



LCFF Budget Overview for Parents

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

CDS Code: 19-64378-0000000

School Year: 2024-25

LEA contact information:

Danny Kim, Ed.D.

Assistant Superintendent, Educational Services

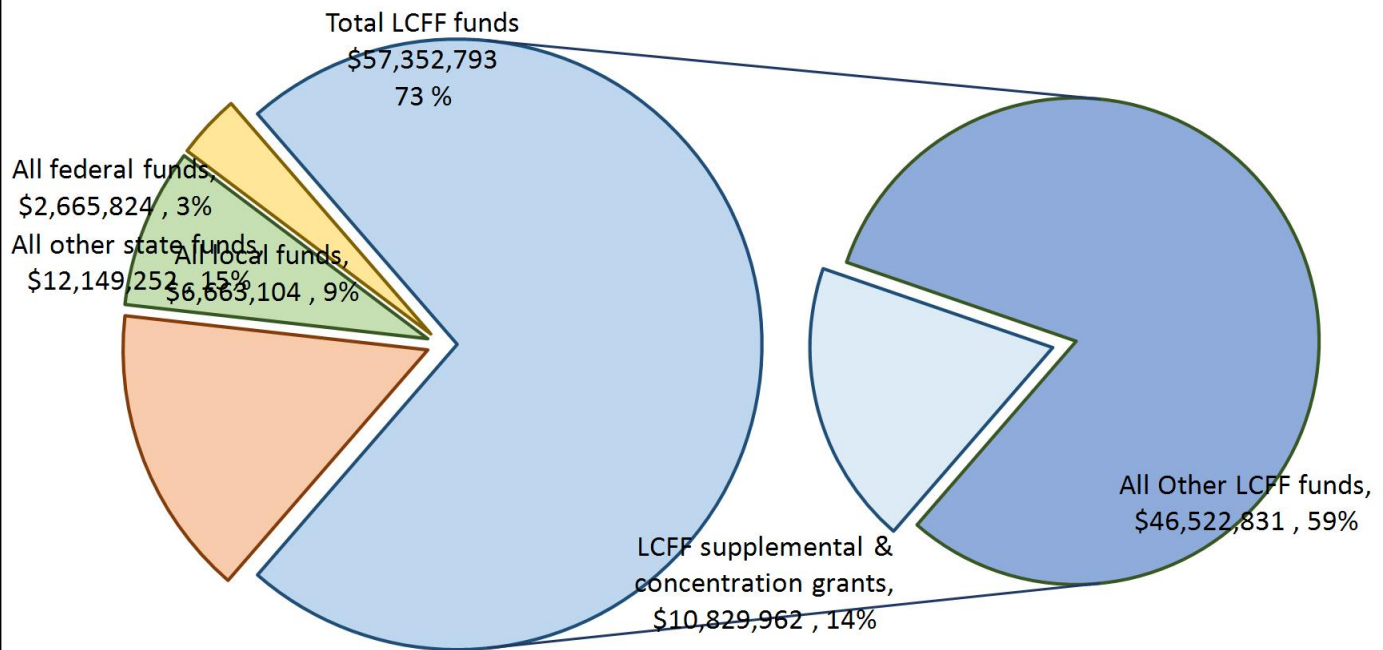
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

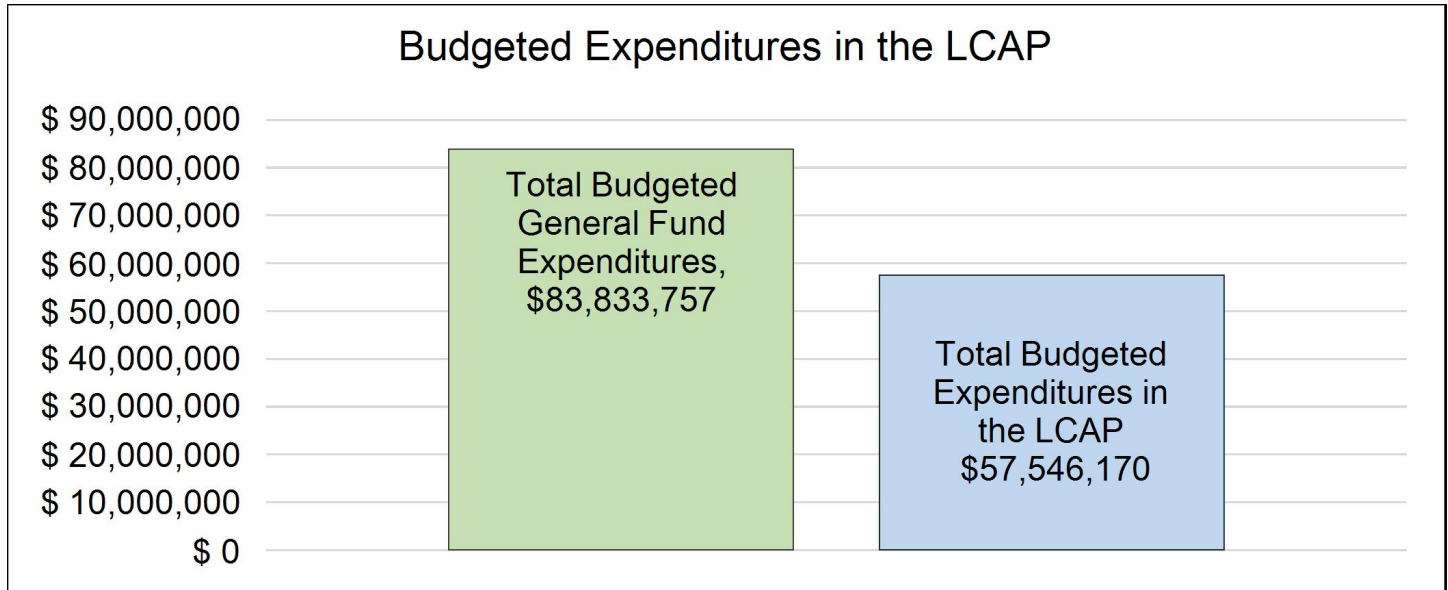


This chart shows the total general purpose revenue Charter Oak Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Charter Oak Unified School District is \$78,830,973, of which \$57,352,793 is Local Control Funding Formula (LCFF), \$12,149,252 is other state funds, \$6,663,104 is local funds, and \$2,665,824 is federal funds. Of the \$57,352,793 in LCFF Funds, \$10,829,962 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Charter Oak Unified School District plans to spend \$83,833,757 for the 2024-25 school year. Of that amount, \$57,546,170 is tied to actions/services in the LCAP and \$26,287,587 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

