



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Charter Oak Unified School District

CDS Code: 19-64378-0000000

School Year: 2025-26

LEA contact information:

Fayroze Mostafa, Ed.D.

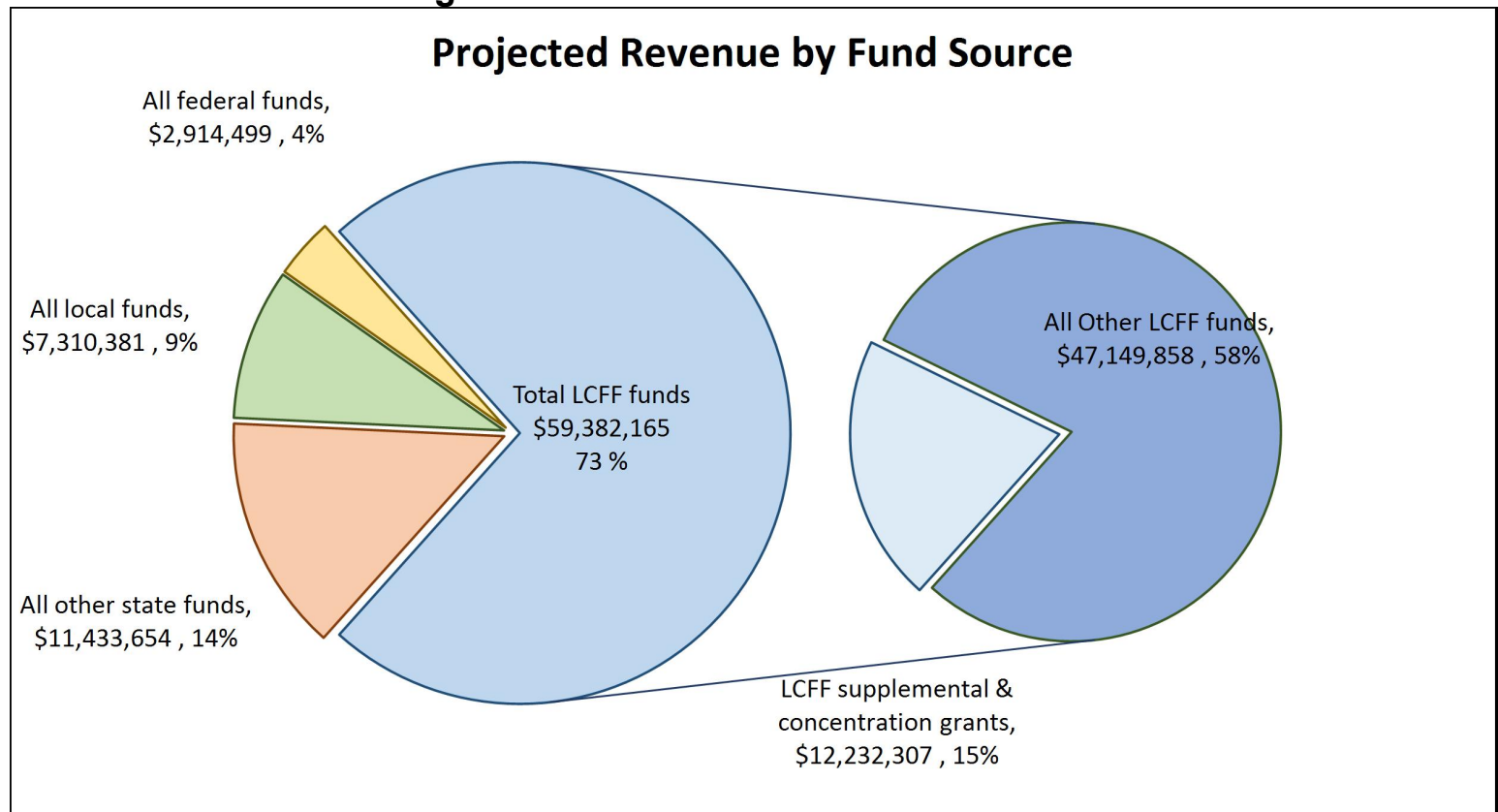
Assistant Superintendent, Educational Services

FMostafa@cousd.net

626-966-8331 x90547

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

Budget Overview for the 2025-26 School Year

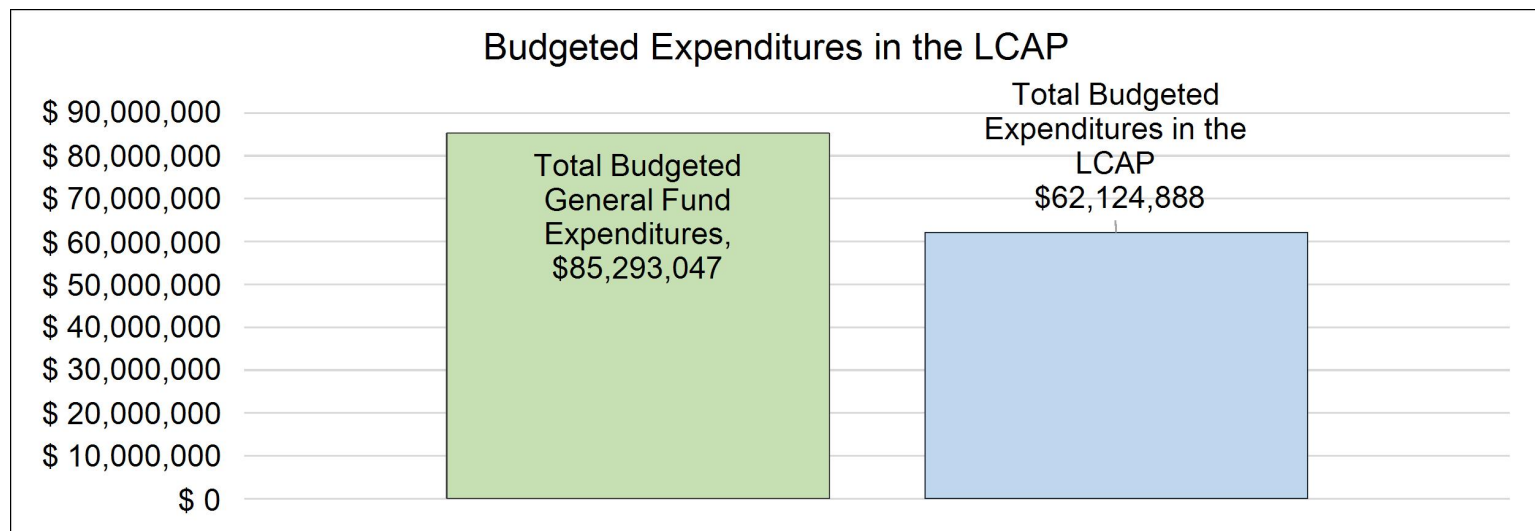


This chart shows the total general purpose revenue Charter Oak Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Charter Oak Unified School District is \$81,040,699, of which \$59,382,165.00 is Local Control Funding Formula (LCFF), \$11,433,654.00 is other state funds, \$7,310,381.00 is local funds, and \$2,914,499.00 is federal funds. Of the \$59,382,165.00 in LCFF Funds, \$12,232,307.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Charter Oak Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Charter Oak Unified School District plans to spend \$85,293,047.00 for the 2025-26 school year. Of that amount, \$62,124,888.28 is tied to actions/services in the LCAP and \$23,168,158.72 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

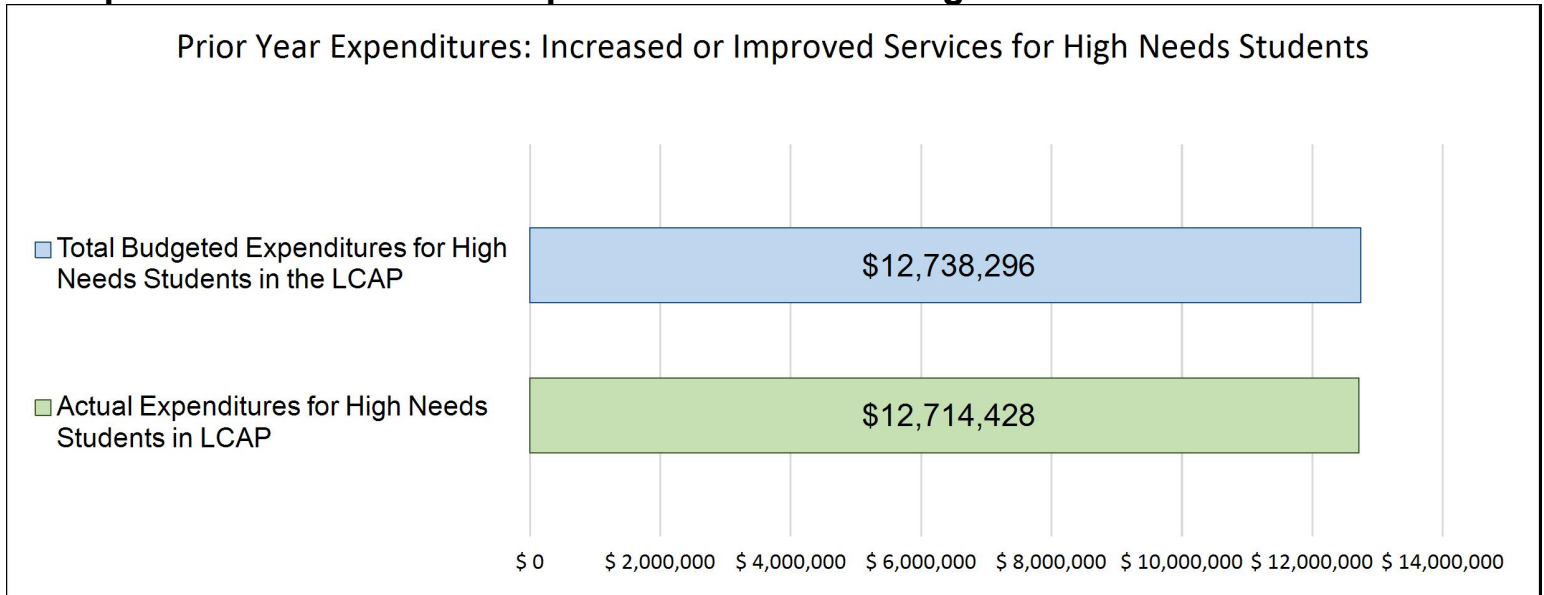
Costs related to continued daily operation and functions of sites and district office. This includes salaries and benefits for classified, certificated and administrative employees, operational costs such as water, sewer, power, internet connectivity, machine operations and security related to the functions of the organization.

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

In 2025-26, Charter Oak Unified School District is projecting it will receive \$12,232,307.00 based on the enrollment of foster youth, English learner, and low-income students. Charter Oak Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Charter Oak Unified School District plans to spend \$13,495,906.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Charter Oak Unified School District's LCAP budgeted \$12,738,296.16 for planned actions to increase or improve services for high needs students. Charter Oak Unified School District actually spent \$12,714,428.41 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$23,867.75 had the following impact on Charter Oak Unified School District's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024–25 were less than the total budgeted expenditures for those planned actions and services. This difference was primarily due to unspent funds that are being carried over into the following year. The unexpended funds had no impact on the actions or services provided to high needs students or on the overall increase or improvement of services. All planned services were implemented as intended, and the needs of high needs students were addressed through targeted supports, interventions, and programs. The carryover funds will be utilized in 2025–26 to further enhance and expand services for these student groups.



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
Charter Oak Unified School District	Fayroze Mostafa, Ed.D. Assistant Superintendent, Educational Services	fmostafa@cousd.net 626-966-8331 x90547

Plan Summary [2025-26]

General Information

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

Charter Oak Unified School District (COUSD) has a longstanding history within its vibrant community, serving the families of northeastern Los Angeles County for over 130 years. Nestled in the San Gabriel Valley, about 30 miles from downtown Los Angeles, COUSD spans two square miles across Covina, Glendora, and San Dimas. The district comprises ten K-12 schools, including one comprehensive high school, one middle school, five elementary schools, and an alternative site with a continuation school, a virtual academy, and a community day school. Additionally, Charter Oak extends its educational services to adult learners through the Charter Oak Adult School.

During the 2024-2025 school year, COUSD enrolled 4,313 students, showcasing a diverse cultural community. Hispanic/Latino students form the largest demographic group at 74.98%, followed by White students at 11.34%, and Asian, Filipino, and Pacific Islander students at 7.38%. African American students constitute 2.58% of the student body.

COUSD's rich ethnic diversity as represented in the 30 languages identified in the Language Census Report, makes the district a dynamic learning environment where students gain unique perspectives and understanding from one another. This diversity not only enriches the educational experience but also prepares students for a global society. Notably, 7.42% of students are English Learners, with a further 10.95% identified as Fluent or Reclassified Fluent English Proficient. The linguistic diversity is highlighted by the 85.7% of households that report English as their home language, while 77.2% of non-English-speaking households speak Spanish, 8.27% Arabic, and 3.35% Vietnamese.

The district also supports a special education population of 776 students, or approximately 17.99% of the student body, who receive tailored services such as speech therapy, adaptive physical education, and occupational therapy. Additionally, with an Unduplicated Pupil Count (UPC) of 72.32%: comprising 72.32% of students eligible for free or reduced-price lunch, 1.2% foster youth, and 8.1% low-income English Learners, COUSD is committed to addressing the educational needs of all students, particularly those who face socioeconomic challenges.

For the 2025-2026 school year Oak Knoll Virtual Academy, Arrow High school and Bridges Community Day School will receive Equity Multiplier Funds. These funds will be utilized to support the schools' population of high-needs students.

Charter Oak Unified is more than just a place to learn; it is a community where the diversity and challenges of our student body are not just recognized but are embraced and integrated into the educational community, making it a model of comprehensive and inclusive education.

Reflections: Annual Performance

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

The annual performance review of the Charter Oak Unified School District, as presented in the 2024 California School Dashboard, provides a multifaceted view of the district's achievements and areas for improvement. The district serves a diverse student population, which includes a significant number of socioeconomically disadvantaged students (72.2%) and a smaller proportion of English Learners (8.01%).

Strengths:

Local Indicators: The district met standards in several critical areas including the implementation of academic standards, parent and family engagement, and access to a broad course of study.

The district has successfully met standards for essential basics like teacher assignments, instructional materials, and facility conditions, which lays a solid foundation for addressing academic disparities. Furthermore, the district has demonstrated commendable engagement with school leadership and ongoing dedication to family and community involvement reflecting a commitment to comprehensive educational development and student support.

Graduation Rate: The graduation rate is categorized under green with 93.8% of students graduating, despite a slight decline of 0.4% from 94.1% in 2023.

College/Career Readiness: At the end of the 2023 school year, COUSD's College and Career Indicator was yellow, sitting at 37.6%. By the end of the 2024 year, the CCI indicator was green after seeing an increase of 5.6%, with 43.2% of students considered prepared for college and careers. Though there has been an increase in COUSD's CCI indicator, additional work needs to continue to bring the following subgroups out of the red indicator: Long-term English Learners, Students with Disabilities.

Areas Needing Improvement:

Chronic Absenteeism: Marked as a significant concern with a red performance level, 21.2% of students were chronically absent, showing a decline of 7.3% from 28.5% in 2023. The following schools and subgroups were at the red performance level: Badillo Elementary (English Learners, Homeless); Willow Elementary (English Learners); Royal Oak Middle School (English Learners, Long Term English Learners, white); Oak Knoll (All students, socioeconomic disadvantaged)

English Language Arts: The district's English Language Arts performance, indicated by a yellow color rating, with students performing 0.8 points below the standard and maintaining a 1.7 point difference. In 2023 it was in green at 0.9 points above the standard. The following schools and subgroups were at the red performance level: Glen Oak Elementary (students with disabilities); Charter Oak High School (students with disabilities); Royal Oak Middle School (students with disabilities); Oak Knoll (All students, Hispanic)

Suspension Rate: Overall, the District was at the orange performance level, which indicates a suspension rate of 4.6% (2023 & 2024) remained stable in. This suggests a need for improved behavioral interventions and support systems. The following schools and subgroups were at the red performance level: Cedargrove Elementary (English Learners, Students with Disabilities, white); Charter Oak High School (students with disabilities, Long-Term English Learners); Arrow (all students); Glen Oak Elementary (all students, students with disabilities, socioeconomic disadvantage).

Mathematics: This area remains challenging with an orange performance level, where students are 37.5 points below the standard with a 3.4-point decrease. In 2023 it was in the yellow at 34.5 points below the standard and an increase of 5.3 points. The following schools and subgroups were at the red performance level: Oak Knoll (all students, Hispanic); Badillo Elementary (students with disabilities); Cedargrove (students with disabilities); Royal Oak Middle School (Long-Term English Learners, students with disabilities)

English Learner Progress: Marked with a red performance level with 42.3% of English learners making progress, seeing a decline of 10.9%, indicating a need for enhanced language support services. In 2023 it was orange with 53.2% making progress. The following school was at the red performance level: Charter Oak High School (English Learners, Long-term English Learners); Royal Oak Middle School (English Learners).

In 2024, the following student groups within the district are in the red indicator for chronic absenteeism at the LEA level = Long Term English Learners.

The following student groups within the district are in the red indicator in suspension rate at the LEA level = English Learners, Long Term English Learners, Students with Disabilities.

The following student groups within the district are in the red indicator in math at the LEA level = African Americans, Long Term English Learners, Students with Disabilities.

The following student groups within the district are in the red indicator in English Language Arts at the LEA level = Students with Disabilities.

Indicators with red performance level from the 2023 California Dashboard:

The following identifies the student groups within the district, the schools and student groups within the schools that received the lowest performance level on state indicators on the 2023 California Dashboard. The 3 year LCAP Plan, 2024-2027, has actions that address the needs of students.

The following student groups within the district are in the red indicator for chronic absenteeism = African American, English learners, Hispanic, Socioeconomically disadvantaged, and White. The school district as a whole also received a red performance level for All students. The following student group within the district is in the red indicator in suspension rate at the LEA level = Foster Youth. The following student group within the district is in the red indicator in math at the LEA level = Students with Disabilities.

The following is a list of state indicators, schools and student groups within the school that earned the lowest performance level on the 2023 CA Dashboard.

Chronic Absenteeism:

- Badillo Elementary-school and student groups: All students, Low-income, English Learners, Hispanic
- Cedargrove Elementary-student groups: Low-income, English Learners, Hispanic, Homeless
- Glen Oak Elementary-student group: White
- Royal Oak Middle School-school and student groups: All students, English Learners, Homeless, Hispanic
- Washington Elementary-school and student groups: All students, Low-income, Hispanic, White
- Willow Elementary- school and student groups: All students, Students with Disabilities, Hispanic, Homeless

Suspension Rate:

- Arrow High School-school and student groups: All student group, Hispanic, Low-income
- Bridges Community Day School-school: All students
- Cedargrove Elementary-school and student groups: All students, Hispanic. Low-income)
- Royal Oak Middle School-student group: English Learners

English Language Arts:

- Charter Oak High School-student group: Students with Disabilities
- Glen Oak Elementary-student group: Students with Disabilities

Mathematics:

- Charter Oak High School-student group: Students with disabilities
- Glen Oak Elementary-student group: Students with Disabilities
- Oak Knoll Virtual Academy-school and student group: All students, Hispanic

English Learner Progress:

Charter Oak High School: English learners

College/Career Readiness:

- Arrow High School-school and student groups: All students, Hispanic, Low-income

The Learning Recovery Emergency Block Grant (LREBG) funds were used to fund summer school teachers for learning recovery. Additionally, unexpended funds will be used to hire elementary teachers to support early literacy. Learning Recovery Education Block Grant

(LREBG) funds will be utilized to support learning recovery efforts through the retention of intervention teachers to provide targeted instruction for students in need of learning recovery. LREBG funds will also be used to offer targeted intervention before, during and after the school day, and employ staff and instructors for summer school programs. These actions are specific to Goal 1.1, Goal 2.2, and Goal 2.3.

Rationale for Selecting Each Action:

The decision to retain intervention teachers and provide targeted instruction stems directly from the California Dashboard and district data, which identified significant learning gaps among students, particularly in core academic areas. Retaining experienced intervention teachers ensures continuity of support and allows for targeted, data-driven instruction to address specific skill deficits. Offering intervention before, during, and after the school day expands opportunities for learning recovery and accommodates the diverse schedules and needs of students. Employing staff and instructors for summer school provides extended learning opportunities, allowing students additional time to master essential skills and prepare for the next academic year.

Alignment with Allowable Use of LREBG Funds:

All actions are consistent with the allowable uses of Learning Recovery Education Block Grant (LREBG) funds, which permit expenditures to support learning recovery and accelerate student progress. Funding the retention of intervention teachers, implementing targeted instructional programs throughout the school day, and staffing summer school initiatives all directly align with the grant's intent to mitigate learning loss and promote academic growth.

Addressing Areas of Need Identified in the Needs Assessment:

The district's needs assessment revealed that students impacted by instructional disruptions require intensive, targeted academic support to close achievement gaps. Retaining intervention teachers ensures ongoing access to highly skilled educators who can deliver individualized instruction based on student assessment data. Extended intervention opportunities before, during, and after school, coupled with robust summer school programs, provide the additional instructional time and personalized support necessary to help students meet grade-level expectations. Together, these actions strategically address the academic recovery needs identified, improve student achievement, and support equitable access to learning opportunities.

Reflections: Technical Assistance

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

Based on the 2024 CA Dashboard, Charter Oak Unified School District was identified for differentiated assistance for the following student groups and indicators in the lowest performance level:

- English Learners in the English Learner Progress Indicator (ELPI) and Suspension Rate
- Long-term English Learners (LTELs) in College and Career (CCI), Chronic Absenteeism, ELA, Math, ELPI and Suspension Rate
- Students with Disabilities (SWD) in CCI, ELA, Math and Suspension Rate.

