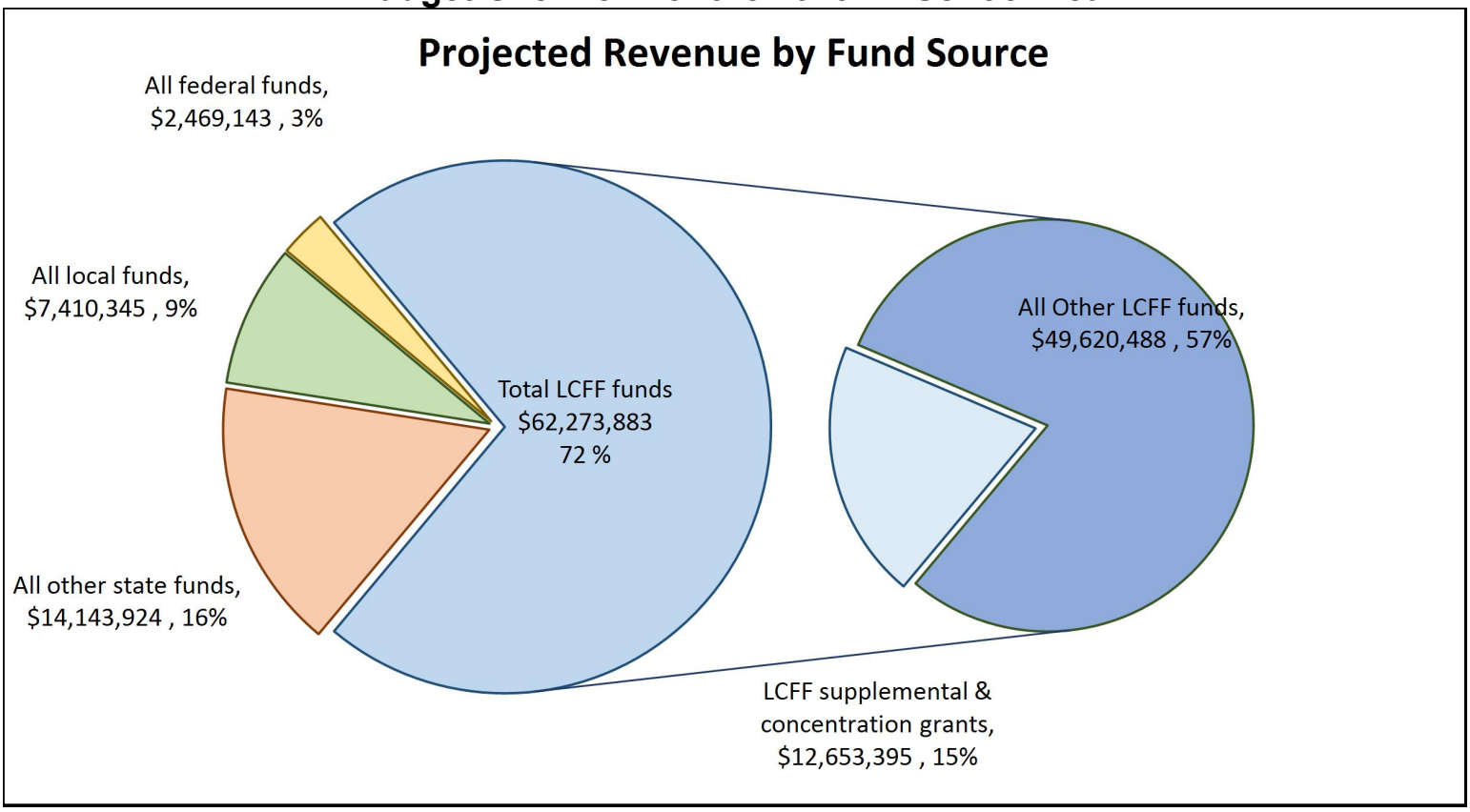
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Charter Oak Unified School District
CDS Code: 19-64378-0000000
School Year: 2026-27
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 2026-27 School Year

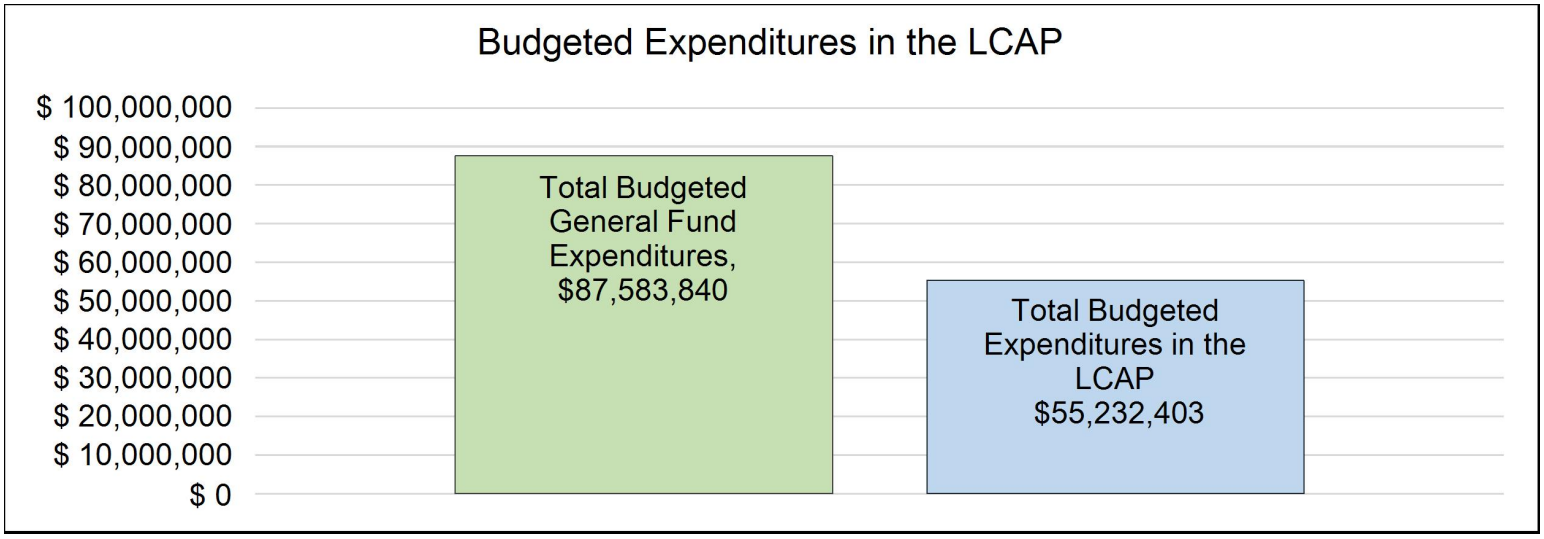


This chart shows the total general purpose revenue Charter Oak Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Charter Oak Unified School District is $86,297,295, of which $62,273,883 is Local Control Funding Formula (LCFF), $14,143,924 is other state funds, $7,410,345 is local funds, and $2,469,143 is federal funds. Of the $62,273,883 in LCFF Funds, $12,653,395 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Charter Oak Unified School District plans to spend $87,583,840 for the 2026-27 school year. Of that amount, $55,232,403 is tied to actions/services in the LCAP and $32,351,437 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

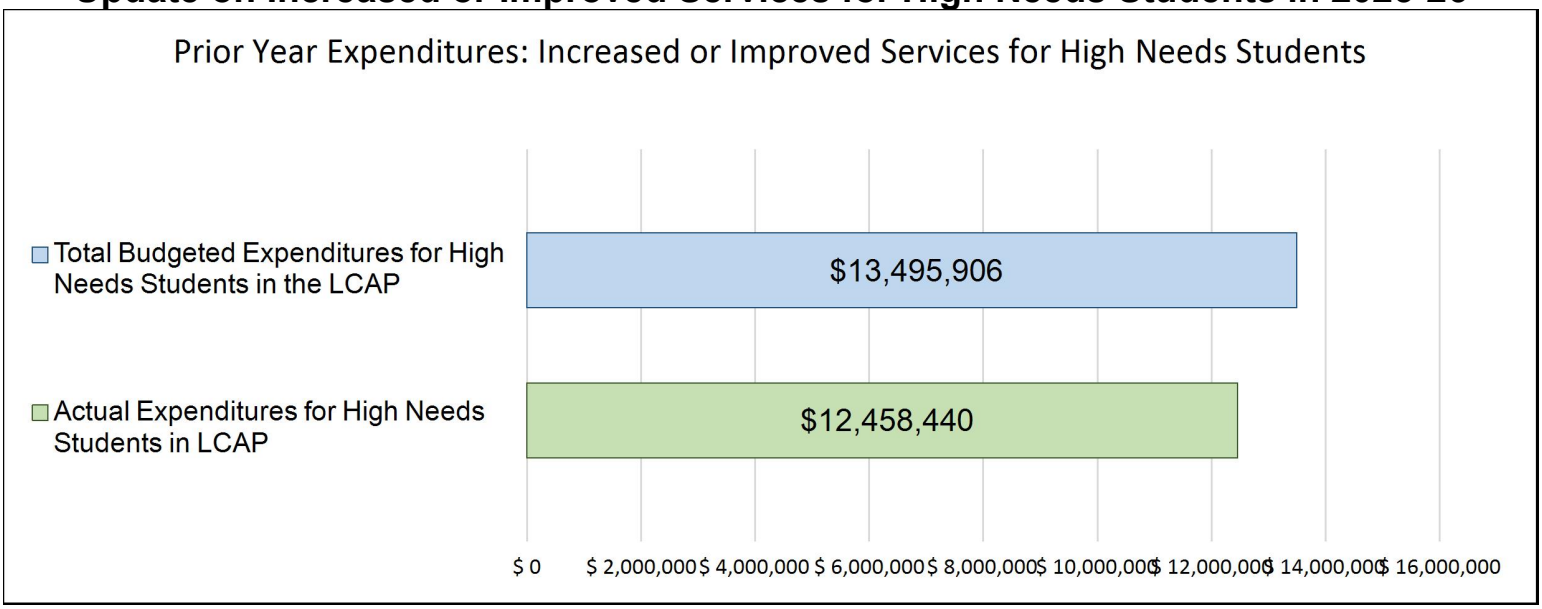
The budgeted expenditures that are not included in the LCAP will be used for the following:
Costs related to continued daily operation and functions of sites and district office. This includes salaries and benefits for classified, certificated and administrative employees, operational costs such as water, 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 2026-27 School Year

In 2026-27, Charter Oak Unified School District is projecting it will receive $12,653,395 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 $12,653,395 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Charter Oak Unified School District's LCAP budgeted $13,495,906 for planned actions to increase or improve services for high needs students. Charter Oak Unified School District actually spent $$12,458,440 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,037,466 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 2025-26 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 2026–27 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 [2026-27]

General Information

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

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 TK-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 2025 - 2026 school year, COUSD enrolled 4,219 students, showcasing a diverse cultural community. Hispanic/Latino students form the largest demographic group at 74.50%, followed by White students at 10.98%, and Asian, Filipino, and Pacific Islander students at 7.98%. African American students constitute 3.08% of the student body.

COUSD's rich ethnic diversity as represented in the 29 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, 6.69% of students are English Learners, with a further 11.48% identified as Fluent or Reclassified Fluent English Proficient. The linguistic diversity is highlighted by the 81.2% of households that report English as their home language, while 70.4% of non-English-speaking households speak Spanish, 6.54% Arabic, and 4.15% Vietnamese.

The district also supports a special education population of 802 students, or approximately 19.01% 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 70.50%: comprising 69.00% of students eligible for free or reduced-price lunch, 1.95% foster youth, and 6.6% low-income English Learners, COUSD is committed to addressing the educational needs of all students, particularly those who face socioeconomic challenges.

For the 2026-27 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 2025 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 (7.9%).

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 blue with 95.5% of students graduating, an increase of 1.4% 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 2025 year, the CCI indicator was green after seeing an increase of 9.6% since 2023, with 47.2% of students considered prepared for college and careers.

English Learner Progress: Increasing to a green performance level with 51.6% of English learners making progress, seeing a increase of 9.3%. In 2023 it was orange with 53.20%.

Suspension Rate: Overall, the District was at the green performance level, with a suspension rate of 2.8% in 2025, a decrease of 1.8% since 2023. This suggests that behavioral interventions and support systems in place at the school sites have been effective.

Areas Needing Improvement:

Chronic Absenteeism: Marked as a concern with an orange performance level, 20.7% of students were chronically absent, showing a decline of 7.8% from 28.5% in 2023. While progress has been made since 2023, additional work need to be done to decrease chronic absenteeism further. The following schools and subgroups were at the red performance level: Badillo Elementary (All students, English Learners, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged); Glen Oak Elementary (All Students, Students with Disabilities, Socioeconomically Disadvantaged), Willow Elementary (All Students, Homeless, Hispanic, Socioeconomically Disadvantaged); Royal Oak Middle School (All Students, Homeless, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged).

English Language Arts: The district's English Language Arts performance, indicated by a yellow color rating, with students performing 0.3 points below the standard and maintaining a 0.5 point difference. In 2023 it was in green at 0.9 points above the standard. The following student groups were at the red performance level at the following schools: Cedargrove Elementary (Students with Disabilities); Glen Oak Elementary (Students with Disabilities); Washington Elementary (Students with Disabilities); Willow Elementary (Students with Disabilities); Charter Oak High School (Students with Disabilities).

Mathematics: The district has increased to the yellow performance level, with students at 32.9 points below the standard with a 4.6 point increase. In 2023 it was in the yellow at 34.5 points below the standard and an decrease of 1.6 points. The following student groups were at the red performance level at the following schools: Cedargrove (Students with Disabilities); Charter Oak High School (Students with Disabilities).

In 2025, the following student groups within the district are in the red indicator at the LEA level:

- Chronic Absenteeism at the LEA level: African American, Foster Youth, Homeless and Long Term English Learners.
- Suspension Rate: Foster Youth
- Math: African Americans, Foster Youth, Long-Term English Learners, Students with Disabilities.
- English Language Arts: Long-Term English Learners, Students with Disabilities.

2023 BASELINE DATA
The following information is baseline data for the 2024-2027 LCAP. 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, 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 (Action 2.5 & 3.2 will support students in this area):
-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 (Action 3.10 will support students in this area):
-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 (Action 2.2 will support students in this area):
-Charter Oak High School-student group: Students with Disabilities
-Glen Oak Elementary-student group: Students with Disabilities

Mathematics (Action 2.3 will support students in this area):
-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 (Action 2.1 will support students in this area):
Charter Oak High School: English learners

College/Career Readiness (Action 2.8 will support students in this area):
-Arrow High School-school and student groups: All students, Hispanic, Low-income

As of June 30, 2026 Charter Oak has approximately $128,302 unexpended Learning Recovery Education Block Grant (LREBG) funds. For the 2026-27 school year, COUSD is expected to receive $277,906 LREBG funds. An approximate total of $406,208 LREBG funds will be used to continue to support the District’s ongoing learning recovery efforts by providing targeted academic interventions and expanded instructional support to close student achievement gaps.

Action 1.5 – Additional Classroom Teachers to Support Learning Recovery
LREBG funds will be utilized for additional staffing support across the District. Funds will be used to provide compensation for staff and applicable health and welfare benefits. These positions will support more personalized instruction and increased academic support for students, particularly low-income students, foster youth, and English learners.

Rationale:

Student performance data identified the continued need for targeted academic support and increased instructional responsiveness within classrooms. Additional classroom teachers help provide more individualized attention, support differentiated instruction, and strengthen intervention efforts for students needing academic recovery. Prioritizing foundational academic skills and targeted instructional support across all grade levels will help address achievement gaps and improve long-term academic outcomes for students most impacted by unfinished learning. Under EC Section 32526(c)(2)(A), funding personalized instruction and increased support through intervention programs directly aligns with the LREBG Instructional Learning Time category by structurally expanding instructional services to meet student learning needs. Implementing these specialized programs—whether through targeted software, high-dosage tutoring modules, or structured small-group intervention blocks—effectively increases the depth and quality of services provided during learning periods. This strategic use of funds transforms standard instructional minutes into high-impact, tailored learning environments that allow for the individualization required for academic recovery, fulfilling the grant's core intent to stabilize and enhance essential learning opportunities for students with identified gaps.