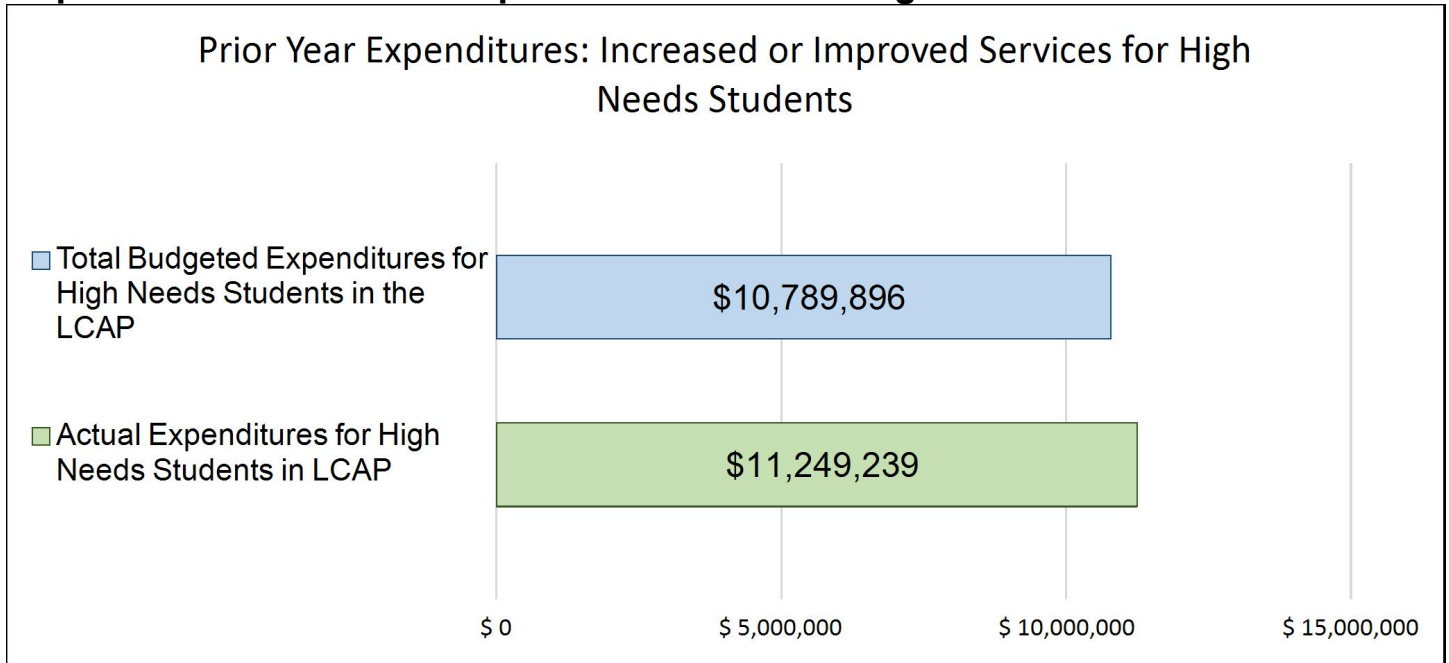
Costs related to continued daily operation and functions of sites and district office. This includes salaries and benefits for classified, certificated and administrative employees, operational costs such as water, sewer, power, internet connectivity, machine operations and security related to the functions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

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

In 2024-25, Charter Oak Unified School District is projecting it will receive \$10,829,962 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 \$12,738,296 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2023-24, Charter Oak Unified School District's LCAP budgeted \$10,789,896 for planned actions to increase or improve services for high needs students. Charter Oak Unified School District actually spent \$11,249,239 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Charter Oak Unified School District	Danny Kim, Ed.D. Assistant Superintendent, Educational Services	dkim@cousd.net 626-966-8331 x90568

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students have standards-aligned instructional materials.	100% of students had access to standards-aligned instructional materials in 2020-21.	100% of students had access to standards-aligned instructional materials in 2021-22.	100% of students had access to standards-aligned instructional materials in 2022-23.	100% of students had access to standards-aligned instructional materials in 2023-24.	Maintain 100% compliance
Appropriately assigned and fully credentialed teachers.	100% of teachers were appropriately assigned and fully credentialed for the 2020-21 school year.	100% of teachers were appropriately assigned and fully credentialed for the 2021-22 school year.	100% of teachers were appropriately assigned and fully credentialed for the 2022-23 school year.	100% of teachers were appropriately assigned and fully credentialed for the 2023-24 school year.	Maintain 100% compliance
Facilities in Good Repair as measured by FIT.	2020-21 FIT report states that all school sites received an average of a "Good" rating.	2021-22 FIT report states that all school sites received an average of a "Good" rating.	2022-23 FIT report states that all school sites received an average of a "Good" rating.	2023-24 FIT report states that all school sites received an average of a "Good" rating.	Maintain good or increase to exemplary rating for all school sites.

Goal Analysis

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

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

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 2023-2024 school year saw continued successes in the following actions as evidenced by the prescribed metrics. The district met targets to ensure 100% compliance with fully credentialed teachers, sufficient instructional materials for all students, and all facilities in good repair.