COUSD has launched several targeted supports as part of its technical assistance plan. One key initiative is the continuation of the English Learner Teacher on Special Assignment (TOSA), now in its second year. This role is instrumental in providing site-based professional

development and coaching. Beginning in the fall, every elementary teacher in the district will be trained by the EL TOSA on evidence-based instructional strategies specifically designed to support English Learners. This includes effective use of data chats to monitor and respond to students' language development and academic progress.

Additionally, the Student and Family Resource Center is continuing its efforts to strengthen partnerships with students and families—particularly those identified as underrepresented or at risk. These efforts are focused on fostering trust, improving attendance, and increasing family engagement with school and district supports. The center's ongoing work is essential to addressing chronic absenteeism and building culturally responsive practices that support the academic and social-emotional success of all students.

Together, these actions reflect COUSD's commitment to closing opportunity gaps and improving outcomes for English Learners, Long-Term English Learners, and Students with Disabilities through focused professional learning, student-centered data practices, and deepened community engagement.

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.

COUSD has one school, Arrow Continuation High School that has been identified for Comprehensive Support and Improvement (CSI). Arrow High School is a continuation school with an enrollment of 77 students and provides alternative education for those who may not fit into a traditional school model. Arrow High School is recognized as Dashboard Alternative School Status (DASS) institutions and have met the eligibility criteria for the Comprehensive School Improvement Grant due to their status as Title I lowest-performing schools.

Support for Identified Schools

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

Charter Oak Unified School District (COUSD) is committed to improving equity and student achievement at Arrow High School by developing a data-driven Comprehensive Support and Improvement (CSI) plan that addresses both academic performance and the social-emotional needs of students. In partnership with site administration and educational partners, the plan will be informed by a thorough school-level needs assessment and guided by California Dashboard State Indicator data, with special attention given to the 84.4% of students who are socioeconomically disadvantaged.

To support the identification of resource inequities, COUSD conducted a comprehensive resource allocation review in collaboration with site leadership. This included an analysis of staffing patterns, access to instructional materials, technology, and student support services. The district provided disaggregated data on student outcomes by subgroup, as well as an equity-based audit of funding and programs across schools. These efforts ensured that Arrow High School could clearly identify gaps in resources and student supports compared to other district sites and statewide benchmarks. As a result, specific areas of need—such as access to college readiness programs, mental health services, and consistent academic intervention—were prioritized within the CSI plan.

To ensure student voice and ownership in the school improvement process, COUSD will facilitate teacher-led student focus groups. These focus groups will engage students directly in conversations about their school experiences, academic challenges, and social-emotional needs. This structure not only strengthens student motivation but also ensures that the strategies implemented reflect authentic student perspectives.

Recognizing the need to improve school climate and reduce the high suspension rate (27.6%, up 4.9% from the previous year), the CSI plan will prioritize the implementation of restorative practices to address behavior in a more constructive and inclusive way. Staff will receive professional development in restorative justice techniques, trauma-informed practices, and effective classroom management strategies. These efforts aim to foster a more supportive learning environment that builds connectedness between students and adults on campus.

Additionally, the district will establish a dedicated on-campus space as an alternative to out-of-school suspension. This space will serve as a reflection and re-engagement center, where students can receive counseling, restorative support, and academic guidance rather than being removed from the learning environment.

To address both academic and motivational barriers to success, COUSD will expand student support services including targeted intervention classes in English Language Arts (ELA) and Math, after-school tutoring, supplemental intervention curriculum, and access to instructional technology. The plan also includes real-world learning experiences and college and career readiness opportunities, such as field trips, guest speakers, job shadowing, career fairs, and college counseling to inspire student engagement and motivation.

To better understand and respond to the needs of students, COUSD will organize student forums that analyze and discuss student survey data in depth. These forums will allow students to provide feedback on their educational experiences, the factors that led to their transfer to Arrow, and what supports they believe will help them succeed.

All initiatives will be guided by COUSD's Five Pillars for Student Success, aligning with the Local Control and Accountability Plan (LCAP), with focused attention on English learners, foster youth, and socioeconomically disadvantaged students. Educational partners, including staff, students, and families will be engaged throughout the process to ensure that all voices are heard. By combining evidence-based practices, student-centered approaches, and a commitment to building a supportive school culture, the CSI plan will foster a more equitable and engaging learning environment for all students at Arrow High School.

Monitoring and Evaluating Effectiveness

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

Charter Oak Unified School District (COUSD) is committed to ensuring that the goals and actions outlined in the Comprehensive Support and Improvement (CSI) plan for Arrow High School lead to meaningful and lasting outcomes. Serving a student population where 84.4% are socioeconomically disadvantaged, Arrow High School requires targeted, data-driven strategies that address both academic achievement and social-emotional development.

The district and school staff will work collaboratively as Professional Learning Communities (PLCs) to implement a continuous cycle of inquiry, ensuring that instructional practices and supports remain aligned with student needs and CSI plan goals. Weekly PLC meetings provide teachers with time to review student performance data, adjust instructional strategies, and conference with students to promote ownership of learning. These reflective practices are central to driving student growth and instructional effectiveness.

To deepen understanding of student needs and experiences, teacher-led student focus groups will be established. These sessions will engage students in meaningful conversations about their challenges, strengths, and school climate, ensuring that their voices directly inform school improvement strategies. This approach supports student motivation by creating a sense of belonging and agency in shaping their educational environment.

To address school climate and behavior, the CSI plan prioritizes the implementation of restorative practices as a proactive and inclusive alternative to punitive discipline. Staff will participate in professional development on restorative justice, trauma-informed practices, and effective classroom management to foster positive relationships and build a culture of care and respect.

In addition, a dedicated on-campus re-engagement space will be established as an alternative to out-of-school suspension. This space will offer students support in addressing behavioral issues through reflection, counseling, and academic assistance, helping them remain connected to school while restoring accountability in a supportive environment.

District-level oversight and support will be provided through biweekly check-ins between Educational Services and the school principal to monitor the implementation of interventions, review progress, and offer responsive support. The Director of Curriculum, Instruction, and Assessment (CIA) will meet monthly with the principal to analyze data and provide guidance, including participating in PLCs as requested to further instructional alignment and support.

COUSD's Educational Services and Business Services departments will maintain regular communication with Arrow's leadership to ensure CSI grant requirements are met, expenditures align with identified needs, and instructional decisions are grounded in evidence. Budget alignment will prioritize resources proven to reduce achievement gaps and address disparities in performance among student groups, including English learners, foster youth, and students from low-income backgrounds.

Staff will have access to professional development aligned with site-identified needs—ranging from evidence-based instructional strategies to social-emotional learning and trauma-informed practices. This support includes weekly PLC time and additional release time for training that enhances teacher capacity to connect with and support students more effectively.

Frequent communication with educational partners will occur through School Site Council meetings and Superintendent updates to the Governing Board. In addition, student forums will be held to review and discuss survey findings, allowing students to provide deeper feedback on their school experiences and what supports they find most meaningful.

Monitoring and evaluation will be ongoing, ensuring that strategies remain effective and responsive. Successful practices will be institutionalized to ensure they are scalable, sustainable, and integrated into long-term school policies and practices.

Through these focused and collaborative efforts, COUSD and Arrow High School are working to create a more equitable, connected, and supportive educational environment—one that lifts academic outcomes, strengthens student motivation, and empowers all students to succeed.

To support the identification of resource inequities, COUSD will conduct regular reviews of staffing, instructional materials, and student access to academic and behavioral supports at Arrow High School. These reviews will be informed by data disaggregated by student group, including English learners, foster youth, and socioeconomically disadvantaged students. The Educational Services and Business Services departments, along with the principal's coach, will collaborate closely with site leadership to ensure that budget allocations are aligned with student needs and that any disparities in access to resources are addressed promptly and equitably. Findings from these reviews will inform future CSI planning and funding decisions to promote equitable access and opportunity for all students.

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
Certificated Employees and COEA Leadership	Teachers and representatives from the Charter Oak Educators Association (COEA) played an active role in the LCAP development process through workshops and surveys. These sessions provided them with an opportunity to share their perspectives on educational priorities, with a particular focus on academic achievement and the integration of technology and resources in the classroom. Their input was essential in shaping the academic and support goals outlined in the LCAP. Additionally, our District Leadership collaborates regularly with COEA Leadership to gather feedback and ideas that have been instrumental in shaping this LCAP.
Classified Employees and CSEA Leadership, and Other School Personnel	Classified employees, including instructional aides and ELD assistants, along with representatives from the California School Employees Association (CSEA), participated in focus groups and provided feedback through forms and discussions. Their input was vital in identifying operational needs, including facility improvements and professional development for non-teaching staff, which directly affect the learning environment and the efficiency of educational delivery. Furthermore, our District Leadership regularly collaborates with CSEA Leadership to gather insights and ideas that have influenced the development of this LCAP.
Principals and Administrators	Principals and administrators took part in strategic planning sessions and leadership meetings to discuss the LCAP. Their involvement was crucial in aligning school-specific needs with district-wide goals, particularly in areas such as Multi-Tiered System of Supports (MTSS) and chronic absenteeism, ensuring that administrative strategies are

Educational Partner(s)	Process for Engagement
	seamlessly incorporated into the LCAP. Alignment of the site plans and the LCAP were a part of the planning as well.
Parents/Guardians	Parents were involved through community forums, online surveys, and parent-teacher association meetings. Their input was especially valuable in areas like social-emotional learning support, parenting skills, and resources to strengthen family engagement in education, helping to shape the LCAP to better support home learning environments.
Students	Student input was gathered through student council meetings and surveys. This direct involvement allowed us to capture students' perspectives on academic and extracurricular needs, shaping the LCAP's emphasis on improving student experiences in areas such as the arts, extracurricular activities, and career-based learning opportunities.
Community Members	Broader community engagement was facilitated through public forums (School Site Council meetings, Parent-Teacher Association meetings, LCAP advisory meetings, DELAC meetings, etc.), which allowed community members to provide feedback on the district's goals and strategies. This inclusive approach helped ensure that the LCAP reflected diverse community needs and leveraged community resources for educational support. Educational partner feedback was considered in finalizing this LCAP, which included an analysis of current metrics data as well as results of parent and staff surveys. The public and community were notified via publication in the Highland Press Courier of their opportunity to inspect and review the draft of the LCAP, including actions and expenditures, Dr. Scott Turner, the Executive Director of the East San Gabriel Valley Special Education Local Plan Area, provided input to the LCAP on March 26, 2025. Dr. Turner provided input on behalf of the SELPA and special education-related needs and interests. District English Learner Parent Advisory Committee convened throughout the school year. The LCAP was presented to the advisory

Educational Partner(s)	Process for Engagement
	committee on 4/16/25 and 5/21/25. Parent Advisory Committee: The LCAP was presented to this committee on 5/20/25.
Equity Multiplier Partners at Arrow High School, Bridges Community Day School and Oak Knoll Virtual Academy	A comprehensive and inclusive consultation process was undertaken with various educational partners to develop the 24-25 Local Control and Accountability Plan (LCAP) for Arrow High School, Bridges Community Day School and Oak Knoll Virtual Academy. This process ensured that the focus goals were aligned with the specific needs and priorities of the school communities. The key steps in this consultation process included: Engagement with School Site Council: All three schools actively involved their respective School Site Councils, which include representatives from parents, teachers, administrators, and community members. The councils met regularly to discuss school performance data, identify areas of need, and propose strategies to enhance academic and social-emotional learning. Parent Involvement: Parents played a crucial role in the consultation process. Meetings were held with parent groups, including the English Learner Advisory Committee (ELAC) and Parent-Teacher Association (PTA), to gather their insights and feedback on the educational needs of their children. These discussions highlighted the importance of targeted support for English learners and other underserved student populations. Student Input through ASB: The Associated Student Body (ASB) at all three schools provided a platform for students to voice their concerns and suggestions. Student representatives shared their experiences and perspectives on academic programs, school climate, and mental health services, ensuring that the students' voices were integral to the goal-setting process. Staff Collaboration:

Educational Partner(s)	Process for Engagement
	Both certificated (teachers) and classified staff (support personnel) were actively involved in the consultation process. Regular staff meetings and professional development sessions included discussions on effective instructional strategies, resource allocation, and support systems needed to improve student outcomes. Staff feedback was instrumental in shaping the goals to ensure they were practical and actionable. Integration into Strategic Plans: The ideas and feedback gathered from these educational partners were incorporated into the School Plan for Student Achievement (SPSA) and the Western Association of Schools and Colleges (WASC) Plan. These strategic plans provided a framework for aligning the focus goals with broader school improvement initiatives and ensuring coherence across various planning documents. By engaging a diverse group of educational partners and integrating their input into the planning process, Arrow High School, Bridges Community Day School and Oak Knoll Virtual Academy developed focus goals that are responsive to the academic and social-emotional learning needs of their students. This collaborative approach not only fostered a sense of ownership among educational partners but also ensured that the goals are grounded in the realities and aspirations of the school communities.

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

Through these collaborative processes, each group's feedback was incorporated to shape a comprehensive and responsive LCAP, ensuring that the plan meets regulatory requirements and genuinely reflects the needs and aspirations of the entire educational community. The various educational partner groups and the LCAP Advisory Committee provided the following feedback as it relates to areas of focus for our district:

Goal 1- Academic Achievement: Certificated and classified staff, along with administrators, emphasized the critical need for the COUSD to persist in its efforts to enhance academic results, especially in achieving state-wide benchmarks as evidenced by local assessments and the state dashboard.

Goal 2 -College and Career Readiness: Various educational partners have highlighted a sustained need in this area, underscoring its importance.

Goal 3 & 4 -Chronic Absenteeism: Educational partners have identified chronic absenteeism as a priority.

Goal 2 - Data-Driven Improvement: The focus has been on identifying qualitative and quantitative data points to enhance student outcomes through a systematic cycle of continuous improvement spearheaded by administrators, teachers, and the LCAP Advisory Council.

Goal 1 - Facility-Related Needs: There is a shared acknowledgment among district-wide staff on the need for continuous maintenance and upgrades to school facilities.

Goal 3 - Multi-Tiered System of Supports (MTSS): A dedicated committee comprising administrative and certificated staff has met multiple times to advance the development of district-wide interventions across tiers 1, 2, and 3, an initiative named the Charter Oak Promise.

Goal 2, 3 & 4 - Ongoing Professional Development: A diverse array of professional development opportunities have been offered to all staff this year, with a strong advocacy for maintaining this focus to support academic and social-emotional learning.

Goal 3 & 4 - Parenting Skills and Resources: There is a strong demand for ongoing parental education, particularly in promoting college awareness, as voiced by educators and parents alike.

Goal 3 & 4 -Social-Emotional Learning: Students, teachers, and parents agree that continuous support in social-emotional learning and mental health is necessary. To address this, the District has expanded its relevant departments and programs, enhancing its focus on equity, access, and comprehensive support for all students and families.

Goal 2 - Support for Arts and Extracurricular Activities: Educational partners uniformly stressed the significance of nurturing the arts, extracurricular, and student career-based learning opportunities.

Goal 2 -Technology Resources and Professional Development: Positive feedback has been received regarding the district's advances in deploying high-quality technology across campuses, calling for continued progress in this domain.

For our Equity Multiplier schools (Arrow High, Bridges Community Day School, and Oak Knoll Virtual Academy), feedback from educational partners at these sites were influential in providing key input on how to address both academic and social-emotional learning needs of students. A comprehensive and inclusive consultation process was undertaken with various educational partners to develop the Equity Multiplier focus goal that aligned with the specific needs and priorities of the school communities. The key steps in this consultation process included: School Site Councils, ELAC, PTA, ASB, staff collaboration, the School Plan for Student Achievement and WASC Plan. Educational partner feedback resulted in Goal 4 with actions that focus on professional development, community engagement, diverse curriculum, and targeted interventions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	College and career opportunities will increase for all students by providing high quality teachers, instructional materials, appropriate learning environments, and a broad course of study.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning)
--

An explanation of why the LEA has developed this goal.

The District developed this goal to ensure continuity and alignment of our District initiatives and strategic plan. The District has developed Five Pillars for Success, which includes ensuring students' College and Career Readiness, and Strengthening Relationships through Communication and Collaboration. This aligns with Goal 1 of the LCAP, as well as the following State Priorities on Conditions of Learning: 1. Basic Services; 2. Implementation of State Standards; 7. Course access. By focusing on hiring and maintaining qualified teachers, providing necessary support staff and counseling services, ensuring access to standards-aligned instructional materials, and maintaining safe learning environments, the actions and metrics outlined will collectively contribute to increasing college and career opportunities for all students. The metrics provide a means to monitor and evaluate the effectiveness of these actions, ensuring continuous improvement and alignment with the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	All students have standards-aligned instructional materials	Confirmed by a board resolution, 100% of students had access to standards-aligned instructional materials in 2023-24 as measured by a survey completed by each site administrator.	100% of students had access to standards-aligned instructional materials in 2024-25.		100% of students will have access to standards-aligned instructional materials in 2026-27 as measured by a survey completed by each site administrator.	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Appropriately assigned and fully credentialed certificated staff.	100% of certificated staff were appropriately assigned and fully credentialed for the 2023-24 school year based on the Assignment Monitoring Report submitted to Los Angeles County Office of Education.	100% of teachers were appropriately assigned and fully credentialed for the 2024-25 school year.		100% of certificated staff will be appropriately assigned and fully credentialed for the 2026-27 school year.	No Difference
1.3	Facilities in Good Repair as measured by FIT.	2023-24 FIT report states that all school sites received an average of a "Good" rating.	2024-25 FIT report states that all school sites received an average of a "Good" rating.		2026-27 FIT report will state that all school sites receive an average of a "Good" rating.	No Difference
1.4	FAFSA Completion Rate	In fall of 2024, there was a 54% completion rate districtwide based on high school counselor data.	As of 3/20/25, there is 59% completion rate.		In 2026-27 there will be an average of 75% completion rate districtwide over 3 years.	+5%

Goal Analysis [2024-25]

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

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

All actions outlined in Goal 1 were successfully implemented. Hence, there were no substantive differences in planned actions and actual implementation of these actions.

The 2024-2025 school year saw continued successes in the following actions as evidenced by the prescribed metrics. The district met targets

to ensure 100% compliance with fully credentialed teachers, sufficient instructional materials for all students, and all facilities in good repair.

Actions in support of goal achievement were fully implemented. The following are key highlights:

- High-quality, fully credentialed teachers for all classrooms (no unfilled vacancies);
 - Various academic and mental health supports provided for UDP students (Foster youth, socioeconomically disadvantaged, and English Learners), including, but not limited to, general education instructional aides to work with UDP students in elementary grade classrooms and academic software for intervention purposes;
 - A total of 10 teachers, and 0 administrator, completed all requirements of their Induction program;
 - There were three combination classes in the 2024-2025 school year;
 - Completed the adoption, purchase, and implementation of new textbooks for high school economics;
 - Maintained a total of six Intervention Specialists for our five elementary schools. The Intervention Specialists worked directly with UDP students to improve language arts and math outcomes;
 - Hired, onboarded, and fully integrated a total of three additional elementary counselors bringing the total to five.
- The only continued challenge in implementing Goal 1 was the time it took to fill Special Education positions. This was attributable to the diminished pool of quality candidates with these credentials.

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.

The following material differences reflected in Actions outlined for Goal 1 in the 2024-25 LCAP:

Action 1.6:

A material difference occurred due to the increased utilization of funds beyond the original projection. The additional funds were allocated to expand classified staffing in order to provide enhanced social-emotional and intervention supports within general education classrooms.

Action 1.8:

In this action there is a material difference due to the fact that we had additional one time funds that were used to either purchase software and/or devices.

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

Actions 1.1 and 1.2 have contributed meaningfully to the LEA's progress toward increasing college and career opportunities by ensuring students have access to high-quality instruction and consistent in-class support.

Action 1.1: Hire and Maintain Fully Credentialed Teachers

This action has been effective in stabilizing the teaching workforce across the district. By offering competitive compensation and comprehensive health and welfare benefits, the LEA has been able to recruit and retain fully credentialed teachers, which directly impacts the quality of instruction students receive. Research consistently links teacher quality to student academic achievement, and retaining skilled educators ensures that students are receiving rigorous, standards-aligned instruction necessary for college and career readiness. The

consistent presence of qualified teachers also contributes to stronger teacher-student relationships, which supports student engagement and long-term academic success. The metric used to substantiate the effectiveness of this action item is that 100% of teachers were appropriately assigned and fully credentialed for the 2024-25 school year which maintained the same percentage from 2023-24 as noted from the Assignment Monitoring Report submitted to the Los Angeles County Office of Education.

Action 1.2: Provide Classified Support Staff

This action is somewhat effective. The continued employment of Instructional Assistants and Health Instructional Assistants has ensured that students, particularly those with disabilities, receive the individualized support they need to access core instruction. These supports are critical in closing opportunity gaps and ensuring all students can engage meaningfully with grade-level content. This scaffolding helps to build the foundational academic skills required for success in college-preparatory coursework and career pathways. In addition, these support staff help maintain a positive classroom environment, allowing teachers to focus on high-quality instruction. The metrics used to analyze this action's effectiveness are ELA and Math CAASPP scores.

The following data shows the CAASPP scores increase or decrease from baseline metrics to year 1 results.