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 eligible for Differentiated Assistance for the following student groups and indicators:

- English Learners: ELPI & Suspension Rate
- Long-Term EL: CAASPP (ELA=Orange, Math=Red), ELPI, CCI, Chronic Abs. & Suspension Rate
- Students with Disabilities: CAASPP (ELA=Red; Math=Red), CCI & Suspension Rate

Based on the 2025 CA Dashboard, Charter Oak Unified School district is eligible for Differentiated Assistance for the following student groups and indicators:

- African American: CAASPP (ELA=Orange, Math=Red), Chronic Absenteeism
- Foster Youth: CAASPP (ELA=Orange, Math=Red), Chronic Absenteeism & Suspension Rate

In response to these identified needs, COUSD has implemented a series of targeted supports aligned to its technical assistance plan, with a strong emphasis on closing achievement and opportunity gaps through coordinated academic, behavioral, and family engagement strategies.

Action 1.2, 2.2 & 2.3 - The district has integrated specific Special Education technical assistance strategies into its district framework. Active initiatives include expanding professional learning in effective co-teaching structures to improve core instruction access, and proactively using positive behavior support plans and restorative practices to reduce suspensions and keep students with disabilities safely engaged in school.

Action 1.3 - School counselors also provide ongoing social-emotional learning (SEL) lessons, one-on-one counseling, and individualized

guidance services for Foster Youth and other at-promise student groups. These supports are designed to improve school connectedness, strengthen social-emotional well-being, promote positive behavior, and reduce suspension rates through proactive and restorative support practices.

Action 2.1 - A key component of this work includes the continuation of the English Learner Teacher on Special Assignment (EL TOSA), now in its second year. The EL TOSA provides ongoing site-based coaching and professional development for teachers, with a focus on evidence-based instructional strategies and data-informed instructional practices. This work includes supporting teachers with structured data chats to monitor student progress, identify areas of need, and implement responsive instructional supports designed to improve academic achievement.

Action 2.4 - Additionally, the District continues to strengthen its Multi-Tiered System of Supports (MTSS) and intervention framework to better support all students including African American students, Foster Youth and Students with Disabilties in closing achievement gaps. Through targeted classroom strategies such as small group instruction, reteaching opportunities, differentiated instruction, progress monitoring, and intervention supports, students receive timely academic assistance aligned to their individual learning needs.

Action 3.1 - To further address chronic absenteeism and increase student engagement, the District has expanded the role of the Community School Specialist. This position provides targeted outreach and intervention support for African American students and Foster Youth through proactive parent communication, home visits, individualized student and family meetings, and connection to community resources. These efforts are intended to strengthen relationships between families and schools, reduce barriers to attendance, and improve student engagement and participation in school.

Action 3.2 - The Student and Family Resource Center continues to strengthen partnerships with students and families, particularly those identified as underserved or at risk. Through culturally responsive outreach, family engagement opportunities, and coordinated support services, the center plays a vital role in improving attendance, increasing access to resources, and fostering a supportive learning environment for students and families.

Together, these coordinated efforts reflect COUSD’s ongoing commitment to addressing performance gaps, improving student outcomes, and ensuring equitable access to academic, behavioral, and social-emotional supports for Students with Disabilities, African American students, Foster Youth, and all students in need of additional support.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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, surveys, and participation on the District LCAP Advisory Committee. These opportunities allowed COEA members to share their perspectives on educational priorities, with a particular focus on academic achievement, student supports, and the integration of technology and classroom resources. Their feedback and collaboration were instrumental in shaping the academic and support goals outlined in the LCAP. Additionally, District Leadership collaborates regularly with COEA Leadership to gather input, feedback, and ideas that continue to inform and strengthen the development of the 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), actively participated in the LCAP development process through focus groups, feedback forms, discussions, and participation on the District LCAP Advisory Committee. Their input was essential in identifying operational and student support needs, including facility improvements, campus safety, student services, and professional development opportunities for non-teaching staff, all of which directly impact the learning environment and overall effectiveness of educational delivery. In addition, District Leadership regularly collaborates with CSEA Leadership to gather feedback, insights, and recommendations that have helped shape and strengthen the development of this LCAP.

Educational Partner(s)	Process for Engagement
Principals and Administrators	Principals and administrators actively participated in strategic planning sessions, leadership and principal meetings, and District LCAP Advisory Committee meetings to discuss and provide input on the development of the LCAP. Their involvement was essential in aligning school-specific priorities and site plans with districtwide goals, particularly in areas such as Multi-Tiered System of Supports (MTSS), chronic absenteeism, student achievement, and student wellness. Their collaboration helped ensure that site-based needs, administrative strategies, and continuous improvement efforts were thoughtfully integrated into the LCAP planning and development process.
Parents/Guardians	Parents and parent groups were active participants in the LCAP Advisory Committee and contributed valuable feedback throughout the LCAP development process. Families were engaged through community forums, online surveys, parent-teacher association meetings, and advisory committee discussions. Parents received invitations to participate through multiple communication methods, including text messages, emails, and paper notifications sent home. Their input was especially valuable in identifying priorities related to social-emotional learning supports, parenting education, communication, and resources to strengthen family engagement and student success. This collaboration helped shape the LCAP to better support students, families, and home-to-school connections.
Students	Student input was gathered through student council meetings, student surveys administered to students in grades 3–12, and feedback from the Districtwide Student Advisory Committee, which included representatives from grades 6–12 across the District. This meaningful engagement provided students with opportunities to share their perspectives, experiences, and priorities related to both academic and school climate needs. Student feedback played an important role in shaping the LCAP's focus on increasing student engagement, expanding access to the arts and extracurricular opportunities, strengthening career and college readiness pathways, improving school connectedness, and enhancing social-emotional supports. Their voices helped ensure that the LCAP reflects the needs, interests, and experiences of all secondary students as well as students in grades 3–6 across the District.

Educational Partner(s)	Process for Engagement
Community Members	Broader community engagement was facilitated through a variety of public meetings and forums, including School Site Council meetings, Parent-Teacher Association meetings, LCAP Advisory Committee meetings, District English Learner Advisory Committee (DELAC) meetings, and other educational partner engagement opportunities. These forums provided educational partners and community members with meaningful opportunities to review district priorities, provide feedback, and contribute input regarding the District's goals, actions, and strategies. This inclusive process helped ensure that the LCAP reflects the diverse needs, perspectives, and priorities of the Charter Oak community while also strengthening partnerships and leveraging community resources to support student success. Educational partner feedback was carefully considered throughout the development and finalization of the LCAP. This process included an analysis of current local and state metrics, student achievement and engagement data, and the results of parent, student, and staff surveys. In accordance with state requirements, the public and community were notified through publication in the Highland Press Courier of the opportunity to review and provide input on the draft LCAP, including proposed actions and expenditures. The Executive Director of the East San Gabriel Valley Special Education Local Plan Area (SELPA) participated in and provided input during LCAP Advisory Committee meetings. Feedback and recommendations were shared regarding special education programs, services, and the needs and interests of students with disabilities on behalf of the SELPA. The District English Learner Advisory Committee (DELAC) convened throughout the school year to review programs and services supporting English learners. The LCAP was presented to DELAC to gather feedback and recommendations related to services and supports for English learner students and families. In addition, DELAC members were invited to and participated in District LCAP Advisory Committee meetings to provide additional input and perspectives throughout the LCAP development process.

Educational Partner(s)	Process for Engagement
Equity Multiplier Partners at Arrow High School, Bridges Community Day School and Oak Knoll Virtual Academy	A comprehensive and inclusive consultation process was conducted with a variety of educational partners to support the development of the 2026–27 Local Control and Accountability Plan (LCAP) for Arrow High School, Bridges Community Day School, and Oak Knoll Virtual Academy. This collaborative process ensured that the identified focus goals aligned with the unique academic, behavioral, social-emotional, and engagement needs of each school community. School Site Councils at all three schools played an active role in the consultation process. Council members, including parents, teachers, administrators, classified staff, students, and community representatives, met regularly to review school performance data, identify areas of need, and discuss strategies to improve student achievement, attendance, engagement, and overall school climate. These discussions provided valuable insight into the specific priorities and challenges facing each school community. Parents and families were also key contributors throughout the consultation process. Feedback was gathered through meetings with parent groups, including the English Learner Advisory Committee (ELAC), Parent-Teacher Association (PTA), and other school and district engagement opportunities. Parents provided important perspectives regarding academic supports, communication, mental health and wellness services, school safety, and resources needed to strengthen student success and family engagement. Particular attention was given to the needs of English learners, foster youth, students experiencing homelessness, and other underserved student groups. Student voice was an important component of the planning process. Through Associated Student Body (ASB) meetings, student surveys, and school discussions, students from all three schools shared feedback regarding academic programs, student supports, school connectedness, extracurricular opportunities, mental health services, and overall school culture. Their input helped ensure that student experiences and perspectives were reflected in the development of the LCAP goals and actions.

Educational Partner(s)	Process for Engagement
	Certificated and classified staff members were actively engaged throughout the process through staff meetings, collaborative planning discussions, surveys, and professional development opportunities. Staff members including the COEA representative, provided feedback related to instructional practices, intervention supports, social-emotional learning, attendance improvement efforts, resource allocation, and strategies to better support student achievement and engagement. Their insights helped ensure that the LCAP goals and actions were practical, targeted, and responsive to student and staff needs. The feedback and recommendations gathered from educational partners were incorporated into each school's School Plan for Student Achievement (SPSA) and aligned with the Western Association of Schools and Colleges (WASC) action plans and continuous improvement efforts. This alignment supported coherence across planning documents and ensured that school and district priorities remained focused on improving outcomes for students. Through this collaborative and inclusive engagement process, Arrow High School, Bridges Community Day School, and Oak Knoll Virtual Academy developed LCAP goals that reflect the voices, priorities, and needs of their educational partners. This process strengthened shared ownership, fostered meaningful collaboration, and helped ensure that the goals and actions outlined in the LCAP are responsive to the diverse needs of students and school communities.

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

Through these collaborative and inclusive engagement processes, feedback from all educational partner groups was systematically gathered, analyzed, and incorporated to shape a comprehensive and responsive 2026–27 Local Control and Accountability Plan (LCAP). This ensured the plan not only meets state and federal regulatory requirements but also authentically reflects the priorities, needs, and aspirations of the entire educational community. Input from the LCAP Advisory Committee and all educational partners groups consistently informed the District's areas of focus, as outlined below:

*Goal 1 – Academic Achievement:** Certificated and classified staff, administrators, and educational partners emphasized the ongoing need for the Charter Oak Unified School District (COUSD) to strengthen academic outcomes and continue progress toward meeting and

exceeding state performance expectations, as reflected in local assessments and the California School Dashboard. Educational partners consistently highlighted the importance of sustained instructional improvement, intervention supports, and equitable access to rigorous academic opportunities.

*Goal 1 – Facilities and Learning Environment:** Districtwide feedback reflected a shared understanding of the importance of maintaining safe, modern, and well-resourced learning environments. Educational partners emphasized the need for ongoing facility maintenance, modernization, and infrastructure improvements to support high-quality instruction.

*Goal 2 – College and Career Readiness:** Educational partners across all groups reinforced the importance of expanding and strengthening college and career readiness pathways. Feedback underscored the need for increased access to A–G coursework, career technical education opportunities, internships, and exposure to postsecondary options to ensure students are prepared for success beyond high school.

*Goal 2 – Data-Driven Continuous Improvement:** Educational partners highlighted the importance of using both qualitative and quantitative data to guide instructional decisions and improve student outcomes. A continuous improvement cycle led by administrators, teachers, and the LCAP Advisory Committee supports ongoing data analysis, reflection, and action planning to drive measurable progress.

*Goal 2 – Arts, Extracurricular, and Career Pathways:** Educational partners consistently emphasized the value of enriching student experiences through arts education, extracurricular activities, athletics, and career-based learning opportunities, all of which contribute to student engagement and school connectedness.

*Goal 2 – Technology Resources and Professional Learning:** Educational partners provided positive feedback regarding the District's continued progress in expanding access to high-quality instructional technology. Ongoing investment in devices, digital tools, and staff training was identified as essential to supporting instruction and student learning.

*Goal 3 & Goal 4 – Chronic Absenteeism:** Chronic absenteeism was repeatedly identified as a districtwide priority by students, families, and staff. Educational partners emphasized the need for consistent attendance interventions, early identification systems, family engagement strategies, and tiered supports to improve student attendance and re-engagement.

*Goal 3 – Multi-Tiered System of Supports (MTSS):** A collaborative committee of administrators and certificated staff has met regularly to strengthen the districtwide implementation of MTSS across tiers 1, 2, and 3. This work, aligned with the Charter Oak Promise, focuses on providing timely academic, behavioral, and social-emotional interventions to meet the needs of all students.

*Goal 3 & Goal 4 – Social-Emotional Learning and Mental Health Supports:** Students, staff, and families agreed on the importance of maintaining and expanding social-emotional learning and mental health supports. In response, the District has expanded related programs and services to strengthen equity, access, and comprehensive support systems for all students.

*Goal 3 & Goal 4 – Parenting Skills and Family Engagement:** Parents and staff consistently expressed a strong need for expanded parent education opportunities, particularly in the areas of college awareness, academic support strategies, and student well-being. Strengthening family engagement was identified as a key lever for improving student outcomes.

*Goal 2, 3 & 4 – Professional Development:** Educational partners strongly supported continued investment in high-quality professional development for all staff. Training opportunities focused on instructional best practices, social-emotional learning, data analysis, culturally responsive instruction, and intervention strategies were widely valued and identified as essential to sustaining student success.

For Equity Multiplier schools—Arrow High School, Bridges Community Day School, and Oak Knoll Virtual Academy—educational partner feedback played a critical role in identifying and addressing both academic and social-emotional learning needs. A comprehensive and inclusive consultation process guided the development of the Equity Multiplier focus goal, ensuring alignment with each school's unique priorities. This process included engagement through School Site Councils, ELAC, PTA, ASB, staff collaboration, the School Plan for Student Achievement (SPSA), and WASC action plans. As a result, educational partner feedback directly informed the development of **Goal 4**, with actions centered on targeted interventions, professional development, expanded community engagement, and access to a diverse and supportive curriculum designed to improve outcomes for all students.

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 had access to standards-aligned instructional materials in 2025-26.	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.	90.6% of certificated staff were appropriately assigned and fully credentialed for the 2021-22 school year based on the Assignment Monitoring Report submitted to Los Angeles County Office of Education.	90.6% of teachers were appropriately assigned and fully credentialed for the 2022-23 school year.	89.3% of teachers were appropriately assigned and fully credentialed for the 2023-24 school year.	100% of certificated staff will be appropriately assigned and fully credentialed for the 2024-25 school year. District will maintain above the state average of 82.5%	- 1.3%
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.	The 2025–26 FIT report indicates that all school sites received an average rating of “Good.”	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.	In spring of 2025, there is 59% completion rate.	The 2025-26 district wide FAFSA completion rate was 72% based on high school counselor data.	In 2026-27 there will be an average of 75% completion rate districtwide over 3 years.	+18%

Goal Analysis [2025-26]

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

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

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 2025-2026 school year saw continued successes in the following actions as evidenced by the prescribed metrics. The district met

targets to ensure there were no certificated vacancies, sufficient instructional materials for all students were available, and all facilities were 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 9 teachers, completed all requirements of their Induction program
- 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

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 1.4: Provide the California Teachers Induction Program (CTIP) for new teachers and administrator induction.
Expenditures for Action 1.4 were 58% under budget because the district hired fewer new, preliminary-credentialed teachers requiring induction services than originally projected. In addition, the district had only one administrator participating in the program. Consequently, costs for mentor stipends and CTIP enrollment fees were significantly lower than anticipated.

Action 1.8: Instructional materials & Technology.
The 42% over-expenditure in Action 1.8 stems from unexpected operational adjustments across instructional materials and technology. While digital license fees rose due to inflation, the district also had to fund critical, unplanned upgrades to network infrastructure and servers mid-year to support daily instruction and digital testing. When combined with an increase in localized expenditures dedicated to district 1:1 device maintenance and repair to keep student hardware operational, total costs significantly outpaced the initial budget allocation.

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

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 89.3% of teachers were

appropriately assigned and fully credentialed for the 2025-26 school year which is above the state average of 82.5% noted from the CA Dashboard.