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

- High-quality, fully credentialed teachers for all classrooms (no unfilled vacancies);
- Various academic and mental health supports provided for UDP students (Foster youth, socioeconomically disadvantaged, and English Learners), including, but not limited to, general education instructional aides to work with UDP students in elementary grade classrooms and academic software for intervention purposes;
- A total of 8 teachers, and 1 administrator, completed all requirements of their Induction program;
- There were four combination classes in the 2023-2024 school year;
- Completed the adoption, purchase, and implementation of new textbooks for high school economics;
- Maintained a total of six Intervention Specialists for our five elementary schools. The Intervention Specialists worked directly with UDP students to improve language arts and math outcomes;
- Hired, onboarded, and fully integrated a total of three additional elementary counselors bringing the total to five.

The only challenge in implementing Goal 1 was the time it took to fill specific positions, including Special Education teachers. 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 are material differences reflected in Actions outlined for Goal 1 in the 2023-2024 LCAP:

For Action 1, there is a material difference due to the fact that certificated salary increased due to a negotiated salary raise.

For Action 2, there is a material difference as more costs from Goal 2, Action 1 were applied here. The costs for personnel assigned to assist with English Learners, as well as materials, supplies, and software were assigned to this Action, as opposed to Goal 2.1.

For Action 4, there is a material difference due to the fact that certificated and classified salary increased due to a negotiated salary raise.

For Action 5, there is a material difference due to the fact that new hardware and software that was purchased to support classroom instruction than was planned.

For Action 6, there is a material difference due to the fact that classified salary increased due to a negotiated salary raise.

For Action 7, there is a material difference due to the fact that certificated salary increased due to a negotiated salary raise.

For Action 8, there is a material difference due to the fact that certificated salary increased due to a negotiated salary raise.

For Action 9, there is a material difference due to the fact that certificated salary increased due to a negotiated salary raise. As well, we hired three additional counselors.

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

Based on an analysis of our outcomes as measured by identified metrics, the District believes that the planned actions to achieve this goal were successful. Our educational professionals recognized that students continued this school year with various learning and mental health-related needs. The District recognized that the greatest impact on a child's ability to succeed lay in the abilities of the professionals in the classroom. Each elementary school site maintained several instructional aides to assist teachers and students. We increased the number of elementary school counselors from 2 to 5 FTE. These personnel additions significantly aided in students' social-emotional well-being.

Action 1.1: This action was effective in maintaining a high standard of teaching quality, ensuring all teachers were fully credentialed and appropriately assigned. Survey results from our annual parent and student surveys indicate that teachers create positive relationships with students.

Action 1.2: This action showed effectiveness in improving students' sense of safety and connectedness, and contributed to a reduction in the high school dropout rate. Suspension rates remain a challenge, indicating the need for ongoing adjustments.

Action 1.3: This action was effective in supporting new teachers, ensuring they are fully credentialed and appropriately assigned.

Action 1.4: While no specific metrics are available to assess the direct impact, maintaining support staff is crucial for addressing the needs of students with disabilities and mental health issues, contributing positively to overall school climate and student well-being.

Action 1.5: This action was effective in ensuring all students had access to standards-aligned instructional materials, supporting consistent and high-quality instruction, as evident by no Uniform Complaint Procedures filings (Williams Act)..

Action 1.6: This action was effective in maintaining facilities, ensuring a safe and conducive learning environment for students as reported utilizing the Facilities Inspection Tool.

Action 1.7: Maintaining small class sizes likely contributed to a better learning environment, although specific metrics to directly assess this action were not provided. Qualitative feedback from teachers and administrators demonstrated that this action was effective in creating more effective learning environments.

Action 1.8: This action showed effectiveness in reducing the high school dropout rate slight decrease from 2.05% to 1.8%, and addressing suspension rates, indicating positive impacts on targeted student populations.

Action 1.9: This action was effective in improving students' sense of safety and connectedness, and contributed to a reduction in the high school dropout rate, indicating positive outcomes from increased counseling services.

Action 1.1, Action 1.2, Action 1.3, Action 1.5, Action 1.6, Action 1.8, and Action 1.9 showed clear effectiveness in maintaining high teaching standards, improving students' social-emotional well-being, and reducing dropout rates.

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

Based on an analysis of the effectiveness of planned actions, and feedback from educational partners, the District determined the need to make changes to a planned action. Although it was not determined to be ineffective, the District believes modifying Action 2 into separate contributing actions will result in more clarity, and less redundancy. Therefore, the revised contributing actions will be focused on delivering a more strengthened approach, and clearer language to our community. This includes:

- Providing appropriate FTE support to address program needs that lead to improved students' academic and mental health outcomes;
- Providing additional classified support to raise academic outcomes of our most needy students;
- Providing technology, software programs, and other resources to help identify, and intervene for students in academic need.

We believe separating Action 2 into three separate actions will offer a more strengthened approach by bringing clarity to services in support of UPP, while continuing the intended outcomes of the prior written LCAP action.