ELA:

all students -0.13%
low-income +1.94%
foster youth +10.86%
English learners +1.33%
student with disabilities 0%

Math:

All students +0.62%
low-income +3.5%
foster youth -8.15%
English learners +1.41%
students with disabilities +0.73%
Hispanic/Latino +10.84%

In English Language Arts, though the percentage of All students that met or exceeded the standard slightly decreased (0.13%), low income, foster and English Learners all demonstrated a percentage increase. In math, all students, low-income, English learners, students with disabilities and Hispanic/Latino demonstrated a percentage increase with the exception of foster youth, which had a drop of 8.15% in the percentage of students that met or exceeded the standard.

Together, actions 1.1. and 1.2 help create stable, well-supported learning environments—essential conditions for students to gain the academic knowledge, skills, and confidence needed to pursue postsecondary opportunities.

Action 1.3: Provide Increased Levels of Counseling Services

Action 1.3 has been partially effective, as it has increased awareness of and response to the social-emotional needs of students, but current staffing levels remain insufficient to fully meet the needs of the targeted student groups—English Learners (ELs), low-income (LI) students, and foster youth (FY).

Data from the California School Dashboard highlights persistent challenges that point to the need for additional support. Chronic absenteeism rates remain disproportionately high for these groups: in the most recent reporting year, ELs experienced a chronic absenteeism rate of 20.3%, foster youth 31.7%, and low-income students 18.9%, all significantly above the state average. These figures suggest that the current level of counseling services has not yet produced a measurable impact in reducing absenteeism for these high-need populations.

Similarly, suspension rates for these student groups remain elevated, with English Learners at 3.7%, foster youth at 6.5%, and low-income students at 4.2%. These rates indicate that additional behavioral and social-emotional supports are necessary to address underlying causes of disengagement and disciplinary infractions.

While some progress has been made in expanding counseling services and building awareness of mental health needs, the data shows that the current level of service is not sufficient to significantly improve key outcomes for ELs, LI, and FY students. To increase the effectiveness of this action, COUSD must prioritize the hiring of additional counselors and expand mental health resources, particularly at sites with higher concentrations of the targeted student groups. Doing so will better position the district to reduce chronic absenteeism and suspension rates—critical indicators of student well-being and readiness for college and career success.

Action 1.4: Provide the California Teachers Induction Program (CTIP) for New Teacher and Administrator Induction

Action 1.4 has been effective in supporting progress toward the LEA's goal of increasing college and career opportunities by helping to retain qualified educators and improve instructional quality. The California Teachers Induction Program (CTIP) offers individualized coaching, professional learning, and mentoring for newly credentialed teachers and administrators, which strengthens their instructional practices and accelerates their development.

Evidence of effectiveness can be seen in the district's improved teacher retention rates among new hires participating in CTIP. In the 2023–24 school year, 85% of first- and second-year teachers remained with the district, a retention rate that exceeds state averages for new teachers in similar districts. This continuity has helped ensure that students, particularly those from high-need groups such as English Learners, low-income students, and foster youth, benefit from more stable and consistent instruction—an essential factor in closing achievement gaps.

Moreover, site-level classroom observation data and feedback from new teachers indicate that CTIP participants demonstrate growth in areas such as student engagement, differentiated instruction, and formative assessment—all of which contribute to improved academic preparation for college and career pathways.

To maintain and strengthen this progress, the district will continue to evaluate the program through mentor feedback, participant surveys, and instructional outcome data, ensuring CTIP remains aligned to both staff needs and student success outcomes.

Action 1.5 Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes.

Action 1.5 has been effective in supporting progress toward improved academic and mental health outcomes, especially for English Learners (ELs), low-income (LI) students, and foster youth (FY). The strategic allocation of additional full-time equivalent (FTE) teaching positions in elementary grades has led to smaller class sizes and fewer combination classes, allowing for more personalized and targeted instruction.

Chronic absenteeism rates, a key indicator of both student well-being and school engagement, offer insight into the impact of these efforts. While overall rates remain high, recent internal data from schools where FTE increases were implemented show a 2–3% decrease in chronic absenteeism among LI students and ELs, compared to sites without added staffing. This suggests that smaller class sizes and increased instructional attention may be contributing to better attendance and engagement.

In addition, internal academic performance data (e.g., i-Ready growth scores) reflect modest gains among targeted student groups. For instance, elementary ELs in classes with reduced size demonstrated a 6% average increase in reading growth scores from fall to winter, compared to 3% growth among peers in larger classes. Similarly, LI students showed stronger growth in math in smaller class settings.

While the district continues to disaggregate and analyze outcomes for foster youth, anecdotal reports from school counselors and teachers indicate that smaller classes have allowed for more frequent teacher-student interactions and quicker identification of student mental health or academic concerns.

To sustain and expand these benefits, COUSD will continue to monitor chronic absenteeism, academic growth data, and stakeholder feedback by site and student group to ensure staffing allocations are equitably distributed and responsive to evolving program needs.

1.6 Provide Classified Classroom Support Personnel to Raise Academic Outcomes for High-Needs Students

The district's investment in classified personnel—including instructional aides, health clerks, librarians, and media technicians—has been instrumental in enhancing support for low-income students, foster youth, and English Learners. These positions strengthen both academic and social-emotional outcomes by ensuring students have access to necessary resources. Continued evaluation of staffing levels and deployment strategies will help ensure equitable support for classrooms with the highest needs. The metrics used to analyze this action's effectiveness are ELA and Math CAASPP scores and chronic absenteeism.

The following data shows the CAASPP scores increase or decrease from baseline metrics to year 1 results.

ELA:

all students -0.13%

low-income +1.94%

foster youth +10.86%

English learners +1.33%

student with disabilities 0%

Math:

All students +0.62%

low-income +3.5%

foster youth -8.15%

English learners +1.41%
students with disabilities +0.73%
Hispanic/Latino +10.84%

In English Language Arts, though the percentage of All students that met or exceeded the standard slightly decreased (0.13%), low income, foster and English Learners all demonstrated a percentage increase. In math, all students, low-income, English learners, students with disabilities and Hispanic/Latino demonstrated a percentage increase with the exception of foster youth, which had a drop of 8.15% in the percentage of students that met or exceeded the standard.

Data from the California School Dashboard highlights persistent challenges that point to the need for additional support. Chronic absenteeism rates remain disproportionately high for these groups: in the most recent reporting year, ELs experienced a chronic absenteeism rate of 20.3%, foster youth 31.7%, and low-income students 18.9%, all significantly above the state average.

1.7 Maintain Safe and Clean Schools and District Facilities

This action was effective. Allocating funds for a deferred maintenance budget, as well as custodial, maintenance, and grounds keeping supplies and services, has been effective in ensuring safe and clean learning environments. These actions have helped preserve school facilities across the district. As facilities age and enrollment patterns shift, ongoing investment in infrastructure will be necessary to address emerging needs and maintain high standards for learning environments. The 2024-25 FIT report states that all school sites received an average of a "Good" rating.

1.8 Instructional Materials & Technology

This action was effective. Efforts to maintain and expand access to instructional materials and technology have shown progress. The district has worked to sustain a one-to-one student-to-device ratio, upgrade hardware and software, and maintain network infrastructure. These investments have helped support digital learning across campuses. Continued funding for technology upgrades and the purchase of consumable materials and district-adopted instructional resources will be essential to maintaining instructional continuity and resource equity. Based on COUSD's annual Williams Compliance reports, there were no findings and complaints during the 2024-25 school year.

1.9 Provide Technology, Software Programs, and Other Resources to Help Identify and Intervene for English Learner, Foster Youth, and Low-Income Students in Academic Need

This action was somewhat effective. Targeted efforts to close achievement gaps for unduplicated pupil populations have included expanded access to take-home Chromebooks and the introduction of new data analysis and intervention software. These tools support formative assessment, identify learning gaps, and provide individualized interventions in ELA and math. However, some students still lack adequate access to devices at home, and achievement gaps persist. Ongoing investments in technology access, software tools, and home-use devices are necessary to ensure equitable academic support for all UPP students. The metrics used to analyze this action's effectiveness are ELA and Math CAASPP scores and chronic absenteeism.

The following data shows the CAASPP scores increase or decrease from baseline metrics to year 1 results.

ELA:
all students -0.13%

low-income +1.94%
foster youth +10.86%
English learners +1.33%
student with disabilities 0%

Math:

All students +0.62%
low-income +3.5%
foster youth -8.15%
English learners +1.41%
students with disabilities +0.73%
Hispanic/Latino +10.84%

In English Language Arts, though the percentage of All students that met or exceeded the standard slightly decreased (0.13%), low income, foster and English Learners all demonstrated a percentage increase. In math, all students, low-income, English learners, students with disabilities and Hispanic/Latino demonstrated a percentage increase with the exception of foster youth, which had a drop of 8.15% in the percentage of students that met or exceeded the standard.

Data from the California School Dashboard highlights persistent challenges that point to the need for additional support. Chronic absenteeism rates remain disproportionately high for these groups: in the most recent reporting year, ELs experienced a chronic absenteeism rate of 20.3%, foster youth 31.7%, and low-income students 18.9%, all significantly above the state average.

1.10 Professional Development

This action was somewhat effective. Professional development has been effectively implemented across the district, enabling collaboration among staff across grade levels and content areas. These opportunities have enhanced instructional quality and helped educators address the diverse needs of students. Continued investment in professional development, including funding for event participation, substitute coverage, and compensation for work outside contracted hours, will be critical to sustaining and improving these efforts. Tailoring PD offerings to specific instructional needs and contexts will further increase their impact. The metrics used to analyze this action's effectiveness are ELA and Math CAASPP scores.

The following data shows the CAASPP scores increase or decrease from baseline metrics to year 1 results.

ELA:

all students -0.13%
low-income +1.94%
foster youth +10.86%
English learners +1.33%
student with disabilities 0%

Math:

All students +0.62%

low-income +3.5%
 foster youth -8.15%
 English learners +1.41%
 students with disabilities +0.73%
 Hispanic/Latino +10.84%

In English Language Arts, though the percentage of All students that met or exceeded the standard slightly decreased (0.13%), low income, foster and English Learners all demonstrated a percentage increase. In math, all students, low-income, English learners, students with disabilities and Hispanic/Latino demonstrated a percentage increase with the exception of foster youth, which had a drop of 8.15% in the percentage of students that met or exceeded the standard.

Summary

Overall, the district has made strong progress in implementing actions to support the academic and social-emotional development of its most vulnerable student populations, including low-income students, foster youth, and English learners. While many actions have proven effective, additional investments in counseling services, technology access, and classroom support personnel are necessary to fully address emerging needs. Sustained attention to evaluation and strategic adjustment will be essential in maintaining and building on these gains.

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.

Action 1.1: The Learning Recovery Emergency Block Grant (LREBG) funds were used to fund summer school teachers for learning recovery. Additionally, the funds will be used to hire elementary teachers to support early literacy.

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	Hire and maintain fully credentialed teachers.	Provide compensation for current staff across the District and continue to allocate funds for health and welfare benefits for eligible employees at the appropriate rates. Learning Recovery Education Block Grant (LREBG) funds will be utilized to support learning recovery efforts through the retention of intervention teachers to provide targeted instruction for students in need of learning recovery. LREBG funds will also be used to offer targeted interventions before, during, and after the school day, as well as, employ staff and instructors for summer school programs.	\$13,368,387.59	No

Action #	Title	Description	Total Funds	Contributing
		Action 1.1 – LREBG Action Description: This action utilizes Learning Recovery Education Block Grant (LREBG) funds to provide compensation for current staff across the District and continue to allocate funds for health and welfare benefits for eligible employees at the appropriate rates. Funds will be used to retain intervention teachers to provide targeted instruction for students in need of learning recovery, offer targeted interventions before, during, and after the school day, and employ staff and instructors for summer school programs. Research Basis: Research demonstrates that targeted, small-group instruction and extended learning opportunities improve academic outcomes for students performing below grade level. Consistent instructional support from experienced educators has been shown to accelerate learning recovery following instructional disruptions. Metrics: Impact will be monitored through student performance data, including benchmark assessments, progress monitoring tools, and CAASPP results, as well as participation rates in intervention and summer programs. Funding Amount: \$1,273,778 in LREBG funds will be used to support this action.		
1.2	Provide classified support staff.	Preserve the current number and work hours of Instructional Assistants and Health Instructional Assistants who support classrooms and students with disabilities.	\$3,778,945.23	No
1.3	Provide increased levels of counseling services.	Increased counseling services are needed to support the social-emotional well-being and academic outcomes of students that are low-income, foster youth, and English Learners. These services are crucial in addressing the	\$1,925,494.44	Yes

Action #	Title	Description	Total Funds	Contributing
		heightened mental health needs and improving academic performance and attendance rates among these vulnerable student populations.		
1.4	Provide the California Teachers Induction program (CTIP) for new teacher and administrator induction.	The Induction Program provides support for newly credentialed teachers and administrators through coaching and professional development.	\$201,702.00	No
1.5	Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes.	The addition of classroom teachers in the elementary grades will support smaller class sizes, minimize combination classes, and enhance personalized instruction, thereby improving students' academic and mental health outcomes. By implementing these actions and metrics, COUSD aims to create a supportive and effective learning environment that addresses the unique needs of its most vulnerable student populations, which includes our low-income students, foster youth, and English learners.	\$5,790,657.02	Yes
1.6	Provide classified classroom support personnel to raise academic outcomes for high-needs students.	The addition of classified support personnel, such as instructional aides, health clerks, librarians, and media technicians, is essential to support the academic and social-emotional learning outcomes of low-income students, foster youth, and English learners. This action will address the need for additional support in classrooms, health services, and academic resources.	\$1,588,944.01	Yes
1.7	Maintain safe and clean schools and district facilities	Allocate funds to establish a continuous deferred maintenance budget. Purchase necessary custodial, maintenance and operations, and groundskeeping supplies for each school campus and district facility as required. Budget for services and operating expenses.	\$7,926,393.00	No
1.8	Instructional Materials & Technology	Establish and maintain a technology fund in order to ensure the repair, replacement, and upgrades of wireless networks, hardware, software, content filters, and firewalls that are utilized by all students. Expand the use of one-to-one technology devices and upgrade them when needed.	\$1,425,231.00	No

Action #	Title	Description	Total Funds	Contributing
		The goal is to maintain a one-to-one student-to-device ratio at each school site. Equipment, software, and the Internet are necessary in order to ensure continuity of instruction at the schools. Purchase necessary consumables and replace district-approved instructional materials, books, and supplies as needed. This includes district-adopted textbooks and other essential resources.		
1.9	Provide technology, software programs, and other resources to help identify and intervene for English Learner, Foster Youth, and Low-Income students in academic need.	Based on feedback from parents and staff, it is apparent that some of our unduplicated pupil (UPP) students do not have access to a Chromebook device at home. Additionally, the 2023 CAASPP achievement data demonstrates a gap in achievement in ELA and math for all unduplicated student groups compared to their non-unduplicated counterparts. The addition of data analysis software will assist the district in providing formative assessment data to close achievement gaps and assign appropriate software-based interventions. The District will provide take-home Chromebook devices for low-income, English learners, and foster youth students who request access. Software programs that provide comprehensive achievement data and analysis reports will be secured to help identify achievement gaps. Intervention software will also be purchased to close gaps in English Language Arts and math achievement. The district will continue advancing the distribution and upgrading of one-to-one technology devices as needed.	\$235,000.00	Yes
1.10	Professional development	Offer professional development for all district staff, covering various programs and services. Facilitate collaboration across different grade levels and subject areas, covering costs for PD event attendance, substitutes, and additional hours outside of contracted work day.	\$151,643.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academic achievement will increase for all students, including significant subgroups, by implementing high quality, culturally responsive instruction, curriculum, and assessments that meet the needs of our diverse learners.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District developed this goal to ensure continuity and alignment of our District initiatives and strategic plan. The District has developed Five Pillars for Success, which includes ensuring students' College and Career Readiness. This aligns with Goal 2 of this LCAP, as well as the following State and Local Priorities on Pupil Outcomes: 4. Student Achievement; 8. Other Student Outcomes. Each action is strategically designed to address specific areas of student development and educational outcomes. The associated metrics provide a way to measure the effectiveness of these actions. The combined actions and metrics create a comprehensive approach to ensure all students are college and career ready. The actions provide targeted support and resources to address various student needs, while the metrics offer a way to measure progress and effectiveness, ensuring continuous improvement and alignment with the overarching goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Access & Enrollment: CTE Participation Rates for Special Populations	2022-23 CTE participation rates based on CALPADS data: English Learners: 35% Students with Disabilities: 34% Socioeconomically Disadvantaged: 48% All Students: 59%	2023-24 CTE participation rates based on CALPADS data: English Learners: 30.10% Students with Disabilities: 50.86%		For each special population, there will be a 5% increase averaged over a three year period.	English Learners: Current Difference from Baseline: -4.9% Students with Disabilities: Current Difference from Baseline: +16.86%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 45.94% All Students: 47.15%			Socioeconomically Disadvantaged: Current Difference from Baseline: - 2.06% All Students: Current Difference from Baseline: - 11.85%
2.2	Local Metric Addressing an Adopted Course of Study	Full implementation based on the 2023-24 Implementation of State Academic Standards reflection tool. Implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Common Core State Standards for ELA- 4 ELD (Aligned to ELA Standards)- 4 Common Core State Standards for Mathematics- 4 Next Generation Science Standards- 4	Full implementation based on the 2024-25 Implementation of State Academic Standards reflection tool. Implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks:		Full implementation and sustainability on the State Academic Standards reflection tool.	Common Core State Standards for ELA- 4 Current Difference from Baseline: 0 ELD (Aligned to ELA Standards)- 4 Current Difference from Baseline: 0 Common Core State Standards for Mathematics- 4 Current Difference from Baseline: 0 Next Generation Science Standards- 4 Current Difference from Baseline: 0 History-Social Science- 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		History-Social Science- 4	Common Core State Standards for ELA- 4			Current Difference from Baseline: 0
		Implementation of the following academic standards adopted by the state board:	ELD (Aligned to ELA Standards)- 4			Implementation of the following academic standards adopted by the state board:
		Career Technical Education- 4	Common Core State Standards for Mathematics- 4			Career Technical Education- 4
		Health Education Content Standards- 4				Current Difference from Baseline: 0
		Physical Education Model Content Standards- 4	Next Generation Science Standards- 4			Health Education Content Standards- 4
		Visual and Performing Arts- 4	History-Social Science- 4			Current Difference from Baseline: 0
		World Language- 4				Physical Education Model Content Standards- 4
			Implementation of the following academic standards adopted by the state board:			Current Difference from Baseline: 0
			Career Technical Education- 4			Visual and Performing Arts- 4
			Health Education Content Standards- 4			Current Difference from Baseline: 0
			Physical Education Model Content Standards- 4			World Language- 4
						Current Difference from Baseline: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Visual and Performing Arts- 4 World Language- 4			
2.3	AP and IB Exam Passing Rates	2023 AP and IB results: 1. High School AP exam passing rate: 47% for All Students. 2. High School IB exam passing rate: 46% for All Students.	2024 AP and IB results: 1. High School AP exam passing rate: 64% for All Students. 2. High School IB exam passing rate: 63% for All Students.		For both AP and IB exam results, there will be a 13% increase averaged over a three year period.	1. High School AP exam passing rate: Current Difference from Baseline: +17% 2. High School IB exam passing rate: Current Difference from Baseline: +17%
2.4	CAASPP	ELA: % of group met or exceeded standards 51.46% all students 43.74% low-income 35.29% foster youth 16.46% English learners 16.20% student with disabilities Math: % of group met or exceeded standards 37.38% all students 29.79% low-income 23.53% foster youth	ELA: % of group met or exceeded standards 51.33% all students 45.68% low-income 46.15% foster youth 17.79% English learners		ELA: 60% meet or exceed all students 55% meet or exceed low-income 47% meet or exceed foster youth 31% meet or exceed English learners 31% meet or exceed students with disabilities	ELA: all students -0.13% low-income +1.94% foster youth +10.86% English learners +1.33% student with disabilities 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11.70% English learners 12.19% students with disabilities 32.83% Hispanic/Latino CAST: 30.18% met or exceeded Based on the 2022-23 California Dashboard & DataQuest Data	16.20% student with disabilities Math: % of group met or exceeded standards 38.00% all students 33.29% low-income 15.38% foster youth 13.11% English learners 12.92% students with disabilities 43.67% Hispanic/Latino CAST: 30.70% met or exceeded Based on the 2023-24 California Dashboard & DataQuest Data		Math: 50% meet or exceed all students 43% meet or exceed low-income 39% meet or exceed foster youth 31% meet or exceed English learners 33% meet or exceed students with disabilities 49% meet or exceed Hispanic/Latino CAST: 40% meet or exceed	Math: All students +0.62% low-income +3.5% foster youth - 8.15% English learners +1.41% students with disabilities +0.73% Hispanic/Latino +10.84% CAST: +0.52%
2.5	College//Career (A-G): Completion Rate	2023-24 A-G anticipated completion rate of 59.6% based on AERIES data.	2024-25 A-G anticipated completion rate of 72.89% based on AERIES data.		A-G completion rate of 75%	+13.29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	College/Career (CTE): Pathway Completion	Percentage of student completers in CTE pathways: 23.7% of graduating Seniors were completers based on 2022-23 California Dashboard data.	Percentage of student completers in CTE pathways: 43.2% of graduating Seniors were completers based on 2023-24 California Dashboard data.		Percentage of student completers in CTE pathways: 40% of graduating Seniors	+19.5%
2.7	College/Career (A-G & CTE)	Based on 2022-23 California Dashboard data, 14.4% were CTE completers and A-G eligible.	Based on 2023-24 California Dashboard data, 21.4% were CTE completers and A-G eligible.		30% of CTE completers will also be A-G eligible	+7%
2.8	College & Career Indicator (CCI)	37.6% Prepared level all students 32.1% Prepared level low-income 10.3% Prepared level English learners Not reported for foster youth 30.8% Prepared level Hispanic Based on 2023 California School Dashboard	43.2% Prepared level all students 39.8% Prepared level low-income 18.8% Prepared level English learners Not reported for foster youth 40.5% Prepared level Hispanic		50% Prepared level all students 56% Prepared level low-income 30% Prepared level English learners 30% Prepared level foster youth 56% Prepared level Hispanic	Prepared level all students +5.6% Prepared level low-income +7.7% Prepared level English learners +8.5% Not reported for foster youth Prepared level Hispanic +9.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Based on 2024 California School Dashboard			
2.9	Early Assessment Program (EAP)	Data from the 2022-23 school year based on California Dashboard are as follows: In 2022-23, 25.9% of 11th graders scored "Ready" in ELA, 29.42% of 11th graders were "Conditionally Ready" in ELA. In 2022-23, 12.04% of 11th graders scored "Ready" in Math, and 15.31% were "Conditionally Ready" in Math. Based on 2022-23 California Assessment for Student Performance and Progress data.	Data from the 2023-24 school year based on California Dashboard are as follows: In 2023-24, 26.2% of 11th graders scored "Ready" in ELA, 29.50% of 11th graders were "Conditionally Ready" in ELA. In 2023-24, 12.29% of 11th graders scored "Ready" in Math, and 15.61% were "Conditionally Ready" in Math. Based on 2023-24 California Assessment for Student Performance and Progress data.		A total 65% of 11th graders will score "Ready" or "Conditionally Ready" in ELA A total 40% of 11th graders will score "Ready" or "Conditionally Ready" in Math	ELA. Current Difference from Baseline: +0.03%; +0.08% Math. Current Difference from Baseline: +0.25%; +0.3%
2.10	English Learner Proficiency (ELPAC)	53.2% making progress towards English	42.3% making progress towards		65% making progress towards	-10.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		language proficiency on the ELPAC based on 2022-23 California Dashboard data	English language proficiency on the ELPAC based on 2023-24 California Dashboard data		English language proficiency on the ELPAC	
2.11	High School Graduation Rates	94.4% graduation rate based on 2022-2023 DataQuest	93.8% graduation rate based on 2023-2024 DataQuest		100% graduation rate	-0.6%
2.12	Local Metric Addressing State Standards	Full implementation (4 out of 5) on the Implementation of State Academic Standards reflection tool. English Language Arts: 4 Math: 4 Social Science: 4 Science: 4 2023-24 self reflection tool ratings.	Full implementation (4 out of 5) on the Implementation of State Academic Standards reflection tool. English Language Arts: 4 Math: 4 Social Science: 4 Science: 4 2023-24 self reflection tool ratings.		Full implementation and sustainability (5 out of 5 rating) on the State Academic Standards reflection tool in ELA, Math, Social Science, and Science.	No Difference
2.13	Reclassification Rates	8.3% English Learner Reclassification rate	8.2% English Learner Reclassification		For English Learner reclassification,	-0.01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		based on 2022-23 DataQuest data.	rate based on 2023-24 DataQuest data.		there will be a 15% increase averaged over a three year period.	