Action 1.2: Provide Classified Support Staff
This action was somewhat effective based on CAASPP data. The continued employment of Instructional Assistants and Health Instructional Assistants provided important individualized support for students, particularly students with disabilities, helping improve access to core instruction and maintain positive classroom learning environments. These supports allowed teachers to focus on high-quality instruction while helping students build foundational academic skills necessary for college and career readiness. The metrics used to evaluate the effectiveness of this action were ELA and Math CAASPP achievement results.

ELA achievement data from the 2025 California School Dashboard showed mixed results across student groups. Overall student performance maintained with little movement, with 51.46% of all students meeting or exceeding standards in 2023 compared to 51.05% in 2025. Low-income students demonstrated growth from 43.74% in 2023 to 45.11% in 2025. Students with disabilities also showed slight improvement from 16.20% to 16.37% during the same period. However, foster youth performance declined significantly from 46.15% in 2024 to 30.77% in 2025, and English Learners declined from 17.99% in 2024 to 15.29% in 2025.

Math achievement data also reflected modest overall growth with continued subgroup challenges. All students increased from 37.38% meeting or exceeding standards in 2023 to 38.46% in 2025. Low-income students improved from 29.79% to 32.32% over the three-year period. However, foster youth performance declined from 23.53% in 2023 to 15.38% in 2025 and remained unchanged from 2024 to 2025. English Learners showed a slight decline from 13.11% in 2024 to 12.71% in 2025, while students with disabilities decreased from 12.92% to 11.94%.

While classified support staff continue to provide valuable academic and behavioral assistance to students, the mixed performance trends among student groups indicate that additional targeted interventions and supports are necessary to accelerate achievement growth, particularly for foster youth, English Learners, and students with disabilities.

ELA Achievement:

2023	2024	2025	
51.46%	51.33%	51.05%	All students met or exceeded standards
43.74%	45.68%	45.11%	Low-income students met or exceeded standards
35.29%	46.15%	30.77%	Foster youth met or exceeded standards
16.46%	17.99%	15.29%	English Learners met or exceeded standards
16.20%	17.79%	16.37%	Students with disabilities met or exceeded standards

Math Achievement:

2023	2024	2025	
37.38%	38.00%	38.46%	All students met or exceeded standards
29.79%	33.29%	32.32%	Low-income students met or exceeded standards

23.53%	15.38%	15.38%	Foster youth met or exceeded standards
11.70%	13.11%	12.71%	English Learners met or exceeded standards
12.19%	12.92%	11.94%	Students with disabilities met or exceeded standards

Together, actions 1.1. and 1.2 help create stable, well-supported learning environments which are 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
This action has been somewhat effective. We have been able to maintain counseling staff at each school site. However, data from the California School Dashboard highlights persistent challenges that point to the need for additional support. Although chronic absenteeism rates showed a slight decline district-wide, 20.7% of students still show as chronically absent. These student groups remain disproportionately high in 2024-25: African American 25.3%, foster youth 24,2%, homeless 27.7% and Long Term English Learners 29.7%. 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.

Overall, the district has made significant progress in improving school climate, evidenced by a marked reduction in overall suspensions. The suspension rate for all students dropped to 2.8%, representing a strong 1.8% decline from the previous year. This positive trend reflects the positive impact of our targeted behavioral interventions and restorative practices across the district.

To ensure equity and address historical disparities, the implementation of this action was principally directed to meet the specific needs of our English Learners (EL), Low-Income students, and Foster Youth. A review of the data demonstrates that while this primary focus yielded significant success for some populations, critical gaps remain for others:

English Learners (EL): This group responded exceptionally well to the targeted strategies, experiencing a 4.9% decline in suspensions. The current suspension rate for English Learners sits at 2.3%, which is notably 0.5% below the district-wide average for all students.

Low-Income Students: While the suspension rate for socioeconomically disadvantaged students declined by 2.2% from the prior year, this group remains slightly above the district-wide average by 0.4%. Moving forward, the district will maintain and refine its targeted supports for this population to close this remaining gap.

Foster Youth: Despite district-wide improvements, a critical area of need remains for our Foster Youth. This student group experienced a 5.4% increase in suspensions, bringing their current rate to 12.0%, which is 9.2% higher than the district-wide average.

To increase the effectiveness of this action, COUSD must prioritize the implementation of a comprehensive, site-based Multi-Tiered System of Supports (MTSS) that includes targeted social-emotional learning (SEL) interventions, staff training in trauma-informed practices, and structured wellness check-ins, 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 2024–25 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 which is 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 staffing 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 appropriate staffing levels were established show a decrease in chronic absenteeism moving from red to orange indicators among English Language Learners 23.6%, Hispanic 23%, low income 24.3% and students with disabilities 29.7%, compared to sites without adequate staffing or where staff was not consistent. This suggests that maintaining appropriately sized classes and ensuring sufficient instructional support may be contributing to improved attendance and engagement.

In addition, CAASPP performance data reflect modest gains among all targeted student groups.

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
This action was somewhat effective based on CAASPP data.. The district's investment in classified personnel, including instructional aides, health clerks, librarians, and media technicians, continued to provide important academic and social-emotional supports for low-income students, foster youth, English Learners, and students with disabilities. These positions helped ensure students had access to instructional resources, intervention support, and positive learning environments that support engagement and achievement. The metrics used to evaluate this action's effectiveness were ELA and Math CAASPP achievement results and chronic absenteeism data.

ELA achievement data from the 2025 California School Dashboard reflected mixed results across student groups. Overall student performance maintained with a slight decline, with 51.46% of all students meeting or exceeding standards in 2023 compared to 51.05% in 2025. Low-income students demonstrated growth from 43.74% in 2023 to 45.11% in 2025, and students with disabilities showed a slight increase from 16.20% to 16.37%. However, foster youth performance declined significantly from 46.15% in 2024 to 30.77% in 2025, while English Learners declined from 17.99% in 2024 to 15.29% in 2025. Although students with disabilities demonstrated slight overall growth over the three-year period, performance remains significantly below overall district achievement levels, indicating a continued need for targeted interventions and supports.

Math achievement data also showed modest overall growth with continued subgroup challenges. All students increased from 37.38% meeting or exceeding standards in 2023 to 38.46% in 2025, while low-income students improved from 29.79% to 32.32%. In contrast, foster youth declined from 23.53% in 2023 to 15.38% in 2025 and remained unchanged from 2024 to 2025. English Learners showed a slight decline from 13.11% in 2024 to 12.71% in 2025. Students with disabilities also declined from 12.92% in 2024 to 11.94% in 2025, falling below their 2023 baseline of 12.19%. These results indicate that students with disabilities continue to experience persistent academic challenges in mathematics despite additional classroom support personnel.

Based on the 2024/25 California Dashboard chronic absenteeism data further highlights ongoing areas of concern among high-needs student groups. Rates remain disproportionately high for African American students (25.3%), foster youth (24.2%), homeless students (27.7%), Long-Term English Learners (29.7%), English Learners (23.6%), Hispanic students (23%), low-income students (24.3%), and students with disabilities (29.7%), all significantly above the state average.

While classified classroom support personnel continue to provide valuable assistance to students and staff, the mixed academic outcomes and persistent absenteeism trends demonstrate the need for additional targeted academic, behavioral, and attendance interventions, particularly for students with disabilities, foster youth, and English Learners

ELA Achievement:

2023	2024	2025	
51.46%	51.33%	51.05%	All students met or exceeded standards
43.74%	45.68%	45.11%	Low-income students met or exceeded standards
35.29%	46.15%	30.77%	Foster youth met or exceeded standards
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Math Achievement:

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37.38%	38.00%	38.46%	All students met or exceeded standards
29.79%	33.29%	32.32%	Low-income students met or exceeded standards
23.53%	15.38%	15.38%	Foster youth met or exceeded standards
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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 2025-26 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 2025-26 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 based on CAASPP data. 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.

In English Language Arts, CAASPP achievement results reflected mixed performance trends across student groups from 2023 to 2025. Overall student achievement maintained with a slight decline, decreasing from 51.46% in 2023 to 51.05% in 2025. Low-income students demonstrated overall growth, increasing from 43.74% to 45.11% during the three-year period. Students with disabilities also showed a slight increase from 16.20% in 2023 to 16.37% in 2025, although achievement levels remain significantly below district averages. In contrast, foster youth showed a substantial decline from 46.15% in 2024 to 30.77% in 2025, while English Learners declined from 17.99% in 2024 to 15.29% in 2025. These results indicate that while some student groups experienced modest improvement, significant achievement gaps persist among high-needs student populations.

In Math, CAASPP achievement data demonstrated modest growth overall with continued subgroup performance concerns. All students increased from 37.38% meeting or exceeding standards in 2023 to 38.46% in 2025. Low-income students also demonstrated growth, increasing from 29.79% to 32.32% over the same period. However, foster youth performance declined significantly from 23.53% in 2023 to 15.38% in 2025 and showed no improvement between 2024 and 2025. English Learners experienced a slight decline from 13.11% in 2024 to 12.71% in 2025. Students with disabilities also declined from 12.92% in 2024 to 11.94% in 2025, falling below their 2023 baseline of 12.19%. These trends demonstrate that while overall student achievement showed incremental improvement, students with disabilities, foster youth, and English Learners continue to require additional targeted academic interventions and supports.

Data from the California School Dashboard also highlights ongoing challenges related to student engagement and attendance. Chronic absenteeism rates remain disproportionately high among several student groups, including African American students (25.3%), foster youth (24.2%), homeless students (27.7%), Long-Term English Learners (29.7%), English Learners (23.6%), Hispanic students (23%), low-income students (24.3%), and students with disabilities (29.7%), all significantly above the state average. These data points indicate the need for continued targeted supports to improve both academic achievement and student engagement outcomes.

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1.10 Professional Development
This action was somewhat effective based on CAASPP data.. 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.

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Summary
Overall, several Goal 1 actions were effective in supporting stable learning environments, instructional quality, and student access to academic resources. Actions 1.1, 1.4, 1.5, 1.7, and 1.8 were effective in maintaining fully credentialed teachers, supporting new teacher retention, reducing class sizes, maintaining safe and clean facilities, and ensuring access to instructional materials and technology. These actions contributed to stable instructional environments, improved teacher retention, and continued access to standards-aligned resources for students. Actions 1.2, 1.3, 1.6, 1.9, and 1.10 were somewhat effective, as CAASPP achievement data reflected modest growth for all

students and low-income students, while foster youth, English Learners, and students with disabilities continued to experience achievement declines or limited growth in several areas. Additionally, chronic absenteeism rates remained disproportionately high among high-needs student groups, indicating the continued need for targeted academic, behavioral, attendance, and social-emotional interventions to improve student outcomes.

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 a review of prior implementation, student outcomes, and current fiscal constraints, the district has made several adjustments to actions within this goal to ensure continued support for student learning while aligning resources more strategically.

Metric 1.2: Adjusted the TAMO data to reflect the accurate year and percentage.

Action 1.1: Removed required LREBG components because the action is no longer being funded with LREBG funds.

Action 1.2 has been modified due to budget reductions, resulting in the elimination of general education instructional aide positions. In response, support previously provided through these roles will be restructured and incorporated into Action 1.6, where LREBG funds will be used to provide general education instructional support to classroom teachers. This shift ensures that academic assistance and targeted interventions continue, though delivered through adjusted staffing structures.

Action 1.3 this action items stated the district will increase the current number of counselors. The action has been changed to maintain the current number of counselors to continue supporting students' academic, social, and emotional needs.

Action 1.5 has been revised in response to budget constraints. Over the past three years, the district invested in additional teaching positions to replace Instructional Intervention TOSA roles and reduce combination classes through smaller class sizes. For the 2026–27 school year, these additional teaching positions have been eliminated. The district will maintain appropriate staffing levels to support balanced class sizes, while continuing to prioritize effective classroom instruction within available resources. LREBG funds will be utilized for additional staffing support across the District. Funds will be used to provide compensation for staff and applicable health and welfare benefits. These positions will support more personalized instruction and increased academic support for students, particularly low-income students, foster youth, and English learners.

Action 1.9 has also been adjusted from expansion to maintenance. While the district previously focused on increasing the distribution of take-home Chromebook devices for low-income students, English learners, and foster youth, the 2026–27 plan will maintain device distribution based on availability for qualifying students, ensuring continued access while aligning with current funding levels. This action will utilize available Learning Recovery Education Block Grant (LREBG) funds to expand access to technology and data systems that support learning recovery for unduplicated pupil (UPP) student groups. Funds will be used to provide take-home Chromebook devices for low-income students, English learners, and foster youth who request access, ensuring equitable access to digital learning resources. Intervention software in English Language Arts and mathematics will be purchased to accelerate academic growth. The District will continue advancing the distribution and upgrading of one-to-one technology devices as needed to support student learning both in and out of the classroom.

Actions 1.2, 1.3, 1.8, 1.9 and 1.10 had changes in total funds.
1.2- budgeted $700,000 less due declining enrollment leading to a decrease in certificated and classified staffing
1.3- budgeted $700,000 less due to a decrease in services
1.5- budgeted $1.3M more due to the addition of LREBG funds to increase staffing to provide increase services to improve student outcomes
1.8- budgeted $175K more due to ongoing repair, replacement, and upgrading of wireless networks, hardware, software, content filters, and firewalls used by all students
1.9- budgeted $600K more due to the district change in take home Chromebook allocations for qualifying unduplicated students
1.10- budgeted $110K less due to the a decrease in professional development offerings for the upcoming year

Overall, these changes reflect a shift from expansion to sustainability. The district remains committed to supporting student achievement, particularly for unduplicated student groups, by maintaining essential services and strategically utilizing available funds to continue targeted academic and social-emotional supports.

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.	$13,475,849.00	No
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.	$3,032,753.00	No
1.3	Maintain levels of counseling services.	Maintain counseling services 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.	$1,247,194.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$207,830.00	No
1.5	Provide optimal staffing levels to address program needs that lead to improved students' academic and mental health outcomes.	The allocation of enhanced staffing levels for classroom teachers to provide increased services, supported through Supplemental and Concentration (S&C) funds, will enhance personalized instruction and strengthen support for students' academic and mental health outcomes. S&C funds will be used to provide targeted staffing to enhance supports and services, meeting the needs of low-income students, foster youth, and English learners, ensuring equitable access to high-quality instruction. Instructional practices will include differentiated instruction, small group targeted support, data-driven instruction, and culturally responsive teaching strategies to meet diverse student needs. Through 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. Action 1.5 – LREBG Action Description: LREBG funds will be utilized for additional staffing support across the District. Funds will be used to provide compensation for staff and applicable health and welfare benefits. These positions will support more personalized instruction and increased academic support for students, particularly low-income students, foster youth, and English learners. Research Basis: Educational research consistently finds that increasing access to fully credentialed teachers and support staff leads to stronger academic outcomes at all grade levels. Expanded teacher capacity allows for more differentiated instruction, closer monitoring of student progress, and more timely feedback, all of which are essential components of effective learning recovery. Additionally, studies highlight that increased teacher availability improves classroom climate, strengthens student-teacher relationships, and supports social-emotional development. These factors are especially impactful for low-income students, English learners,	$7,013,721.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and foster youth, who benefit from consistent, individualized support and structured learning environments across all grade levels. Metrics: Impact will be monitored through student performance data, including benchmark assessments, progress monitoring tools, and CAASPP results. Funding Amount: $ 406,208 in LREBG funds will be used to support this action.		
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	$1,529,134.00	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.	$8,214,894.00	No
1.8	Instructional Materials & Technology	Maintain a dedicated technology fund to support the ongoing repair, replacement, and upgrading of wireless networks, hardware, software, content filters, and firewalls used by all students. Continue to sustain a one-to-one device program, ensuring devices are updated and replaced as needed. Reliable access to equipment, software, and the internet is essential to ensure continuity of instruction across all schools. Additionally, allocate funds for necessary consumables and the timely replacement of district-approved instructional materials, including adopted textbooks, books, and other essential classroom resources.	$1,606,921.00	No

Action #	Title	Description	Total Funds	Contributing
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. 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. 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 Chromebook devices for qualifying 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. Classroom materials, supplies and supplemental textbooks will be purchased for specialized programs.	$840,102.00	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.	$266,778.00	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%	2024-25 CTE participation rates based on CALPADS data: English Learners: 50% Students with Disabilities: 63%	For each special population, there will be a 5% increase averaged over a three year period.	English Learners: Current Difference from Baseline: +15% Students with Disabilities: Current Difference from Baseline: +29%