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

Goals and Actions

Goal

Goal #	Description
2	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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rates	95.9% graduation rate based on 2019-20 Dataquest	94.4% graduation rate based on 2020-2021 Dataquest	97.3% graduation rate based on 2021-2022 Dataquest	94.4% graduation rate based on 2022-2023 Dataquest	Increase to a 100% graduation rate
College & Career Indicator (CCI)	39% Prepared level based on 2019 California School Dashboard	No results for 2021 are available on the California School Dashboard. No data available beyond the 2018-19 baseline data year.	No results for 2021 are available on the California School Dashboard. No data available beyond the 2018-19 baseline data year.	37.6% Prepared level based on 2023 California School Dashboard	45% of students meeting Prepared level on the College & Career Indicator
SBAC Results	<p>ELA: 55.21% met or exceeded</p> <p>Math: 45.72% met or exceeded</p> <p>CAST: 23.63% met or exceeded</p> <p>Based on the 2018-19 California Dashboard data</p>	SBAC assessments were not administered for the 2020-21 school year. SBAC assessment results for 2021-22 are pending.	<p>ELA: 49.91% met or exceeded</p> <p>Math: 36.60% met or exceeded</p> <p>CAST: 24.38% met or exceeded</p> <p>Based on the 2021-22 California Dashboard/Dataquest</p>	<p>ELA: 46.6% met or exceeded</p> <p>Math: 34.62% met or exceeded</p> <p>CAST: 30.18% met or exceeded</p> <p>Based on the 2022-23 California Dashboard & Dataquest Data</p>	<p>60% of students scoring met or exceeded on the ELA SBAC</p> <p>50% of students scoring met or exceeded on the Math SBAC</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress	54.4% making progress towards English language proficiency; 40.2% who progressed at least one level and 14.1% English Learners who maintained a level 4 on the ELPAC based on 2018-19 California Dashboard data	Very limited ELPAC data for the 2019-20 and 2020-21 school years. 78.3% of the students tested (N=23) progressed at least one level.	59.8% making progress towards English language proficiency; 54% who progressed at least one level and 6.4% English Learners who maintained a level 4 on the ELPAC based on 2021-22 California Dashboard data	53.2% making progress towards English language proficiency; 46.2% who progressed at least one level and 7.3% English Learners who maintained a level 4 on the ELPAC based on 2022-23 California Dashboard data	60% of English Learners making progress towards English language proficiency
A-G Completion Rate	2020-21 A-G completion rate of 55.5% based on AERIES data.	2021-22 A-G completion rate of 60.26% based on AERIES data.	2022-23 A-G anticipated completion rate of 58.5% based on AERIES data.	2023-24 A-G anticipated completion rate of 59.6% based on AERIES data.	75% of high school students meeting A-G requirements
CTE Pathway Completion	Percentage of student completers in CTE pathways: 16% of graduating Seniors were completers based on 2018-19 AERIES data.	Percentage of student completers in CTE pathways: 23% of graduating Seniors were completers based on 2020-21 California Dashboard data.	Percentage of student completers in CTE pathways: 32.5% of graduating Seniors were completers based on 2021-22 California Dashboard data.	Percentage of student completers in CTE pathways: 23.7% of graduating Seniors were completers based on 2022-23 California Dashboard data.	22% of graduating Seniors who will complete a CTE pathway
Reclassification Rates	15.5% English Learner Reclassification rate based on 2019-20 Dataquest data.	9.2% English Learner Reclassification rate based on 2020-21 Dataquest data.	6.7% English Learner Reclassification rate based on 2021-22 Dataquest data.	8.3% English Learner Reclassification rate based on 2022-23 Dataquest data.	20% of English Learners that are reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program (EAP)	<p>Data from the 18-19 school year based on California Dashboard are as follows:</p> <p>In 2018-2019, 27% of 11th graders scored "Ready", and 30% scored "Conditionally Ready" in ELA.</p> <p>In 2018-2019, 14% of 11th graders scored "Ready", and 18% scored "Conditionally Ready" in Math.</p>	COUSD did not administer SBAC assessments for the 2020-21 school year. SBAC assessment results for 2021-22 are pending. No data available beyond 2018-19 baseline data year.	<p>Data from the 21-22 school year based on California Dashboard and Dataquest are as follows:</p> <p>In 2021-2022, 21.07% of 11th graders scored "Ready", and 30.96% scored "Conditionally Ready" in ELA.</p> <p>In 2021-2022, 6.48% of 11th graders scored "Ready", and 25.91% scored "Conditionally Ready" in Math.</p>	<p>Data from the 2022-23 school year based on California Dashboard are as follows:</p> <p>In 2022-23, 25.9% of 11th graders scored "Ready", and 29.42% scored "Conditionally Ready" in ELA.</p> <p>In 2022-23, 12.04% of 11th graders scored "Ready", and 15.31% scored "Conditionally Ready" in Math.</p>	63% of 11th graders scoring either "Ready" or "Conditionally Ready" in ELA 38% of 11th graders scoring either "Ready" or "Conditionally Ready" in Math
AP and IB Exam Passing Rates	<p>2019 AP and IB results:</p> <p>1. High School AP exam passing rate: 39% for All Students.</p> <p>2. High School IB exam passing rate: 69% for All Students.</p>	<p>2021 AP and IB results:</p> <p>1. High School AP exam passing rate: 51% for All Students.</p> <p>2. High School IB exam passing rate: 79% for All Students.</p>	<p>2022 AP and IB results:</p> <p>1. High School AP exam passing rate: 56.7% for All Students.</p> <p>2. High School IB exam passing rate: 77.3% for All Students.</p>	<p>2023 AP and IB results:</p> <p>1. High School AP exam passing rate: 47% for All Students.</p> <p>2. High School IB exam passing rate: 46% for All Students.</p>	45% pass rate in AP exams 73% pass rate in IB exams
College/Career Ready (A-G & CTE)	Based on 2018-19 AERIES data, 12.3% were CTE completers and A-G eligible.	Based on 2020-21 California Dashboard data, 13.5% were CTE completers and A-G eligible.	Based on 2021-22 California Dashboard data, 20.3% were CTE completers and A-G eligible.	Based on 2022-23 California Dashboard data, 14.4% were CTE completers and A-G eligible.	18% of graduating seniors who are both CTE completer and A-G eligible

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric Addressing State Standards	Full implementation based on the Implementation of State Academic Standards reflection tool.	Full implementation based on the Implementation of State Academic Standards reflection tool.	Full implementation based on the Implementation of State Academic Standards reflection tool.	Full implementation based on the Implementation of State Academic Standards reflection tool.	Maintain full implementation
Adopted Course of Study	2020-21 English Language Arts iReady data for grade 3 districtwide: Early on Grade Level + Mid or Above Grade Level: 68.81%	2021-22 English Language Arts iReady data for grade 3 districtwide: Early on Grade Level + Mid or Above Grade Level: 70.2%	2022-23 English Language Arts iReady data for grade 3 districtwide: Early on Grade Level + Mid or Above Grade Level: 62.8%	2023-24 English Language Arts iReady data for grade 3 districtwide: Early on Grade Level + Mid or Above Grade Level: 61%	75% of 3rd graders either Early on Grade Level or Mid or Above Grade Level

Goal Analysis

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

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

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

Successes:

- English Learners received services and continued support which included implementation of Language Development Assistants in the classrooms.
- The use of iReady diagnostic assessments and data reports to identify and improve academic outcomes for students in grades K-8, which has resulted in improvement in English Language Arts and Math achievement for students.