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation. All planned actions were partially or fully implemented. For the 2024-2025 school year, academic achievement and student progress continued to be a major focus for Charter Oak Unified School District. The following analysis reflects relevant achievements and obstacles encountered with the implementation of all action items:

Successes:

- Charter Oak Unified School District (COUSD) implemented targeted academic interventions (i.e. after school tutoring) to support English Learners (ELs), students with disabilities, and those requiring additional academic support
- Language Development Assistants (LDAs) and an English Learner Teacher on Special Assignment (TOSA) provided instructional support
- Certificated professional development and supplemental curricula enhanced language acquisition for elementary school sites
- In literacy, evidence-based strategies and systematic phonics programs were emphasized, with Glen Oak Elementary students with disabilities improving by 23.5 points on CAASPP assessments, though still 77.7 points below the standard
- Multi-Tiered Systems of Support (MTSS) were expanded, integrating social-emotional learning (SEL), behavioral interventions and teaching strategies to promote student academic ownership, though inconsistencies in implementation among sites remained obstacles. These efforts have assisted with a decline in absenteeism rates districtwide. Willow Elementary saw a 4.2% decline in chronic absenteeism among students with Individualized Education Programs (IEPs), achieving a 22.6% rate and a Yellow performance level
- To enhance career and college readiness, COUSD expanded Career Technical Education (CTE) programs, and dual enrollment and articulation opportunities
- Increased student engagement in CTE courses and AVID program participation were noted successes
- Intervention Specialists provided targeted support for low-income students, foster youth, and ELs through individualized instruction and small-group sessions
- Collaboration among educators and specialists contributed to improved service delivery, academic progress, and increased career readiness.

Challenges:

- Participation remained lower from underrepresented groups and inconsistent engagement in AP/IB programs.
- Parent education workshops aimed to improve family involvement, though participation remained low.
- Partial implementation of action 2.2, Secondary teacher collaboratives have been expanded to science, allowing teachers to collaborate, reflect and refine teaching practices.

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.

The following material differences reflected in Actions outlined for Goal 2 in the 2024-25 LCAP:

Action 2.2: Provide intentional academic instruction & support to improve literacy development, with a focus on reading
There is a material difference due to the fact that additional supplemental curriculum was purchased and there was an increase in the number of students taking IB exams that qualified for test waivers.

Action 2.3: Provide intentional academic instruction & support to improve math achievement
There is a material difference due to the fact that additional supplemental curriculum was purchased and there was an increase in the number of students taking IB exams that qualified for test waivers.

Action 2.4: Development and implementation of a multi-tiered system of support to meet the needs of each student
There is a material difference due to the fact that some support staff (speech, psychologist) salaries was moved to a different funding source.

Action 2.5: Improve academic and attendance outcomes for students with disabilities
There is a material difference due to the fact that there were many unfilled certificated and classified support positions.

Action 2.6: Provide Career Technical Education programs and improve accessibility and outcomes
There is a material difference due to the fact that there was a reduction in CTE teacher salaries due to resignations as well as a reduction in regional occupation program (ROP) section offerings. This directly decreased the purchase of classroom equipment, materials and supplies.

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

Action 2.1: Supplemental support for English learner (EL) students to acquire English proficiency and reclassification
This action was not effective based on metric data. While LDAs provided valuable support, data indicates a significant decline in EL students' progress on the Summative ELPAC, with a 10.9% drop for ELs and a 22.2% drop for LTELs. This suggests that while support structures were in place, they were insufficient in addressing language acquisition and academic proficiency. The professional development initiatives showed promise, with staff demonstrating improved instructional strategies. However, the lack of consistent application of these

strategies limited the overall impact. Parent education programs, though well-intentioned, saw limited engagement, reducing their effectiveness.

Action 2.2: Provide intentional academic instruction & support to improve literacy development, with a focus on reading

The implementation of targeted interventions and instructional strategies has shown promising results. Glen Oak Elementary School's 23.5 point improvement in CAASPP scores reflects the effectiveness of the systematic phonics programs, evidence-based teaching, and individualized support. Charter Oak High School showed a 32.6 point increase. Charter Oak High School will continue to enhance intervention strategies and provide focused professional development.

Action 2.3: Provide intentional academic instruction & support to improve math achievement

This action has been somewhat effective. Charter Oak High School and Glen Oak Elementary School demonstrated notable progress, indicating that evidence-based instruction and targeted interventions were beneficial for students with disabilities. However, the lack of substantial progress at Oak Knoll Virtual Academy and districtwide reflects gaps in implementation and the need for more effective support strategies.

Contributing factors to the limited effectiveness included inconsistent intervention delivery, inadequate staff training on technology-enhanced learning tools, and challenges in engaging Hispanic students in virtual learning environments. Despite these challenges, collaborative efforts and teacher professional development showed positive results where applied consistently.

Action 2.4: Development and implementation of a multi-tiered system of support to meet the needs of each student

The actions taken to implement MTSS have been somewhat effective. Schools that fully embraced the SEL curricula and maintained consistent intervention practices reported improved student engagement and reductions in behavioral incidents. Tiered supports were particularly effective for students identified at the moderate and intensive levels of need. Additionally, variations in staff training retention and implementation fidelity limited the overall effectiveness of the program. Despite these challenges, increased collaboration among educators and counseling staff led to stronger support networks for students.

Action 2.5: Improve academic and attendance outcomes for students with disabilities

The effectiveness of the implemented actions has been demonstrated through measurable progress. Charter Oak High School reported a significant 32.6-point increase in CAASPP scores for students with disabilities, reducing the gap to 71.4 points below the standard and achieving an Orange performance level. Glen Oak Elementary School also showed evidence of academic improvement, with enhanced student support and goal monitoring contributing to increased achievement. Meanwhile, Willow Elementary School made progress in addressing chronic absenteeism through personalized support plans, achieving a reduction in absentee rates.

Action 2.6: Provide Career Technical Education programs and improve accessibility and outcomes

The effectiveness of CTE programs was evident in increased student participation and skill development. Students gained valuable certifications and practical experience, which enhanced their career readiness. Furthermore, student performance data showed improvements in applied learning assessments and successful completion of industry-recognized certifications. However, challenges persisted in ensuring equitable access for all students, particularly those from historically underserved backgrounds. Some CTE programs faced limited enrollment due to lack of awareness or scheduling conflicts.

Action 2.7: Certificated Intervention Specialists at all elementary school sites ensures that the academic and social-emotional needs of our low-income students, foster youth, and English Learners are met. The effectiveness of Intervention Specialists has been demonstrated through measurable progress. Data from the 2023-24 school year shows:

ELA Achievement:

51.33% of all students met or exceeded standards.
45.68% of low-income students met or exceeded standards.
46.15% of foster youth met or exceeded standards.
17.79% of English Learners met or exceeded standards.
16.20% of students with disabilities met or exceeded standards.

Math Achievement:

38.00% of all students met or exceeded standards.
33.29% of low-income students met or exceeded standards.
15.38% of foster youth met or exceeded standards.
13.11% of English Learners met or exceeded standards.
12.92% of students with disabilities met or exceeded standards.

In English Language Arts, though the percentage of All students that met or exceeded the standard slightly decreased (0.13%), low income, foster and English Learners all demonstrated a percentage increase. In math, all students, low-income, English learners, students with disabilities and Hispanic/Latin demonstrated a percentage increase with the exception of foster youth, which had a drop of 8.15% in the percentage of students that met or exceeded the standard.

Action 2.8: Improve College and Career readiness indicators by providing rigorous and relevant academic programs for English Learner, Foster and Low-Income students.

The actions taken to enhance college and career readiness have shown to be somewhat effective. According to the 2024 CAASPP data:

ELA Achievement:

51.33% of all students met or exceeded standards.
45.68% of low-income students met or exceeded standards.
46.15% of foster youth met or exceeded standards.
17.79% of English Learners met or exceeded standards.
16.20% of students with disabilities met or exceeded standards.

Math Achievement:

38.00% of all students met or exceeded standards.
33.29% of low-income students met or exceeded standards.
15.38% of foster youth met or exceeded standards.
13.11% of English Learners met or exceeded standards.

12.92% of students with disabilities met or exceeded standards.

College and Career Indicator:

43.2% of all students were at the Prepared level.

39.8% of low-income students were at the Prepared level.

18.8% of English Learners were at the Prepared level.

40.5% of Hispanic students were at the Prepared level.

While low-income and Hispanic students showed progress in their preparedness rates, English Learners and foster youth continued to struggle. The AVID program effectively supported low-income students, but further interventions are necessary to address the unique challenges faced by ELs and foster youth.

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.

Based on an analysis of the effectiveness of planned actions, and feedback from educational partners, the District determined the need to make changes to several of the following actions:

Action 2.1: Supplemental support for English learner (EL) students to acquire English proficiency and reclassification. Adding additional language acquisition supports for Long-Term English Language Learners.

Action 2.2: Provide intentional academic instruction & support to improve literacy development, with a focus on reading
To improve English Language Arts achievement for all student groups, Charter Oak Unified School District will adopt a comprehensive, multi-faceted strategy. This approach will include the use of evidence-based instructional methods, systematic phonics programs, and the integration of literacy activities across all subject areas. The district will also emphasize ongoing professional collaboration among grade-level and subject-area teams, provide targeted professional development in ELA and literacy instruction, and foster student ownership of learning. Additionally, focused interventions will be offered to students performing below proficiency levels, including before- and after-school programs as well as summer learning recovery opportunities.

Action 2.3: Provide intentional academic instruction & support to improve math achievement
To enhance math achievement across all student groups, Charter Oak Unified School District will implement a multi-faceted approach that includes:

iReady Math Implementation:

Continue the use of iReady Math as a diagnostic and instructional tool to provide personalized learning paths for students.

Use data from iReady assessments to identify areas of need and track student progress.

After-School Math Support Programs:

Offer an after-school Math support programs focused on targeted intervention and enrichment for students requiring additional support. Provide small group instruction led by qualified educators to reinforce foundational concepts.

Summer Learning Recovery:

Implement a summer learning program to provide math intervention and prevent learning loss.

Include engaging, hands-on activities to build confidence and reinforce key skills.

Math Games and Real-Life Applications:

Introduce math games that promote problem-solving and collaborative learning.

By implementing these initiatives, we aim to foster a deeper understanding of math concepts, build student confidence, and close achievement gaps. Progress will be monitored through ongoing assessments and feedback from educators, students, and families.

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	Supplemental support for English learner (EL) students and Long-Term English Language Learners to acquire English proficiency and reclassification	Language development assistants (LDA) at each school site. LDAs provide increased services specifically for EL students and LTELs through classroom support, individual and small group tutoring, and school-to-home communication. Hire an English Learner Teacher on Special Assignment to support our LDA's and teachers in use of instructional strategies, and to provide push-in support for all ELD sections that will better support our English Learner students and Long-Term English Learners (LTELs). Professional development (PD) for all teachers, instructional aides, LDAs, and EL advisors is needed to improve professional growth and raise the achievement of EL students and LTELs. This includes additional training to provide support for our Long-Term English Learners (LTELs). The expectation and purpose of PD will be for staff to expand their knowledge and skills in using instructional strategies to engage ELs and Long-Term English Learners (LTELs) in core academic content areas. Software and supplemental curriculum for EL support and language	\$529,969.05	Yes

Action #	Title	Description	Total Funds	Contributing
		acquisition. Students will have access to software and other curricula that directly support improving their academic outcomes and language acquisition. Increase parent education opportunities (i.e., navigating school and education system). This action will increase English proficiency rates for English Learners at the following schools: • Charter Oak High School: LTELs, English Language Learners • Royal Oak Middle School: English Language Learners		
2.2	Provide intentional academic instruction & support to improve literacy development, with a focus on reading	Enhance literacy development with a specific emphasis on reading skills. Provide targeted academic instruction, enrichment, and support designed to improve students' abilities to read and comprehend text effectively. To improve English Language Arts achievement for all student groups, Charter Oak Unified School District will adopt a comprehensive, multi-faceted strategy. This approach will include the use of evidence-based instructional methods, systematic phonics programs, and the integration of literacy activities across all subject areas. The district will also emphasize ongoing professional collaboration among grade-level and subject-area teams, provide targeted professional development in ELA and literacy instruction, and foster student ownership of learning. Additionally, focused interventions will be offered to students performing below proficiency levels, including before- and after-school programs as well as summer learning recovery opportunities. Action 2.2 – LREBG Action Description: This action utilizes Learning Recovery Education Block Grant (LREBG) funds to provide compensation for current staff across the District and continue to allocate funds for health and welfare benefits for eligible employees at the appropriate rates. Funds will be used to retain intervention teachers to provide targeted instruction for students in need of learning recovery, offer targeted interventions before, during, and after the school day, and employ staff and instructors for summer school programs.	\$389,419.84	No

Action #	Title	Description	Total Funds	Contributing
		Research Basis: Research demonstrates that targeted, small-group instruction and extended learning opportunities improve academic outcomes for students performing below grade level. Consistent instructional support from experienced educators has been shown to accelerate learning recovery following instructional disruptions. Metrics: Impact will be monitored through student performance data, including benchmark assessments, progress monitoring tools, and CAASPP results, as well as participation rates in intervention and summer programs. Funding Amount: \$45191.97 in LREBG funds will be used to support this action. This action will increase English Language Arts achievement as demonstrated by CAASPP results for these respective schools, for their following subgroups: • Charter Oak Unified: Students with Disabilities • Oak Knoll Alternative: All Students, Hispanic • Cedargrove Elementary School: Students with disabilities • Glen Oak Elementary School: Students with disabilities • Royal Oak Middle School: Students with disabilities • Charter Oak High School: Students with disabilities		
2.3	Provide intentional academic instruction & support to improve math achievement	To improve mathematics achievement for all student groups, Charter Oak Unified School District will adopt a comprehensive, multi-faceted strategy. This approach will include the use of evidence-based instructional methods and structured math programs. The district will also emphasize ongoing professional collaboration among grade-level and subject-area teams, provide targeted professional development in mathematics instruction, and foster student ownership of learning. Additionally, focused interventions will be offered to students performing below proficiency levels, including before- and after-school programs as well as summer learning recovery opportunities.	\$389,419.84	No

Action #	Title	Description	Total Funds	Contributing
		Action 2.3 – LREBG Action Description: This action utilizes Learning Recovery Education Block Grant (LREBG) funds to provide compensation for current staff across the District and continue to allocate funds for health and welfare benefits for eligible employees at the appropriate rates. Funds will be used to retain intervention teachers to provide targeted instruction for students in need of learning recovery, offer targeted interventions before, during, and after the school day, and employ staff and instructors for summer school programs. Research Basis: Research demonstrates that targeted, small-group instruction and extended learning opportunities improve academic outcomes for students performing below grade level. Consistent instructional support from experienced educators has been shown to accelerate learning recovery following instructional disruptions. Metrics: Impact will be monitored through student performance data, including benchmark assessments, progress monitoring tools, and CAASPP results, as well as participation rates in intervention and summer programs. Funding Amount: \$45191.97 in LREBG funds will be used to support this action. This action will increase math achievement as demonstrated by CAASPP results for these respective schools, for their following subgroups: • Charter Oak Unified: African American, Long Term English Learners, Students with disabilities • Oak Knoll Virtual Academy: All students, Hispanic • Badillo Elementary School: Students with disabilities • Cedargrove Elementary School: Students with disabilities • Royal Oak Middle School: Long Term English Learners, Students with disabilities • Charter Oak High School: Students with disabilities		

Action #	Title	Description	Total Funds	Contributing
2.4	Development and implementation of a multi-tiered system of support to meet the needs of each student	Advance the development of Multi-Tiered Systems of Support (MTSS) across all sites, with a sustained emphasis on social-emotional learning (SEL) curricula and support mechanisms for both students and staff. Provide robust instructional, socio-emotional, and behavioral support to ensure all students can thrive in both social and academic realms. Implement a tiered intervention system, enhancing staff and faculty roles to include support for counseling services. Comprehensive professional development will be provided to enable effective implementation and to maximize student ownership. Essential resources, including assessments, screening tools, supplemental curricula, and the integration of additional specialized personnel, will be made available at each level of intervention to ensure a thorough and impactful deployment of MTSS.	\$1,089,470.15	No
2.5	Improve academic and attendance outcomes for students with disabilities	Deliver all legally required services and supports for students with Individualized Education Programs (IEPs) to fully meet the stipulations of each IEP. Provide a tiered support system to ensure that appropriate interventions, support, and assistance are available for all students. Special Education teachers and support providers will monitor student goal progress, academic achievement, and absentee rates to ensure student success. This action will increase achievement for students with disabilities as demonstrated by CAASPP results for these respective schools: • Charter Oak High School • Royal Oak Middle School • Badillo Elementary School • Cedargrove Elementary School • Glen Oak Elementary School This action will improve chronic absentee rates for students with disabilities at this respective school: • Oak Knoll Virtual Academy • Royal Oak Middle School • Badillo Elementary School • Willow Elementary School	\$12,242,067.75	No

Action #	Title	Description	Total Funds	Contributing
2.6	Provide Career Technical Education programs and improve accessibility and outcomes.	Focus on providing Career Technical Education (CTE) programs to enhance accessibility and improve student outcomes. Increase enrollment opportunities, diversify program offerings, and ensure equitable access for all students. Emphasize the integration of practical skills training with academic instruction to prepare students for future employment and higher education opportunities. Offer professional development to ensure effective implementation and support for student participation, along with all necessary materials and supplies that include technology, assessments, supplemental curriculum, and additional support personnel. Provide students with opportunities to engage in multi-district competitions, showcases, expos, and other work-based learning experiences. Equip students with the necessary skills and certifications to succeed in the workforce, enhancing career readiness and potential for economic advancement.	\$4,321,284.85	No
2.7	Certificated Intervention Specialists at all elementary school sites ensures that the academic and social emotional needs of our low income students, foster youth, and English Learners	Charter Oak Unified School District (COUSD) will provide Intervention Specialists at elementary schools, specifically focused on student intervention. These specialists will work directly with elementary principals and teachers to target intervention services for low-income, foster youth, and English Learners. The action also includes a budget for materials and supplies to support collaborative classrooms, enhance the learning environment, and provide necessary resources for effective intervention.	\$919,881.96	Yes
2.8	Improve College and Career readiness indicators by providing rigorous and relevant academic programs for English Learner, Foster and Low-Income students.	To enhance college and career readiness at Charter Oak Unified School District, comprehensive academic and enrichment programs will be implemented alongside targeted support for students from diverse backgrounds. Necessary resources such as additional staffing, program fees, and professional development for staff and faculty will ensure effective implementation and support student participation. All materials and supplies needed to deliver these programs successfully will be provided. To support high-needs students, the Advancement Via Individual	\$1,355,286.16	Yes

Action #	Title	Description	Total Funds	Contributing
		Determination (AVID) program will continue to enhance college-going outcomes, particularly for those from low-income and foster youth backgrounds. This initiative will span secondary schools and include college-focused activities and learning strategies at the elementary level. Targeted interventions in core academic subjects before/after school and on Saturdays will be offered to improve classroom performance for English learners, low-income, and foster youth. Additionally, study skills courses tailored to the needs of low-income and foster youth will provide additional learning support in key content areas like English Language Arts and Math. Supplemental instructional materials and software specifically designed to support academic achievement for low-income and English learner students will also be provided. Through these targeted initiatives and social-emotional learning outcomes, all students, particularly learners from underserved communities, will be improved. This holistic approach will foster a college and career-ready mindset, equipping students with the skills and knowledge needed for success beyond graduation. This action will result in the increase of college and career indicator rates at these respective school sites for their following subgroups: • Charter Oak Unified: Long Term English Learners, Students with disabilities, • Arrow High School: All students, Hispanic and low-income students; • Charter Oak High School: Students with disabilities		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Through exemplary programs, increased student engagement, and meaningful parent involvement, the District and schools will foster positive climates that support the social, emotional, and physical needs and their families.	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.