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: 57% All Student: 55%		Socioeconomically Disadvantaged: Current Difference from Baseline: +9% All Students: Current Difference from Baseline: -4%
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 History-Social Science- 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: Common Core State Standards for ELA- 4	Full implementation based on the 2025-26 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	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 Current Difference from Baseline: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation of the following academic standards adopted by the state board: Career Technical Education- 4 Health Education Content Standards- 4 Physical Education Model Content Standards- 4 Visual and Performing Arts- 4 World Language- 4	ELD (Aligned to ELA Standards)- 4 Common Core State Standards for Mathematics- 4 Next Generation Science Standards- 4 History-Social Science- 4 Implementation of the following academic standards adopted by the state board: Career Technical Education- 4 Health Education Content Standards- 4 Physical Education Model Content Standards- 4 Visual and Performing Arts- 4 World Language- 4	ELD (Aligned to ELA Standards)- 4 Common Core State Standards for Mathematics- 4 Next Generation Science Standards- 4 History-Social Science- 4 Implementation of the following academic standards adopted by the state board: Career Technical Education- 4 Health Education Content Standards- 4 Physical Education Model Content Standards- 4 Visual and Performing Arts- 4 World Language- 4		Implementation of the following academic standards adopted by the state board: Career Technical Education- 4 Current Difference from Baseline: 0 Health Education Content Standards- 4 Current Difference from Baseline: 0 Physical Education Model Content Standards- 4 Current Difference from Baseline: 0 Visual and Performing Arts- 4 Current Difference from Baseline: 0 World Language- 4 Current Difference from Baseline: 0
2.3	AP and IB Exam Passing Rates	2023 AP and IB results: 1. High School AP exam passing rate: 47% for All Students.	2024 AP and IB results: 1. High School AP exam passing rate: 64% for All Students.	2025 AP and IB results: 1. High School AP exam passing rate: 67% 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: +20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2. High School IB exam passing rate: 46% for All Students.	2. High School IB exam passing rate: 63% for All Students.	2. High School IB exam passing rate: 66% for All Students.		2. High School IB exam passing rate: Current Difference from Baseline: +20%
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 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	ELA: % of group met or exceeded standards 51.33% all students 45.68% low-income 46.15% foster youth 17.79% English learners 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	ELA: % of group met or exceeded standards 51.05% all students 45.11% low-income 30.77% foster youth 15.32% English learners 16.37% student with disabilities Math: % of group met or exceeded standards 38.46% all students 32.32% low-income 15.38% foster youth 12.71% English learners 11.94% students with disabilities 33.39% Hispanic/Latino	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 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	ELA: all students -0.41% low-income +1.37% foster youth - 4.52%% English learners - 1.14% student with disabilities +0.17% Math: All students +1.08% low-income +2.53% foster youth - 8.15% English learners +1.01% students with disabilities -0.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CAST: 30.70% met or exceeded Based on the 2023-24 California Dashboard & DataQuest Data	CAST: 32.66% met or exceeded Based on the 2024-25 California Dashboard & DataQuest Data	33% meet or exceed students with disabilities 49% meet or exceed Hispanic/Latino CAST: 40% meet or exceed	Hispanic/Latino +0.56% CAST: +2.48%
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.	2025-26 A-G anticipated completion rate of 65.19% based on AERIES data.	A-G completion rate of 75%	+5.59%
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: 34.6 % of graduating Seniors were completers based on 2024-25 California Dashboard data.	Percentage of student completers in CTE pathways: 40% of graduating Seniors	+10.9%
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.	Based on 2024-25 California Dashboard data, 22.5% were CTE completers and A-G eligible.	30% of CTE completers will also be A-G eligible	+8.1%
2.8	College & Career Indicator (CCI)	37.6% Prepared level all students	43.2% Prepared level all students	47.2% Prepared level all students	50% Prepared level all students	Prepared level all students +9.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	39.8% Prepared level low-income 18.8% Prepared level English learners Not reported for foster youth 40.5% Prepared level Hispanic Based on 2024 California School Dashboard	45.5% Prepared level low-income 27.3% Prepared level English learners Not reported for foster youth 44.6% Prepared level Hispanic Based on 2025 California School Dashboard	56% Prepared level low-income 30% Prepared level English learners 30% Prepared level foster youth 56% Prepared level Hispanic	Prepared level low-income +13.4% Prepared level English learners +17% Not reported for foster youth Prepared level Hispanic +13.8%
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	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	Data from the 2024-25 school year based on California Dashboard are as follows: In 2024-25, 23.37% of 11th graders scored "Ready" in ELA, 31.95% of 11th graders were "Conditionally Ready" in ELA. In 2024-25, 8.5% of 11th graders scored "Ready" in Math, and 15% were	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. Ready: -2.53% Conditionally Ready: +2.53% Math. Current Difference from Baseline. Ready: -3.54% Conditionally Ready: -0.31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for Student Performance and Progress data.	"Conditionally Ready in Math. Based on 2023-24 California Assessment for Student Performance and Progress data.	"Conditionally Ready in Math. Based on 2024-25 California Assessment for Student Performance and Progress data.		
2.10	English Learner Proficiency (ELPAC)	53.2% making progress towards English language proficiency on the ELPAC based on 2022-23 California Dashboard data	42.3% making progress towards English language proficiency on the ELPAC based on 2023-24 California Dashboard data	51.6% making progress towards English language proficiency on the ELPAC based on 2024-25 California Dashboard data	65% making progress towards English language proficiency on the ELPAC	-1.6%
2.11	High School Graduation Rates	94.4% graduation rate based on 2022-2023 DataQuest	93.8% graduation rate based on 2023-2024 DataQuest	95.5% graduation rate based on 2024-2025 DataQuest	100% graduation rate	+1.1%
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	Full implementation (4 out of 5) on the Implementation of State Academic Standards reflection tool. English Language Arts: 4 Math: 4 Social Science: 4	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Science: 4 2023-24 self reflection tool ratings.	Science: 4 2025-26 self reflection tool ratings.		
2.13	Reclassification Rates	8.3% English Learner Reclassification rate based on 2022-23 DataQuest data.	8.2% English Learner Reclassification rate based on 2023-24 DataQuest data.	7.4% English Learner Reclassification rate based on 2024-25 DataQuest data.	For English Learner reclassification, there will be a 15% increase averaged over a three year period.	-0.9%

Goal Analysis [2025-26]

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

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

There were no substantive differences in planned actions and actual implementation. All planned actions were fully implemented, with the exception of action 2.4 which was partially implemented. For the 2025-2026 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:

- High School Graduation rates has seen a continuous increase, currently at 95.5%.
- 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) continued to provide instructional support, this is evident from 51.6% of English Learners making progress towards English language proficiency on the ELPAC. California Dashboard data is Green for EL progress.
- To enhance career and college readiness, COUSD continues to expand dual enrollment and articulation opportunities.
- The number of students completing a CTE pathway while also being A-G eligible has increased by 8.1% since baseline.
- Increased of all student groups on the College and Career Indicator and increased student engagement for all student groups participating in CTE courses.
- Collaboration among educators and specialists contributed to improved service delivery, academic progress, and increased career readiness.

- Elementary and Secondary collaborative groups met consistently throughout the year to review data, discuss curriculum and teaching practices.

Challenges:

- Parent education workshops focusing on improving family involvement were held at various school sites throughout the year, though participation remained low.
- A-G Completion rate for high school students dropped approximately 7% (estimated) compared to the 2024 year, though it still remains above the baseline.
- Persistent enrollment declines and budget deficits have necessitated program and personnel adjustments, effective for the 2026–27 academic year.
- Based on CASSPP data, English Language Arts progress has plateaued for most student groups. Compared to baseline data students with disabilities dropped to the red in 2024 and remained in the red in 2025. Long-Term English Learners dropped to the red in 2025.
- Based on CASSPP data, Math progress has improved but has been slow. While overall results show an improvement from a orange to yellow indicator in the last two years demonstrating an improvement for most student groups, we continue to see a widening gap for specific groups. 2023 baseline data showed students with disabilities in the red and have remained in the red the last two years. Long-Term English Learners and African American groups dropped to the red in 2024 and remained in the red in 2025. Foster Youth students dropped to the red in 2025.

Challenges and Implementation Barriers
Parent education workshops focusing on improving family involvement were held at various school sites throughout the year, though participation remained low.

Implementation Challenges: Scheduling conflicts due to parent work obligations, transportation limitations, childcare needs, and language barriers affected participation rates. Reaching families consistently across multiple school sites also required significant staff time and resources. Additional outreach strategies are needed to increase awareness and engagement among underrepresented families.

A-G Completion rate for high school students dropped approximately 7% (estimated) compared to the 2024 year, though it still remains above the baseline.

Implementation Challenges: Despite maintaining rates above baseline, the decline in A-G completion reflects challenges in ensuring students remain on track throughout their high school experience. Student course selection decisions, schedule changes, and limited awareness of A-G requirements contributed to gaps in completion. Additionally, attendance concerns, competing postsecondary pathways, and varying levels of student motivation affected enrollment and success in required coursework. Continued efforts are needed to strengthen early monitoring, student advising, and family awareness of A-G expectations.

Persistent enrollment declines and budget deficits have necessitated program and personnel adjustments, effective for the 2026–27 academic year.

Implementation Challenges: Reduced funding associated with declining enrollment constrained the district's ability to maintain existing programs, staffing levels, and student supports. Planning for reductions while minimizing impacts on student learning required balancing fiscal responsibility with maintaining equitable access to educational opportunities.

Based on CAASPP data, English Language Arts progress has plateaued for most student groups. Compared to baseline data, students with disabilities dropped to the Red performance level in 2024 and remained in Red in 2025. Long-Term English Learners dropped to Red in 2025.

Implementation Challenges: Accelerating literacy growth for historically underperforming student groups remains difficult due to varying academic needs, inconsistent attendance, and the need for more targeted intervention services. Limited staffing capacity, challenges in providing intensive support, and the need for ongoing professional learning have affected the pace of improvement. Additional strategies are needed to address achievement gaps for students with disabilities and Long-Term English Learners.

Based on CAASPP data, Math progress has improved but has been slow. While overall results improved from Orange to Yellow over the last two years, achievement gaps continue to widen for specific student groups. Students with disabilities have remained in Red since the 2023 baseline. Long-Term English Learners and African American students dropped to Red in 2024 and remained in Red in 2025. Foster Youth students dropped to Red in 2025.

Implementation Challenges: Addressing persistent mathematics achievement gaps requires sustained intervention, differentiated instruction, and additional support services. Staffing limitations, difficulties in providing targeted interventions during the school day, and varying levels of student readiness have slowed progress. The district continues to face challenges in meeting the unique academic needs of students with disabilities, Long-Term English Learners, African American students, and Foster Youth while maintaining growth across all student groups.

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 2025-26 LCAP:

Action 2.3: Provide intentional academic instruction & support to improve math achievement
This action item was 20% under budget. There is a material difference because not all the funds allocated for summer school were utilized.

Action 2.4:Development and implementation of a multi-tiered system of support to meet the needs of each student
This action item was 18% under budget. There is a material difference due to the fact that some contracted services that were planned were not implemented.

Action 2.5: Improve academic and attendance outcomes for students with disabilities
This action was 23% over budget. There is a material difference due to the fact that there has been an increase in contracted support services needed for students with
disabilities.

Action 2.6: Provide Career Technical Education programs and improve accessibility and outcomes
This action was 56% under budget. 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.

Action 2.7: Certificated Intervention Specialists at all elementary school sites
This action was 11% over budget. Projected salaries and additional hours were under budget than what was actually expended.

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 is somewhat effective. There has been a notable improvement in English Learner Progress on the California Dashboard (increased by 9.3% to "Green"). Progress toward English proficiency (ELPAC) has fluctuated, dropping from 53.2% to 42.3% in Year 1 before increasing to 51.6% in Year 2. Reclassification rates slightly declined from 8.3% to 7.4%. While the Year 2 increase in ELPAC progress demonstrates recent improvements, the overall reclassification rate remains below the baseline. This suggests that while initial supports are helping students gain proficiency, additional strategies may be needed to move more students through the final reclassification process.

Action 2.2: Provide intentional academic instruction & support to improve literacy development, with a focus on reading
This action item has been somewhat effective, though growth seems to have plateaued for some student populations. Academic performance maintained a "Green" status. While CAASPP ELA scores for all students showed a slight dip (51.46% to 51.05%), specific subgroups like low-income students saw growth from 43.74% to 45.11%.

Action 2.3: Provide intentional academic instruction & support to improve math achievement
This action has been somewhat effective. Performance levels districtwide is currently yellow on the dashboard. The district-wide mathematics performance for "All Students" showed an increase of 5.1 points. This indicates that the intentional academic instruction and learning recovery supports are having a measurable positive impact on student achievement. However, high needs sub groups including students with disabilities and English Learners continue to perform lower than our All student group.

Action 2.4: Development and implementation of a multi-tiered system of support to meet the needs of each student
This action has been effective. It has been as Highly Effective for Social-Emotional/Safety Climate but is somewhat effective for Academic Intervention. The district has achieved a Green status for its overall suspension rate, with a decline of 1.8%. This suggests that the behavioral support tier of the MTSS (which includes counseling and specialized personnel) is successfully fostering a healthier school environment. Mathematics performance for "All Students" increased by 5.1 points, moving the district above the state average. English Language Arts (ELA) performance remained relatively stable, maintaining its overall Blue/Green status on the dashboard. Ongoing support is still required for our unduplicated student populations.

Action 2.5: Improve academic and attendance outcomes for students with disabilities
This action has been somewhat effective. It has been effective in improving school engagement but has not been as effective in closing the academic achievement gaps. The chronic absenteeism rate for SWD dropped from a baseline of 35.3% to 28.3% in the Year 2 Outcome.

There has been a significant increase in SWD participating in Career Technical Education, rising from 34% at the baseline to 63%. The percentage of SWD meeting or exceeding standards in ELA has shown minimal movement, shifting from a baseline of 16.20% to 16.37%, though this student group remains in the red on the California School Dashboard. In math, 11.94% of SWD meeting or exceeding standards, which is a slight decrease from the baseline of 12.19%.

Action 2.6: Provide Career Technical Education programs and improve accessibility and outcomes
This action has been effective. The CTE participation rate for "All Students" rose from a baseline of 47.15% to 55% with improvements seen for many of our UPP subgroups: Students with Disabilities participation increased, jumping from 34% at the baseline to 63%, English Learners participation grew from 35% to 50%, and Socioeconomically Disadvantaged student enrollment increased from 48% to 57%. The percentage of graduating seniors who completed a CTE pathway increased from 23.7% to 34.6%.

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.
The action has been somewhat effective based on CAASPP data. Data from the 2024-25 school year shows:

ELA Achievement:

2023	2024	2025	
51.46%	51.33%	51.05%	All students met or exceeded standards
43.74%	45.68%	45.11%	Low-income students met or exceeded standards
35.29%	46.15%	30.77%	Foster youth met or exceeded standards
16.46%	17.99%	15.29%	English Learners met or exceeded standards
16.20%	17.79%	16.37%	Students with disabilities met or exceeded standards

Math Achievement:

2023	2024	2025	
37.38%	38.00%	38.46%	All students met or exceeded standards
29.79%	33.29%	32.32%	Low-income students met or exceeded standards
23.53%	15.38%	15.38%	Foster youth met or exceeded standards
11.70%	13.11%	12.71%	English Learners met or exceeded standards
12.19%	12.92%	11.94%	Students with disabilities met or exceeded standards

Overall Math achievement has shown a steady upward trend, increasing from 37.38% to 38.46%. ELA scores for the general student population have slightly declined, dropping from 51.46% to 51.05%. Across almost all subgroups (Low-income, EL, SWD), there was a notable increase in achievement in 2024, followed by a decline in 2025. This suggests that initial intervention strategies may have had an immediate impact that may difficult to sustain.

