9% African American 76.8% American Indian or Alaska Native 76.5% Asian 90.8% Filipino 98.1% Hispanic or Latino 84.7% Native Hawaiian or Other Pacific Islander 85.9% White 85.0% Two or More Races 82.7%	All Students 88.78% English Learner 87.88% Foster Youth 88.24% Homeless 87.39% Socioeconomically Disadvantaged 87.24% Students with Disabilities 85.39% African American 82.02% American Indian or Alaska Native 82.86% Asian 93.30% Filipino 96.30% Hispanic 88.86% Native Hawaiian or Other Pacific Islander 90.48% White 88.33% Two or More Races 88.82%	percentage of students indicating a favorable sentiment regarding items relating to physical and emotional safety.	African American - 2.4% American Indian or Alaska Native 4.2% Asian 3.0% English Learner - 2.6% Filipino 8.8% Foster - 82.5% Foster Youth 88.2% Hispanic - .8% Homeless - 2.6% Native Hawaiian or Other Pacific Islander - 5.8% Not Reported 2.7% Socioeconomically Disadvantaged -0.6% Students with Disabilities - 2.3% Two or More Races 0.8% White - 0.4%
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.	2025-2026 At the high school level 33.9% of our students participated in interscholastic sports.	Maintain the baseline percentage of students participating in interscholastic sports.	We believe the increase is due to more thorough record keeping of participants.
3.5						

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

Goal Analysis [2025-26]

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. Districtwide, our African-American students declined in suspension 1.2% points and our Foster Youth students declined 1.0% point. These actions serve students in grades K-12.
 Challenges: Staffing for supervision and academic components of ATS varied in quality. Schools continue to refine their protocols for a daily schedule, including the use of restorative practices.

Action 3.2
 Interscholastic Sports Participation
 5 Full Implementation & Sustainability
 Successes: We have been able to maintain around a 20% participation rate of high school students participating in interscholastic sports. In the Fall of 2025, the CUSD Board of Trustees approved Lacrosse as a CIF sport, set to begin in Fall, 2026. The junior highs are currently experiencing increasing growth in sports participation.
 Challenges: We continue to annually survey our students and families about sports offerings. Through high school surveys and the junior high sports participation growth, challenges are personnel, funding, and facilities/fields.

Action 3.3
 Campus Supervisors
 5 – Full Implementation & Sustainability
 Successes: Campus Supervisors were present at all secondary and elementary sites. Staff reported quicker student de-escalation and improved adult presence in high-conflict areas.

Challenges: Even with current staffing, students from elementary, junior high, and high school levels all report their desire to see more Campus Supervisors on their sites.

SEL Screener (Kelvin)

5 – Full Implementation & Sustainability

Successes: Provided data on student engagement and “sense of belonging” that helped inform school climate planning.

Challenges: Teacher buy-in at the high school levels regarding the delivery of the survey is low. Due to this, student participation is lower than we would hope for.

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.

Actions with Strong Impact

Action 3.1 – Alternatives to Suspension

Suspension rates declined for multiple subgroups, including a 1.2% drop for African American students. Foster Youth declined by 1%. 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: Highly Effective

Action 3.3 – Campus Supervisors

Deployed across all campuses, Campus Supervisors helped de-escalate conflicts and monitor unstructured areas.

Effectiveness Rating: Highly Effective

Key Takeaways

In-school alternatives to suspension work. When implemented with fidelity, as well as offering restorative practices and counseling, these alternatives improve student academic and behavioral connectedness. Although our comprehensive high schools have implemented PBIS in recent years, their programs have made significant growth, and we expect that over time this will positively impact school climate more and more.

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	<p>CUSD offers support for alternative education and home suspensions in the following ways:</p> <ul style="list-style-type: none">* Opportunity Programs K-8 (Center for Alternative Learning (CAL) and Neal Dow)* Elementary Out of School Suspension Alternatives (e.g. Reset program)* Alternative Education Supplemental Staffing <p>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.</p>	\$1,015,189.00	Yes
3.2	Coaching Stipends	Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	\$1,062,748.00	Yes
3.3	Campus Supervisors	Provide Campus Supervisors on sites to provide a safe, positive school climate.	\$1,756,365.00	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.		
3.4	Special Education Coordinators	<p>0.5 FTE of Two Special Education Coordinators</p> <p>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.</p>	\$177,982.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide Equity Multiplier funding to qualifying sites to meet non-stability and socioeconomically disadvantaged pupil thresholds in the prior year. The four sites receiving Equity Multiplier funding are Fair View, Center for Alternative Learning (CAL), Academy for Change (AFC), and Oakdale.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Chico Unified School District continues to prioritize an “equity-first” strategy by directing LCFF Equity Multiplier resources toward four of its highest-need campuses: Fair View High School, Center for Alternative Learning (CAL), Academy for Change (AFC), and Oakdale. These sites serve students experiencing significant academic, attendance, behavioral, and engagement challenges, including credit deficiency, chronic absenteeism, housing instability, and interrupted schooling. Current Dashboard data demonstrates the continued need for intensive intervention and targeted resource allocation. Fair View High School increased significantly and improved to “Yellow” in Graduation Rate at 72.1%, while remaining “Red” in Suspension Rate at 23.3%. CAL and AFC continue to demonstrate extremely high Chronic Absenteeism rates at 84.6% and 96.6%, respectively. Oakdale continues to require intensive support, maintaining an “Orange” indicator for Chronic Absenteeism at 61.9% and a “Red” College/Career Indicator at 0.0% prepared. These outcomes reinforce the district’s continued investment in attendance intervention, restorative practices, MTSS behavioral supports, credit recovery, and targeted academic intervention services at Equity Multiplier campuses.

Equity Multiplier funds were strategically deployed to provide targeted academic interventions, attendance outreach, behavioral supports, and student re-engagement services at qualifying high-need campuses. Performance outcomes at these sites continue to demonstrate the need for sustained, site-specific resource alignment and intensive intervention supports.

Oakdale:
The 2025 Dashboard indicates Oakdale continues to require intensive support. The site currently shows an “Orange” indicator for Chronic Absenteeism and a “Red” College/Career Indicator at 0.0% prepared. Equity Multiplier resources continue to prioritize foundational attendance engagement, early literacy intervention, and academic readiness supports for unduplicated student groups.