The District developed this goal to ensure continuity and alignment of our District initiatives and strategic plan. The District has developed Five Pillars for Success, which includes ensuring students' College and Career Readiness. This aligns with Goal 3 of this LCAP, as well as the following State and Local Priorities on Engagement: 3. Parent Involvement; 5. Student Engagement; 6. School Climate. The actions and metrics outlined work together to create a supportive and engaging school climate. By addressing mental health, providing outreach services, implementing SEL strategies, fostering parent and community partnerships, offering extracurricular activities, and ensuring school safety, the district aims to meet the social, emotional, and physical needs of students and their families. The metrics provide a means to monitor progress and evaluate the effectiveness of these actions, ensuring that the goal of fostering positive school climates is achieved.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rates	93.4% All Students 94.4% Low-income 96.6% Foster youth 91.8% English Learners 2022-23 data based on DataQuest	98.5% All Students 98.3% Low-income 96.1% Foster youth 97.7% English Learners		Attendance rates: 97% for all students, low-income, foster youth, and English learners	All Students +5.1% Low Income +3.9% Foster Youth - 0.5% English Learners +5.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023-24 data based on DataQuest			
3.2	Chronic Absenteeism	28.5% All students 29.5% Low-income 28.8% Foster youth 25.6% English Learners 23.0% African American 27.5% Hispanic/Latino 23.4% White 33.7% Homeless 35.3% Students with disabilities 2022-23 data based on California Dashboard and DataQuest	21.2% All students 25.4% Low-income 18.9% Foster youth 27.2% English Learners 18.2% African American 23.4% Hispanic/Latino 16.6% White 25.7% Homeless 30.4% Students with disabilities 2023-24 data based on California Dashboard and DataQuest		Chronic absenteeism: 15% for all of the following student groups: -0.01% All Students Low Income Foster Youth English Learners African American Hispanic/Latino White Homeless Students with Disabilities	All Students -7.3% Low Income -4.1% Foster Youth -9.9% English Learners -1.6% African American -4.8% Hispanic/Latino -4.1% White -6.8% Homeless -8% Students with Disabilities -4.9%
3.3	Climate Survey	Administer annual climate survey to parents and staff, which will measure:	Administer annual climate survey to parents and staff,		Administer annual climate survey to parents and staff, which will result in	Parent Survey: Sense of Safety: -0.01

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent Survey: Sense of Safety: 4.10 on a 1-5 scale (5 being the most positive response) "I feel the school campus is safe." School Connectedness: 4.17 on a 1-5 scale (5 being the most positive response) "I feel connected to my child's school." Staff Survey: Sense of Safety: 4.04 on a 1-5 scale (5 being the most positive response) "I feel my worksite is safe." School Connectedness: 4.10 on a 1-5 scale (5 being the most positive response) "I feel like I am part of a team at my school/department." Based on 2023-24 District Survey	which will measure: Parent Survey: Sense of Safety: 4.09 on a 1-5 scale (5 being the most positive response) "I feel the school campus is safe." School Connectedness: 4.12 on a 1-5 scale (5 being the most positive response) "I feel connected to my child's school." Staff Survey: Sense of Safety: 4.08 on a 1-5 scale (5 being the most positive response) "I feel my worksite is safe." School Connectedness: 4.07 on a 1-5 scale (5 being the most positive response) "I feel like I am part of a team at my		a 4.5 rating across all areas.	School Connectedness: - 0.05 Staff Survey: Sense of Safety+0.04 School Connectedness: - 0.03

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school/department. " Based on 2024-25 District Survey			
3.4	Expulsion Rates	Total Expulsions: 0 2022-23 data based on DataQuest	Total Expulsions: 0 2023-24 data based on DataQuest		Maintain zero expulsions	0
3.5	High School Dropout Rate	2022-23 High School Dropout Rates: All students 3.6% based on CALPADS data.	2023-24 High School Dropout Rates: All students 4.31% based on CALPADS data.		Zero high school dropouts	+0.71%
3.6	Middle School Dropout Rate	Zero middle school student dropouts based on 2022-23 Aeries data.	Zero middle school student dropouts based on 2023-24 Aeries data.		Maintain zero middle school dropouts	0
3.7	Parent Decision-Making	Administer an annual parent survey to measure the level of parent decision-making in the district and/or schools. Survey question: "I feel included in the decision making process at the District."	Administer an annual parent survey to measure the level of parent decision-making in the district and/or schools. Survey question: "I feel included in the decision		Administer annual parent survey, which will result in a 4.0 rating on parent decision making.	Parent Decision Making: -0.08

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent Decision Making: 3.66 on a 1-5 scale (5 being the most positive response) Based on 2023-24 District Survey	making process at the District." Parent Decision Making: 3.58 on a 1-5 scale (5 being the most positive response) Based on 2024-25 District Survey			
3.8	Parent Participation	Administer an annual parent survey to measure the level of parent participation in the district and/or schools. Survey question: "I feel comfortable participating in school activities for parents." Parent Participation: 4.14 on a 1-5 scale (5 being most positive response) Based on 2023-24 District Survey	Administer an annual parent survey to measure the level of parent participation in the district and/or schools. Survey question: "I feel comfortable participating in school activities for parents." Parent Participation: 4.12 on a 1-5 scale (5 being most positive response) Based on 2024-25 District Survey		Administer annual parent survey, which will result in a 4.5 rating on parent participation.	Parent Participation: -0.02

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Student Survey	Sense of Safety: 94% of students in grades 7, 9, and 11 students surveyed felt safe on campus. School Connectedness: 87.5% of in grades 7, 9, 11 students surveyed felt connected with at least one adult on campus. Based on 2022-23 District Survey	Sense of Safety: 86.5% of students in grades 7, 9, and 11 students surveyed felt safe on campus. School Connectedness: 91% of in grades 7, 9, 11 students surveyed felt connected with at least one adult on campus. Based on 2024-25 District Survey		Administer annual student survey, which will result in the following: 100% surveyed students feeling safe on campus 95% surveyed students feeling connection with at least one adult on campus	Sense of Safety - 7.5% School Connectedness: +3.5%
3.10	Suspension Rates	4.6% All students 5.7% Low-income 9.5% Foster youth 4.6% English Learners 4.9% Hispanic 2022-23 data based on DataQuest	4.6% All students 5.4% Low-income 6.3% Foster youth 7.4% English Learners 5.0% Hispanic 2023-24 data based on DataQuest		Suspension Rate: 2.5% all students, low-income, foster youth, English learners, and Hispanic	All students: 0 Low-income :- 0.3% Foster youth: - 3.2% English Learners: +2.8% Hispanic: +0.1%

Goal Analysis [2024-25]

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

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

Implementation Status:

Action	Status
Action 3.1 Provide mental health services and support in order to improve student engagement and attendance implemented	Fully
Action 3.2 Provide outreach services to our UDP by supporting our district-wide community schools model	Fully implemented
Action 3.3 Social and Emotional Learning (SEL) and behavioral support curriculum and strategies implemented	Fully
Action 3.4 Parent and community partnerships implemented	Partially
Action 3.5 Provide extracurricular experiences	Fully implemented
Action 3.6 Ensure school safety	Fully implemented

Overall Implementation Analysis:

Through various initiatives, Charter Oak Unified School District (COUSD) successfully enhanced student engagement, mental health support, and school safety. Key successes included increased use of school-based health centers, reduced suspension rates, improved collaboration between parents and educators, and strengthened security measures. Additionally, community partnerships and outreach efforts fostered greater family involvement and accessibility to resources.

The attendance rates for All Students, Low-Income students, and English Learners significantly improved in the 2023–2024 school year compared to the 2022–2023 school year, with the most notable increase seen among English Learners (+5.9%). Foster Youth showed a slight decline (-0.5%) in attendance, although they maintained a relatively high attendance rate overall. These improvements suggest that targeted interventions and attendance support strategies were effective for most student groups. Continued monitoring and support may be needed to address the slight decline in attendance among Foster Youth.

Overall, chronic absenteeism decreased significantly across most student groups from 2022–2023 to 2023–2024:

The most significant improvement was seen among Foster Youth (-9.9%) and Homeless students (-8.0%), suggesting that targeted outreach and wraparound supports had a positive impact. All Students saw a notable reduction of 7.3%, reflecting the success of district-wide attendance interventions. English Learners were the only group to show an increase in chronic absenteeism (+1.6%), indicating a need for more focused supports or further analysis of barriers to attendance for this group. Other subgroups, including Low-Income, African American, Hispanic/Latino, White, and Students with Disabilities, all showed steady improvements, contributing to the overall positive trend. These data point to measurable progress in reducing chronic absenteeism, while also highlighting specific areas for continued attention, especially for English Learners.

Differences in Planned Actions and Actual Implementation:

The one action that was partially implemented—strengthening parent & community engagement through outreach—was designed to reach all families, but fell short in certain areas:

- Language barriers: Not all outreach was bilingual, limiting access for some non-English-speaking families.
- Transportation & scheduling conflicts: Some families were unable to attend events or programs due to a lack of transportation or inconvenient timing.

So while the action was in motion, the depth and consistency of implementation varied across communities.

Challenges:

- Staffing limitations include the limited availability of counselors and mental health professionals.
- Inconsistent program implementation and barriers to participation, such as language barriers, transportation, and scheduling conflicts.
- Difficulties in expanding bilingual support services.
- Scheduling constraints for professional development.

Despite these challenges, COUSD made significant strides in improving student well-being, attendance, chronic absenteeism, engagement, and school climate. While most initiatives were successfully executed, challenges included limited counselor availability and variations in the implementation of peer support programs. However, successes were evident in the increased use of school-based health centers and positive feedback from students and families regarding access to mental health services.

Successes

- Increased use of school-based mental health services.
- Reduced suspension rates and improved behavioral support.
- Strengthened parent and community engagement through outreach programs.
- Improved collaboration between parents, educators, and local organizations.
- Enhanced school safety with security upgrades and emergency preparedness training.

The successes across all actions reflect significant improvements in student engagement, access to mental health services, community involvement, and school safety. However, challenges persist, primarily due to staffing limitations, inconsistent participation, and logistical barriers. Addressing these challenges could further enhance the effectiveness of these initiatives.

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.

The following material differences are reflected in the Actions outlined for Goal 3 in the 2024-25 LCAP:

Action 3.2: Provide outreach services to our UDP by supporting our district-wide community schools model

There is a material difference because the Titanium Software program for mental health documentation was cancelled due to its inability to work with Carelon (TPA) for billing under the California Youth Behavioral Health Initiative (CYBHI).

Action 3.3: Social and Emotional Learning (SEL) and Behavioral Support Curriculum and Strategies

There is a material difference because the proposed expenditures were offset by the California Community Schools Partnership Program (CCSPP) grant.

Action 3.5: Provide extracurricular experiences
There is a material difference due to the Pending VAPA expenditures.

Action 3.6: Ensure school safety
There is a material difference because the School Resource Officer (SRO) contract was adjusted in response to staffing changes at the Covina Police Department (PD). The contract was reduced due to the hiring of a retired School Resource Officer (SRO) to replace the previously contracted SRO.

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

Action 3.1: Provide mental health services and support in order to improve student engagement and attendance.

Effectiveness:
The implemented actions showed significant effectiveness in reducing chronic absenteeism. According to district data: The attendance rates for All Students, Low-Income students, and English Learners significantly improved in the 2023–2024 school year compared to the 2022–2023 school year, with the most notable increase seen among English Learners (+5.9%). Foster Youth showed a slight decline (-0.5%) in attendance, although they maintained a relatively high attendance rate overall. These improvements suggest that targeted interventions and attendance support strategies were effective for most student groups. Continued monitoring and support may be needed to address the slight decline in attendance among Foster Youth.

Attendance Rate Comparison: 2022–23 vs. 2023–24

Student Group	2022–2023 Attendance	2023–2024 Attendance	Change
All Students	93.4%	98.5%	+5.1%
Socioeconomically Disadvantaged	94.4%	98.3%	+3.9%
Foster Youth	96.6%	96.1%	-0.5%
English Learners	91.8%	97.7%	+5.9%

Chronic Absenteeism Rate Comparison: 2022–23 vs. 2023–24

Student Group	2022–2023	2023–2024	Change
All Students	28.5%	21.2%	-7.3%
Socioeconomically Disadvantaged	29.5%	25.4%	-4.1%
Foster Youth	28.8%	18.9%	-9.9%
English Learners	25.6%	27.2%	+1.6%
African American	23.0%	18.2%	-4.8%

Hispanic/Latino	27.5%	23.4%	-4.1%
White	23.4%	16.6%	-6.8%
Homeless	33.7%	25.7%	-8.0%
Students with Disabilities	35.3%	30.4%	-4.9%

While chronic absenteeism rates remained a concern, attendance monitoring systems and mentorship programs contributed to early identification and intervention for at-risk students. Additionally, students with consistent access to counseling services reported improved social-emotional well-being and academic engagement.

Ineffectiveness and Continued Areas of Growth: Attendance for Foster Youth and English Learners will need to be monitored closely to ensure increases in attendance and reductions in chronic absenteeism.

Action 3.2 Provide outreach services to our UDP by supporting our district-wide community schools model:

Effectiveness:

The outreach services demonstrated moderate effectiveness in addressing chronic absenteeism and suspension rates. District-wide data for the 2023-24 vs. the 2022-2023 school year showed the following:

The attendance rates for All Students, Low-Income students, and English Learners significantly improved in the 2023–2024 school year compared to the 2022–2023 school year, with the most notable increase seen among English Learners (+5.9%). Foster Youth showed a slight decline (-0.5%) in attendance, although they maintained a relatively high attendance rate overall. These improvements suggest that targeted interventions and attendance support strategies were effective for most student groups. Continued monitoring and support may be needed to address the slight decline in attendance among Foster Youth.

Attendance Rate Comparison: 2022–23 vs. 2023–24

Student Group	2022–2023 Attendance	2023–2024 Attendance	Change
All Students	93.4%	98.5%	+5.1%
Socioeconomically Disadvantaged	94.4%	98.3%	+3.9%
Foster Youth	96.6%	96.1%	-0.5%
English Learners	91.8%	97.7%	+5.9%

Chronic Absenteeism Rate Comparison: 2022–23 vs. 2023–24

Student Group	2022–2023	2023–2024	Change
All Students	28.5%	21.2%	-7.3%
Socioeconomically Disadvantaged	29.5%	25.4%	-4.1%
Foster Youth	28.8%	18.9%	-9.9%
English Learners	25.6%	27.2%	+1.6%
African American	23.0%	18.2%	-4.8%
Hispanic/Latino	27.5%	23.4%	-4.1%
White	23.4%	16.6%	-6.8%
Homeless	33.7%	25.7%	-8.0%

Students with Disabilities	35.3%	30.4%	-4.9%
----------------------------	-------	-------	-------

Suspension rates remained relatively stable overall, with All Students holding steady at 4.6%.

Suspension Rate Comparison: 2022–23 vs. 2023–24

Student Group	2022–2023	2023–2024	Change
All Students	4.6%	4.6%	No change
Socioeconomically Disadvantaged	5.7%	5.4%	-0.3%
Foster Youth	9.5%	6.3%	-3.2%
English Learners	4.6%	7.4%	+2.8%
Hispanic	4.9%	5.0%	+0.1%

Subgroup data reveals key shifts:

Foster Youth experienced a notable decline in suspensions, dropping from 9.5% to 6.3%, a 3.2% improvement, likely reflecting an increase in restorative or supportive behavioral interventions. Low-income students saw a slight decrease (-0.3%), suggesting progress toward reducing exclusionary discipline practices. In contrast, English Learners had a significant increase in suspensions, rising from 4.6% to 7.4% (+2.8%), indicating a need for further investigation into disciplinary practices and cultural responsiveness for this group. Hispanic students experienced a minimal increase of 0.1%, remaining fairly consistent.

These trends suggest that while progress has been made in reducing suspensions for some high-need groups, targeted supports are urgently needed for English Learners to ensure equity in disciplinary outcomes.

Action 3.3 Social and emotional learning (SEL) and behavioral support curriculum and strategies:

The effectiveness of SEL implementation and mental health support was reflected in the following suspension rate data for the 2023-24 school year:

Arrow High School:

All Students: 30.1% suspended at least one day (Red) vs 28.3% suspended at least one day (Orange)

Declined 1%

Hispanic Students: 29.3% suspended at least one day (Orange) - 28.3% suspended at least one day (Orange)

Socioeconomically Disadvantaged Student Group: 29.4% suspended at least one day (Orange) - vs 29.4% suspended at least one day (Orange)

Declined 0.6%

Bridges Community Day School:

All Students: No specific data provided. Subgroup size is insufficient.

Cedargrove Elementary School:

All Students: 2.9% suspended at least one day (Green) - Declined by 0.9%.

Hispanic Students: Yellow performance level.

Low-Income Students: Green performance level.

Royal Oak Middle School:

English Learners: 6.6% suspended at least one day (Yellow) - Declined by 2.8%.

Districtwide:

Foster Youth: 10.9% suspended at least one day (Yellow) - Declined by 1.6%.

Ineffectiveness and Continued Areas of Growth:

While improvements were observed at Cedargrove Elementary and Royal Oak Middle School, Arrow High School experienced an increase in suspension rates.

Despite the implementation of SEL programs, the persistence of behavioral issues suggests the need for enhanced intervention strategies, parenting support, and further staff training.

Action 3.4 Parent and community partnerships:

Effectiveness:

The district's efforts were effective in increasing parental involvement at both the school and district levels. Parents participating in ELAC, DELAC, and PTA meetings provided valuable input on school policies and practices. Additionally, partnerships with Just Us4Youth, National Council on Alcoholism and Drug Dependence, Inc. (NCADD), Los Angeles County Department of Mental Health (LACDMH), and SPIRITT Family Services' parent education classes addressed topics such as positive parenting, student academic support, and mental health awareness, fostering stronger family-school partnerships.

Ineffectiveness and Continued Areas of Growth:

While the COUSD Student & Family Resource Center served as a vital hub for connecting families with support services, additional outreach efforts are needed to increase participation, especially among low-income and non-English-speaking families. The Wellness Wednesday sessions received positive feedback for their focus on mental health, though expanding these sessions to more school sites would further benefit the community.

Action 3.5 Provide extracurricular experiences:

Effectiveness:

The District offered athletics, visual and performing arts (VAPA), and various extracurricular groups, clubs, and teams to give students opportunities beyond traditional classroom learning.

Field trips were arranged to enrich their educational experience and expose them to college and career pathways. School Connectedness has increased by 4.5% to 91% of in grades 7, 9, 11 students surveyed felt connected with at least one adult on campus. Based on 2024-25 District Survey

Ineffectiveness and Continued Areas of Growth: None

Action 3.6 Ensure school safety:

Effectiveness:

The effectiveness of the safety measures was evident through increased campus security, faster emergency response times, and greater staff readiness. Feedback from staff and students highlighted a heightened sense of safety on campuses.

Emergency preparedness drills provided valuable hands-on experience, improving confidence in responding to emergencies. The School Resource Officer played a crucial role in fostering trust between students and law enforcement, thereby contributing to a safer school climate. Additionally, the introduction of the Visitor Management System enhanced the monitoring of campus visitors, thereby reducing potential security threats. However, ongoing challenges with ensuring all staff members receive comprehensive training remained an area for further development.

Ineffectiveness and Continued Areas of Growth: None

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.

Action 3.1 Provide mental health services and support in order to improve student engagement and attendance.

Based on reflections on prior implementation, the following adjustments will be made for the coming year:

Expanded Counseling Support: Provide more flexible counseling hours to accommodate student schedules.

Enhanced Peer Support Programs: Expand and promote peer mentorship and support groups to encourage participation and reduce stigma around mental health support.

Targeted Professional Development: To enhance staff capacity to support diverse student needs, we will provide additional training in trauma-informed care and cultural competency.

Data-Driven Decision-Making: Implement more frequent progress monitoring to assess the impact of interventions and make timely adjustments.

Family and Community Engagement: Strengthen partnerships with mental health organizations and expand workshops to school sites for families to promote mental health awareness and support at home.