Action 2.8: Improve College and Career readiness indicators by providing rigorous and relevant academic programs for English Learner, Foster and Low-Income students.
This action has shown to be effective. According to the 2025 CAASPP and CCI data:

ELA Achievement:

2023	2024	2025	
51.46%	51.33%	51.05%	All students met or exceeded standards
43.74%	45.68%	45.11%	Low-income students met or exceeded standards
35.29%	46.15%	30.77%	Foster youth met or exceeded standards
16.46%	17.99%	15.29%	English Learners met or exceeded standards
16.20%	17.79%	16.37%	Students with disabilities met or exceeded standards

Math Achievement:

2023	2024	2025	
37.38%	38.00%	38.46%	All students met or exceeded standards
29.79%	33.29%	32.32%	Low-income students met or exceeded standards
23.53%	15.38%	15.38%	Foster youth met or exceeded standards
11.70%	13.11%	12.71%	English Learners met or exceeded standards
12.19%	12.92%	11.94%	Students with disabilities met or exceeded standards

College and Career Indicator:

2023	2024	2025	
37.60%	43.20%	47.20%	All students were at the Prepared level.
32.10%	39.80%	45.50%	Low-income students were at the Prepared level.
10.30%	18.80%	27.30%	English Learners were at the Prepared level.
11.30%	7.40%	15.80%	Student with Disabilities
30.80%	40.50%	44.60%	Hispanic students were at the Prepared level.

Based on the College and Career Indicator, every measured demographic showed significant improvement from 2023 to 2025. The English Learners group saw the most dramatic progress, jumping from 10.3% to 27.3% (a 17-point increase) in preparedness. The gap between "All Students" (47.2%) and "Low-income Students" (45.5%) has narrowed significantly, suggesting the programs are successfully reaching disadvantaged groups. Based on Math and ELA data, this action item demonstrates only low to moderate effectiveness. While Math scores have shown a slight improvement, English scores have stagnated.

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 2.2 & 2.3: No longer funded by LREBG
Action 2.4: Description was updated to due to reassignment of staff

Action 2.7: Removed. To address ongoing fiscal challenges, the district will implement program and staffing changes starting in the 2026–27 school year. The intervention specialist position will not be staffed beginning the 2026-27 school year.
Action 2.8: Added dual enrollment and articulation offerings tot he action description.

Actions 2.1, 2.2, 2.4, 2.5 and 2.6 had changes in total funds.
2.1- budgeted $159K less due to lower expenses in expected software and supplemental curriculum expenses
2.2- budgeted $150K less due to removal of LREBG funds
2.4- budgeted $347K more due to additional professional development and for the development of intervention and behavioral supports
2.5- budgeted $3.7M less due to anticipated decreases in contracted services
2.6- budgeted $3.3M less due to a decrease in ROP services. Also, CTE grant passthrough funds for other districts were mistakenly added to the action item in 2025

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) will continue to be staffed at school sites. LDAs provide increased services specifically for EL students and LTELs through classroom support, individual and small group tutoring, and school-to-home communication. Maintain the English Learner Teacher on Special Assignment position 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). Provide 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 acquisition. Students will have access to software and other curricula that	$370,023.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. This action will increase English Language Arts achievement as demonstrated by CAASPP results for these respective schools, for their following subgroups: • Charter Oak High School: Students with disabilities • Glen Oak Elementary School: Students with disabilities	$233,199.00	No
2.3	Provide intentional academic instruction	To improve mathematics achievement for all student groups, Charter Oak Unified School District will adopt a comprehensive, multi-faceted strategy.	$204,112.00	No

Action #	Title	Description	Total Funds	Contributing
	& support to improve math achievement	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. This action will increase Math achievement as demonstrated by CAASPP results for these respective schools, for their following subgroups: • Charter Oak High School: Students with disabilities • Glen Oak Elementary School: Students with disabilities • Oak Knoll Virtual Academy: All students, Hispanic • Districtwide: Students with disabilities		
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, maintaining staff and faculty roles to include support for counseling services. Professional development will be provided to enable effective implementation and to maximize student ownership. Essential resources, including assessments, screening tools, and supplemental curricula will be made available at each level of intervention to ensure a thorough and impactful deployment of MTSS.	$1,436,570.00	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.	$8,545,558.00	No

Action #	Title	Description	Total Funds	Contributing
		This action will increase achievement for students with disabilities as demonstrated by CAASPP results for these respective schools: • Charter Oak High School • Glen Oak Elementary School This action will improve chronic absentee rates for students with disabilities at this respective school: • Willow Elementary School		
2.6	Provide Career Technical Education programs and improve accessibility and outcomes.	Continue to provide 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.	$951,721.00	No
2.7	REMOVED in 2026-27 Certificated Intervention Specialists at all elementary school sites ensures that the academic and social emotional needs of our low income students, foster	Removed in 2026-27	$0.00	

Action #	Title	Description	Total Funds	Contributing
	youth, and English Learners			
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. As dual enrollment and articulation offerings continue to expand at the high school, funds will used to provide materials and supplies including textbooks that are not provided by the community college. To support high-needs students, the Advancement Via Individual 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: • Arrow High School: Hispanic and low-income students; • Bridges Community Day School: All students.	$1,856,594.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Arrow High School: All students, Low-income students		

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 include 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	92.37% All Students 91.48% Low-income 89.98% Foster youth 92.25% English Learners 2022-23 data based on CALPADS	93.25% All Students 92.50% Low-income 94.10% Foster youth 92.15% English Learners	93.2% All Students 89.6% Low-income 91.4% Foster youth 91.9% English Learners	Attendance rates: 97% for all students, low-income, foster youth, and English learners	All Students +0.83% Low Income - 1.88% Foster Youth - 1.42% English Learners - 0.35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023-24 data based on CALPADS	2024-25 data based on CALPADS		
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 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 DataQuest	20.6% All students 24.2% Low-income 32.7% Foster youth 25.1% English Learners 23.6% African American 22.6% Hispanic/Latino 17.6% White 25.3% Homeless 28.3% Students with disabilities 2024-25 data based on DataQuest	Chronic absenteeism: 15% for all of the following student groups: All Students Low Income Foster Youth English Learners African American Hispanic/Latino White Homeless Students with Disabilities	All Students -7.9% Low Income -5.3% Foster Youth +3.9% English Learners -0.5% African American +0.6% Hispanic/Latino -4.9% White -5.8% Homeless -8.4% Students with Disabilities -7.0%
3.3	Climate Survey	Administer annual climate survey to parents and staff, which will measure: Parent Survey:	Administer annual climate survey to parents and staff, which will measure: Parent Survey:	Administer annual climate survey to parents and staff, which will measure: Parent Survey:	Administer annual climate survey to parents and staff, which will result in a 4.5 rating across all areas.	Parent Survey Sense of Safety: +0.08 School Connectedness: +0.05

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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 school/department." Based on 2024-25 District Survey	Sense of Safety: 4.18 on a 1-5 scale (5 being the most positive response) "I feel the school campus is safe." School Connectedness: 4.22 on a 1-5 scale (5 being the most positive response) "I feel connected to my child's school." Staff Survey: Sense of Safety: 4.14 on a 1-5 scale (5 being the most positive response) "I feel my worksite is safe." School Connectedness: 4.21 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 2025-26 District Survey		Staff Survey: Sense of Safety: +0.10 School Connectedness: +0.11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Expulsion Rates	Total Expulsions: 0 2022-23 data based on DataQuest	Total Expulsions: 0 2023-24 data based on DataQuest	Total Expulsions: 0 2024-25 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.	2024 - 25 High School Dropout Rates: All students 2.81% based on CALPADS data.	Zero high school dropouts	- 0.79%
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.	Zero middle school student dropouts based on 2024-25 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." Parent Decision Making: 3.66 on a 1-5 scale (5 being the most positive response) Based on 2023-24 District Survey	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." Parent Decision Making: 3.58 on a 1-5 scale (5 being the most positive response)	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." Parent Decision Making: 3.66 on a 1-5 scale (5 being the most positive response)	Administer annual parent survey, which will result in a 4.0 rating on parent decision making.	Parent Decision Making: Unchanged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Based on 2024-25 District Survey	Based on 2025-26 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 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: 4.18 on a 1-5 scale (5 being most positive response) Based on 2025-26 District Survey	Administer annual parent survey, which will result in a 4.5 rating on parent participation.	Parent Participation: +.04
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.	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	Sense of Safety: 98% of students in grades 7, 9, and 11 students surveyed felt safe on campus. School Connectedness: 96% of in grades 7, 9, 11 students surveyed felt connected with at	Administer annual student survey, which will result in the following: 100% surveyed students feeling safe on campus 95% surveyed students feeling connection with at	Sense of Safety: +4.0% School Connectedness: +8.50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Based on 2022-23 District Survey	least one adult on campus. Based on 2024-25 District Survey	least one adult on campus. Based on 2025-26 District Survey	least one adult on campus	
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	2.7% All students 3.2% Low-income 11.3% Foster youth 2.3% English Learners 2.7% Hispanic 2024-25 data based on DataQuest	Suspension Rate: 2.5% all students, low-income, foster youth, English learners, and Hispanic	All students: -1.9% Low-income : -2.5% Foster youth: +1.8% English Learners: -2.3% Hispanic: -2.2%

Goal Analysis [2025-26]

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

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

Implementation Status:

Action
Action 3.1 Provide mental health services and support in order to improve student engagement and attendance: Fully implemented
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: Fully implemented
Action 3.4 Parent and community partnerships: Partially implemented
Action 3.5 Provide extracurricular experiences: Fully implemented
Action 3.6 Ensure school safety: Fully implemented

Overall Implementation Analysis:
Goal 3 demonstrates overall progress in promoting positive school climates across the district. Attendance rates remained stable for all students and English learners, while chronic absenteeism improved for almost all student groups, though foster youth absenteeism slightly increased and remains an area of concern. Climate survey results showed modest gains in parent and staff perceptions of safety and connectedness, student survey results reflected notable improvements in both safety and school connectedness, and suspension rates declined for most groups, indicating progress in school climate and behavior supports. Continued focus is needed to improve outcomes for foster youth, strengthen parent engagement in decision-making, and reduce high school dropout rates in order to meet Year 3 targets.

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:
-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.
-Attendance for Low-Income and Foster Youth Students.

Despite these challenges, COUSD made significant strides in improving student well-being, attendance, chronic absenteeism, engagement, and school climate.

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.
-Reduced chronic absenteeism rates

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

The expenditure was 19% under budget due to several positions remaining vacant for part of the school year or not being filled. This resulted in lower-than-budgeted personnel expenditures.

Action 3.2: Provide outreach services to our UDP by supporting our district-wide community schools model
The expenditure was 15% under budget because anticipated contracted services were not implemented or were less than projected.

Action 3.5: Provide extracurricular experiences
The expenditure was 16% over budget due to the pending extracurricular expenditures, including VAPA and athletic stipends and contracted services.

Action 3.6: Ensure school safety
The expenditure was 42% over budget due to an increase in ongoing maintenance and upgrades for security systems and safety equipment.

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:
This action varied in degree of effectiveness for some subgroups versus others.
Chronic absenteeism rates showed dramatic improvements with six of the subgroups improving over 5.0%. Both EL and LI rates improved; however, Foster Youth showed an increase of 3.9%. Attendance monitoring systems and mentorship programs contributed to early identification and intervention for at-risk students. Attendance for subgroups declined slightly, while All Students showed a minor increase. Additionally, students with consistent access to counseling services reported improved social-emotional well-being and academic engagement. These improvements suggest that targeted interventions and attendance support strategies were effective for most student groups. Continued monitoring and support is needed to address attendance for all three subgroups as well as chronic absenteeism for Foster Youth.

Attendance Rate Comparison:

Student Group	2022–2023 Attendance	2023–2024 Attendance	2024–2025 Attendance	Change
All Students	92.37%	93.25%	93.2%	+ 0.83%
Socioeconomically Disadvantaged	91.48%	92.5%	89.6%	- 1.88%
Foster Youth	89.98%	94.1%	91.4%	- 1.42%
English Learners	92.25%	92.15%	91.9%	- 0.3%

Chronic Absenteeism Rate Comparison:

Student Group	2022–2023	2023–2024	2024-2025	Change
All Students	28.5%	21.2%	20.6%	-7.9%
Socioeconomically Disadvantaged	29.5%	25.4%	24.2%	-5.3%
Foster Youth	28.8%	18.9%	32.7%	+3.9%
English Learners	25.6%	27.2%	25.1%	-0.5%

African American	23.0%	18.2%	23.6%	-0.6%
Hispanic/Latino	27.5%	23.4%	22.6%	-4.9%
White	23.4%	16.6%	17.6%	-5.8%
Homeless	33.7%	25.7%	25.3%	-8.4%
Students with Disabilities	35.3%	30.4%	28.3%	-7.0%

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

Effectiveness:
This action was somewhat effective in addressing chronic absenteeism and suspension rates for subgroups.
The attendance rates for All Students showed a slight increase, while all subgroups showed a minor decrease. However, absenteeism significantly improved with several subgroups demonstrating over 5.0% decrease, including All Students (-7.9%), low-income (-5.3%), Hispanic/Latino (-5.8%), White (-5.8%), Homeless (-8.4%), and Students with Disabilities (-7.0%). African American and English Learners also showed a modest decrease. 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 attendance for FY, EL, and LI students and absenteeism for Foster Youth.

Attendance Rate Comparison:

Student Group	2022–2023 Attendance	2023–2024 Attendance	2024–2025 Attendance	Change
All Students	92.37%	93.25%	93.2%	+ 0.83%
Socioeconomically Disadvantaged	91.48%	92.5%	89.6%	- 1.88%
Foster Youth	89.98%	94.1%	91.4%	- 1.42%
English Learners	92.25%	92.15%	91.9%	- 0.3%

Chronic Absenteeism Rate Comparison:

Student Group	2022–2023	2023–2024	2024-2025	Change
All Students	28.5%	21.2%	20.6%	-7.9%
Socioeconomically Disadvantaged	29.5%	25.4%	24.2%	-5.3%
Foster Youth	28.8%	18.9%	32.7%	+3.9%
English Learners	25.6%	27.2%	25.1%	-0.5%
African American	23.0%	18.2%	23.6%	-0.6%
Hispanic/Latino	27.5%	23.4%	22.6%	-4.9%
White	23.4%	16.6%	17.6%	-5.8%
Homeless	33.7%	25.7%	25.3%	-8.4%
Students with Disabilities	35.3%	30.4%	28.3%	-7.0%

Suspension rates decreased for all students, in addition to decreases in each subgroup except Foster Youth.

Suspension Rate Comparison:

Student Group	2022–2023	2023–2024	2024-2025	Change

All Students	4.6%	4.6%	2.7%	-1.9%
Socioeconomically Disadvantaged	5.7%	5.4%	3.2%	-2.5%
Foster Youth	9.5%	6.3%	11.3%	+1.8%
English Learners	4.6%	7.4%	2.3%	-2.3%
Hispanic	4.9%	5.0%	2.7%	-2.2%

Subgroup data reveals key shifts:
Suspension rates improved overall in 2024–25, with all students decreasing from 4.6% to 2.7%, showing a 1.9 percentage point reduction from the baseline and indicating positive progress toward creating safer and more supportive school environments. Furthermore, the dashboard indicates that no schools or subgroups were in the red for the 2024-25 school year. Significant gains were also seen among socioeconomically disadvantaged students (-2.5%), English learners (-2.3%), and Hispanic students (-2.2%), suggesting that district efforts to improve school climate are having a positive impact across multiple student groups. However, the foster youth suspension rate increased to 11.3%, exceeding the baseline by 1.8 percentage points, highlighting a critical area for targeted intervention and continued support under Goal 3.

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 2024-2025 school year:

Effectiveness:
Suspension rates declined overall, with All Students dropping from 4.6% to 2.7% (-1.9) and key subgroups such as Socioeconomically Disadvantaged (-2.5), English Learners (-2.3), and Hispanic students (-2.2) showing similar improvements. Foster Youth is the only subgroup with an increase, rising from 9.5% to 11.3% (+1.8) after a prior decrease, indicating a need for targeted supports. No sites or subgroups were in the red on the dashboard, with concerns limited to Foster Youth districtwide and White students at Cedargrove. While improvements were observed at nearly all sites and within all subgroups, data suggest continued monitoring efforts are needed district-wide for Foster Youth and for the White population at Cedargrove. Although attendance and suspension rates both show improvement, a sustained focus on SEL programs and support is needed to enhance intervention strategies, parent support, and further staff training.

Action 3.4 Parent and community partnerships:

Effectiveness:
Parent survey results support the effectiveness of this action, as overall parent perceptions regarding opportunities for participation increased by 0.4 points, while perceptions of involvement in decision-making remained stable at or above the baseline. These results indicate that district efforts to strengthen family engagement and provide meaningful opportunities for parent involvement are being sustained and positively received by families.
Parents have the opportunity to participate in ELAC, DELAC, SSC, and PTA meetings and 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 Care Solace provided additional resources for families.