- Continued implementation of the Charter Oak Promise, which our district focus on implementing multi-tiered system of supports. There has been success in identifying and articulating Tier 1 practices in connections and environment at all eight schools in the district.
- Special education services have been implemented to support students with disabilities.
- Professional development was provided that aligned with interests and needs identified by staff. This included training on social and emotional learning practices.
- Ongoing support and implementation of Career Technical Education pathways and academies (Health, Engineering, Business, Information Technology), and ROP classes, which included internships for second-year pathway students.
- Intervention opportunities, including study skills classes, and after school tutoring, were provided at all eight school sites.

Challenges:

- The continued shortage of substitute teachers on days when professional development was being offered.
- Meeting the demand to service the increased number of students needing mental health supports.
- Experienced decrease in enrollment in certain CTE pathway programs.

A planned action that was implemented in a manner slightly different from how it was described in the LCAP was Action 2, which focused on supplemental academic support to improve literacy development. The action stated that a focus on writing would occur. However, our district placed on emphasis on reading instruction and intervention this school year. This was evident through our continued implementation of the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) in the primary elementary grade levels.

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.

Action 2.1: Expenditures were approximately \$1.5 million less than budgeted. For Action 2.1, there is a material difference as more costs from Goal 2, Action 1 were applied to Goal 1, Action 2. The costs for personnel assigned to assist with English Learners, as well as materials, supplies, and software were assigned to Action 1.2, as opposed to Action 2.1.

Action 2.2: Expenditures were approximately \$69,000 less than budgeted. Funds budgeted for literacy training were less than expected.

Action 2.4: Expenditures were approximately \$2 million less than budgeted. Additional certificated and support staff that was budgeted for this action item was funded via other one time funds.

Action 2.5: Expenditures were approximately \$900,000 more than budgeted. Various factors lead to the increase in funds used on CTE courses. A 6% raise given to all certificated and classified staff and there was a significant increase in cost that San Gabriel Valley Regional Occupational Program charges to run each of the district's ROP classes at Charter Oak High And Arrow High School.

Action 2.6: Expenditures were approximately \$250,000 more than budgeted. Certificated and classified staff were allotted additional hours more than projected for professional development opportunities throughout the year including the opportunity to Charter Oak University which is a one week long professional development workshops provided by Educational Services prior to the start of the school year.

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

Actions and Their Effectiveness:

Action 2.1: Supplemental supports for English learner (EL) students

Effectiveness: Somewhat effective. The action aimed to increase English language proficiency and reclassification rates among EL students. While the percentage of English Learners making progress towards English language proficiency increased, the overall reclassification rate declined from 15.5% in 2019-20 to 8.3% in 2022-23. This shows partial success in improving proficiency but not in reclassification rates.

Action 2.2: Improve literacy development and college and career readiness

Effectiveness: Ineffectiveness can be noted as the desired metric improvements were not fully met. The A-G completion rate was targeted at 75% but only reached 59.6% by 2023-24. Additionally, SBAC results in English Language Arts declined over a three year period to 46.6% of students scoring at met or exceeding. Lastly, the College & Career Readiness Indicator showed a slight decline, indicating that the actions taken did not significantly enhance college and career preparedness.

Action 2.3: Increase academic and social-emotional support

Effectiveness: This action was effective as it contributed to the development of multi-tiered systems of support (MTSS) which improved social-emotional learning and academic supports. A survey was also utilized measure students connectedness to the school site. In a district student survey, students were asked to respond to the question "I feel like I am a part of this school," as a measurement for school connectedness. 87.5% of the student who took the survey reported feeling connected to their school site.

Action 2.4: Special education supports

Effectiveness: This action appears somewhat effective as it provided necessary interventions and supports for students with IEPs. However, specific data on the effectiveness for this subgroup according to the California school dashboard shows that special education students fell in the red for English Language Arts & Math proficiency at Charter Oak High School and Glen Oak Elementary.

Action 2.5: Provide CTE opportunities

Effectiveness: Effective. The percentage of CTE completers saw an overall increase during the three year timespan.

Action 2.6: Professional development focused on equity and social-emotional learning

Effectiveness: This action was effective as it aligned with improvements in staff training and engagement that indirectly supported all educational metrics through improved instructional quality. In a district survey, staff was asked to answer the question "My worksite/department provides me the support that I need." On a 5 point Likert scale, the average rating was 4.04.

Summary:
The actions implemented under Goal 2 show a mixed level of effectiveness. While some initiatives like social-emotional supports and professional development saw success, others, particularly those aimed at reclassification rates and A-G completion rates, did not meet the desired outcomes. It suggests a need for reassessment of strategies or more focused interventions to address these gaps. The district's approach to continual professional development and adjustment of strategies is commendable, but more targeted actions may be needed to meet all set objectives effectively.

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

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: Improve literacy development and college and career readiness

This action was measured by various metrics including SBAC English Language Arts results, iReady data, and the CCI indicator. Based on the three year data, this action was only somewhat effective and therefore will be modified for the 2024-25 LCAP. The action item will have a focus on literacy development and reading skills. An emphasis will be placed on developing students' ownership of their own learning; and targeted interventions for students who are below proficiency levels. This action will be separated into an ELA and Math action item in the 24-27 LCAP.

Action 2.4: Special education supports

This action was somewhat effective. While supports were in place at all grade levels for student with disabilities, students from the high school and Glen Oak elementary did not meet proficiency standards as reported on the California Dashboard. An emphasis will be placed on providing 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.

The action item on Certificated Intervention Specialist was originally in goal 1 will be moved to goal 2 since the outcomes and metrics are tied to academic achievement.

A new contributing action focused on improving College and Career indicator will be added to provide rigorous and relevant academic experiences for students, particularly those from diverse backgrounds, to prepare them for post-secondary success.