Fair View High School:
Equity Multiplier funds supported intensive interventions to address the school’s “Yellow” Graduation Rate indicator at 72.1%, while continuing to address the “Red” Suspension Rate at 23.3%. Dashboard data specifically identified Students with Disabilities and White

students as disproportionately impacted by suspension outcomes, reinforcing the importance of restorative practices, MTSS behavioral interventions, and student re-engagement supports at the site.

Center for Alternative Learning (CAL):

Equity Multiplier dollars targeted extreme Chronic Absenteeism, with CAL identified at 84.6%, maintaining a “Red” performance level on the Dashboard. Suspension outcomes for All Students and Socioeconomically Disadvantaged students also remain areas of significant concern, requiring continued intervention, case management, and alternative behavioral support systems.

Academy for Change (AFC):

Academy for Change continued to receive targeted Equity Multiplier supports focused on severe attendance and engagement barriers. The site demonstrated a Chronic Absenteeism rate of 96.6%, identified at the “Red” performance level, indicating the continued need for intensive student outreach, wraparound supports, behavioral intervention systems, and credit recovery opportunities designed to reconnect students to school and improve graduation outcomes. Why Chico USD Retains and Expands Goal 4:

The 2025 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 72.1%, which is a dramatic increase from the prior year of 58.5%.

Fair View’s non-completion rate 8.67% in 2023-24. 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.

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)	2023-2024 Academy for Change All Students 95.2% (20/21) Socioeconomically Disadvantaged 100% (20/20)	2024-2025 Academy for Change All Students 96.60% (28/29) Homeless 92.30% (12/13)	All student groups will decline by 6% (2% each year).	Academy for Change All Students 0.3 Socioeconomically Disadvantaged 0.9 Hispanic -9.1 White 8.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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) 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)	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) 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)	Socioeconomically Disadvantaged 96.40% (27/28) Hispanic 90.90% (10/11) White 100.00% (15/15) Center for Alternative Learning All Students 84.60% (33/39) Homeless 86.70% (13/15) Socioeconomically Disadvantaged 84.20% (32/38) Hispanic 75.00% (9/12) White 88.90% (16/18) Citrus All Students 23.40% (98/418) English Learner 21.30% (13/61) Homeless 45.00% (18/40) Socioeconomically Disadvantaged 23.70% (85/359) Students with Disabilities 23.60% (25/106)		Center for Alternative Learning All Students 17.9 Socioeconomically Disadvantaged 20.6 White 5.6 Citrus All Students -6.1 English Learner -4.6 Homeless -5.0 Socioeconomically Disadvantaged -7.4 Students with Disabilities -16.2 African American -21.1 Asian -11.9 Hispanic -9.3 White -3 Two or More Races -3.3 Oak Bridge All Students -20.5 Socioeconomically Disadvantaged -29.6 Students with Disabilities -14.4 White -27.6 Hispanic -28.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>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)</p> <p>Oakdale All Students 58.1%(18/31) Socioeconomically Disadvantaged 57.7%(15/26) Hispanic 36.4%(4/11)</p>	<p>White 20.2% (25/124)</p> <p>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)</p> <p>Oakdale All Students 73.2%(30/41) Socioeconomically Disadvantaged 80.0%(28/35) Hispanic 68.8%(11/16) White 76.9%(10/13)</p>	<p>African American 38.90% (7/18) Asian 2.60% (1/38) Hispanic 28.40% (46/162) White 21.30% (30/141) Two or More Races 23.30% (10/43)</p> <p>Oak Bridge All Students 28.80% (21/73) Socioeconomically Disadvantaged 29.30% (17/58) Students with Disabilities 41.20% (7/17) Hispanic 24.00% (6/25) White 25.00% (7/28) Two or More Races 40.00% (6/15)</p> <p>Oakdale All Students 61.90% (26/42) Socioeconomically Disadvantaged 61.90% (26/42) Hispanic 43.80% (7/16)</p>		<p>Oakdale All Students 3.8 Socioeconomically Disadvantaged 4.2 Hispanic 7.4</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				White 72.20% (13/18)		
4.2	<p>Priority 4: Student Achievement</p> <p>Math CAASPP Results for Students Receiving Math Intervention at Oak Bridge and Citrus</p> <p>Growth in Average Distance from Standard For Students Receiving Intervention Compared to Those Not Receiving Services</p>	Baseline will be set in 'Year 2 Outcome' using data from 2024-2025	Not Applicable	<p>Citrus</p> <p>All Students -0.08</p> <p>English Learner 0.00</p> <p>Homeless 0.00</p> <p>Socioeconomically Disadvantaged - 0.03</p> <p>Students with Disabilities -0.15</p> <p>African American 0.00</p> <p>Asian 0.33</p> <p>Hispanic -0.29</p> <p>White -0.04</p> <p>Two or More Races 0.08</p> <p>Oak Bridge</p> <p>All Students -0.11</p> <p>Homeless -0.10</p> <p>Socioeconomically Disadvantaged - 0.18</p> <p>Students with Disabilities -0.01</p> <p>Hispanic -0.19</p> <p>White 0.05</p> <p>Two or More Races -0.67</p>	Students receiving math intervention services will show greater growth than those not receiving services.	To be determined
4.3	Priority 4: Student Achievement	Baseline will be set in 'Year 2 Outcome' using data from 2024-2025 due to the lack of CA	Not Applicable	Fewer Than 11 Students-No Data Reported on the	The number of English Learners meeting ELPI requirements will	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learner Progress Indicator (ELPI) CA Dashboard - Oak Bridge Percentage of Students Meeting Requirements	Dashboard data for this metric.		California State Dashboard	increase by 6% (2% each year).	
4.10	Priority 4: Student Achievement CAASPP ELA CA Dashboard Academic Indicator Average Distance from Standard	2022-2023 Fair View 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)	2023-2024 Fair View 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)	2024-2025 Fair View All Students - 220.00 (25) Homeless -220.20 (14) Socioeconomically Disadvantaged - 220.50 (22) Hispanic -237.20 (13) Oakdale All Students -165 (23) Homeless -179.1 (12) Socioeconomically Disadvantaged - 165 (23) White -153.7 (13) Center for Alternative Learning All Students -325.1 (14)	All student groups will increase a minimum of 9 points in their average distance from standard. points total (3 each year).	Fair View All Students -79 Socioeconomically Disadvantaged Hispanic -71.1 Oakdale All Students 16.9 Socioeconomically Disadvantaged 9.3 Center for Alternative Learning Academy for Change N/A Citrus All Students 14.4 English Learner 18.1 Socioeconomically Disadvantaged 19.3 Students with Disabilities 48.2 Asian 49.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 -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)	Citrus All Students - 50.5(156) English Learner - 75.9(38) Homeless Youth - 95.3(15) Socioeconomically Disadvantaged - 46.4(132) 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)	Socioeconomically Disadvantaged - 324.5 (13) Academy for Change All Students -333 (22) Homeless -333 (11) Socioeconomically Disadvantaged - 333 (21) Students with Disabilities -333 (12) Citrus All Students -43.1 (172) English Learner - 63.8 (32) Socioeconomically Disadvantaged - 42.4 (149) Students with Disabilities -81.9 (49) Asian -8.4 (16) Hispanic -58.5 (66) White -20.8 (47) Two or More Races -39.4 (21) Oak Bridge		Hispanic -1.3 Two or More Races 11.5 White 35.5 Oak Bridge All Students 108.3 Socioeconomically Disadvantaged 42.8 Hispanic 149.9 White 108.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				All Students -42.3 (48) Socioeconomically Disadvantaged - 63.7 (34) Hispanic -25.9 (14) White -34.8 (23)		
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) 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)	2023-2024 Fair View All Students -241 (34) Oakdale All Students -231.2 (29) Hispanic - 211.9(11) Socioeconomically Disadvantaged - 255.1 (24) Center for Alternative Learning - No publicly available results Academy for Change All Students -348 (14) Socioeconomically Disadvantaged - 348(14)	2024-2025 Fair View All Students - 280.40 (27) Homeless -248.10 (14) Socioeconomically Disadvantaged - 279.50 (24) Hispanic -280.20 (14) Oakdale All Students -267.6 (25) Homeless -282.2 (13) Socioeconomically Disadvantaged - 267.6 (25) White -264.9 (14) Center for Alternative Learning All Students -337.4 (14)	All student groups will increase a minimum of 9 points in their average distance from standard. points total (3 each year).	Fair View All Students -67.1 Socioeconomically Disadvantaged - 49.7 Hispanic -64.4 Oakdale All Students -7.4 Socioeconomically Disadvantaged -14 Academy for Change All Students 0.0 Citrus All Students 7.3 English Learner 20.6 Socioeconomically Disadvantaged 140.8 Students with Disabilities 32.7 Asian 51.3 Hispanic -9.2 Two or More Races -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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) Socioeconomically Disadvantaged -176.4(32) Students with Disabilities -241.5(11) Hispanic -137.5(18) White -155.3(19)	Socioeconomically Disadvantaged -336.5 (13) Academy for Change All Students -348 (24) Homeless -348 (12) Socioeconomically Disadvantaged -348 (23) Students with Disabilities -348 (13) White -348 (14) Citrus All Students -59.5 (172) English Learner -63.2 (32) Socioeconomically Disadvantaged -59.7 (149) Students with Disabilities -99 (49) Asian -16.6 (16) Hispanic -73.2 (66) White -31 (47) Two or More Races -78.6 (21) Oak Bridge		White 30.8 Oak Bridge All Students 89.7 Socioeconomically Disadvantaged 59.4 Hispanic 104.2 White 72.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				All Students -136.6 (49) Socioeconomically Disadvantaged - 141.1 (34) Hispanic -128.9 (14) White -140.8 (24)		
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) White 82.4% (14/17)	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) Center for Alternative Learning	2024-2025 Fair View All Students 72.10% (31/43) Homeless 71.90% (23/32) Socioeconomically Disadvantaged 72.10% (31/43) Students with Disabilities 72.70% (8/11) Hispanic 69.60% (16/23) White 68.80% (11/16) Oakdale All Students 84.30% (43/51) Homeless 87.90% (29/33) Socioeconomically Disadvantaged 84.00% (42/50) Hispanic 88.20% (15/17)	All student groups will increase by 3% (1% each year).	Fair View All Students -4.0 Homeless 1.4 Socioeconomically Disadvantaged - 3.8 Students with Disabilities -5.1 Hispanic -2.3 White -10.7 Oakdale All Students 8.7 Homeless 16.5 Socioeconomically Disadvantaged 8.4 Hispanic 13.2 White -0.6 Center for Alternative Learning Fewer Than 11 Students-No Data Reported on the California State Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	White 81.80% (18/22) 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		Academy for Change Fewer Than 11 Students-No Data Reported on the California State Dashboard