Action 3.5 Provide extracurricular experiences:

Effectiveness:
All athletic teams, visual and performing arts (VAPA), extracurricular groups, and clubs were maintained for the 2025-26 school year. In addition, flag football, summer conservatory for drama, and additional VAPA sections were added. Field trips were arranged to enrich educational experiences and to expose students to college and career pathways. Providing these experiences supported and enhanced overall school climate as we can see in the substantial decline in chronic absenteeism (-7.9%) as well as the student results from the climate survey, demonstrating an increase in Sense of Safety (+4.0%) and Connectedness (+8.5%).

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.

Overall, students' sense of safety as reported in the climate survey increased 4.0% from the baseline.

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:

Metric 3.1: Updated the percentages and year one outcomes for attendance rates.

Action 3.6 Campus Safety Assistants will continue to be maintained at secondary school sites. Due to staffing changes, these positions will no longer be allocated to elementary school sites.

Actions 3.1, 3.5 and 3.6 had changes in total funds.
3.1- budgeted $1M less due to a combination of a decrease in staff positions and services
3.5- budgeted $700K more due to an increase in costs to run extracurricular programs at school sites
3.6- budgeted $150K less due to a decrease in campus security assistants at elementary school sites

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: All students, low-income, English Learners, Hispanic • Cedargrove Elementary School: English Learners, low-income, Hispanic, Homeless • Glen Oak Elementary School: White • Washington Elementary School: All students, low-income, Hispanic, White • Willow Elementary School: All students, students with disabilities, Hispanic, Homeless • Royal Oak Middle School: All students, English Learners, Homeless, Hispanic • Districtwide: All students, African-American, English Learners, Hispanic, socioeconomically disadvantaged, White	$213,698.00	Yes
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 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.	$128,866.00	Yes

Action #	Title	Description	Total Funds	Contributing
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, Hispanic and low-income students • Bridges Community Day School: All students • Cedargrove Elementary School: All students, Hispanic and low-income students • Royal Oak Middle School: English Learners Districtwide: Foster Youth	$100,000.00	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).	$185,513.00	No
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.	$2,020,702.00	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	$1,156,198.00	No

Action #	Title	Description	Total Funds	Contributing
		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 on secondary campuses, a School Resource Officer, Visitor Management systems, and ongoing professional development training.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2026–27 school year, the Equity Multiplier schools, Oak Knoll Virtual Academy, Arrow High School, and Bridges Community Day School, will improve student outcomes through targeted supports for identified student groups. At Oak Knoll Virtual Academy, the percentage of Hispanic students scoring below standard will decrease by 5% in both English Language Arts (ELA) and Mathematics for our SED and All student groups. Additionally, chronic absenteeism among low-income students will decrease by 5%. At Arrow High School, the college and career readiness rate for low-income students and All student group will increase by 5%, and the graduation rate for low-income students will increase to 94% by the end of the 2026–27 school year. Suspension rates for Hispanic and low-income student groups will decrease by 10%. Chronic absenteeism rates for all students, including Hispanic student groups, will decrease by 10%. At Bridges Community Day School, suspension rates for all student groups will decrease by 10%. In addition, chronic absenteeism rates for all students, including Hispanic student groups, will decrease by 10%. These outcomes reflect a commitment to improving academic achievement, increasing engagement, and fostering safe, supportive learning environments for all students.	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.

The district developed LCAP Goal 4 for the Equity Multiplier schools—Arrow Continuation High School, Bridges Community Day School, and Oak Knoll Virtual Academy—in response to persistent and significant disparities in student outcomes identified through the 2025 California School Dashboard and CAASPP results, as well as through input from educational partners. This goal is intended to close achievement gaps, improve school climate, and support the holistic development of students through targeted, equity-driven actions, ongoing progress monitoring, and strong community collaboration.

At Arrow Continuation High School, data highlight critical areas of need across multiple indicators. The College and Career Indicator reflects the lowest performance levels, with only 3.2% of All Students identified as prepared (Red performance level) and 0% of Socioeconomically Disadvantaged students identified as prepared (Red performance level). In addition, 2025 Dashboard data show continued needs for Socioeconomically Disadvantaged and All Students across Suspension Rate, Graduation Rate, and academic achievement in English Language Arts and Mathematics, with additional support needed for Hispanic students in ELA and Math. These results underscore the need for comprehensive supports that strengthen academic achievement, engagement, graduation pathways, and postsecondary readiness.

At Bridges Community Day School, the California School Dashboard does not currently provide performance data for student groups due to low enrollment and participation. However, educational partners have identified ongoing concerns related to student behavior and engagement, particularly the need to reduce suspensions and chronic absenteeism while strengthening overall school climate and improving student achievement. These priorities highlight the importance of implementing consistent, supportive systems that promote attendance, ensure safety, and deepen students' connection to school. Beginning in the 2026–27 school year, Bridges Community Day School will use IXL to measure student performance through curriculum alignment, continuous diagnostic testing, and comprehensive analytics. The platform translates student data into actionable growth metrics, including criterion-referenced scores, skill proficiency levels, and nationally normed percentile ranks, which strongly correlate with standardized assessment outcomes.

At Oak Knoll Virtual Academy, 2025 CA Dashboard and CAASPP data indicate that English Language Arts achievement remains an area of need, with 47.46% of All Students meeting or exceeding standards (Orange), 39.47% of Hispanic students meeting or exceeding standards (Orange), and 45.65% of Socioeconomically Disadvantaged students meeting or exceeding standards (Orange). In addition, chronic absenteeism and mathematics performance continue to be areas requiring targeted support for Socioeconomically Disadvantaged students, All Students, and Hispanic students. These findings point to the need for strengthened academic interventions and engagement strategies in a virtual learning environment.

As a result of the California School Dashboard analysis, the district identified educator credentialing as an area requiring continued attention and improvement. The 2025 California School Dashboard educator assignment and credentialing data indicated that the percentage of teachers holding a clear credential varied across school sites, with Bridges Community Day School reporting 43.8%, Arrow High School reporting 67.4%, and Oak Knoll Virtual Academy reporting 64.4%. While these percentages are below the state average, all teachers hold valid credentials, permits, intern credentials, waivers, or other legal assignment authorizations in accordance with California Education Code and Commission on Teacher Credentialing requirements. The district recognizes the importance of increasing the number of educators who hold clear credentials while continuing to support teachers through the credentialing process. In addition, due to the unique staffing needs of alternative education settings, some teachers may serve in authorized assignments outside their primary credentialed subject area. To support instructional quality, there is a need for ongoing professional development, curriculum implementation support, and standards-based training for teachers at Arrow High School, Bridges Community Day School, and Oak Knoll Virtual Academy who are teaching outside their credentialed subject areas.

In response to these identified needs, site leadership teams from Arrow, Bridges, and Oak Knoll worked collaboratively with educational partners to design Equity Multiplier Goal 4. This goal ensures that resources and supports are equitably allocated to address the specific needs of each school community. Key strategies include the equitable distribution of high-quality instructional resources, implementation of inclusive and culturally responsive practices, targeted academic and behavioral interventions, strengthened attendance and engagement systems, and expanded family and community engagement. Collectively, these efforts are designed to ensure that all students have access

to the support they need to succeed academically, socially, and emotionally, and to close persistent opportunity and achievement gaps across student groups.

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 47.46% met or exceeded ELA: Hispanic 39.47% met or exceeded ELA: Socioeconomically Disadvantaged 45.65% met or exceeded	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: 3.45% met or exceeded Math: 3.3% met or exceeded Based on the 2024-2025 CAASPP Reporting Dashboard	Arrow High School: ELA: 25% meet or exceed Math: 20% meet or exceed Oak Knoll Virtual Academy: ELA: 55% meet or exceed Math: 59% meet or exceed	Arrow High School: Met or Exceeded ELA: -11.94% Math: -.2.58%% Oak Knoll: No Difference, Added 2024-25 Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math: All students16.39% met or exceeded Math: Hispanic 5.0% met or exceeded Math: Socioeconomically Disadvantaged 12.77% met or exceeded 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 based on 23-24 data: 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 - Hispanic graduation rate, not enough students to calculate performance level based on 2025 California Dashboard Arrow High School - Socioeconomically Disadvantaged	Arrow High School - All Students 72.7% graduation rate based on 2025 California Dashboard	Arrow High School 100% graduation rate	Arrow High School : All Students -19.2 % Hispanic: N/A Socioeconomically Disadvantaged - 15.1 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			71.9% graduation rate based on 2025 California Dashboard			
4.3	Attendance Rates	Attendance rates for the 2022-23 school year: Arrow High School: 72.82%, based on 9-12 2022-23 P2 data Bridges CDS: 47.82%, based on 9-12 2022-23 P2 data Oak Knoll Virtual Academy: 88.22% based on 2023-24 P2 data	Attendance rates for the 2023-24 school year: Arrow High School: 70.85%, based on 9-12 2023-24 P2 data. Bridges CDS: 45.19%, based on 9-12 2023-24 P2 data Oak Knoll Virtual Academy: 95.63% based on (date) 2024-25	Attendance rates for the 2024-25 school year: Arrow High School: 73.26% based on (date) 2024-25 P2 data. Bridges CDS: 69.30% based on (date) 2024-25 P2 data	Attendance Rates: Arrow High School: 85% average over a three year period Bridges CDS: 60% average over a three year period Oak Knoll Virtual Academy: 98% over a three year period	Arrow High School: +0.44% Bridges CDS: +21.48% Oak Knoll: +7.41%
4.4	Chronic Absenteeism	Arrow High School: All: 84.2% Hispanic: 84.9% Bridges Community Day School: All: 84% Hispanic: 85%	Arrow High School: All: 86% Hispanic: 88.8% Bridges Community Day School: All: 90.5%	Arrow High School: All: 76.4% Hispanic: 77.8% Bridges Community Day School: All: 87.5%	Decrease chronic absentee rate by a 15% average over three years.	Arrow High School : All Students - 7.8% Arrow High School: Hispanic - 7.1% Bridges Community Day

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 2024 Dashboard	Hispanic: 88.9% Data based on the 2023-24 Data Quest _____ Oak Knoll Virtual Academy: All: 2.9 % Hispanic: 2% Socioeconomically Disadvantaged: 3.3% Data based on 2025 Dashboard	Hispanic: N/A Data based on the 2024-25 Data Quest		School: -All Students +3.5% Bridges Community Day School: Hispanic N/A Oak Knoll: All Students -18.5% Hispanic -15.6% Socioeconomically Disadvantaged -22.6%
4.5	Suspension Rates	Suspension Rate: Arrow High School: All students: 27.6% 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	Suspension Rate: Arrow High School: All students: 16.8% Hispanic: 15.2% Socioeconomically Disadvantaged: 18.7% Bridges CDS: Not able to determine due to low participation on the 2025 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 -10.8% Hispanic: -14.1% Socioeconomically Disadvantaged: -11.3%% Bridges CDS: Not able to determine difference from baseline due to low student enrollment and participation on the 2025 Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data based on 2025 California Dashboard		
4.6	Parent Participation	Baseline Data Established 2025/26 Parent/Community Engagement Survey. 83% – Parents Participation			By the end of year three, at least 85% of parents indicate participation in the school	No Difference Baseline Data Established 2025/26
4.7	College & Career Indicator	Arrow High School: All Students: 2.2% Hispanic: 2.7% Socioeconomically Disadvantaged: 0% Based on 2024 California Dashboard Data	Arrow High School: All Students: 3.2% Hispanic: No Data due to low enrollment and participation on the 2025 Dashboard Socioeconomically Disadvantaged: No data due to low enrollment and participation on the 2025 Dashboard Based on 2025 California Dashboard Data		10% average increase over the next two years.	Arrow High School: All Students +1% Hispanic: Not able to determine difference from baseline due to low enrollment and participation on the 2025 Dashboard Socioeconomically Disadvantaged: Not able to determine difference from baseline due to low enrollment and participation on the 2025 Dashboard
4.8	Bridges Community Day School: Percentage of teachers holding a clear credential or other appropriate authorization for assignment	43.8% *Data Source TAMO 2023/24			70%	N/A new metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	Arrow High School: Percentage of teachers holding a clear credential or other appropriate authorization for assignment	67.4% *Data Source TAMO 2023/24			85%	N/A new metric
4.10	Oak Knoll Virtual Academy: Percentage of teachers holding a clear credential or other appropriate authorization for assignment	64.4% *Data Source TAMO 2023/24			85%	N/A new metric
4.11						

Goal Analysis [2025-26]

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

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

Both Arrow High School , Bridges Community Day School and Oak Knoll Virtual Academy implemented a comprehensive set of actions to support student success, including professional development, blended learning opportunities, community engagement efforts, targeted academic interventions, and the use of supplemental instructional materials. While these efforts resulted in several positive outcomes, ongoing challenges remain in the areas of attendance, suspension rates, graduation outcomes, and academic performance.

Implementation Status:

- Action 4.1: Professional Development – Fully Implemented

This action was fully implemented. The implementation of targeted professional development opportunities led to a measurable increase in teachers' use of culturally responsive teaching strategies, trauma-informed practices, and restorative approaches to student support and discipline. Through ongoing training, coaching, and collaboration, educators strengthened their ability to recognize and respond to the diverse cultural backgrounds, social-emotional needs, and lived experiences of students.

- Action 4.2: Enhance Accessibility with Online Instruction – Fully Implemented

This action was fully implemented. flexible learning structures, particularly the blended learning models implemented at Arrow High School and Oak Knoll, significantly expanded access to instruction and improved student engagement, especially for students with inconsistent or historically poor attendance. These models combined in-person instruction with online coursework, allowing students greater flexibility in how, when, and where they completed academic work. As a result, students who previously struggled to attend school regularly were able to remain more consistently connected to instruction through virtual platforms that accommodated absences, scheduling conflicts, and personal

barriers.

At Arrow High School, both the blended learning model and the ACE program played a key role in supporting students experiencing chronic absenteeism. The ACE program, in particular, provided targeted interventions and additional attendance supports, which contributed to measurable improvements in student participation during the 2025–26 school year. Similarly, Oak Knoll's blended learning approach helped students requiring flexible scheduling options stay engaged in coursework and maintain continuity in learning, even when daily in-person attendance was not possible.

Across all programs, these flexible learning strategies were associated with notable reductions in chronic absenteeism. At Arrow High School, chronic absenteeism decreased from 86% to 76.4%. Bridges Community Day School saw a decline from 90.5% to 85.5%, while Oak Knoll experienced the most substantial improvement, dropping from 21.4% to 2.9%. Collectively, these outcomes indicate that combining blended learning structures with targeted attendance supports can meaningfully improve student engagement and reduce chronic absenteeism across diverse educational settings.

- Action 4.3: Community Engagement – Fully Implemented

This action was fully implemented. Community engagement efforts were expanded to increase parent involvement and improve access to resources through workshops, outreach, and consistent communication. Families received support and information through events and ongoing updates, helping strengthen the school-home connection. Survey results show increased family engagement and student connectedness, supported by school-wide activities such as spirit days, attendance incentives, and academic recognition events that promoted participation, belonging, and achievement.

- Action 4.4: Targeted Interventions – Partially Implemented

This action was partially implemented. Targeted interventions were implemented across sites, with a strong emphasis at Bridges Community Day School. These supports included structured mentoring programs designed to increase student connectedness and accountability, individualized academic support plans aligned to student learning gaps, and intervention-based instructional curricula paired with ongoing diagnostic assessments in both English Language Arts (ELA) and Mathematics. The intent of these strategies was to strengthen instructional responsiveness, close achievement gaps, and improve overall academic performance.

Baseline and current academic performance data provide a clear picture of both progress and ongoing challenges across sites.
Arrow High School:
ELA: 3.45% met or exceeded
Math: 3.3% met or exceeded

Oak Knoll Virtual Academy
ELA: All Students 47,6% met or exceeded
ELA: Hispanic 39.47%

Math: All Students 16.39% met or exceeded
Math: Hispanic 5%
Math: Socioeconomically Disadvantaged 45.65%

Based on the 2024-2025 CSASPP Reporting Dashboard

At Arrow High School, the 2022–2023 CAASPP Reporting Dashboard showed 15.39% of students met or exceeded standards in ELA and 5.88% in Math. More recent 2024–2025 CAASPP data indicates a significant decline, with only 3.45% of students meeting or exceeding standards in ELA and 3.3% in Math. This downward trend suggests that current instructional and intervention supports are not yet translating into improved academic outcomes and that additional urgency is needed to strengthen instructional effectiveness, particularly in ELA where proficiency has dropped sharply.