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

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	9.2% Districtwide 2018-19 data based on California Dashboard data	9% Districtwide 2020-21 data based on California Dashboard data	27.2% Districtwide 2021-22 data based on California Dashboard data	28.5% Districtwide 2022-23 data based on California Dashboard data	Reduce to 6% of students chronically absent districtwide
Attendance Rates	Attendance rates for the 2018-19 school year: All Students: 96.29%, based on P2 data.	Attendance rates for the 2020-21 school year (same as 2019-20 due to hold harmless): All Students: 96.12%, based on P2 data.	Attendance rates for the 2021-22 school year (same as 2019-20 due to hold harmless): All Students: 92.86%, based on P2 data.	Attendance rates for the 2022-23 school year: All Students: 93.84%, based on P2 data.	97.5% attendance rate districtwide
Healthy Kids Survey	2019-20 Healthy Kids Survey Data (pandemic year): Sense of Safety: (using the Healthy Kids Survey in grades 7, 9, 11) 51% of all students surveyed felt safe on campus.	2021-22 Healthy Kids Survey Data: Sense of Safety: (using the Healthy Kids Survey in grades 7, 9, 11) 55% of all students surveyed felt safe on campus. School Connectedness:	2022-23 Student Survey Data* *Healthy Kids Survey is given every other year. Since it was not given this year, a district student survey was administered. Sense of Safety: 94% of students in grades	2023-24 Healthy Kids Survey Data: Sense of Safety: (using the Healthy Kids Survey in grades 7, 9, 11) 52% of all students surveyed felt safe on campus. School Connectedness:	60% of students feeling safe on campus, and 65% of students feeling connected with at least one adult on campus, as measured by the Healthy Kids Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Connectedness: (using the Healthy Kids Survey in grades 7, 9, 11) 55% of all students surveyed felt connected with at least one adult on campus (using High and Medium response).	(using the Healthy Kids Survey in grades 7, 9, 11) 54% of all students surveyed felt connected with at least one adult on campus (using High and Medium response).	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	(using the Healthy Kids Survey in grades 7, 9, 11) 53% of all students surveyed felt connected with at least one adult on campus (using High and Medium response).	
Access & Enrollment: CTE Participation Rates for Special Populations	2018-19 CTE participation rates based on CALPADS data: English Learners: 17.36% Students with Disabilities: 9% Socioeconomically Disadvantaged: 45%	2020-21 CTE participation rates based on CALPADS data: English Learners: 42.00% Students with Disabilities: 64.85% Socioeconomically Disadvantaged: 48.34%	2021-22 CTE participation rates based on CALPADS data: English Learners: 38% Students with Disabilities: 76% Socioeconomically Disadvantaged: 59%	2022-23 CTE participation rates based on CALPADS data: English Learners: 35% Students with Disabilities: 34% Socioeconomically Disadvantaged: 48%	CTE participation rates for special populations increased to the following percentages: <ul style="list-style-type: none"> English Learners: 23% Students with Disabilities: 15% Socioeconomically Disadvantaged: 50%
High School Dropout Rate	2019-20 High School Dropout Rates: All students 1.91%, Hispanic 2.25%, White 2.27%, African	2020-21 High School Dropout Rates: All students 3.28%, Hispanic 2.30%, White 3.70%, African	2021-22 High School Dropout Rates: All students 1.5%, Hispanic 0.4%, White 4.4%, African	2022-23 High School Dropout Rates: All students 3.6%, Hispanic 3.8%, White 3%, African American	Maintain less than a 2% dropout rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	American 0%, Asian 0%, Filipino 0%, and Two or More Races 0% based on CALPADS data.	American 0%, Asian 5.50%, Filipino 0%, and Two or More Races 14.0% based on CALPADS data.	American 6.7%, Asian 0%, Filipino 0%, and Two or More Races 0% based on CALPADS data.	4.3%, Asian 0%, Filipino 0%, and Two or More Races 0% based on CALPADS data.	
Suspension Rates	Total suspensions: 142 Unduplicated: 119 Suspension Rate: 2.4% 2018-19 data based on Dataquest	Total suspensions: 10 Unduplicated: 9 Suspension Rate: 0.2% 2020-21 data based on Dataquest	Total suspensions: 225 Unduplicated: 160 Suspension Rate: 3.5% 2021-22 data based on Dataquest	Total suspensions: 301 Unduplicated: 208 Suspension Rate: 4.6% 2022-23 data based on Dataquest	Reduce suspension rate below Los Angeles County level rates
Expulsion Rates	Total Expulsions: 0 2018-19 data based on Dataquest	Total Expulsions: 0 2020-21 data based on Dataquest	Total Expulsions: 0 2021-22 data based on Dataquest	Total Expulsions: 0 2022-23 data based on Dataquest	Maintain less than a 1% expulsion rate
Climate Survey	Administer annual climate survey to parents and staff, which will measure: <ul style="list-style-type: none"> sense of safety; school connectedness. Baseline to be determined.	2021-22 survey was administered to parents and staff. Score is based on a 5 point Likert scale, 5 being highest: Parent Survey Sense of Safety: 3.96 School Connectedness: 4.00 Staff Survey Sense of Safety: 3.85 School Connectedness: 3.77	2022-23 survey was administered to parents and staff. Score is based on a 5 point Likert scale, 5 being highest: Parent Survey Sense of Safety: 4.09 School Connectedness: 4.22 Staff Survey Sense of Safety: 4.08 School Connectedness: 4.15	2023-24 survey was administered to parents and staff. Score is based on a 5 point Likert scale, 5 being highest: Parent Survey Sense of Safety: 4.10 School Connectedness: 4.17 Staff Survey Sense of Safety: 4.04 School Connectedness: 4.10	To reach or maintain a 4.0 for Sense of Safety and School Connectedness on both the Parent and Staff Surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	Zero middle school student dropouts	Zero middle school student dropouts	Zero middle school student dropouts	Zero middle school student dropouts	Maintain zero middle school student dropouts
Parent Participation	Administer an annual parent survey to measure the level of parent participation in the district and/or schools.	Score is based on a 5 point Likert scale, 5 being highest: Parent Participation: 3.90	2022-23 survey was administered to parents. Score is based on a 5 point Likert scale, 5 being highest: Parent Participation: 4.14	Administer an annual parent survey to measure the level of parent participation in the district and/or schools. Parent Participation: 4.14 Based on 2023-24 District Survey	To reach or maintain a 4.0 for parent participation
Parent Decision-Making	Administer an annual parent survey to measure the level of parent decision-making in the district and/or schools.	Score is based on a 5 point Likert scale, 5 being highest: Parent Decision Making: 3.60	2022-23 survey was administered to parents. Score is based on a 5 point Likert scale, 5 being highest: Parent Decision Making: 3.71	Administer an annual parent survey to measure the level of parent decision-making in the district and/or schools. Parent Decision Making: 3.66 Based on 2023-24 District Survey	To reach or maintain a 4.0 for parent decision making

Goal Analysis

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

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

All planned actions were fully implemented, and the District continued to foster positive climates that support students' social, emotional, and physical well-being. The District achieved clear successes in accomplishing the actions outlined in this goal.