These changes aim to further reduce chronic absenteeism, enhance student well-being, and ensure equitable access to mental health support across all school sites.

Action 3.2 Provide outreach services to our UDP by supporting our district-wide community schools model:

To enhance the effectiveness of the outreach services, COUSD will implement the following changes in the coming year:

Expanded Parent Engagement: Increase outreach efforts to ensure greater participation in workshops and events, utilizing targeted communication and flexible scheduling.

Enhanced Bilingual Support: Encourage the development of bilingual support staff to ensure effective communication with families who do not speak English.

Mental Health Services Expansion: Establish additional school-based health and wellness centers and strengthen partnerships with community mental health providers to enhance support for students.

Behavioral Intervention Support: Provide additional training for staff on restorative practices and trauma-informed care to reduce suspension rates.

Data-Driven Adjustments: Implement regular monitoring of attendance and suspension data to identify trends and apply timely interventions.

These adjustments aim to further reduce chronic absenteeism, improve the school climate, and ensure equitable access to support services for all students, particularly those in the UPP category.

Action 3.3 Social and Emotional Learning (SEL) and Behavioral Support Curriculum and Strategies:

Based on the outcomes and reflections on prior practice, the following changes will be made for the upcoming year:

Enhanced Staff Training: Provide additional training in restorative practices and de-escalation techniques to better address behavioral incidents and improve overall staff performance.

Targeted Support at Arrow High School: Continue developing dedicated behavior intervention teams and increasing access to the school counselor and community school program specialist.

Peer Mediation Programs: Expand peer mentorship and conflict resolution initiatives to reduce behavioral incidents.

Data-Driven Monitoring: Conduct regular assessments of SEL program effectiveness using suspension data and student feedback.

Family and Community Engagement: Offer parent workshops on social-emotional learning (SEL) strategies to support students' emotional development at home.

These adjustments aim to further reduce suspension rates, particularly at Arrow High School, while ensuring that all students receive the emotional and behavioral support they need to thrive.

Action 3.4 Parent and community partnerships:

Based on reflections on prior implementation, the following changes will be made for the upcoming year:

Increased Outreach: To encourage greater participation, continue supporting targeted outreach strategies, such as multilingual invitations, transportation support, and flexible scheduling options.

Expanded Bilingual Support: Provide additional bilingual facilitators at meetings and workshops to ensure language accessibility.

Enhanced Community Partnerships: Strengthen partnerships with local organizations to provide expanded resources and workshops tailored to the diverse needs of the community.

Parent Leadership Development: To empower parents' participation in decision-making processes, offer leadership training for parents involved in advisory committees.

Evaluation and Feedback: Use regular surveys and feedback opportunities to gather input from parents and refine program offerings.

These changes aim to build upon the successes of the current initiatives, further enhance parent engagement, and create a stronger partnership between families and schools in supporting student achievement.

Action 3.6 Ensure school safety:

Based on reflections from the previous year, the following adjustments will be made for the coming year:

Enhanced Training: Increase the frequency of safety training sessions, including specialized training on de-escalation and trauma-informed response techniques.

Community Engagement: Expand educational activities promoting health and drug-free lifestyles with increased participation incentives and partnerships with community organizations.

Technology Upgrades: Where necessary, invest in additional security cameras and door access systems, and upgrade existing systems to ensure comprehensive surveillance coverage.

Emergency Preparedness Drills: To enhance coordination and response times, consider increasing joint training exercises with local law enforcement agencies.

Staff Support: Provide additional professional development for Campus Safety Assistants and administrative personnel to ensure consistent application of safety protocols across all campuses.

These changes will further strengthen school safety measures, enhance collaboration with public safety agencies, and create a secure and supportive learning environment for all students and staff.

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	Provide mental health services and support in order to improve student engagement and attendance.	This contributing action involves the implementation of comprehensive mental health services and support across Charter Oak Unified School District to address identified needs concerning chronically absent and disengaged English Learners, Foster Youth and Low-Income students. The LEA aims to improve student engagement and attendance by addressing mental health challenges. This comprehensive approach addresses the immediate need for enhanced attendance and fosters a supportive and inclusive educational environment that can contribute to overall student well-being and success. This action will result in a decrease of chronic absentee rates at these respective school sites for the following subgroups: Badillo Elementary School: English Learners, Homeless; Willow Elementary School: English Learners; Royal Oak Middle School: English Learners, LTELs, White; Oak Knoll Virtual Academy: All students, socioeconomically disadvantaged; Charter Oak Unified: African-American, English Learners, Hispanic, socioeconomically disadvantaged, White.	\$1,249,664.01	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Provide outreach services to our UDP by supporting our district-wide community schools model.	This contributing action, providing outreach services to our unduplicated pupil population (UPP), aims to support our district-wide community schools model. This initiative is focused on enhancing the connectivity between schools and the diverse families they serve, specifically targeting those students identified as unduplicated: low-income, English learners, and foster youth. By strengthening ties through various outreach services, the district seeks to foster an inclusive educational environment where every student has the opportunity to succeed.	\$111,346.82	Yes
3.3	Social and emotional learning (SEL) and behavioral support curriculum and strategies.	Improve social and emotional learning (SEL), along with mental health and behavioral supports, for all students by implementing evidence-based SEL curriculum and strategies at school sites and providing professional development in SEL, mental health, and behavioral interventions. This action will result in a decrease of suspension rates at these respective school sites for the following subgroups: Arrow High School: All students Cedargrove Elementary School: English Learners, Students with Disabilities, White Glen Oak Elementary School: All students, low-income, Hispanic, Students with Disabilities Royal Oak Middle School: English Learners Charter Oak High School: Students with disabilities, LTELs, Homeless Charter Oak Unified: Foster Youth	\$115,000.00	No
3.4	Parent and community partnerships	Expand avenues for parent education and involvement. Foster connections with colleges and partnerships with local businesses and community organizations to strengthen ties between schools and communities. Assist parent groups like PTA, DELAC, and other advisory committees (such as the special education community advisory committee).	\$185,517.89	No

Action #	Title	Description	Total Funds	Contributing
3.5	Provide extracurricular experiences	Offer athletics, visual and performing arts (VAPA), and various extracurricular groups, clubs, and teams to give students opportunities beyond traditional classroom learning. Arrange field trips to enrich their educational experience and expose them to college and career pathways.	\$1,332,749.22	No
3.6	Ensure school safety	Ensure the safety of our students, staff, and campuses by addressing personnel, materials, and supplies needs and providing professional development and parent education to establish secure and cohesive school environments. Collaborate with public safety agencies from the three surrounding cities and the School Resource Officer to update school safety plans, conduct emergency preparedness and active shooter training, and organize educational activities promoting health and drug-free lifestyles for students and the community. Maintain campus security through perimeter fencing, security cameras, keyless access points for doors and gates, Campus Safety Assistants, a School Resource Officer, Visitor Management systems, and ongoing professional development training.	\$1,310,363.45	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2025–26 school year, Oak Knoll Virtual Academy will decrease the percentage of Hispanic students scoring below standard by 8% in both English Language Arts (ELA) and Math, and reduce its chronic absenteeism rate for low-income students by 5%. At Arrow High School, suspension rates for Hispanic and low-income student groups will decrease by 10%, while Bridges Community Day School will achieve a 10% reduction in suspension rates for all student groups. Additionally, by the end of the 2025-26 school year, the high school graduation rate for low-income students at Arrow High School will increase to 94%. By the end of the 2025–26 school year , both Arrow High School & Bridges Community Day School’s chronic absenteeism rates for all students and specifically for Hispanic student groups will decrease by 10%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Arrow Continuation High School, Bridges Community Day School and Oak Knoll Virtual Academy aim to close achievement gaps, enhance cultural competency, and support the holistic development of every student through targeted actions, regular monitoring, and community collaboration. As a result of these actions, the goal is to improve school climate and increase attendance rates.

Arrow Continuation High School aims to increase student achievement. Based on 2024 dashboard data, the following student groups are in need of support for these specific indicators:
Suspension Rate - Hispanic, Socioeconomically Disadvantaged, All Students
Graduation Rate - Hispanic, Socioeconomically Disadvantaged, All Students
College & Career Indicator- Hispanic, Socioeconomically Disadvantaged, All Students

Bridges Community Day School aims to increase school climate and student achievement. Although the CA Dashboard did not provide performance levels for student groups at Bridges, educational partners have determined the need to support students in decreasing suspensions and chronic absenteeism.

Oak Knoll Virtual Academy aims to decrease chronic absenteeism and increase student achievement. Based on 2024 dashboard data, the following student groups are in need of support for these specific indicators:
Chronic Absenteeism - Hispanic, Socioeconomically Disadvantaged, All Students

Based on Arrow High School, Bridges Community Day School and Oak Knoll Virtual Academy's identification for equity multiplier funds, the site leadership team worked closely with educational partners in developing this focus goal along with specific actions. These actions ensure all students, regardless of their backgrounds, have equitable access to high-quality educational resources, inclusive curricula, and supportive learning environments. Key areas include equitable distribution of high-quality educational resources, adoption of inclusive curricula and instructional practices, targeted support to improve academic performance across all student groups, development of a nurturing and safe school environment, and enhanced engagement with families and communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP	Arrow High School: ELA: 15.39% met or exceeded Math: 5.88% met or exceeded Based on the 2022-2023 CAASPP Reporting Dashboard 24-25 Added Baselines: Oak Knoll Virtual Academy ELA: All Students 101.7 Points below standard ELA: Hispanic 92.5 Points below standard Math: All Students 172.6 Points below standard	Arrow High School: ELA: 15.39% met or exceeded Math: 3.85% met or exceeded Based on the 2023-2024 CAASPP Reporting Dashboard		Arrow High School: ELA: 25% meet or exceed Math: 20% meet or exceed Oak Knoll Virtual Academy: ELA: Decrease points below standard by 20% Math: Decrease points below standard by 20%	Arrow High School: ELA: 0 Math: -2.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math: Hispanic 177.2 Points below standard Based on 2023-2024 CAASPP Reporting Dashboard				
4.2	High School Graduation Rates	Arrow High School 91.9% graduation rate based on 2023 California Dashboard 24-25 Added Baselines: Arrow High School - Hispanic 86.8% graduation rate based on 2024 California Dashboard Arrow High School - Socioeconomically Disadvantaged 87% graduation rate based on 2024 California Dashboard	Arrow High School - All Students 87.5% graduation rate based on 2024 California Dashboard		Arrow High School 100% graduation rate	Arrow High School :-4.4%
4.3	Attendance Rates	Attendance rates for the 2022-23 school year: Arrow High School: 72.03%, based on 9-12 2022-23 P2 data	Attendance rates for the 2023-24 school year: Arrow High School: 93.37%,		Attendance Rates: Arrow High School: 85% average over a three year period	Arrow High School: +21.34% Bridges CDS: +48.66%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Bridges CDS: 5.68%, based on 9-12 2022-23 P2 data Oak Knoll Virtual Academy: 95.08% based on 2023-24 P2 data	based on 9-12 2023-24 P2 data. Bridges CDS: 54.34%, based on 9-12 2023-24 P2 data		Bridges CDS: 60% average over a three year period Oak Knoll Virtual Academy: 98% over a three year period	
4.4	Chronic Absenteeism	Arrow High School: All: 84.2% Bridges Community Day School: All: 84% Data based on the 2022-23 Data Quest 24-25 Added Baseline: Oak Knoll Virtual Academy: All: 21.4% Hispanic: 17.6% Socioeconomically Disadvantaged: 25.9% Data based on 2023-2024 Dashboard	Arrow High School: All: 86% Hispanic: 88.8% Bridges Community Day School: All: 90.5% Hispanic: 88.9% Data based on the 2023-24 Data Quest		Decrease chronic absentee rate by a 15% average over three years.	Arrow High School : +1.8% Bridges Community Day School: +6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Suspension Rates	Suspension Rate: Arrow High School: All students: 26.7% Hispanic: 29.3% Socioeconomically Disadvantaged: 30% Bridges CDS: All students: 62.5% Hispanic: 62.5% Data based on 2023 California Dashboard	Suspension Rate: Arrow High School: All students: 30.1% Hispanic: 28.3% Socioeconomically Disadvantaged: 29.4% Bridges CDS: All students: 57.7% Hispanic: 59.1% Data based on 2024 California Dashboard		Arrow High School: Decrease suspension rate by a 10% average over three years for all students, and Hispanic students Bridges CDS: Decrease suspension rate by a 10% average over three years for all students, and Hispanic students	Arrow High School: all students +3.4% Hispanic: -1% Bridges CDS: all students: -4.8% Hispanic: -3.4%
4.6	Parent Participation	Administer an annual parent survey to measure the level of parent participation in the district and/or schools To be developed by school/district administration	Inadequate number of responses received from parent survey		By the end of year three, at least 50% of parents indicate participation in the school	Inadequate number of responses received from parent survey
4.7	College & Career Indicator	Arrow High School: All Students: 2.2% Hispanic: 2.7% Socioeconomically Disadvantaged: 0%			10% average increase over the next two years.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Based on 2024 California Dashboard Data *New Baseline as of 24-25				

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Both Arrow High School & Bridges Community Day Schools implemented a range of actions, including professional development, blended learning models, community engagement initiatives, targeted academic interventions, and the integration of supplemental materials. While some successes were observed, challenges remain, particularly in reducing suspensions, improving attendance, and enhancing academic performance.

Implementation Status:
Action 4.1: Professional Development - Fully Implemented
Action 4.2: Enhance Accessibility with Online Instruction - Fully Implemented
Action 4.3: Community Engagement - Partially Implemented
Action 4.4: Targeted Interventions - Fully Implemented
Action 4.5: Supplemental Materials to Support Diverse Learners - Fully Implemented

Successes:
-Professional Development: Educators demonstrated an increased application of culturally responsive teaching, trauma-informed practices, and restorative approaches. Improved school climate and strengthened teacher-student relationships.
-Community Engagement: Increased parent involvement and access to resources through dedicated personnel and organized workshops. Enhanced support for students and families through targeted outreach and communication.
-Targeted Interventions: Effective implementation of small-group tutoring, mentoring programs, and personalized academic support, particularly at Bridges Community Day School. Integration of intervention curricula and diagnostic testing for ELA and Math.
-Flexible Learning: The blended learning model at Arrow High School provided alternative learning opportunities, promoting engagement for students with inconsistent attendance.
-Supplemental Materials to Support Diverse Learners: Schools integrated inclusive instructional materials and AVID strategies to support diverse learners. Expanded access to online A-G ELA and Math courses for additional learning support.

Challenges:

- Suspension Rates: Although Bridges Community Day School saw a slight reduction in suspension rates, Arrow High School experienced an increase in suspensions. Continued efforts are needed to implement restorative practices and address behavioral challenges.
- Attendance: Chronic absenteeism remains a significant issue, with rates exceeding 84% at both schools. Continued implementation of the ACES program, attendance interventions, and student incentives and will be required to meet goals.
- Graduation Rates: Arrow High School's graduation rate declined from 91.9% to 87.5% despite blended learning options. Continue application of culturally responsive teaching, trauma-informed practices, and restorative approaches to decrease cultural barriers and increase graduation rates.
- Academic Performance: Limited academic progress has been shown during the first year of implementation. While ELA proficiency rates have neither increased or decreased, Math proficiency rates have declined at Arrow High School. Continued implementation of small-group tutoring, mentoring programs, and personalized academic support are needed along with intervention curriculum and diagnostic testing.

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.

The following material differences reflected in Actions outlined for Goal 4 in the 2024-25 LCAP:

Action 4.1: Professional Development

There is a material difference in Action 1 due to a team of eight staff members attending the Trauma-Informed Schools Conference in Atlanta, Georgia, and the Innovative Schools Conference in Las Vegas, Nevada. These professional development opportunities significantly strengthened the school's focus on culturally responsive teaching, trauma-informed practices, and restorative approaches. As a result, staff returned with enhanced strategies that directly support improved school climate and stronger teacher-student relationships at Arrow High School.

Action 4.2: Enhance Accessibility with Online Instruction

There is a material difference in Action 2 due to the purchase of additional online curriculum, specifically Apex and Fuel Education. The implementation of this blended learning model successfully increased student engagement, particularly for those requiring flexible schedules, and provided greater access to credit recovery and personalized learning opportunities.

Action 4.3: Community Engagement

There is a material difference in Action 3 due to the Community Liaison position, originally budgeted under this action, being funded through Community Schools resources instead. The Community Liaison plays a critical role in strengthening school-community connections by facilitating communication, outreach, and engagement between the school and its families, helping to build trust and support student success.

Action 4.4: Targeted Interventions

Spending in Action 4 was lower than anticipated. Although additional instructional support was provided for Arrow High School through the hiring of temporary ELA and Math intervention staff, the funding for these positions was ultimately covered by the Comprehensive Support and Improvement (CSI) grant instead of the original budgeted funding.

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

While various actions under LCAP Goal 4 have shown progress in student engagement, relationship-building, and community involvement, the challenges in reducing suspension rates, improving attendance, and enhancing academic achievement remain significant.

Action 4.1: Professional Development

This action item was somewhat effective. Year two of implementation should demonstrate a positive effect on student outcomes. Professional development initiatives demonstrated moderate success. Classroom observation data and teacher feedback highlighted improved student engagement and strengthened teacher-student relationships, especially among underserved populations. Teachers applied culturally responsive practices, resulting in reduced behavioral incidents in some classrooms. Suspension rates at Arrow High School increased from 26.7% to 30.1%, though Bridges Community School saw a slight decrease from 62.5% to 57.7%. CAASPP math proficiency declined from 5.88% to 3.85%, and ELA proficiency remained the same at 15.39% for Arrow High School.

Action 4.2: Enhance Accessibility with Online Instruction

This action item was somewhat effective. The blended learning models at both Arrow High School successfully increased engagement for students needing flexible schedules. Some students with prior attendance challenges maintained regular participation in online sessions. The implementation of the ACES program at both Bridges and Arrow High School assisted with increasing attendance rates of the most chronically absent students in the 24-25 school year. During the 23-24 school year, graduation rates declined at Arrow High School from 91.9% to 87.5%, though the prospect of an increase in the 24-25 school year seems promising.

Action 4.3: Community Engagement

This action item was somewhat effective. Increased parent communication and participation were observed, leading to better student attendance, particularly at Bridges Community Day School. Partnerships with organizations like Just Us 4 Youth Connect and RESQ, as well as social worker home visits, improved family engagement and attendance. Limited participation from working parents and inconsistent attendance at workshops remain barriers. Parent participation was measured by parents workshop attendance, attendance at school events, and Attendance Matters Meetings with families. There were an inadequate number of responses received from the parent survey which did not allow for reliable data. Effort will be made to get surveys out to parents in a timely manner during the 2025-26 school year. In addition, opportunities will be provided for parent surveys to be completed during school events and parent/teacher conferences. The increase in student attendance does show evidence that parents feel connected and are working with staff to model and communicate the importance of school attendance to their students. Arrow High School's 2023-24 attendance rate was 93.37%, a +21.34% difference from the 2022-23 baseline. Bridges 2022-23 attendance rate was 54.34%, a +48.66% difference from the 2022-23 baseline.

Action 4.4: Targeted Interventions

This action item is somewhat effective. Mentoring and tutoring programs showed some success, with students demonstrating improved classroom engagement and course completion at Bridges Community Day School. Arrow High School's 2023-24 attendance rate was 93.37%, a +21.34% difference from the 2022-23 baseline. Bridges 2022-23 attendance rate was 54.34%, a +48.66% difference from the 2022-23 baseline. Students receiving mentoring at both Arrow High School and Bridges Community Day School exhibited better attendance and modest gains in test scores. Arrow High School CAASPP math proficiency declined from 5.88% to 3.85%, while ELA proficiency remained almost unchanged at 15.39%. Outcomes are expected to improve for the 24-25 with the implementation of this action item.

Action 4.5: Supplemental Materials to Support Diverse Learners

This action was somewhat effective at both Arrow High School & Bridges. The implementation of IXL diagnostics and culturally inclusive curriculum materials at both Arrow High School and Bridges Community Day School led to greater student engagement. However, measurable academic progress was limited. Enhanced student interest and participation in learning activities were observed. Arrow High school 2023-24 Math proficiency dropped from 5.88% to 3.85%, with no change in ELA proficiency, though outcomes would be expected to improve for the 24-25 with the implementation of this action item.

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.

Action 4.1: Professional Development:

Expanded Follow-Up Support: Provide ongoing coaching and mentorship programs to ensure sustained application of culturally responsive practices.

- Establish multidisciplinary teams to provide intensive behavioral support, conduct restorative circles, and reduce suspension rates.
- Develop math intervention programs, provide additional tutoring support, and integrate technology-based learning solutions.
- Partner with local organizations to provide culturally relevant resources and guest speakers for both staff and students.

Action 4.2 Enhance Accessibility with Online Instruction:

To address the decline in graduation rates, Arrow High School will implement the following changes for the upcoming year:

- Enhanced Academic Support: Expand tutoring services.
- Professional Development: Provide additional training for teachers to improve instructional strategies and student engagement.

Action 4.4: Targeted Interventions

Increase access to tutoring with expanded hours, and targeted mentoring programs to support student learning. These refinements are anticipated to enhance the impact of the targeted intervention programs, leading to improved academic outcomes for at-risk students.

- Offer additional tutoring sessions, including virtual options to address attendance challenges.
- Develop math intervention programs, provide additional tutoring support, and integrate technology-based learning solutions.

-Conduct workshops to educate families on supporting their children’s academic progress and encourage student participation in interventions.