At Oak Knoll Virtual Academy, the 2023–2024 CAASPP baseline data showed 47.46% of all students met or exceeded standards in ELA and 16.39% in Math. The 2024–2025 CAASPP data shows ELA at 47.6% for all students, indicating overall stability with a slight increase. Math performance remains unchanged at 16.39%, suggesting stagnation in mathematics achievement. Subgroup data from the baseline year continues to highlight persistent equity gaps, including 39.47% ELA proficiency and 5.0% Math proficiency for Hispanic students, and 12.77% Math proficiency for socioeconomically disadvantaged students. While overall ELA performance remains relatively strong, mathematics outcomes continue to lag significantly across all student groups.

Overall, the comparative data shows Arrow High School experiencing notable declines while Oak Knoll Virtual Academy shows stability without meaningful growth, particularly in mathematics. These patterns suggest that while intervention systems such as mentoring, small-group instruction, and diagnostic-based supports are in place, their implementation is not yet consistently producing measurable academic gains.

Moving forward, strengthening implementation fidelity will be critical. Priority areas include improving the consistency and effectiveness of small-group instruction, enhancing mentoring structures to better support academic accountability, and ensuring diagnostic assessment data is routinely used to inform instructional planning. A targeted emphasis on accelerating Mathematics achievement—especially for historically underserved student groups—will be essential to improving overall proficiency outcomes across both school sites.

- Action 4.5: Supplemental Materials to Support Diverse Learners – Fully Implemented

This action was fully implemented. Schools expanded the use of supplemental instructional materials and AVID strategies to more effectively support the needs of diverse learners. This included a broader implementation of online A–G aligned English Language Arts and Mathematics courses, providing students with additional pathways to meet graduation and college eligibility requirements while receiving more personalized instructional support.

Across all three programs, schools also implemented wellness activities and school-wide community-building events designed to strengthen student relationships, promote a positive school climate, and increase overall engagement and belonging. These initiatives helped create more consistent opportunities for students and staff to connect outside of traditional classroom instruction.

In addition, the implementation of IXL diagnostic tools allowed teachers to more accurately identify individual student learning gaps and tailor instruction accordingly. The integration of culturally responsive and inclusive curriculum materials further contributed to increased student engagement by making content more relevant and accessible to a diverse student population.

Teachers reported noticeable improvements in student interest, participation, and sustained engagement in classroom learning tasks. The combined use of AVID instructional strategies, expanded access to online A–G aligned coursework, targeted diagnostic tools, and inclusive curriculum practices collectively strengthened instructional delivery and better supported varied learner needs. School-wide wellness initiatives and synergy days also contributed to improved student connection, collaboration, and overall school community cohesion.

Successes:
Implementation of professional development resulted in increased use of culturally responsive teaching, trauma-informed practices, and restorative approaches, contributing to an improved school climate and stronger teacher-student relationships.
Community engagement efforts expanded parent involvement and improved access to resources through workshops, outreach, and consistent communication. Survey results indicate increased family engagement and student connectedness, supported by school-wide activities such as spirit days, attendance incentives, and academic recognition events.

Targeted interventions, particularly at Bridges Community Day School, included mentoring programs, personalized academic support, and the use of intervention curriculum with diagnostic assessments in ELA and Math. Positive outcomes included a decrease in chronic absenteeism at Oak Knoll Virtual Academy by 18.5% and a 10% reduction in suspension rates at Arrow High School.

Flexible learning structures, including the blended learning model at Arrow High School, increased access and engagement for students with inconsistent attendance.

Schools also expanded the use of supplemental materials and AVID strategies to better support diverse learners, including increased access to online A–G aligned ELA and Math courses. Wellness activities and school-wide community-building events were implemented across all three programs.

Challenges:
Despite progress, suspension rates remain an area of concern at both Arrow High School and Bridges Community Day School, indicating a need to further strengthen restorative practices and behavioral supports.

Chronic absenteeism continues to be a significant challenge, with rates exceeding 87% at Bridges Community Day School and 74% at Arrow High School. Continued implementation of attendance interventions, including the ACE program and incentive systems, will be necessary to improve outcomes.

Graduation rates at Arrow High School declined to 15%, highlighting the need for continued focus on culturally responsive practices, relationship-building, and removal of barriers to student success.

Academic performance data shows limited growth during the first year of implementation. While Math proficiency rates remained stable, ELA proficiency declined at Arrow High School, and both Math and ELA proficiency showed slight declines at Oak Knoll. Strengthening the implementation of small-group instruction, mentoring, and targeted intervention programs, along with consistent use of diagnostic assessments, will be critical moving forward.

Arrow High School:
ELA: All Students 3.45% met or exceeded
Math: All Students 3.3% met or exceeded

Oak Knoll Virtual Academy
ELA: All Students 47,6% met or exceeded
ELA: Hispanic 39.47%
Math: All Students 16.39% met or exceeded
Math: Hispanic 5%
Math: Socioeconomically Disadvantaged 45.65%

Based on the 2024-2025 CSASPP Reporting Dashboard

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

There were no material differences between budgeted expenditures and estimated actuals.

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

Overall, actions under LCAP Goal 4 demonstrated partial effectiveness. Across Arrow High School, Bridges Community Day School, and Oak Knoll Virtual Academy, implementation contributed to improved student engagement, stronger relationships, increased family involvement, and measurable reductions in suspension rates and chronic absenteeism. However, these gains have not yet resulted in consistent improvement in academic achievement or graduation outcomes. Continued refinement of implementation and stronger alignment between supports and instructional outcomes are needed.

Action 4.1: Professional Development
This action item was somewhat effective. Year two implementation is expected to further strengthen outcomes, as professional development focused on culturally responsive teaching, trauma-informed practices, and restorative approaches began to show measurable impact. Classroom observation data and teacher feedback indicated improved student engagement and stronger teacher-student relationships, particularly among underserved student groups. Teachers increasingly applied culturally responsive strategies, contributing to reduced behavioral incidents in some classrooms. These efforts were associated with positive climate outcomes, including a reduction in suspension rates at Arrow High School from 30.1% to 16.8%. Chronic absenteeism also declined across all three programs: Arrow High School decreased from 86% to 76.4%, Bridges Community Day School declined from 90.5% to 85.5%, and Oak Knoll Virtual Academy showed a significant decline from 21.4% to 2.9%.
Despite these gains, academic performance declined. CAASPP Math proficiency at Arrow High School slightly decreased from 3.85% to 3.3%, and ELA proficiency declined from 15.39% to 3.45%. Oak Knoll also showed declines in both ELA (from 51.11% to 47.6%) and Math (from 18.57% to 16.39%), indicating that instructional improvement practices have not yet translated into academic growth.

Action 4.2: Enhance Accessibility with Online Instruction
This action item was somewhat effective. Blended learning models at Arrow High School and Oak Knoll increased engagement for students requiring flexible scheduling options. Students with prior attendance challenges were able to maintain more consistent participation through online learning structures. The ACE program at Arrow High School supported increased attendance among chronically absent students during the 2025–26 school year. In addition, chronic absenteeism declined across all programs: Arrow High School from 86% to 76.4%, Bridges Community Day School from 90.5% to 85.5%, and Oak Knoll from 21.4% to 2.9%. However, academic outcomes did not show comparable improvement. Arrow High School's graduation rate declined from 87.5% to 72.7%, though early indicators suggest potential improvement in the 2026–27 cycle with continued implementation refinement. CAASPP results also declined in both Math and ELA at Arrow High School and Oak Knoll, mirroring trends in Action 4.1. These outcomes indicate that while access and engagement improved, academic rigor and instructional alignment within blended learning models require strengthening.

Action 4.3: Community Engagement
This action item was somewhat effective. Increased parent communication and participation were observed across multiple engagement points, including workshops, school events, Attendance Matters meetings, and surveys administered during open house and parent conferences. Partnerships with organizations such as Just Us 4 Youth Connect and RESQ, along with social worker home visits, strengthened family engagement and contributed to improved attendance patterns, particularly at Oak Knoll and Arrow High School. Chronic absenteeism declines across all programs further suggest improved family-school connection: Arrow High School from 86% to 76.4%, Bridges Community Day School from 90.5% to 85.5%, and Oak Knoll from 21.4% to 2.9%. Despite these gains, barriers remain, including limited participation from working families and inconsistent workshop attendance. Bridges Community Day School will remain a targeted focus for engagement efforts in 2026–27 to strengthen family involvement and consistency.

Action 4.4: Targeted Interventions
This action item was somewhat effective. Mentoring programs showed measurable success, particularly at Bridges Community Day School, where students demonstrated improved classroom engagement and increased course completion rates.
Students receiving mentoring support at both Arrow High School and Bridges Community Day School showed improved attendance and modest gains in assessment performance. These supports contributed to broader system improvements, including a reduction in suspension rates at Arrow High School from 30.1% to 16.8% and declines in chronic absenteeism across all programs (Arrow: 86% to 76.4%, Bridges: 90.5% to 85.5%, Oak Knoll: 21.4% to 2.9%). Despite these improvements, academic performance remained a concern. CAASPP Math and ELA results declined at both Arrow High School and Oak Knoll, indicating that current intervention intensity and consistency are insufficient. For 2026–27, a priority will be expanding consistent one-on-one tutoring, both in-person and online, across all three programs to strengthen academic impact.

Arrow High School CAASPP ELA Achievement:

2023	2024	2025	
15.9%	15.39%	3.45%	All students met or exceeded standards

Arrow High School CAASPP Math Achievement:

2023	2024	2025	
5.88%	3.58%	3.33%	All students met or exceeded standards

Oak Knoll Virtual Academy CAASPP ELA Achievement:
2023 2024 2025
54.42% 52.11% 47.46% All students met or exceeded standards

Oak Knoll Virtual Academy CAASPP Math Achievement:
2023 2024 2025
11.76%% 18.57%% 16.39%% All students met or exceeded standards

Action 4.5: Supplemental Materials to Support Diverse Learners
This action item was somewhat effective at Arrow High School, Bridges Community Day School, and Oak Knoll Virtual Academy. The implementation of IXL diagnostic tools and culturally inclusive curriculum materials increased student engagement and participation in instructional activities. Teachers reported improved student interest and greater engagement in learning tasks across classrooms. AVID strategies and expanded access to online A–G aligned ELA and Math courses further support diverse learner needs, while school-wide wellness and synergy days contributed to increased student connection. However, measurable academic gains were limited. CAASPP results showed declines in Math and ELA at Arrow High School (ELA from 15.39% to 3.45%, Math from 3.85% to 3.3%) and Oak Knoll (ELA from 51.11% to 47.6%, Math from 18.57% to 16.39%). These results indicate that while engagement increased, supplemental materials must be more tightly aligned to targeted instruction and intervention strategies to improve academic outcomes.

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.

Changes made to the planned goal and explanation to reflect the needs of the students based on the 2025 dashboard.

All metrics were updated with revised data and additional student groups were added. Metrics 4.8, 4.9, 4.10 were new metrics.

Action 4.1: Professional Development
For the upcoming year, Action 4.1 will be strengthened through expanded follow-up support and ongoing professional learning to ensure consistent implementation of effective instructional practices.
The California School Dashboard identified educator credentialing as an area requiring continued attention and improvement. Educator assignment and credentialing data indicated that the percentage of teachers holding a clear credential varied across school sites, with Bridges Community Day School reporting 43.8%, Arrow High School reporting 67.4%, and Oak Knoll Virtual Academy reporting 64.4%. The district recognizes the importance of increasing the number of educators who hold clear credentials while continuing to support teachers through the credentialing process. In addition, due to the unique staffing needs of alternative education settings, some teachers may serve in authorized assignments outside their primary credentialed subject area. To support instructional quality, there is a need for ongoing

professional development, curriculum implementation support, and standards-based training for teachers at Arrow High School, Bridges Community Day School, and Oak Knoll Virtual Academy who are teaching outside their credentialed subject areas.

Key strategies include:
-Expanding ongoing coaching and mentorship programs for students to support sustained use of culturally responsive practices
-Partnering with local organizations to bring culturally relevant resources and guest speakers for both staff and students
-Offering additional training focused on instructional strategies that improve student engagement and learning outcomes

Action 4.2: Enhance Accessibility with Online Instruction
To address declining graduation rates and strengthen academic outcomes, Arrow High School, Bridges Community Day School, and Oak Knoll Virtual Academy will implement the following enhancements:

- Provide academic tutoring

-Expanding the use of IXL into middle school grades at Bridges Community Day School and Oak Knoll Virtual Academy
-Implementing additional online software to support career exploration and postsecondary pathway development
-Adding instructional software at Oak Knoll to support foundational skills mastery in primary grades
-Hiring additional certificated teachers to reduce student-to-teacher ratios and increase academic support
-Budget was increased to accommodate additional support services.

Action 4.3: Community Engagement
Based on parent and student survey feedback and identified needs, community engagement efforts will be expanded to strengthen communication, access to resources, and family involvement in student learning.

Key strategies include:
-Strengthening ongoing communication with families regarding attendance and student progress, while increasing access to essential supports such as food, clothing, and medical services
-Hosting workshops and forums to help parents support academic and social-emotional development
-Partnering with local organizations to provide culturally relevant resources and guest speakers for staff and students
-Creating a College and Career Center staffed with a specialist to support college and career exploration and facilitate student and parent workshops
-Increasing family engagement through additional family fun nights
-Expanding parent technology support to improve access to digital tools and communication platforms

Action 4.4: Targeted Interventions
To improve academic outcomes for at-risk students, targeted intervention systems will be expanded and refined to increase access, consistency, and effectiveness.

Key strategies include:
-Increasing tutoring opportunities, including expanded hours and virtual options
-Developing enhanced English Language Arts intervention programs and integrating additional technology-based learning supports
-Conducting family workshops to support understanding of intervention programs and encourage student participation

-Hiring additional staff to deliver targeted interventions and provide individualized tutoring support
-Budget was increase to allow for additional intervention sections within the school's Master Schedule

Action 4.5: Supplemental Materials to Support Diverse Learners
To better support diverse learners and improve academic proficiency in ELA and Math, instructional materials and systems will be expanded and strengthened.