The ongoing expansion of the Division of Equity, Access, Outreach, and Innovation (Action 1) focused on providing specialized services to the most needy students, including low-income, foster youth, and English Learner students. The District also maintained a counselor at each elementary school and multiple counselors at the secondary school site, ensuring comprehensive support for students across all grade levels.

Career technical education pathways were expanded at secondary sites through collaboration with local business partners, community colleges, and the East San Gabriel Valley Regional Occupational Program (ESVROP). This provided students with abundant work-based activities, including summer internships for all 11th and 12th-grade pathway students.

Adding a Board Certified Behavior Analyst (BCBA) and ensuring each school site had a Behavior Intervention Aide maintained a continued focus on student's social and emotional learning and safety needs. This initiative was crucial in supporting the emotional well-being of all students.

The District also emphasized attendance improvement by developing individualized goals, strategies, and incentives for each school site and elementary grade level team. This increased communication with parents of students not attending regularly, leading to a rise in School Attendance Review Teams/Boards.

In addition, Tier 2 interventions were implemented for students needing additional social-emotional and behavioral support. The District successfully implemented these planned actions, contributing positively to student outcomes.

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 are material differences reflected in Actions outlined for Goal 3 in the 2023-2024 LCAP:

For Action 2, there is a material difference due to the fact that one time funds were used to purchase social emotional learning curriculum. For Action 4, there is a material difference due to the fact that we enhanced offerings of extra curricular activities for students to engage in and be a part of.

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

Action 3.1: This action focused on creating a outreach and mental health team to service students, particularly our UDP. While this action led to improved feelings of safety and connectedness among students (as evidenced in student survey results), the increase in chronic absenteeism and a slight decline in attendance rates suggest challenges in fully addressing these aspects. This indicates partial effectiveness.

Action 3.2: The SEL curriculum seems to positively impact students' sense of safety and connectedness, suggesting this action effectively achieved its intended outcomes. Student survey results demonstrated a high sense of safety and connectedness.

Action 3.3: The action on creating parent partnerships was effective in increasing parent participation. This was demonstrated through the parent survey, with a score of 3.90 to 4.14 indicating successful engagement efforts.

Action 3.4: This action was effective as various extracurricular programs were maintained from 2021-24. Some programs were enhanced, such as adding a day of music per week at each elementary school. Qualitative data collected from parents, students, and staff indicate that extracurricular activities are a significant component of students' positive experiences with school.

Action 3.5: Although suspension rates increased, which suggests some disciplinary challenges, the increased sense of safety as rated by students, staff, and parents in a district survey indicates partial effectiveness in making students feel secure.

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

Based on an analysis of the effectiveness of planned actions and feedback from educational partners, the district determined the need to change a planned action. Although it was not determined to be ineffective, the District believes modifying Action 1 into separate contributing actions will result in more clarity and less redundancy. Therefore, the revised contributing actions will focus on delivering a stronger approach and clearer language to our community. This includes:

General mental health services did not sufficiently reduce chronic absenteeism due to a lack of targeted interventions for specific student groups facing unique challenges. One new contributing action will focus on a multidisciplinary team which will provide targeted interventions at schools with high chronic absenteeism rates to address this. Individualized counseling and home visits will be prioritized for low-income, English Learners, and homeless students.

A second new contributing action will focus strengthening outreach services for our low-income, foster youth, and English learners. Additionally, this action will support our community schools implementation, which will provide comprehensive professional development on SEL curriculum and behavioral interventions. Additionally, restorative justice practices will be introduced to support positive student behavior.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Charter Oak Unified School District	Danny Kim, Ed.D. Assistant Superintendent, Educational Services	dkim@cousd.net 626-966-8331 x90568

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Charter Oak Unified School District (COUSD) has a longstanding history within its vibrant community, serving the families of northeastern Los Angeles County for over 125 years. Nestled in the San Gabriel Valley, about 30 miles from downtown Los Angeles, COUSD spans two square miles across Covina, Glendora, and San Dimas. The district comprises ten K-12 schools, including one comprehensive high school, one middle school, five elementary schools, and an alternative site with a continuation school, a virtual academy, and a community day school. Additionally, Charter Oak extends its educational services to adult learners through the Charter Oak Adult School.

During the 2023-2024 school year, COUSD enrolled 4,248 students, showcasing a diverse cultural community. Hispanic/Latino students form the largest demographic group at 74.3%, followed by White students at 12.1%, and Asian, Filipino, and Pacific Islander students at 7.3%. African American students constitute 3.1% of the student body.

COUSD's rich ethnic diversity as represented in the 30 languages identified in the Language Census Report, makes the district a dynamic learning environment where students gain unique perspectives and understanding from one another. This diversity not only enriches the

educational experience but also prepares students for a global society. Notably, 8.1% of students are English Learners, with a further 8.2% identified as Fluent or Reclassified Fluent English Proficient. The linguistic diversity is highlighted by the 80.7% of households that report English as their home language, while 74.6% of non-English-speaking households speak Spanish, 6.48% Arabic, and 3.05% Vietnamese.