Action 4.5: Supplemental Materials to Support Diverse Learners: Supplement current materials with additional intervention resources, provide further teacher training in differentiated instruction, and closely monitor student progress using diagnostic assessments. These initiatives aim to improve student proficiency in both ELA and Math, ensuring all students receive the support needed to succeed academically.

- Expand the use of IXL diagnostics to identify learning gaps and provide more personalized interventions.
- Add additional ELA and Math planning days to refine instructional strategies and share best practices.
- Offer more real-world learning experiences to contextualize classroom instruction.

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	Professional Development	Provide professional development for teachers on culturally responsive teaching and inclusive educational practices, ensuring they are equipped to handle diverse classroom dynamics sensitively. Develop and implement a comprehensive program that incorporates trauma-informed and restorative practices. Train staff in socio-emotional learning techniques and crisis intervention to address and mitigate disengagement.	\$17,500.00	No
4.2	Enhance Accessibility with Online Instruction	Offer a blend of in-person and online learning options to cater to various learning preferences and needs. Utilize technology to facilitate access to resources and enable flexible learning schedules, supporting students who may face barriers to traditional schooling.	\$25,000.00	No
4.3	Community Engagement	Implement personnel dedicated to maintaining communication with parents about student attendance and facilitating access to essential resources such as food, clothing, and medical services for families. Host workshops and forums to educate parents on how they can support their children’s academic and social development.	\$62,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Targeted Interventions	Launch targeted intervention programs, including tutoring and mentoring, specifically designed to support students who are academically at risk, ensuring they receive the personalized attention and resources needed to succeed.	\$40,000.00	No
4.5	Supplemental Materials to Support Diverse Learners	Provide supplemental materials and resources to integrate diverse perspectives and histories, ensuring that all students see themselves reflected in their learning. Regularly review and update instructional materials to maintain relevance and inclusiveness.	\$46,050.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$12,232,307.00	\$1,263,599.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.295%	0.000%	\$0.00	26.295%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Action: Provide increased levels of counseling services. Need: -Low-Income Students: During the 2023-24 school year, 5.4% of our Socioeconomically Disadvantaged students (SED) were suspended at least one day in comparison to only 4.6% of All students. Additionally, 25.4% of SED students were	Action Summary: COUSD has expanded counseling services districtwide and implemented a comprehensive Social-Emotional Learning (SEL) curriculum at all school sites to better support low-income students, foster youth, and English Learners. As part of its Community Schools initiative, the district is hiring licensed mental health professionals, including MSWs, LCSWs, and therapists, who will provide school-based mental health therapy, Tier 2 and Tier 3 interventions, and facilitate restorative	Chronic Absenteeism Rates: We will monitor chronic absenteeism for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 3, Metric 2). Suspension Rates: We will monitor suspension rates

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
	chronically absent in comparison to 21.2% of All students. Foster Youth: During the 2023-24 school year 6.3% of our Foster Youth students were suspended at least one day in comparison to only 4.6% of All students. Additionally, 27.2% of EL students were chronically absent in comparison to 21.2% of All students. English Learners (ELs): During the 2023-24 school year, 7.2% of our English Learner's and 15% of our Long Term English Learner's (LTELs) were suspended at least one day in comparison to only 4.6% of All students. 27.7% of our LTEL students were chronically absent in comparison to 21.2% of All students. Data from the California Dashboard indicates that only 42.3% of ELs are making progress toward English language proficiency, with a decline of 10.9% in the previous year. Identified Need: Low-income students, foster youth, and English Learners in COUSD continue to experience persistent challenges that impact their academic achievement, school attendance, and overall well-being. These students often face multiple, compounding barriers, including heightened stress, limited access to academic and mental health resources, and unstable home environments, which contribute to higher rates of chronic	practices. In addition, the district is broadening its parent and community workshop offerings to strengthen the support network around students. Rationale for LEA-Wide Implementation: Equitable Access: Implementing these services across the entire district ensures that every student, regardless of school site, has equal access to mental health and academic supports. This strategy eliminates disparities caused by resource gaps between campuses. Holistic Student Support: Providing comprehensive mental health services alongside academic interventions creates a well-rounded support system that addresses students' social-emotional needs, improves school climate, and fosters academic success. Targeted and Responsive Interventions: Enhanced counseling services are designed to meet the specific needs of vulnerable student populations. By addressing underlying factors contributing to absenteeism, behavioral challenges, and academic underperformance- such as trauma, poverty, and language barriers—the district can provide meaningful and lasting support.	for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 3, Metric 10).

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
	absenteeism, suspensions, and disengagement from school. Qualitative data collected through focus groups with educational partners, including parents, students, and staff, corroborate these findings. Stakeholders consistently identified the need for increased access to school counselors to support students' social-emotional and mental health needs. Additionally, there was a strong call for more classroom support personnel, particularly to assist English Learners with language development and targeted academic interventions. This data highlights the need for expanded and targeted support systems to improve both academic and behavioral outcomes for these high-need student populations. Scope: LEA-wide		
1.5	Action: Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes. Need: Low-Income Students: During the 2023-24 school year, 45.68% of SED students met or exceed standards on the ELA CAASPP in comparison to	How the Actions Address Student Needs: Reduced Class Sizes: This is particularly beneficial for unduplicated students (low-income students, foster youth, and English Learners) who often require differentiated support to meet their academic and emotional needs. Smaller classes also enhance classroom management and allow teachers to better monitor student progress.	Academic Performance: We will monitor academic performance on both the ELA and Math CAASPP assessments for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 2, Metric 4).

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
	51.33% of All students. 33.29% of SED students met or exceed standards on the Math CAASPP in comparison to 38% of All students. - Foster Youth: During the 2023-24 school year, 46.15% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.33% of All students. 15.38% of Foster youth met or exceed standards on the Math CAASPP in comparison to 38% of All students. - English Learners (ELs): During the 2023-24 school year, 17.99% EL students and 12.5% of LTELs met or exceed standards on the ELA CAASPP in comparison to 51.33% of All students. 13.11% of EL students and 3.23% of LTELs met or exceed standards on the Math CAASPP in comparison to 38% of All students. Identified Needs: Qualitative data captured via focus groups from educational partners (administrators and teachers) indicate that increased FTE at each site would benefit all three student groups in order to improve student academic and mental health outcomes. Scope: LEA-wide	More Personalized Instruction: With additional teachers, the district can implement targeted instructional strategies such as small-group learning and one-on-one interventions. These approaches are critical for English Learners developing language proficiency and for low-income students who may need extra academic support to close learning gaps. Stronger Teacher-Student Connections: Smaller class sizes foster stronger relationships between teachers and students, creating a more supportive and responsive learning environment. These relationships are vital for student engagement and mental wellness, especially for foster youth who may lack stability in other areas of their lives. Rationale for LEA-Wide Implementation: Ensuring Equitable Access: Deploying additional full-time teachers across all school sites guarantees that students—regardless of which school they attend—have equitable access to high-quality instruction and academic support. Promoting Instructional Consistency: Implementing this strategy district-wide helps maintain uniform class sizes and instructional quality. This consistency is essential for addressing systemic disparities that contribute to achievement gaps and chronic absenteeism among unduplicated student groups. Providing Holistic Student Support: A district-wide approach that addresses both academic and social-emotional needs through smaller class sizes	

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
		and individualized instruction creates a comprehensive support system. This is especially crucial for low-income students, foster youth, and English Learners, who often face overlapping challenges that impact their success in school.	
1.6	Action: Provide classified classroom support personnel to raise academic outcomes for high-needs students. Need: • Low-Income Students: During the 2023-24 school year, 45.68% of SED students met or exceed standards on the ELA CAASPP in comparison to 51.33% of All students. 33.29% of SED students met or exceed standards on the Math CAASPP in comparison to 38% of all students. 32.4% of SED students were chronically absent in comparison to 28.5% of all students. • Foster Youth: During the 2023-24 school year, 46.15% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.33% of all students. 15.38% of Foster youth met or exceed standards on the Math CAASPP in comparison to 38% of all students. 35.7% of Foster youth were chronically absent in comparison to 28.5% of all students.	District-Wide Classified Support Personnel for Student Success Charter Oak Unified School District (COUSD) meets the academic and wellness needs of all students, especially English Learners, low-income students, and foster youth, through the strategic deployment of classified support personnel such as instructional aides, health clerks, librarians and media techs across all school sites. This approach ensures equitable access to essential academic, physical, and emotional support services that contribute to student growth and success. Rationale for District-Wide Implementation: Equitable Access: By providing classified support personnel all students have access to essential academic and health services. This is particularly critical for unduplicated students who may face additional barriers to success. Positive Student Outcomes: Strategically placing support personnel in key roles enhances student engagement, improves attendance, and boosts academic performance. This initiative is a proactive step toward closing equity gaps and ensuring that every student has the tools and support needed to succeed.	Academic Performance: We will monitor academic performance on both the ELA and Math CAASPP assessments for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 2, Metric 4). Chronic Absenteeism Rates: We will monitor chronic absenteeism for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 3, Metric 2).

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
	English Learners (ELs): During the 2023-24 school year, 17.99% EL students met or exceed standards on the ELA CAASPP in comparison to 51.33% of all students. 13.11% of EL students met or exceed standards on the Math CAASPP in comparison to 38% of all students. 27.8% of EL students were chronically absent in comparison to 28.5% of all students. Identified Need: Low income, Foster youth and ELs would benefit from enhanced academic, personnel and resource supports to increase student outcomes. Scope: LEA-wide		
1.9	Action: Provide technology, software programs, and other resources to help identify and intervene for English Learner, Foster Youth, and Low-Income students in academic need. Need: Low-Income Students: During the 2023-24 school year, 43.74% of SED students met or exceed standards on the ELA CAASPP in comparison to 51.46% of all students. 29.79% of SED students met or exceed standards on the Math CAASPP in	District-Wide Provision of Technology and Academic Resources Providing technology, software, and related resources across all school sites is a strategic initiative designed to support the academic needs of low-income, foster youth, and English Learner students throughout the district. Offering these resources on an LEA-wide basis ensures equitable access to essential tools and academic support for all students. Key Actions: Take-Home Chromebooks:	Academic Performance: We will monitor academic performance on both the ELA and Math CAASPP assessments for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 2, Metric 4). Chronic Absenteeism Rates: We will monitor chronic absenteeism for our low-income students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	comparison to 37.38% of all students. 32.4% of SED students were chronically absent in comparison to 28% of all students. - Foster Youth: During the 2023-24 school year, 35.29% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.46% of all students. 23.53% of Foster youth met or exceed standards on the Math CAASPP in comparison to 37.38% of all students. 23.9% of Foster youth were chronically absent in comparison to 28% of all students. - English Learners (ELs): During the 2023-24 school year, 16.46% EL students met or exceed standards on the ELA CAASPP in comparison to 51.46% of all students. 11.70% of EL students met or exceed standards on the Math CAASPP in comparison to 37.38% of all students. 27.8% of EL students were chronically absent in comparison to 28% of all students. Identified Need: Qualitative data captured via focus groups from educational partners (parents and teachers) indicate Low income, Foster youth and ELs would benefit from access to technology and software resources would increase academic achievement and remove any barriers that may persist.	COUSD will distribute take-home Chromebooks to low-income, English Learner, and foster youth students who request them. This ensures students have the technology needed to participate in digital learning, complete assignments, and access online educational resources from home. Data Analysis Software: The district employs software that provides detailed achievement data and analysis, helping to identify performance gaps. These insights enable timely, targeted interventions tailored to student needs. Intervention Software: COUSD will invest in intervention programs focused on closing gaps in English Language Arts and math. These programs offer personalized learning experiences designed to help students master essential skills. One-to-One Technology Advancement: The district will continue to expand and upgrade its one-to-one device initiative, ensuring all students, especially unduplicated groups, have access to current technology. Rationale for LEA-Wide Implementation: Equitable Access to Resources: By providing these supports district-wide, COUSD ensures every student has equal access to vital technology and academic tools, regardless of their school site. This approach helps eliminate resource disparities and supports unduplicated pupils consistently.	foster youth, and English learners, as well as all students (measured by Goal 3, Metric 2).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Consistency in Academic Support: A uniform district-wide implementation guarantees consistent academic interventions and support, which is critical for addressing achievement gaps and attendance challenges. Comprehensive Student Support: Integrating technology, data analytics, and personalized interventions creates a holistic framework to improve outcomes for students, particularly those from vulnerable populations. Efficiency and Scalability: Centralized procurement and distribution streamline costs and logistics, allowing for efficient, scalable deployment of technology and software to all schools. Data-Driven Decision Making: District-wide use of data analysis tools enhances the ability to monitor student progress, identify trends, and implement responsive strategies at both school and district levels. Support for Remote Learning: A robust, district-wide technology infrastructure ensures continuity of learning during unforeseen disruptions, such as school closures, benefiting especially those students who might lack home access otherwise. Collaboration and Professional Growth: Providing these resources district-wide encourages collaboration among educators, promoting the sharing of best practices and	

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
		offering professional development opportunities that enhance instructional effectiveness.	
2.7	Action: Certificated Intervention Specialists at all elementary school sites ensures that the academic and social emotional needs of our low income students, foster youth, and English Learners Need: • Low-Income Students: During the 2023-24 school year, 45.68% of SED students met or exceed standards on the ELA CAASPP in comparison to 51.33% of All students. 33.29% of SED students met or exceed standards on the Math CAASPP in comparison to 38% of All students. 32.4% of SED students were chronically absent in comparison to 28.5% of all students. • Foster Youth: During the 2023-24 school year, 46.15% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.33% of All students. 15.38% of Foster youth met or exceed standards on the Math CAASPP in comparison to 38% of All students. 35.7%% of Foster youth were chronically absent in comparison to 28.5% of all students.	Comprehensive Academic and Social-Emotional Support through Intervention Specialists To close achievement gaps and support the success of low-income students, foster youth, and English Learners, Charter Oak Unified School District (COUSD) will implement Intervention Specialists at all elementary school sites. These specialists will deliver tailored academic and social emotional interventions, ensuring students receive the individualized support necessary to thrive. Key Actions: Intervention Specialists at Every Elementary Site: These dedicated professionals will collaborate with principals and teachers to identify students in need of additional support. They will deliver individualized instruction, facilitate small group interventions, and monitor progress to ensure students stay on track academically and emotionally. Collaborative Classrooms: Funding will be allocated for classroom materials and supplies to support the creation of collaborative, engaging learning environments. These classrooms will foster student interaction, participation, and hands-on learning key components in promoting academic success and emotional well being. Targeted Interventions and Progress Monitoring:	Academic Performance: We will monitor academic performance on both the ELA and Math CAASPP assessments for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 2, Metric 4).

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
	English Learners (ELs): During the 2023-24 school year, 17.99% EL students met or exceed standards on the ELA CAASPP in comparison to 51.33% of All students. 13.11% of EL students met or exceed standards on the Math CAASPP in comparison to 38% of All students. 27.8% of EL students were chronically absent in comparison to 28.5% of all students. Identified Needs: Qualitative data captured via focus groups from educational partners (administrators and teachers) indicate that an intervention specialist at each elementary site would benefit all three student groups in order to improve student academic outcomes. Scope: LEA-wide	Intervention Specialists will develop and implement targeted intervention plans for students requiring additional support. These plans will be regularly reviewed and adjusted to ensure interventions remain effective and responsive to student progress. Professional Collaboration and Support: Specialists will lead collaborative efforts among educators to share best practices and intervention strategies, building a unified and effective approach to supporting high needs students across the district. Rationale for District Wide Implementation: Equitable Access: Deploying Intervention Specialists at every elementary school ensures all students, regardless of background or school location, have equitable access to high quality academic and social emotional support. Whole Child Approach: This initiative supports the academic and emotional development of all students, particularly those facing additional barriers to success. By addressing diverse needs holistically, COUSD can create a more inclusive, supportive, and effective educational environment.	
2.8	Action: Improve College and Career readiness indicators by providing rigorous and relevant academic programs for English Learner, Foster and Low-Income students.	Improving College and Career Readiness COUSD is committed to improving college and career readiness by providing rigorous academic opportunities and comprehensive support systems that ensure all students particularly those from	Academic Performance: We will monitor academic performance on both the ELA and Math CAASPP assessments for our low-income students, foster

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: • Low-Income Students: During the 2023-24 school year, 45.68% of SED students met or exceed standards on the ELA CAASPP in comparison to 51.33% of All students. 33.29% of SED students met or exceed standards on the Math CAASPP in comparison to 38% of All students. 32.1% of SED students were considered college & career ready in comparison to 37.6% of all students. • Foster Youth: During the 2023-24 school year, 46.15% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.33% of All students. 15.38% of Foster youth met or exceed standards on the Math CAASPP in comparison to 38% of All students. 33.3% of Foster youth were considered college & career ready in comparison to 37.6% of all students. • English Learners (ELs): During the 2023-24 school year, 17.99% EL students met or exceed standards on the ELA CAASPP in comparison to 51.33% of All students. 13.11% of EL students met or exceed standards on the Math CAASPP in comparison to 38% of All students. 10.3% of EL students were considered college & career ready in comparison to 37.6% of all students.	underserved backgrounds are prepared for success beyond high school. Key Strategies: Advanced Placement (AP) and International Baccalaureate (IB) Programs: Expanding access to AP and IB coursework offers students the opportunity to engage in college level academics while still in high school. These programs are particularly impactful for low income and minority students, providing rigorous learning experiences and the potential to earn college credit. Dual Enrollment: Dual enrollment programs allow students to take college courses while completing high school, giving them early exposure to postsecondary academics. This strategy helps demystify the college experience and supports higher education aspirations, especially among first-generation and low-income students. AVID (Advancement Via Individual Determination): AVID equips students with the skills and strategies needed for college success. The program provides targeted academic support, college preparation activities, and mentorship proven especially beneficial for foster youth and socioeconomically disadvantaged students. Professional Development: Ongoing professional development for teachers, instructional aides, and AVID advisors strengthens staff capacity to deliver high-quality instruction.	youth, and English learners, as well as all students (measured by Goal 2, Metric 4). College and Career Indicator: We will monitor college and career readiness indicators on the CA School Dashboard for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 2, Metric 8).

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
	Identified Need: Based on the data, low-income, and foster youth students have particularly low readiness rates, highlighting the need for access to rigorous academic programs. Scope: LEA-wide	Training emphasizes differentiated instruction, equity-focused practices, and strategies tailored to support high-needs student populations. Supplemental Instructional Materials and Software: Providing targeted academic tools, including adaptive software and supplemental resources, enhances classroom learning. These supports are critical for English Learners and low-income students who may require additional academic intervention to meet grade-level standards. Parent Education Programs: Expanding parent education opportunities empowers families to navigate the college admissions process, understand financial aid options, and actively support their child's academic journey. Engaging parents in this way helps establish a strong, district-wide college-going culture. Rationale for LEA-Wide Implementation: Equitable Access: Offering these academic and support programs across all school sites ensures that every student, regardless of income, language background, or school of attendance has equal access to college and career readiness opportunities. Consistency in Academic Quality: A district-wide approach guarantees uniform expectations, curriculum rigor, and support services. This consistency is essential to addressing systemic achievement gaps and	

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
		ensuring all students are equally prepared for postsecondary success. Comprehensive and Holistic Support: By integrating academic rigor with social emotional support and family engagement, COUSD is creating a well rounded educational environment that nurtures each student's potential. This multifaceted approach addresses the diverse needs of all learners, preparing them for life beyond high school.	
3.1	Action: Provide mental health services and support in order to improve student engagement and attendance. Need: • Low-Income Students: During the 2023-24 school year, 32.4% of SED students were chronically absent in comparison to 28.5% of all students. • Foster Youth: During the 2023-24 school year, 35.7%% of Foster youth were chronically absent in comparison to 28.5% of all students. • English Learners (ELs): During the 2023-24 school year, 27.8% of EL students were chronically absent in comparison to 28.5% of all students. Identified Need:	Contributing Action: Comprehensive Mental Health and Engagement Support Charter Oak Unified School District (COUSD) is implementing a comprehensive, district-wide approach to mental health services and student engagement to address the needs of chronically absent and disengaged English Learners, Foster Youth, and Low-Income students. By proactively addressing mental health challenges, the district aims to improve student attendance, increase engagement, and foster a supportive and inclusive school climate that promotes overall student well-being and academic success. Planned Actions: Home Visits and Mentorship Programs: COUSD will continue conducting home visits and facilitating mentorship programs to build strong relationships between families and school staff, enhancing communication and promoting consistent student attendance. Attendance Incentive Programs:	Chronic Absenteeism Rates: We will monitor chronic absenteeism for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 3, Metric 2).

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
	These three student groups face multiple barriers that impact their academic performance and attendance. Increased levels of stress, limited access to resources, and unstable home environments contribute to higher rates of chronic absenteeism and lower attendance rates. Qualitative data captured via focus groups from multiple educational partners (parents, students, and staff) indicate that increased access to counselors would benefit these three student groups. Scope: LEA-wide	School-wide attendance challenges with meaningful incentives will be implemented to encourage regular attendance in a fun, collaborative, and motivating way. Attendance Monitoring Systems: The district will continue utilizing its attendance tracking system to identify and intervene early when attendance concerns arise, ensuring timely support for students and families. Professional Development on Mental Health Awareness: Ongoing training for all staff will focus on recognizing signs of mental health challenges, understanding appropriate referral pathways, and incorporating culturally responsive, trauma-informed practices into their daily interactions. Peer Support Programs: COUSD will collaborate with social and community organizations to facilitate peer-led support groups on campuses. These groups, led by trained students and staff, will provide relatable and accessible mental health and emotional support for students. School-Based Mental Health and Wellness Centers: The district will maintain and expand on-campus wellness centers that provide accessible, confidential mental health services during the school day. Community Partnerships for Wraparound Care:	

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
		COUSD will strengthen partnerships with local mental health agencies to offer extended services beyond the school setting, including family counseling, crisis intervention, and community-based support groups. Rationale for District-Wide Implementation: Equitable Access to Mental Health Support: Many students—particularly those in historically underserved subgroups—face barriers to accessing mental health care. A district-wide model ensures consistent availability of resources at every school site, helping mitigate the impact of absenteeism and disengagement tied to unmet emotional and psychological needs. Targeted Impact Across School Sites: These actions are strategically designed to reduce chronic absenteeism among key student subgroups at the following school sites: Badillo Elementary: English Learners, Homeless Willow Elementary: English Learners Royal Oak Middle School: English Learners, Long-Term English Learners, White Oak Knoll Virtual Academy: All Students, Students with Disabilities Charter Oak Unified: Long-Term English Learners This integrated, districtwide initiative reflects COUSD’s commitment to equitable, responsive support systems that prioritize mental health and student engagement as foundational pillars for academic achievement and long-term success.	