Goal Analysis [2025-26]

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 4.1
Oakdale 0.5 FTE Assistant Principal
4 – Full Implementation
Successes: Oakdale’s suspension rate remained at 0% (“Blue”). Chronic absenteeism decreased 11% points from the previous 73.2%.
Challenges: Family outreach and support offers continue to be a challenge with this population.

Action 4.2
CAL Intervention Specialist
4 – Full Implementation
Successes: This student population grew in Math with an increase of 7 points DFS. We celebrate this success and recognize that their DFS is still low, at -337.4.
Challenges: Suspension rate increased 8% points to a rate of 16%.

Action 4.3
Reading Intervention Sections (CAL, Fair View, AFC)
4 – Full Implementation
Successes: Staff interest in continuing professional development opportunities specific to reading instruction have grown through the year. Opportunities were offered per this request during the 2025-2026 school year, and we expect that over time, that we will see an increase in literacy scores in local and state assessments.
Challenges: Although improved, Fair View’s attendance rates remain lower than comprehensive sites.

Action 4.4
Oakdale Social Worker
0 – No Implementation
Successes: None
Challenges: Inability to fill the position

Action 4.5
Fair View Targeted Case Manager
0 - No Implementation
Successes: None
Challenges: Inability to fill the position

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.

Citrus is on track to spend their remaining funds in fiscal years 2026-27 and 2027-28. Fair View did not hire the Targeted Case Manager that was included in last year’s LCAP. The additional Social Worker at Oakdale that was included in the Equity Multiplier budget was not hired either.

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

Goal 4 actions will be evaluated more thoroughly as end-of-year data becomes available and allows us to compare to past performance. While all actions appear promising, all were constrained by low attendance rates.

Actions That Were Effective When Conditions Allowed:

Reading Interventions (Action 4.3)

These interventions worked best when seat time was protected and stable. Staff interest in continuing professional development opportunities specific to reading instruction have grown through the year. Opportunities were offered per this request during the 2025-2026 school year, and we expect that over time, that we will see an increase in literacy scores in local assessments such as Star Reading, as well state assessments.

Effectiveness Rating: Effective

Actions That Supported Climate and Graduation Improvements:

Action 4.1 – Oakdale Assistant Principal

Led MTSS coordination and supported behavior systems. Suspensions remained at 0% percent (“Blue”).