Key strategies include:
-Adding additional collaboration days for teachers to refine instructional strategies and share best practices
-Increasing real-world learning experiences to enhance relevance and application of content
-Developing and implementing a restorative justice program to reduce disciplinary incidents and improve school climate
-Implementing structured quarterly data review days to analyze student progress and guide instructional decisions

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. Provide ongoing professional development, curriculum implementation support, and standards-based training for teachers at Arrow High School, Bridges Community Day School, and Oak Knoll Virtual Academy who are teaching outside their credentialed subject areas.	$18,788.00	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. Secure certificated teachers to increase academic achievement through smaller student teacher ratios.	$177,031.00	No

Action #	Title	Description	Total Funds	Contributing
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. Create a College and Career Center equip with a specialist to provide college and career exploration and student and parent workshops.	$62,271.00	No
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. Staff to provide targeted interventions and tutoring and teachers to increase academic achievement through smaller student teacher ratios.	$78,774.74	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.	$57,608.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$12,653,395	$1,298,715

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
25.832%	0.000%	$0.00	25.832%

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:** Maintain levels of counseling services. **Need:** -Homeless: During the 2024-25 school year, 27.7% of Homeless students were chronically absent in comparison to 20.7% of All students. • Foster Youth: During the 2024-25 school year 24.2% of Foster Youth were chronically absent in	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 has hired 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
	comparison of 20.7% of All students. 12% of our Socioeconomically Disadvantaged students (SED) were suspended at least one day in comparison to only 2.8% of All students. • English Learners (ELs): During the 2024-25 school year, 29.7% of our LTEL students were chronically absent in comparison to 20.7% of All students. Data from the California Dashboard indicates that only 51.6% 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 absenteeism, suspensions, and disengagement from school. Qualitative data collected through focus groups with educational partners, including parents, students, and staff, corroborate these findings. The group consistently identified the need for access to school counselors to support students' social-emotional and mental health needs. Additionally, there was a strong call for more classroom support personnel,	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
	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 optimal staffing levels to address program needs that lead to improved students' academic and mental health outcomes. **Need:** • Low-Income Students: During the 2024-25 school year, 45.11% of SED students met or exceed standards on the ELA CAASPP in comparison to 51.05% of All students. 32.32% of SED students met or exceed standards on the Math CAASPP in comparison to 38.46% of All students. • Foster Youth: During the 2024-25 school year, 30.77% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.05% of All students. 15.29% of Foster youth met or exceed standards on the Math CAASPP in comparison to 38.46% of All students.	Optimize 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. Optimal class sizes also enhance classroom management and allow teachers to better monitor student progress. More Personalized Instruction: The district will 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: Optimal 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.	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 2024-25 school year, 15.32% EL students met or exceed standards on the ELA CAASPP in comparison to 51.05% of All students. 12.71% of EL students and 3.23% met or exceed standards on the Math CAASPP in comparison to 38.46% 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. While we were able to increase FTE during year one of this LCAP, we have now shifted to maintaining appropriate staffing levels due to budget constraints. **Scope:** LEA-wide	Rationale for LEA-Wide Implementation: Ensuring Equitable Access: Strategically allocating full-time teachers across all school sites ensures 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 effective class sizes 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 2024-25 school year, 45.11% of SED students met or exceed standards on the ELA CAASPP in comparison to	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	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
	51.05% of All students. 32.32% of SED students met or exceed standards on the Math CAASPP in comparison to 38.46% of all students. • Foster Youth: During the 2024-25 school year, 30.77% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.05% of all students. 15.38% of Foster youth met or exceed standards on the Math CAASPP in comparison to 38.46% of all students. 24.2% of Foster youth were chronically absent in comparison to 20.7% of all students. • English Learners (ELs): During the 2024-25 school year, 15.32% EL students met or exceed standards on the ELA CAASPP in comparison to 51.05% of all students. 12.71% of EL students met or exceed standards on the Math CAASPP in comparison to 38.46% of all students. 29.7% of LTEL students were chronically absent in comparison to 20.7% 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:**	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.	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
	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 2024-25 school year, 45.11% of SED students met or exceed standards on the ELA CAASPP in comparison to 51.05% of All students. 32.32% of SED students met or exceed standards on the Math CAASPP in comparison to 38.46% of all students. • Foster Youth: During the 2024-25 school year, 30.77% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.05% of all students. 15.38% of Foster youth met or exceed standards on the Math CAASPP in comparison to 38.46% of all students. 24.2% of Foster youth were chronically absent in comparison to 20.7% of all students. • English Learners (ELs): During the 2024-25 school year, 15.32% EL students met or exceed standards on the ELA CAASPP in comparison to 51.305% of all students. 12.71% of EL students met or exceed standards on the Math CAASPP in comparison	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: Chromebook Distribution : COUSD will distribute Chromebooks to qualifying 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. 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	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
	to 38.46% of all students. 29.7% of LTEL students were chronically absent in comparison to 20.7% 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. **Scope:** LEA-wide	learning experiences designed to help students master essential skills. One-to-One Technology Advancement: The district will maintain 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. 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.	

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
		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 offering professional development opportunities that enhance instructional effectiveness.	
2.8	**Action:** Improve College and Career readiness indicators by providing rigorous and relevant academic programs for English Learner, Foster and Low-Income students. **Need:** • Low-Income Students: During the 2024-25 school year, 38.23% of SED students met or exceed standards on the ELA CAASPP in comparison to 48.82% of All students. 26.19 % of SED students met or exceed standards on the Math CAASPP in comparison to 37.3% of All students. 45.5% of SED students were	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 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	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). College and Career Indicator: We will monitor college and career readiness indicators on the CA School Dashboard for

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
	considered college & career ready in comparison to 47.2% of all students. • Foster Youth: During the 2024-25 school year, 22.46% of Foster Youth met or exceed standards on the ELA CAASPP in comparison to 48.82% of All students. 13.17% of Foster youth met or exceed standards on the Math CAASPP in comparison to 37.3% of All students. No CCI data available for Foster Youth. • English Learners (ELs): During the 2024-25 school year, 10.41% EL students met or exceed standards on the ELA CAASPP in comparison to 48.82% of All students. 11.01% of EL students met or exceed standards on the Math CAASPP in comparison to 37.3% of All students. 27.3% of EL students were considered college & career ready in comparison to 47.2% of all students. 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	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. 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	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
		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 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	

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
		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 2024-25 school year, 24.3% of SED students were chronically absent in comparison to 20.7% of all students. • Foster Youth: During the 2024-25 school year, 24.2%% of Foster youth were chronically absent in comparison to 20.7% of all students. • English Learners (ELs): During the 2024-25 school year, 23.6% of EL students were chronically absent in comparison to 20.7% of all students. Identified Need: These four 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.	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: 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.	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). Attendance Rates: We will monitor attendance rates for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 3, Metric 1).

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	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: 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	

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
		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.	
3.2	**Action:** Provide outreach services to our UDP by supporting our district-wide community schools model. **Need:** • Low-Income Students: During the 2024-25 school year, 24.3% of SED students were chronically absent in comparison to 20.7% of all students. • Foster Youth: During the 2024-25 school year, 24.2%% of Foster youth	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	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

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
	were chronically absent in comparison to 20.7% of all students. • English Learners (ELs): During the 2024-25 school year, 23.6% of EL students were chronically absent in comparison to 20.7% 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	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 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.	English learners, as well as all students (measured by Goal 3, Metric 10). Attendance Rates: We will monitor attendance rates for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 3, Metric 1).

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
		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. 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 **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	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 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.	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
	needs of English Learners, low-income students, and foster youth. Focus on English Learners (ELs) Demographics and Challenges: English Learners comprise 6.69% of COUSD's student population. Many of these students face significant challenges due to language barriers, which affect their ability to access and succeed in core academic subjects, especially English Language Arts and Mathematics. Language Proficiency Data: According to the California School Dashboard, 51.6% of EL students are making progress toward English language proficiency—a 9.3% increase from the previous year. 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	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. 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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	partnerships that reinforce learning and promote college-going aspirations. **Scope:** Limited to Unduplicated Student Group(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.

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:

The addition of classified support personnel, such as instructional aides and health clerks 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. The additional concentration grant funds will be utilized in the action item to provide the classified support personnel to provide support services for unduplicated pupil population students. (Goal 1, Action 6)

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$48,983,665	$12,653,395	25.832%	0.000%	25.832%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$37,091,008.00	$13,940,943.74	$2,403,268.00	$1,797,183.00	$55,232,402.74	$41,576,304.74	$13,656,098.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Hire and maintain fully credentialed teachers.	All	No			All Schools	2024-2027	$13,475,849.00	$0.00	$13,475,849.00	$0.00	$0.00	$0.00	$13,475,849.00	0%
1	1.2	Provide classified support staff.	Students with Disabilities	No			All Schools	2024-2027	$3,032,753.00	$0.00	$1,715.00	$1,719,319.00	$0.00	$1,311,719.00	$3,032,753.00	0%
1	1.3	Maintain levels of counseling services.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,247,194.00	$0.00	$1,247,194.00	$0.00	$0.00	$0.00	$1,247,194.00	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	$207,830.00	$207,830.00	$0.00	$0.00	$0.00	$207,830.00	0%
1	1.5	Provide optimal staffing levels 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	$6,638,778.00	$374,943.00	$6,638,778.00	$374,943.00	$0.00	$0.00	$7,013,721.00	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	$1,529,134.00	$0.00	$1,529,134.00	$0.00	$0.00	$0.00	$1,529,134.00	0%
1	1.7	Maintain safe and clean schools and district facilities	All	No			All Schools	2024-2027	$0.00	$8,214,894.00	$4,855,700.00	$972,998.00	$2,386,196.00	$0.00	$8,214,894.00	0%
1	1.8	Instructional Materials & Technology	All	No			All Schools	2024-2027	$0.00	$1,606,921.00	$499,006.00	$926,770.00	$17,000.00	$164,145.00	$1,606,921.00	0%
1	1.9	Provide technology, software programs, and other resources to help identify and intervene for English Learner, Foster Youth, and Low-Income students in academic need.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$840,102.00	$669,108.00	$0.00	$0.00	$170,994.00	$840,102.00	0%
1	1.10	Professional development	All	No			All Schools	2024-2027	$0.00	$266,778.00	$74,802.00	$118,962.00	$72.00	$72,942.00	$266,778.00	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
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	$370,023.00	$0.00	$370,023.00	$0.00	$0.00	$0.00	$370,023.00	0%
2	2.2	Provide intentional academic instruction & support to improve literacy development, with a focus on reading	All	No			All Schools	2024-2027	$0.00	$233,199.00	$32,365.00	$169,059.00	$0.00	$31,775.00	$233,199.00	0%
2	2.3	Provide intentional academic instruction & support to improve math achievement	All	No			All Schools	2024-2027	$0.00	$204,112.00	$28,321.00	$169,059.00	$0.00	$6,732.00	$204,112.00	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	$1,371,570.00	$65,000.00	$1,341,404.00	$95,166.00	$0.00	$0.00	$1,436,570.00	0%
2	2.5	Improve academic and attendance outcomes for students with disabilities	Students with Disabilities	No			All Schools	2024-2027	$8,545,558.00	$0.00	$486,481.00	$8,059,077.00		$0.00	$8,545,558.00	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	$0.00	$951,721.00	$913,845.00		$0.00	$37,876.00	$951,721.00	0%
2	2.7	REMOVED in 2026-27 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						2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	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.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,856,594.00	$0.00	$1,856,594.00	$0.00	$0.00	$0.00	$1,856,594.00	0%
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	$193,798.00	$19,900.00	$213,698.00	$0.00	$0.00	$0.00	$213,698.00	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	$89,586.00	$39,280.00	$128,866.00	$0.00	$0.00	$0.00	$128,866.00	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
3	3.3	Social and emotional learning (SEL) and behavioral support curriculum and strategies.	All	No			All Schools	2024-2027	$0.00	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	0%
3	3.4	Parent and community partnerships	All	No			All Schools	2024-2027	$130,475.00	$55,038.00	$185,513.00	$0.00	$0.00	$0.00	$185,513.00	0%
3	3.5	Provide extracurricular experiences	All	No			All Schools	2024-2027	$2,020,702.00	$0.00	$1,178,584.00	$841,118.00	$0.00	$1,000.00	$2,020,702.00	0%
3	3.6	Ensure school safety	All	No			All Schools	2024-2027	$995,516.00	$160,682.00	$1,156,198.00	$0.00	$0.00	$0.00	$1,156,198.00	0%
4	4.1	Professional Development	All	No			Specific Schools: Arrow High, Bridges Community Day, Oak Knoll Virtual Academy	2024-2027	$0.00	$18,788.00	$0.00	$18,788.00	$0.00	$0.00	$18,788.00	0%
4	4.2	Enhance Accessibility with Online Instruction	All	No			Specific Schools: Arrow High, Bridges Community Day, Oak Knoll Virtual Academy	2024-2027	$0.00	$177,031.00	$0.00	$177,031.00	$0.00	$0.00	$177,031.00	0%
4	4.3	Community Engagement	All	No			Specific Schools: Arrow High, Bridges Community Day, Oak Knoll Virtual Academy	2024-2027	$0.00	$62,271.00	$0.00	$62,271.00	$0.00	$0.00	$62,271.00	0%
4	4.4	Targeted Interventions	All	No			Specific Schools: Arrow High, Bridges Community Day, Oak Knoll Virtual Academy	2024-2027	$78,774.74	$0.00	$0.00	$78,774.74	$0.00	$0.00	$78,774.74	0%
4	4.5	Supplemental Materials to Support Diverse Learners	All	No			Specific Schools: Arrow High, Bridges Communit	2024-2027	$0.00	$57,608.00	$0.00	$57,608.00	$0.00	$0.00	$57,608.00	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
							y Day, Oak Knoll Virtual Academy									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$48,983,665	$12,653,395	25.832%	0.000%	25.832%	$12,653,395.00	0.000%	25.832 %	**Total:**	$12,653,395.00
								LEA-wide Total:	$12,283,372.00
								Limited Total:	$370,023.00
								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	Maintain levels of counseling services.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,247,194.00	0%
1	1.5	Provide optimal staffing levels 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	$6,638,778.00	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	$1,529,134.00	0%
1	1.9	Provide technology, software programs, and other resources to help identify and intervene for English Learner, Foster Youth, and Low-Income students in academic need.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$669,108.00	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	$370,023.00	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	$1,856,594.00	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	$213,698.00	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	$128,866.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$62,124,888.28	$64,184,637.93

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	$13,368,387.59	13,949,577.50
1	**1.2**	Provide classified support staff.	No	$3,778,945.23	4,029,155.25
1	**1.3**	Provide increased levels of counseling services.	Yes	$1,925,494.44	1,963,960.62
1	**1.4**	Provide the California Teachers Induction program (CTIP) for new teacher and administrator induction.	No	$201,702.00	85,004.47
1	**1.5**	Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes.	Yes	$5,790,657.02	5,944,622.62
1	**1.6**	Provide classified classroom support personnel to raise academic outcomes for high-needs students.	Yes	$1,588,944.01	1,567,515.19
1	**1.7**	Maintain safe and clean schools and district facilities	No	$7,926,393.00	7,215,902.99
1	**1.8**	Instructional Materials & Technology	No	$1,425,231.00	2,469,392.01
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	$235,000.00	211,587.72

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	$151,643.00	153,288.72
2	2.1	Supplemental support for English learner (EL) students and Long-Term English Language Learners to acquire English proficiency and reclassification	Yes	$529,969.05	531,761.13
2	2.2	Provide intentional academic instruction & support to improve literacy development, with a focus on reading	No	$389,419.84	350,756.02
2	2.3	Provide intentional academic instruction & support to improve math achievement	No	$389,419.84	312,674.71
2	2.4	Development and implementation of a multi-tiered system of support to meet the needs of each student	No	$1,089,470.15	893,361.09
2	2.5	Improve academic and attendance outcomes for students with disabilities	No	$12,242,067.75	15,033,540.93
2	2.6	Provide Career Technical Education programs and improve accessibility and outcomes.	No	$4,321,284.85	2,213,599.59
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	$919,881.96	1,016,743.81
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	$1,355,286.16	1,252,318.85
3	3.1	Provide mental health services and support in order to improve student engagement and attendance.	Yes	$1,249,664.01	1,001,332.52

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	$111,346.82	93,807.69
3	3.3	Social and emotional learning (SEL) and behavioral support curriculum and strategies.	No	$115,000.00	123,006.38
3	3.4	Parent and community partnerships	No	$185,517.89	174,182.39
3	3.5	Provide extracurricular experiences	No	$1,332,749.22	1,547,592.70
3	3.6	Ensure school safety	No	$1,310,363.45	1,865,398.46
4	4.1	Professional Development	No	$17,500.00	17,530.48
4	4.2	Enhance Accessibility with Online Instruction	No	$25,000.00	24,384.52
4	4.3	Community Engagement	No	$62,500.00	57,778.46
4	4.4	Targeted Interventions	No	$40,000.00	39,827.62
4	4.5	Supplemental Materials to Support Diverse Learners	No	$46,050.00	45,033.49

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
12,137,309	$13,495,906.00	$12,458,440.00	$1,037,466.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Provide increased levels of counseling services.	Yes	$1,925,494.44	1,158,103	0%	0%
1	1.5	Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes.	Yes	$5,790,657.02	5,944,623	0%	0%
1	1.6	Provide classified classroom support personnel to raise academic outcomes for high-needs students.	Yes	$1,560,086.78	1,567,515	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	$235,000.00	188,336	0%	0%
2	2.1	Supplemental support for English learner (EL) students and Long-Term English Language Learners to acquire English proficiency and reclassification	Yes	$529,969.05	531,761	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	Yes	$738,401.72	1,016,744	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)
		students, foster youth, and English Learners					
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	$1,355,286.16	1,252,319	0%	0%
3	**3.1**	Provide mental health services and support in order to improve student engagement and attendance.	Yes	$1,249,664.01	705,231	0%	0%
3	**3.2**	Provide outreach services to our UDP by supporting our district-wide community schools model.	Yes	$111,346.82	93,808	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$46,922,355	12,137,309	0%	25.867%	$12,458,440.00	0.000%	26.551%	$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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- 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 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the 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).

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