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
3.2	Action: Provide outreach services to our UDP by supporting our district-wide community schools model. Need: Low-Income Students: During the 2023-2024 school year, 32.4% of SED students were chronically absent, compared to 28% of all students. Foster Youth: During the 2023-2024 school year, 23.9% of Foster Youth were chronically absent, compared to 28% of all students. English Learners (ELs): During the 2023-2024 school year, 27.8% of EL students were chronically absent, compared to 28% of all students. Identified Need: Qualitative data captured via focus groups from educational partners (parents and teachers) indicate that there is a need to enhance the connectivity between schools and the diverse families they serve, specifically among these three student groups. By strengthening ties through various outreach services, the district seeks to foster an inclusive educational environment where every student has the opportunity to succeed. Scope: LEA-wide	Actions: Parental and Community Engagement Initiatives: -Parent Workshops and Training Sessions: Conduct workshops that address the importance of regular school attendance and its impact on academic performance. Offer training sessions on strategies for overcoming common barriers to attendance, such as transportation, health, and early morning routines. -Community Engagement Events: Organize community events at school sites, including information fairs, multicultural events, and language support services, to integrate and engage diverse community members. -Outreach Programs: Deploy outreach teams to engage with families in their homes or community centers, focusing on the importance of educational support and resources available at the schools. Enhanced Language and Cultural Support: -Bilingual Support Staff: Employ bilingual educators and support staff to assist in communication with English learners and their families. -Cultural Competency Training: Provide ongoing cultural competency training for all staff to better understand and interact with the diverse cultures represented within the student population. Mental Health and Emotional Support Services: -School-Based Health Centers: Establish or enhance school-based health centers that provide	Chronic Absenteeism Rates: We will monitor chronic absenteeism for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 3, Metric 2). Suspension Rates: We will monitor suspension rates for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 3, Metric 10).

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
		mental health services, including counseling and crisis intervention, accessible during school hours. -Mental Health Awareness Programs: Implement semi-annual mental health literacy programs for students, parents, and staff to improve awareness, reduce stigma, and promote mental wellness. School Climate and Safety Initiatives: -Behavioral Interventions and Supports: Implement strategies across all schools to improve school climate and reduce disciplinary issues. -Safety and Emergency Response Training: Provide students and staff with training on safety protocols, including emergency response drills and conflict resolution techniques. Rationale: These actions are implemented on an LEA-wide basis to ensure all students, regardless of their background, benefit from a supportive and inclusive educational environment. This broad approach also allows for the sharing of resources and best practices across all schools within the district, promoting efficiency and cohesion in addressing these common challenges. Our district will continue to support parental engagement and education by hosting workshops and information sessions organized by our district Community Liaison through our Student & Family Resource Center and our Community School Program Specialists.	

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
		These sessions will help parents understand the importance of regular attendance, engage them in their children's education, and provide practical tools and strategies. The district will continue to establish school-based mental health and wellness centers to enhance access to these centers, which offer counseling and mental health services and create a supportive environment within the school. The district will continue to support and provide mental health literacy via regular mental health literacy programs for students, staff, and parents to improve understanding and reduce stigma around mental health issues.	

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
2.1	Action: Supplemental support for English learner (EL) students and Long-Term English Language Learners to acquire English proficiency and reclassification	Targeted Support for English Learners Providing supplemental, targeted support for English Learners (ELs) is essential to ensuring they acquire English proficiency and achieve academic success. Charter Oak Unified School District (COUSD) is committed to implementing a	2.10 English Learner Progress 2.13 Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Enhancing College and Career Readiness through Rigorous Academic and Enrichment Programs Charter Oak Unified School District (COUSD) is committed to improving college and career readiness by implementing a comprehensive suite of academic and enrichment programs, including Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment, and Advancement Via Individual Determination (AVID). These initiatives are designed to offer rigorous, relevant learning opportunities that empower all students—particularly those from historically underserved backgrounds—to succeed in post-secondary education and career pathways. To ensure effective implementation, COUSD will allocate resources toward additional staffing, program-related fees, and ongoing professional development. Supplemental instructional materials and educational software will be provided to enhance learning outcomes, with particular attention to the needs of English Learners, low-income students, and foster youth. Focus on English Learners (ELs) Demographics and Challenges: English Learners comprise 8.7% of COUSD's student population. Many of these students face significant challenges due to language barriers, which affect their ability to access and	multi-faceted approach that addresses the diverse needs of EL students, including Long-Term English Learners (LTELs), through personalized instruction, professional development, and increased family engagement. Key Actions: Language Development Assistants (LDAs): LDAs stationed at school sites offer direct support to EL students through classroom assistance, individual and small group tutoring, and improved school-to-home communication. Their role is pivotal in delivering personalized, consistent support that fosters language development and academic growth. EL Teacher on Special Assignment (TOSA): COUSD will hire an English Learner Teacher on Special Assignment to enhance instructional capacity across the district. This specialist will provide coaching for teachers and LDAs, model effective instructional strategies, and offer push-in support for designated English Language Development (ELD) sections, ensuring more intensive support for both ELs and LTELs. Staff Professional Development: Ongoing professional development will be provided for teachers, LDAs, instructional aides, and EL advisors to ensure staff are well-equipped to support EL students effectively. Training will focus on evidence-based instructional strategies that enhance language acquisition and content comprehension, with additional emphasis on addressing the needs of LTELs.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	succeed in core academic subjects, especially English Language Arts and Mathematics. Language Proficiency Data: According to the California School Dashboard, only 53.2% of EL students are making progress toward English language proficiency—a 6.2% decline from the previous year. This underscores the urgent need for intensified language development support and instructional scaffolding. Academic Performance at COHS: At Charter Oak High School, EL students often encounter difficulty accessing rigorous core instruction due to limited English proficiency. This gap highlights the necessity for targeted academic interventions to support both language acquisition and content mastery. Supporting Family Engagement Parent Engagement Needs: Many parents of English Learners face challenges navigating the educational system and may lack the tools and information necessary to effectively support their children's academic success. Expanding parent education and engagement initiatives will be essential to building strong school-home partnerships that reinforce learning and promote college-going aspirations. Scope: Limited to Unduplicated Student Group(s)	Supplemental Software and Curriculum: The district will implement software and instructional materials specifically designed to support language acquisition and academic achievement for EL students. These tools offer differentiated learning opportunities that can be tailored to individual student needs, helping accelerate progress for both newcomers and LTELs. Parent Education and Engagement: To strengthen the home-school connection, COUSD will expand parent education programs that guide families in navigating the school system and supporting their children's learning. Workshops and informational sessions will help parents better understand academic expectations and provide them with strategies to reinforce learning at home.	

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.

N/A

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.

Charter Oak Unified School District has devised a plan to utilize concentration grant add-on funds to increase services and supports for our students who are low-income, English learners, and/or foster youth.

The following goals/actions articulate where the District is meeting the requirements to increase the number of staff who provide direct services to students:

Increased counseling services are needed to support the social-emotional well-being and academic outcomes of students that are low-income, foster youth, and English Learners. These services are crucial in addressing the heightened mental health needs and improving academic performance and attendance rates among these vulnerable student populations. The add on 15% concentration grant funds will be utilized in the action item to maintain counseling services for unduplicated pupil population students. (Goal 1, Action 3)

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	NA	1:20
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:19

2025-26 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	\$46,519,197.00	\$12,232,307.00	26.295%	0.000%	26.295%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$36,464,479.19	\$21,031,548.36	\$2,428,751.31	\$2,200,109.42	\$62,124,888.28	\$43,363,397.34	\$18,761,490.94

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	Hire and maintain fully credentialed teachers.	All	No			All Schools	2024-2027	\$13,368,387.59	\$0.00	\$12,094,609.59	\$1,273,778.00	\$0.00	\$0.00	\$13,368,387.59	0%
1	1.2	Provide classified support staff.	Students with Disabilities	No			All Schools	2024-2027	\$3,778,945.23	\$0.00	\$0.00	\$2,106,021.55	\$0.00	\$1,672,923.68	\$3,778,945.23	0%
1	1.3	Provide increased levels of counseling services.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,925,494.44	\$0.00	\$1,925,494.44	\$0.00	\$0.00	\$0.00	\$1,925,494.44	0%
1	1.4	Provide the California Teachers Induction program (CTIP) for new teacher and administrator induction.	All	No			All Schools	2024-2027	\$0.00	\$201,702.00	\$201,702.00	\$0.00	\$0.00	\$0.00	\$201,702.00	0%
1	1.5	Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$5,790,657.02	\$0.00	\$5,790,657.02	\$0.00	\$0.00	\$0.00	\$5,790,657.02	0%
1	1.6	Provide classified classroom support personnel to raise academic outcomes for high-needs students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,588,944.01	\$0.00	\$1,560,086.78	\$28,857.23	\$0.00	\$0.00	\$1,588,944.01	0%
1	1.7	Maintain safe and clean schools and district facilities	All	No			All Schools	2024-2027	\$0.00	\$7,926,393.00	\$3,556,603.00	\$1,981,905.00	\$2,387,885.00	\$0.00	\$7,926,393.00	0%
1	1.8	Instructional Materials & Technology	All	No			All Schools	2024-2027	\$0.00	\$1,425,231.00	\$228,236.00	\$1,006,212.00	\$8,030.00	\$182,753.00	\$1,425,231.00	0%
1	1.9	Provide technology, software programs, and other resources to help identify and intervene for English Learner, Foster Youth, and Low-Income	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$235,000.00	\$235,000.00	\$0.00	\$0.00	\$0.00	\$235,000.00	0%

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
		students in academic need.														
1	1.10	Professional development	All	No			All Schools	2024-2027	\$0.00	\$151,643.00	\$71,051.00	\$34,700.00	\$0.00	\$45,892.00	\$151,643.00	0%
2	2.1	Supplemental support for English learner (EL) students and Long-Term English Language Learners to acquire English proficiency and reclassification	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$529,969.05	\$0.00	\$529,969.05	\$0.00	\$0.00	\$0.00	\$529,969.05	0%
2	2.2	Provide intentional academic instruction & support to improve literacy development, with a focus on reading	All	No			All Schools	2024-2027	\$343,467.37	\$45,952.47	\$0.00	\$377,060.59	\$0.00	\$12,359.25	\$389,419.84	0%
2	2.3	Provide intentional academic instruction & support to improve math achievement	All	No			All Schools	2024-2027	\$343,467.37	\$45,952.47	\$0.00	\$377,060.59	\$0.00	\$12,359.25	\$389,419.84	0%
2	2.4	Development and implementation of a multi-tiered system of support to meet the needs of each student	All	No			All Schools	2024-2027	\$841,180.15	\$248,290.00	\$811,043.84	\$248,290.00	\$30,136.31	\$0.00	\$1,089,470.15	0%
2	2.5	Improve academic and attendance outcomes for students with disabilities	Students with Disabilities	No			All Schools	2024-2027	\$7,966,527.75	\$4,275,540.00	\$453,354.73	\$11,735,488.02	\$2,700.00	\$50,525.00	\$12,242,067.75	0%
2	2.6	Provide Career Technical Education programs and improve accessibility and outcomes.	All	No			Specific Schools: Royal Oak MS, Charter Oak HS, Arrow HS 7-12	2024-2027	\$1,186,658.85	\$3,134,626.00	\$2,908,927.49	\$1,372,040.36	\$0.00	\$40,317.00	\$4,321,284.85	0%
2	2.7	Certificated Intervention Specialists at all elementary school sites ensures that the academic and social emotional needs of our low income students, foster youth, and English Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary schools	2024-2027	\$919,881.96	\$0.00	\$738,401.72	\$0.00	\$0.00	\$181,480.24	\$919,881.96	0%
2	2.8	Improve College and Career readiness indicators by providing rigorous and relevant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	\$1,298,894.16	\$56,392.00	\$1,355,286.16	\$0.00	\$0.00	\$0.00	\$1,355,286.16	0%

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
		academic programs for English Learner, Foster and Low-Income students.				Low Income										
3	3.1	Provide mental health services and support in order to improve student engagement and attendance.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,231,064.01	\$18,600.00	\$1,249,664.01	\$0.00	\$0.00	\$0.00	\$1,249,664.01	0%
3	3.2	Provide outreach services to our UDP by supporting our district-wide community schools model.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$85,966.82	\$25,380.00	\$111,346.82	\$0.00	\$0.00	\$0.00	\$111,346.82	0%
3	3.3	Social and emotional learning (SEL) and behavioral support curriculum and strategies.	All	No			All Schools	2024-2027	\$0.00	\$115,000.00	\$75,000.00	\$40,000.00	\$0.00	\$0.00	\$115,000.00	0%
3	3.4	Parent and community partnerships	All	No			All Schools	2024-2027	\$128,663.89	\$56,854.00	\$185,517.89	\$0.00	\$0.00	\$0.00	\$185,517.89	0%
3	3.5	Provide extracurricular experiences	All	No			All Schools	2024-2027	\$762,282.22	\$570,467.00	\$1,072,164.20	\$259,085.02	\$0.00	\$1,500.00	\$1,332,749.22	0%
3	3.6	Ensure school safety	All	No			All Schools	2024-2027	\$1,172,945.45	\$137,418.00	\$1,310,363.45	\$0.00	\$0.00	\$0.00	\$1,310,363.45	0%
4	4.1	Professional Development	All	No			Specific Schools: Arrow High, Bridges Community Day	2024-2027	\$5,000.00	\$12,500.00	\$0.00	\$17,500.00	\$0.00	\$0.00	\$17,500.00	0%
4	4.2	Enhance Accessibility with Online Instruction	All	No			Specific Schools: Arrow High, Bridges Community Day	2024-2027	\$5,000.00	\$20,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	0%
4	4.3	Community Engagement	All	No			Specific Schools: Arrow High, Bridges Community Day	2024-2027	\$60,000.00	\$2,500.00	\$0.00	\$62,500.00	\$0.00	\$0.00	\$62,500.00	0%
4	4.4	Targeted Interventions	All	No			Specific Schools: Arrow	2024-2027	\$30,000.00	\$10,000.00	\$0.00	\$40,000.00	\$0.00	\$0.00	\$40,000.00	0%

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
							High, Bridges Community Day									
4	4.5	Supplemental Materials to Support Diverse Learners	All	No			Specific Schools: Arrow High, Bridges Community Day	2024-2027	\$0.00	\$46,050.00	\$0.00	\$46,050.00	\$0.00	\$0.00	\$46,050.00	0%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$46,519,197.00	\$12,232,307.00	26.295%	0.000%	26.295%	\$13,495,906.00	0.000%	29.011 %	Total:	\$13,495,906.00
								LEA-wide Total:	\$12,965,936.95
								Limited Total:	\$529,969.05
								Schoolwide Total:	\$0.00

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	Provide increased levels of counseling services.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,925,494.44	0%
1	1.5	Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,790,657.02	0%
1	1.6	Provide classified classroom support personnel to raise academic outcomes for high-needs students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,560,086.78	0%
1	1.9	Provide technology, software programs, and other resources to help identify and intervene for English Learner, Foster Youth, and Low-Income students in academic need.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$235,000.00	0%

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 (%)
2	2.1	Supplemental support for English learner (EL) students and Long-Term English Language Learners to acquire English proficiency and reclassification	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$529,969.05	0%
2	2.7	Certificated Intervention Specialists at all elementary school sites ensures that the academic and social emotional needs of our low income students, foster youth, and English Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary schools	\$738,401.72	0%
2	2.8	Improve College and Career readiness indicators by providing rigorous and relevant academic programs for English Learner, Foster and Low-Income students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,355,286.16	0%
3	3.1	Provide mental health services and support in order to improve student engagement and attendance.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,249,664.01	0%
3	3.2	Provide outreach services to our UDP by supporting our district-wide community schools model.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,346.82	0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$57,546,170.61	\$53,214,330.31

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	Hire and maintain fully credentialed teachers.	No	\$12,563,660.45	\$13,340,070.02
1	1.2	Provide classified support staff.	No	\$3,546,023.87	\$3,953,029.66
1	1.3	Provide increased levels of counseling services.	Yes	\$1,142,455.37	\$1,116,437.36
1	1.4	Provide the California Teachers Induction program (CTIP) for new teacher and administrator induction.	No	\$103,266.00	\$108,801.49
1	1.5	Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes.	Yes	\$5,746,038.93	\$5,924,405.87
1	1.6	Provide classified classroom support personnel to raise academic outcomes for high-needs students.	Yes	\$1,397,470.73	\$1,749,992.72
1	1.7	Maintain safe and clean schools and district facilities	No	\$7,573,743.00	\$7,065,194.91
1	1.8	Instructional Materials & Technology	No	\$2,161,743.00	\$1,500,855.81
1	1.9	Provide technology, software programs, and other resources to help identify and intervene for English Learner, Foster Youth, and Low-Income students in academic need.	Yes	\$959,305.00	\$872,732.48

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	1.10	Professional development	No	\$227,801.00	\$221,498.51
2	2.1	Supplemental support for English learner (EL) students to acquire English proficiency and reclassification	Yes	\$502,074.53	\$463,063.73
2	2.2	Provide intentional academic instruction & support to improve literacy development, with a focus on reading	No	\$14,778.00	\$22,364.51
2	2.3	Provide intentional academic instruction & support to improve math achievement	No	\$14,778.00	\$22,364.51
2	2.4	Development and implementation of a multi-tiered system of support to meet the needs of each student	No	\$859,949.34	\$745,846.11
2	2.5	Improve academic and attendance outcomes for students with disabilities	No	\$11,166,276.61	\$8,478,614.91
2	2.6	Provide Career Technical Education programs and improve accessibility and outcomes.	No	\$3,473,871.00	\$1,927,379.35
2	2.7	Certificated Intervention Specialists at all elementary school sites ensures that the academic and social-emotional needs of our low-income students, foster youth, and English Learners	Yes	\$951,000.41	\$983,058.06
2	2.8	Improve College and Career readiness indicators by providing rigorous and relevant academic programs for English Learner, Foster and Low-Income students.	Yes	\$1,160,616.00	\$1,202,946.32
3	3.1	Provide mental health services and support in order to improve student engagement and attendance.	Yes	\$812,280.53	\$861,676.59

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Provide outreach services to our UDP by supporting our district-wide community schools model.	Yes	\$186,614.13	\$131,716.87
3	3.3	Social and emotional learning (SEL) and behavioral support curriculum and strategies.	No	\$50,000.00	\$27,400.30
3	3.4	Parent and community partnerships	No	\$170,961.42	\$170,272.28
3	3.5	Provide extracurricular experiences	No	\$1,387,137.00	\$1,161,909.50
3	3.6	Ensure school safety	No	\$1,183,276.29	\$982,425.62
4	4.1	Professional Development	No	\$17,500.00	\$45,584.10
4	4.2	Enhance Accessibility with Online Instruction	No	\$25,000.00	\$47,294.07
4	4.3	Community Engagement	No	\$62,500.00	\$44,012.60
4	4.4	Targeted Interventions	No	\$40,000.00	0
4	4.5	Supplemental Materials to Support Diverse Learners	No	\$46,050.00	\$43,382.05

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$11,204,181.00	\$12,738,296.16	\$12,714,428.41	\$23,867.75	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	Provide increased levels of counseling services.	Yes	\$1,142,455.37	1116437.36	0%	0%
1	1.5	Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes.	Yes	\$5,746,038.93	5924405.87	0%	0%
1	1.6	Provide classified classroom support personnel to raise academic outcomes for high-needs students.	Yes	\$1,397,470.73	1642480.95	0%	0%
1	1.9	Provide technology, software programs, and other resources to help identify and intervene for English Learner, Foster Youth, and Low-Income students in academic need.	Yes	\$959,305.00	733562.65	0%	0%
2	2.1	Supplemental support for English learner (EL) students to acquire English proficiency and reclassification	Yes	\$502,074.53	406069.16	0%	0%
2	2.7	Certificated Intervention Specialists at all elementary school sites ensures that the academic and social-emotional needs of our low-income students, foster youth, and English Learners	Yes	\$951,000.41	967183.68	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	Improve College and Career readiness indicators by providing rigorous and relevant academic programs for English Learner, Foster and Low-Income students.	Yes	\$1,160,616.00	1202946.32	0%	0%
3	3.1	Provide mental health services and support in order to improve student engagement and attendance.	Yes	\$692,721.06	616516.13	0%	0%
3	3.2	Provide outreach services to our UDP by supporting our district-wide community schools model.	Yes	\$186,614.13	104826.29	0%	0%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$45,962,800.00	\$11,204,181.00	0%	24.377%	\$12,714,428.41	0.000%	27.662%	\$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

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 #
• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

California Department of Education
November 2024