Effectiveness Rating: Effective

Action 4.4 – Oakdale Social Worker

There was a tremendous increase in outreach, specifically social emotional outreach, for Oakdale students, providing needed supports. Unfortunately, the outreach was done by other staff members as this position was unable to be hired.

Effectiveness Rating: Not Effective

Action 4.2 – CAL Intervention Specialist

We expect to see, over time, that this support will be part of student academic growth and a positive school climate.

Effectiveness Rating: Marginal

Key Takeaways

Intensive supports can work—but only when students are present. Chronic absenteeism undermines instructional impact. Sites like Fair View and AFC, where attendance rates exceed 70%, face significant headwinds due to students not being in school as regularly as we hope.

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, or desired outcomes for the coming year. Two actions, Oakdale Social Worker and an additional Targeted Case Manager at Fair View, will change in the 2026-2027 school year due to inability to hire the positions. The previous funding budgeted for those positions has been reallocated to other actions. As mentioned previously, we will be watching incoming data carefully so as to start the evaluation process of these actions.

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	\$99,061.00	No
4.2	Center for Alternative Learning (CAL) Intervention Specialist	The Center for Alternative Learning (CAL) will employ a 1.2 FTE Intervention Specialist.	\$161,698.00	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.	\$139,970.00	No
4.4	Supplies, Equipment, and Services for Student Needs and Supports	Supplies, Equipment, and Services for Student Needs and Supports as Determined by 2026-2027 Students	\$1,605,491.00	No
4.5	Math Intervention Specialist at Oak Bridge Academy	Oak Bridge will employ a math Intervention Specialist (0.6 FTE)	\$100,691.00	No
4.6	Instructional Assistant-Bilingual at Oak Bridge Academy	Oak Bridge will hire a four-hour/day Bilingual Instructional Assistant to support English Learners	\$26,780.00	No
4.7	Math Interventionist	Citrus will hire a total of 1.4 FTE math intervention positions to provide targeted intervention.	\$145,870.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$19,773,360	\$795,265

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
14.016%	0.000%	\$0.00	14.016%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Technology</p> <p>Need: Our Socioeconomically Disadvantaged students, Foster Youth and English Learners are at risk for not having technology that is properly functioning or available to them through the day and evening hours. Research by Brookings cites that "a 2018 meta-analysis</p>	By implementing this action, it will ensure that we have the most current technology assistance for our students' learning and there are no barriers for any disadvantaged student groups, or any other student groups. Additionally, we know that providing daily opportunities for digital leaning and citizenship for our students will support them in becoming competitive as they matriculate through the grade levels and when they enter the workforce.	Chico Unified will ensure that 100% of CUSD students from all student groups have 1:1 device access.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>of dozens of rigorous studies of ed tech, along with the executive summary of a forthcoming update (126 rigorous experiments), indicated that when education technology is used to individualize students' pace of learning, the results overall show "enormous promise." In other words, ed tech can improve learning when used to personalize instruction to each student's pace." Based on the needs of these groups of students and the research, we will be ensuring that 100% of CUSD students, including our unduplicated students, have 1:1 device access.</p> <p>Scope: LEA-wide</p>		
<p>1.5</p>	<p>Action: Implementation of District Wide Assessments Including English Language Development (ELD Teachers on Special Assignment (TOSAs)</p> <p>Need: Data shows that this organizational structure and support of teachers (MTSS leads and ELD TOSAs) 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,</p>	<p>By implementing this action, it will directly support our low-income students and English Learners by supporting benchmark data practices. We will provide the action district-wide to support all students. All students will benefit from this action, but we expect our unduplicated students to benefit the most.</p>	<p>This action's measurable outcome is that CAASPP scores will increase in both English and Math by three points average distance from standard for all student groups. The MTSS team's voice for our unduplicated students, and all students, to have access to the best instructional practices possible is crucial.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and Todd Campbell, of the University of Connecticut, define teacher leaders as "teachers who maintain K-12 classroom-based teaching responsibilities, while also taking on leadership responsibilities outside of the classroom." Based on the needs of our low-income students and the research, we will be implementing the MTSS team.</p> <p>Scope: LEA-wide</p>		
1.6	<p>Action: Academic Interventions</p> <p>Need: Our low income, English Learners and Foster Youth student groups are underachieving in English Language Arts and Math. Action 1.6 (Academic Interventions) is part of the fabric of Chico Unified's MTSS framework. Interventions must be targeted on specific concepts with a distinct beginning and end as staff assesses if students have learned specific content skills. "In reality, many students do experience learning gaps and there is simply not enough time for them to go back and master all of the previous content before moving on to new content. But teachers can strategically identify the critical skills and concepts students need to fully understand grade-level content and they can teach these skills and concepts without repeating entire units or years' worth of instruction (Rollins, 2014)." Based on the needs of our</p>	<p>Our schools have seen the needs for intervention, due to the pandemic, increase for our disadvantaged youth, Foster Youth and English Learner student groups. Our interventions are conducted with the spirit of filling the gaps of learning as well as ensuring that every child, from any targeted student group, has opportunities for intervention if needed. CUSD utilizes a multitude of interventions such as Reading Pals, Math Lab, Read 180, and Power Reading, among others. Our site staff members are well-versed in delivering and analyzing intervention supports in academics, which begin the third week of school and continue through the year until the last few weeks of school. Interventions are targeted and are intended to ensure that learning gaps are filled and no obstacles are in the way for any child of any targeted student group to receive what they need for learning. It is important to continue to evaluate our academic interventions to ensure that they are effectively filling any existing student learning gaps. This is done with frequent monitoring based on student data and analysis. All</p>	<p>This action's measurable outcome is that CAASPP scores will increase in both English and Math by three points average distance from standard for all student groups, including our unduplicated students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>unduplicated students and the research, we will be implementing interventions K-12 grades.</p> <p>Scope: LEA-wide</p>	<p>students will benefit from this action but we expect our unduplicated students to benefit the most.</p>	
<p>1.7</p>	<p>Action: Instructional Support Services</p> <p>Need: Action 1.7 (Instructional Support Services) supports what our academic assessment data from the past five years has shown. We see persistent achievement gaps for specific student groups, including Foster, Homeless, English Learners, and Socioeconomically Disadvantaged. "In reality, many students do experience learning gaps and there is simply not enough time for them to go back and master all of the previous content before moving on to new content. But teachers can strategically identify the critical skills and concepts students need to fully understand grade-level content and they can teach these skills and concepts without repeating entire units or years' worth of instruction (Rollins, 2014)." Based on the needs of our students, we will be implementing Bilingual Aides, Tech Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils, including students with disabilities.</p>	<p>These instructional support services will be effective, particularly for our Socioeconomically Disadvantaged and English Learners, as they support each and every student's academic needs, including Students With Disabilities. We will provide this action district-wide to support student learning. All students will benefit from this action but we do expect our low income and English Learners student groups to benefit the most. We do expect to see these groups increase in academic achievement.</p>	<p>This action's measurable outcome is that CAASPP scores will increase in both English and Math by three points average distance from standard for all student groups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.11</p>	<p>Action: Support Art, Music and extra PE in Elementary Grades</p> <p>Need: Action 1.11 (Fine Arts, Music and extra PE Teachers) has been in our LCAP since its inception. Our unduplicated students need opportunities for enrichment in the Arts. Research from PBIS for Parents shows that there is a correlation between art and other achievement. A report by Americans for the Arts states that, “young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognized for academic achievement, to participate in a math and science fair or to win an award for writing an essay or poem than children who do not participate.” Based on the needs for enrichment in the Arts and our Socioeconomically Disadvantaged, English Learners, and Foster Youth student groups, we will be implementing Art, Music and extra PE at the elementary level.</p> <p>Scope: Schoolwide</p>	<p>By implementing this action, it will directly support our unduplicated students by exposing our students, specifically those from socioeconomically disadvantaged homes to the arts as an opportunity for children to experience and enjoy activities that promote creativity and self-expression. We will provide this action district-wide. All of our CUSD students will benefit from this action but we expect our unduplicated students to benefit the most with an increase in academic achievement.</p>	<p>Chico Unified will ensure that 100% of elementary students will have access to Fine Arts, Music, and extra PE.</p>
<p>1.12</p>	<p>Action: Online Access</p>	<p>By implementing this action, it will directly support our socioeconomically disadvantaged students by</p>	<p>We expect to see academic measures</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Action 1.12 (Online Access) has always been an LCAP funding priority, however now more than ever, we have come to rely on our online access supports and online access staffing to assist our students, especially for those targeted student groups who are historically underserved. Research shows that all students, especially those from socioeconomically disadvantaged homes, need consistent access and direction in using online resources. Based on the needs of our low-income students and the research, we will be providing Librarians and Library Assistants at each site.</p> <p>Scope: LEA-wide</p>	<p>providing a safe place to go with knowledgeable staff to assist them with online access. All students will benefit from this action but we expect our low income, English Learners, and Foster Youth students to benefit the most. We expect these underserved student groups to increase their levels on academic measures.</p>	<p>included in Goal 1 increase.</p>
<p>1.13</p>	<p>Action: Secondary Counselors</p> <p>Need: Action 1.13 (Counselors) supports all three of our LCAP goals. With so many of our students in inconsistent, or unpredictable, environments, this addition of counselors is crucial to student success. According to the American School Counselor Association, a 2013 study from authors K. Wilkerson, R. Perusse and A. Hughes found that “elementary school students tend to perform better academically when there are counseling programs in place.” Based on the needs of our</p>	<p>By implementing this action, it will directly support our low-income students and Foster Youth student groups by providing counseling opportunities to support positive school experiences and learning and we will provide the action district-wide. With this additional counseling in place, we expect to see an increase in academic achievement and additional course opportunities for all students, as we know that when students feel connected, their academics are stronger. Additionally, ELD Coaches will help with support and monitoring Long-Term English Learners (LTELs) at the secondary level.</p>	<p>We will use local and state academic measures as well as course participation metrics (A-G, CTE, etc.) to measure achievement.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>low-income and Foster Youth student groups, we will implement counselors on each site.</p> <p>Scope: Schoolwide</p>		
<p>1.14</p>	<p>Action: Medically Necessary Instruction/Off Campus Instruction</p> <p>Need: Action 1.14 (Medically Necessary Instruction/Off Campus Instruction) provides instruction when students are unable to learn on a school site. This can be due to physical limitations or mental wellness and can last for a number of weeks or months. We know that some of our students are challenged in many situations that cause stress and or anxiety, with the research particularly supporting the need from our Foster Youth and Socioeconomically Disadvantaged student groups. Based on the needs of these groups and the research, we will be implementing Medically Necessary Instruction (MNI) to support student learning.</p> <p>Scope: LEA-wide</p>	<p>By implementing this action, it will directly support our students' unique needs while providing opportunity for learning to continue for all CUSD students, especially for our unduplicated students or students from low-income homes. We expect our unduplicated student achievement to increase with this opportunity for support in place when/if needed.</p>	<p>100% of students on MNI will earn the same amount of credits as they would have on a comprehensive site.</p>
<p>1.16</p>	<p>Action: Elementary Reading Specialists</p> <p>Need:</p>	<p>By implementing this action, it will directly support our unduplicated students' disparities between students of different background and income levels in terms of reading abilities. We will provide</p>	<p>The efforts of these reading specialists have already showed reading improvement. The</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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. Research cited by the International Literacy Association shares that "specialized literacy professionals deliver high-impact, targeted interventions for students struggling with the five core pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension." The Association further highlights "that dedicated literacy professionals have a proven track record of helping students close learning gaps and reach grade-level reading standards." Based on the needs of our low-income students, Foster Youth, and English Learners as well as the research, we will be continuing the implementation of Reading Specialists at the elementary level.</p> <p>Scope: LEA-wide</p>	<p>this action district-wide and anticipate that all students will benefit from this action, although we expect our students with the most need benefiting the most.</p>	<p>measurable outcome for this action is that CAASPP scores will increase in English by three points average distance from standard for all student groups.</p>
<p>2.2</p>	<p>Action: Health and Social-Emotional Supports</p> <p>Need: Action 2.2 (Health and Social-Emotional Supports) supports the second part of our MTSS framework, Social-Emotional Learning. Over recent years, educators and parents</p>	<p>By implementing this action, it will directly support our low income and Foster Youth student groups. We will provide the action district-wide and expect all students to benefit from this action. It has been a unilateral and unified request among all of our educational partners that our district provide and fund health and social emotional supports for all of our students. Counselors are crucial to these</p>	<p>A measurable outcome for this action will be an increase in school connectedness based on data from our Kelvin pulses.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>across the country have become increasingly concerned with the impact on students' mental and social-emotional health needs, particularly affecting our historically underserved youth. In Chico unfortunately, this concern is not new: COVID-19 is only the latest in a series of traumatic events affecting our community. In 2013, a report on adverse childhood experiences (ACEs) found that Butte County held the dubious distinction of having the highest rate of ACEs in California, and among the highest in the country. 76.5% of Butte County adults reported one or more adverse childhood experience as a child (Butte County Coalition on ACEs, 2013). Based on the needs of our low-income students and Foster Youth as well as the research, we will be implementing these health and social-emotional counseling support services.</p> <p>Scope: LEA-wide</p>	<p>efforts and will continue to be supported through our LCAP. Our hope is for students, particularly those from low income and foster homes, to feel included and safe on our school sites.</p>	
<p>2.3</p>	<p>Action: Targeted Case Managers</p> <p>Need: Action 2.3 (Targeted Case Managers) continue to be a tremendous support to school staff and parents and continue to be funded by LCAP and LREBG. 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</p>	<p>By implementing this action, it will directly support our low income students, Foster Youth, and English Learner student groups in feeling connected to school and ready for learning. Armed with this academic research, we understand how important it is to provide meaningful opportunities for parent involvement and will continue to work to communicate regularly with our families, including those who are socioeconomically disadvantaged. This action has been positively spoken of and highly supported by all of the parents and guardians of all of our student groups. The</p>	<p>Chico Unified acknowledges the critical role that Targeted Case Managers hold in our district. It is our belief that we would expect to see district performance on all LCAP metrics increase, in part, due to their efforts to connect consistently with families to support with</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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 having insurance and/or other challenging situations. According to the National Coalition for Parent Involvement in Education, parent involvement is crucial; "No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school" (2006). According to the National PTA, "the most accurate predictors of student achievement in school are not family or income status, but the extent to which the family creates a home environment that encourages learning, communicates high, yet reasonable, expectations for the child's achievement and becomes involved in the child's education at school" (2000). Our low-income, Foster Youth, and English Learner student groups are underachieving academically in English Language Arts and Math. Based on the needs of these student groups and the research, we will continue to implement Targeted Case Managers to support our students and families.</p> <p>Scope: LEA-wide</p>	<p>communication between parents and the school via the TCMs has made a positive impact on students' educational experiences in CUSD.</p>	<p>health, living, and other needs when/if they arise.</p>
3.1	Action:	Alternative Education programs have been included in our LCAP since 2013. Our LCAP	A measurable outcome for this action is to reduce the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Continue support for district alternative education programs</p> <p>Need: Action 3.1 (Continue Support for District wide Alternative Education Programs) is of paramount importance to assist and support our students in staying in school and, ultimately, receiving a high school diploma. Chico Unified suspension data reveals that some student groups are consistently suspended at disproportionately high rates. Our Socioeconomically Disadvantaged and Foster Youth student groups have higher suspension rates than the state. West Ed's Justice & Prevention Research Center completed an extensive review in 2019. This study reports that, "in the school setting, Restorative Justice often serves as an alternative to traditional discipline, particularly exclusionary disciplinary actions such as suspension or expulsion." Restorative Justice proponents often turn to restorative practices out of concern that exclusionary disciplinary actions may be associated with harmful consequences for children (e.g., Losen, 2014). Based on the needs of our low-income students and Foster Youth student groups, we will be implementing support for district alternative programs.</p> <p>Scope: LEA-wide</p>	<p>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 socioeconomically disadvantaged and Foster Youth student groups. We will provide the action district-wide with the expectation that all students will benefit from this action even though we expect our most impacted students to benefit the most.</p>	<p>suspension rate for all student groups each year. CUSD continues to focus on reducing suspensions, particularly in our targeted student groups. It is of utmost importance to examine practices and partner with families.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.2</p>	<p>Action: Coaching Stipends</p> <p>Need: It is imperative that our underserved students, including our Foster Youth and Socioeconomically Disadvantaged student groups, feel a connection to school. In Volume 34 of “Research in Higher Education Journal”, authors Juan M. Hinojosa and Gerri M. Maxwell maintain “the need for schools to find strategies that will keep students in school, and feeling safe, is critical. One strategy that is successful in keeping student interested in school is participation in sports. As the leaders of sports’ teams, coaches provide the necessary mentoring that can positively guide a student’s decision to stay in school.” Based on the needs of our Foster Youth and low-income student groups as well as the research, we will be implementing coaching staff for athletic programs.</p> <p>Scope: LEA-wide</p>	<p>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 expect our most at-risk students to benefit the most.</p>	<p>A measurable outcome we will use for this is that school connectedness will increase based on Kelvin pulse data.</p>
<p>3.3</p>	<p>Action: Campus Supervisors</p> <p>Need: Campus Supervisors are a means of promoting a positive school culture; often these Campus Supervisors make connections with individual students that other staff do not, as is the case in the Chico Unified School</p>	<p>By implementing this action, it will directly support our low income students, Foster Youth, and English Learners student groups. We will provide the action district wide and believe that all students will benefit from this action, with our most at-risk students experiencing the connection to school that these staff members create.</p>	<p>A measurable outcome we will use for this is that school connectedness will increase based on Kelvin pulse data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>District. Action 3.3 (Campus Supervisors) has been, and continues to be, included in our LCAP Plan with the goal of helping students feel safe and know that they are being treated fairly at school. This is of particular importance for our targeted student populations. With our unduplicated students achieving academically at a lower rate than the All Students groups, we will be implementing Campus Supervisors to provide school connections.</p> <p>Scope: LEA-wide</p>		
3.4	<p>Action: Special Education Coordinators</p> <p>Need: Action 3.4 (Project Specialists) have been added with the goal of assisting and supporting staffmembers 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</p>	<p>Staff members have asked for support to ensure that their skills are supportive of what students need, including those students with the highest needs. This is a new model we are developing that will focus on student and campus need, and staff coaching delivered by district staff members with experience in successful behavior management. By implementing this action, it will directly support our Foster Youth and other student groups in reducing suspension rates. We will provide the action district wide servicing all students. All students will benefit from this action, but we expect our Foster Youth to be among the groups to benefit the most.</p>	<p>A measurable outcome for this action will be that school connections will increase based on all Goal 3 metrics.</p>

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

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
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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.

None

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 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 (Special Education Coordinators) will be working to support staff in supporting student behavior needs. These Specialists have the skills to support teachers who work with our Foster Youth, English Learners, and Socioeconomically Disadvantaged students to support behavior needs.

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

2026-27 Total Planned 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	141,077,916	19,773,360	14.016%	0.000%	14.016%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$30,091,091.00	\$21,645,781.00	\$13,778.00	\$1,500,644.00	\$53,251,294.00	\$36,069,305.00	\$17,181,989.00

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	\$129,332.00	\$0.00	\$129,332.00	\$0.00	\$0.00	\$0.00	\$129,332.00	
1	1.2	Standards-aligned Textbooks and Supplemental Materials	All	No			All Schools		\$0.00	\$2,487,278.00	\$829,340.00	\$1,657,938.00	\$0.00	\$0.00	\$2,487,278.00	
1	1.3	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,200,000.00	\$1,200,000.00	\$0.00	\$0.00	\$0.00	\$1,200,000.00	
1	1.4	Facilities Maintenance	All	No			All Schools		\$3,711,066.00	\$2,750,001.00	\$6,461,067.00	\$0.00	\$0.00	\$0.00	\$6,461,067.00	
1	1.5	Implementation of District Wide Assessments Including English Language Development (ELD Teachers on Special Assignment (TOSAs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$86,084.00	\$0.00	\$86,084.00	\$0.00	\$0.00	\$0.00	\$86,084.00	
1	1.6	Academic Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,065,619.00	\$384,381.00	\$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		\$1,447,105.00	\$0.00	\$1,447,105.00	\$0.00	\$0.00	\$0.00	\$1,447,105.00	
1	1.8	After School Homework Support (ASES, BLAST, Fair View High School, ELOP)	All	No			All Schools		\$6,306,549.00	\$7,744,882.00	\$0.00	\$13,723,336.00	\$0.00	\$328,095.00	\$14,051,431.00	
1	1.9	Provide Professional Development	All	No			All Schools		\$239,742.00	\$576,140.00	\$0.00	\$0.00	\$13,278.00	\$802,604.00	\$815,882.00	

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	1.10	Teachers on Special Assignment (TOSAs)	All	No			All Schools		\$2,794,469.00	\$0.00	\$0.00	\$2,635,082.00	\$0.00	\$159,387.00	\$2,794,469.00	
1	1.11	Support Art, Music and extra PE in Elementary Grades	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All CUSD elementary schools TK-5		\$1,977,412.00	\$0.00	\$1,977,412.00	\$0.00	\$0.00	\$0.00	\$1,977,412.00	
1	1.12	Online Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,324,065.00	\$0.00	\$1,324,065.00	\$0.00	\$0.00	\$0.00	\$1,324,065.00	
1	1.13	Secondary Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: CUSD High Schools 9-12		\$3,474,830.00	\$0.00	\$3,474,830.00	\$0.00	\$0.00	\$0.00	\$3,474,830.00	
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		\$162,636.00	\$1,000.00	\$163,636.00	\$0.00	\$0.00	\$0.00	\$163,636.00	
1	1.15	Online Education Options	All	No			Specific Schools: Chico High School, Pleasant Valley High School, Oak Bridge Academy		\$1,762,568.00	\$34,108.00	\$1,487,525.00	\$273,471.00	\$500.00	\$35,180.00	\$1,796,676.00	
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		\$1,600,467.00	\$0.00	\$1,600,467.00	\$0.00	\$0.00	\$0.00	\$1,600,467.00	
1	1.17	Digital Platforms for Students	All	No				On-going	\$0.00	\$248,600.00		\$248,600.00			\$248,600.00	
1	1.18	Reading Pals	All	No					\$180,000.00	\$0.00		\$180,000.00			\$180,000.00	

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	2.1	Professional Development	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.2	Health and Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,762,934.00	\$0.00	\$3,762,934.00	\$0.00	\$0.00	\$0.00	\$3,762,934.00	
2	2.3	Targeted Case Managers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$685,010.00	\$0.00	\$685,010.00	\$0.00	\$0.00	\$0.00	\$685,010.00	
2	2.4	Kelvin Surveys	All	No					\$0.00	\$12,317.00	\$0.00	\$12,317.00	\$0.00	\$0.00	\$12,317.00	0.00
2	2.5	Foster Youth Liaison	Foster Youth	No			All Schools		\$175,378.00	\$0.00				\$175,378.00	\$175,378.00	
2	2.6	Additional Targeted Case Manager Time	All	No			All Schools	on-going	\$635,476.00	\$0.00		\$635,476.00			\$635,476.00	
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		\$1,015,189.00	\$0.00	\$1,015,189.00	\$0.00	\$0.00	\$0.00	\$1,015,189.00	
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		\$924,957.00	\$137,791.00	\$1,062,748.00	\$0.00	\$0.00	\$0.00	\$1,062,748.00	
3	3.3	Campus Supervisors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,756,365.00	\$0.00	\$1,756,365.00	\$0.00	\$0.00	\$0.00	\$1,756,365.00	
3	3.4	Special Education Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$177,982.00	\$0.00	\$177,982.00	\$0.00	\$0.00	\$0.00	\$177,982.00	
4	4.1	Oakdale Assistant Principal	All	No			Specific Schools: Oakdale		\$99,061.00	\$0.00	\$0.00	\$99,061.00	\$0.00	\$0.00	\$99,061.00	
4	4.2	Center for Alternative Learning (CAL) Intervention Specialist	All Students with Disabilities	No					\$161,698.00	\$0.00	\$0.00	\$161,698.00	\$0.00	\$0.00	\$161,698.00	

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	4.3	Center for Alternative Learning (CAL), Fair View, and Academy for Change (AFC) Reading Intervention Sections	All Students with Disabilities	No			All Schools		\$139,970.00	\$0.00	\$0.00	\$139,970.00	\$0.00	\$0.00	\$139,970.00	
4	4.4	Supplies, Equipment, and Services for Student Needs and Supports	All	No			All Schools		\$0.00	\$1,605,491.00		\$1,605,491.00			\$1,605,491.00	
4	4.5	Math Intervention Specialist at Oak Bridge Academy	All Students with Disabilities	No			Specific Schools: Oak Bridge Academy		\$100,691.00	\$0.00		\$100,691.00			\$100,691.00	
4	4.6	Instructional Assistant-Bilingual at Oak Bridge Academy	English Learners	No			Specific Schools: Oak Bridge Academy		\$26,780.00	\$0.00		\$26,780.00			\$26,780.00	
4	4.7	Math Interventionist	All Students with Disabilities	No			Specific Schools: Citrus Elementary School		\$145,870.00	\$0.00		\$145,870.00			\$145,870.00	

2026-27 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
141,077,916	19,773,360	14.016%	0.000%	14.016%	\$21,183,827.00	0.000%	15.016 %	Total:	\$21,183,827.00
								LEA-wide Total:	\$15,731,585.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$5,452,242.00

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	\$1,200,000.00	
1	1.5	Implementation of District Wide Assessments Including English Language Development (ELD Teachers on Special Assignment (TOSAs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,084.00	
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	\$1,447,105.00	
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	\$1,977,412.00	

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 (%)
						TK-5		
1	1.12	Online Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,324,065.00	
1	1.13	Secondary Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CUSD High Schools 9-12	\$3,474,830.00	
1	1.14	Medically Necessary Instruction/Off Campus Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,636.00	
1	1.16	Elementary Reading Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All CUSD elementary schools K-5	\$1,600,467.00	
2	2.2	Health and Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,762,934.00	
2	2.3	Targeted Case Managers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$685,010.00	
3	3.1	Continue support for district alternative education programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,015,189.00	
3	3.2	Coaching Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: CUSD secondary schools 6-12	\$1,062,748.00	
3	3.3	Campus Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,756,365.00	
3	3.4	Special Education Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income		\$177,982.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$44,156,971.00	\$43,436,562.00

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	\$141,371.00	128,325
1	1.2	Standards-aligned Textbooks and Supplemental Materials	No	\$3,381,000.00	1,615,033
1	1.3	Technology	Yes	\$1,100,000.00	1,150,271
1	1.4	Facilities Maintenance	No	\$6,544,909.00	6,570,268
1	1.5	Implementation of District Wide Assessments	Yes	\$144,398.00	113,645
1	1.6	Academic Interventions	Yes	\$1,450,000.00	1,414,035
1	1.7	Instructional Support Services	Yes	\$1,499,030.00	1,384,572
1	1.8	After School Homework Support (ASES, BLAST, Fair View High School, ELOP)	No	\$8,353,680.00	10,378,899
1	1.9	Provide Professional Development	No	\$825,359.00	544,391
1	1.10	Teachers on Special Assignment (TOSAs)	No	\$290,730.00	321,851

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Support Art, Music and extra PE in Elementary Grades	Yes	\$2,177,501.00	1,959,287
1	1.12	Online Access	Yes	\$1,303,289.00	1,245,602
1	1.13	Secondary Counselors	Yes	\$3,381,593.00	3,334,804
1	1.14	Medically Necessary Instruction/Off Campus Instruction	Yes	\$170,409.00	157,638
1	1.15	Online Education Options	No	\$1,834,238.00	1,868,006
1	1.16	Elementary Reading Specialists	Yes	\$1,634,576.00	1,622,418
1	1.17	Digital Platforms for Students	No	\$637,500.00	439,414
1	1.18	Reading Pals	No	\$270,259.00	106,449
2	2.1	Professional Development	No	\$0.00	282,330
2	2.2	Health and Social-Emotional Supports	Yes	\$2,891,755.00	2,838,163
2	2.3	Targeted Case Managers	Yes	\$1,312,216.00	667,210
2	2.4	School Climate Surveys	No	\$0.00	12,317
2	2.5	Foster Youth Liaison	No	\$106,378.00	109,176

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)
2	2.6	Additional Targeted Case Manager Time	No	\$0.00	689,545
3	3.1	Continue support for district alternative education programs	Yes	\$973,317.00	995,927
3	3.2	Coaching Stipends	Yes	\$1,007,741.00	1,034,770
3	3.3	Campus Supervisors	Yes	\$1,742,563.00	1,645,051
3	3.4	Elementary and Secondary Project Specialists	Yes	\$155,074.00	176,159
4	4.1	Oakdale Assistant Principal	No	\$96,663.00	99,287
4	4.2	Center for Alternative Learning (CAL) Intervention Specialist	No	\$187,087.00	158,447
4	4.3	Center for Alternative Learning (CAL), Fair View, and Academy for Change (AFC) Reading Intervention Sections	No	\$104,699.00	120,729
4	4.4	Oakdale Social Worker	No	\$125,301.00	0
4	4.5	Fair View Targeted Case Manager	No	\$65,000.00	0
4	4.6	Math Intervention Specialist at Oak Bridge Academy	No	\$58,062.00	59,358
4	4.7	Instructional Assistant-Bilingual at Oak Bridge Academy	No	\$25,234.00	24,416
4	4.8	Intervention Teachers - Math	No	\$166,039.00	143,769

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	4.9	Supplies, Equipment, and Services for Student Needs and Supports	No	\$0.00	25,000

2025-26 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)
17,304,683	\$20,278,319.00	\$19,739,552.00	\$538,767.00	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	\$1,100,000.00	1,150,271		
1	1.5	Implementation of District Wide Assessments	Yes	\$144,398.00	113,645		
1	1.6	Academic Interventions	Yes	\$1,450,000.00	1,414,035		
1	1.7	Instructional Support Services	Yes	\$1,499,030.00	1,384,572		
1	1.11	Support Art, Music and extra PE in Elementary Grades	Yes	\$2,177,501.00	1,959,287		
1	1.12	Online Access	Yes	\$1,303,289.00	1,245,602		
1	1.13	Secondary Counselors	Yes	\$3,381,593.00	3,334,804		
1	1.14	Medically Necessary Instruction/Off Campus Instruction	Yes	\$170,409.00	157,638		
1	1.16	Elementary Reading Specialists	Yes	\$1,634,576.00	1,622,418		
2	2.2	Health and Social-Emotional Supports	Yes	\$2,891,755.00	2,838,163		
2	2.3	Targeted Case Managers	Yes	\$647,073.00	667,210		
3	3.1	Continue support for district alternative education programs	Yes	\$973,317.00	995,927		

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	3.2	Coaching Stipends	Yes	\$1,007,741.00	1,034,770		
3	3.3	Campus Supervisors	Yes	\$1,742,563.00	1,645,051		
3	3.4	Elementary and Secondary Project Specialists	Yes	\$155,074.00	176,159		

2025-26 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)
135,703,182	17,304,683	0	12.752%	\$19,739,552.00	0.000%	14.546%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: [EC Section 42238.024\(b\)\(1\)](#) 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 #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). ○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. ○ Indicate the school year to which the baseline data applies. ○ The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. ○ Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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.
 - 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).
 - 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.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).

- 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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. 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 CCSP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

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

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

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

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

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