The district also supports a special education population of 689 students, or approximately 16.2% 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 73.7%: comprising 72.2% of students eligible for free or reduced-price lunch, 1.2% foster youth, and 8.1% low-income English Learners, COUSD is committed to addressing the educational needs of all students, particularly those who face socioeconomic challenges.

For the 2023-2024 school, both Arrow High School and Bridges Community Day School received Equity Multiplier funding. 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 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 (61.9%) and a smaller proportion of English Learners (8.7%).

Strengths:

English Language Arts: The district excels in English Language Arts, indicated by a green color rating, with students performing 0.9 points above the standard and showing an increase of 4.6 points.

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.

Graduation Rate: The graduation rate is categorized under yellow with 94.1% of students graduating, despite a slight decline of 3.2%.

Areas Needing Improvement:

Chronic Absenteeism: Marked as a significant concern with a red performance level, 28.5% of students were chronically absent, showing an increase of 1.1%. The following schools and subgroups were at the red performance level: Badillo Elementary (all students, low-income, English Learners, Hispanic); Cedargrove Elementary (low-income, English Learners, Hispanic, homeless); Glen Oak Elementary (White); Washington Elementary (all students, low-income, Hispanic, White); Willow Elementary (all students, students with disabilities, Hispanic, homeless); Royal Oak Middle School (all students, English Learners, homeless, Hispanic).

Suspension Rate: Overall, the District was at the orange performance level, which indicates a suspension rate of 4.6%, an increase of 1.1%. This suggests a need for improved behavioral interventions and support systems. The following schools and subgroups were at the red

performance level: Cedargrove Elementary (all students, Hispanic. low-income); Royal Oak Middle School (English Learners); Arrow High School (all student group, Hispanic, low-income); Bridges Community Day School (all student group).

English Language Arts: The following schools and subgroups were at the red performance level: Glen Oak Elementary (students with disabilities); Charter Oak High School (students with disabilities).

Mathematics: This area remains challenging with a yellow performance level, where students are 34.1 points below the standard despite a 5.3-point increase. The following schools and subgroups were at the red performance level: Glen Oak Elementary (students with disabilities); Charter Oak High School (students with disabilities); Oak Knoll Virtual Academy (all students, Hispanic).

English Learner Progress: Marked orange performance level with 53.2% of English learners making progress, this area has seen a decline of 6.2%, indicating a need for enhanced language support services. The following school was at the red performance level: Charter Oak High School.

College/Career Readiness: With a medium performance level, only 37.6% of students are considered prepared for college and careers, highlighting the need for stronger college preparatory and vocational programs. The following schools and subgroups were at the red performance level: Arrow High School (all students, Hispanic, low-income).

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 following student groups within the district are in the red indicator in suspension rate at the LEA level = FosterYouth.

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

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.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

COUSD has two schools, Arrow Continuation High School and Bridges Community Day School, that have been identified for Comprehensive Support and Improvement (CSI). Arrow High School is a continuation school with an enrollment of 106 students and provides alternative education for those who may not fit into a traditional school model. Bridges Community Day School offers a placement option for students with behavioral deficiencies who are not old enough for virtual schooling. Both Arrow High School and Bridges Community Day School are recognized as Dashboard Alternative School Status (DASS) institutions and have met the eligibility criteria for the Comprehensive School Improvement Grant due to their status as Title I lowest-performing schools.

Support for Identified Schools

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

Charter Oak Unified School District (COUSD) will collaborate with Arrow High School and Bridges Community Day School administrations and educational partners to evaluate and identify students' needs, focusing particularly on groups showing poor performance indicators. For Bridges Community Day School, attention will be critical on the suspension rates, which are alarmingly high at 62.5%, an increase of 17.3% from the previous year. This data suggests a significant challenge in the school climate and student behavior management.

Charter Oak Unified School District, together with the site administration, will establish an educational partner group to develop the CSI plan collaboratively, using the California Dashboard State Indicator data. This data will be essential in pinpointing specific needs, especially given the high rate of socioeconomically disadvantaged students (100% at Bridges) and the associated challenges they face.

The plan will involve all educational partners through a school-level needs assessment, during which staff, parents, and students can provide input and share their perspectives. The District Student Survey will be used to survey students and parents, aiming to better understand Arrow and Bridges' unique needs.

Additionally, a student forum will be organized to gather more nuanced feedback based on survey results. This approach recognizes the diverse reasons students transfer to these schools, such as credit deficiencies and social-emotional or behavioral issues.

The COUSD's Five Pillars for Student Success, in alignment with the Local Control Accountability Plan (LCAP), will explicitly state core beliefs and goals to ensure all students' success, paying particular attention to English learners, foster youth, and socio-economically disadvantaged students. The CSI plans will leverage this framework to target support effectively.

Based on the dashboard data, educational partners' inputs, and needs assessments, targeted interventions will be pursued to address the identified academic and social-emotional needs of students at Arrow and Bridges. The team will utilize the non-regulatory guidance, using evidence to strengthen education investments and ensuring that the interventions chosen have strong, moderate, or promising evidence of effectiveness as defined by ESSA.

Through collaborative reflection on resource equities and the use of tools like the Dimensions of Resource Equity-School Level Questions, the teams at Arrow and Bridges will identify and plan to address any disparities that might affect student achievement. This comprehensive approach will ensure that interventions are not only evidence-based but also tailored to the unique contexts of these alternative education environments.

Teachers and staff at both schools will receive professional development focused on strategies for supporting at-risk students, managing classrooms effectively, and engaging students academically. Charter Oak Unified School District will ensure that both schools have access to necessary resources, such as counseling services, tutoring programs, and technology, to support improvement initiatives. In addition, support will be directed towards programs/services that have been proven to help reduce absenteeism and improve academic achievement.

Monitoring and Evaluating Effectiveness

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

This collaboration will include working as a professional learning community (PLC) to have ongoing discussions to work through the cycle of inquiry to ensure actions are aligned with goals and our expected outcomes. Regularly scheduled data discussions within PLCs to review data, adjust instruction, and conference with students will ensure staff has the time and support needed to refine instruction and student support. The cycle of inquiry will guide the team as they develop a plan, monitor the plan, and make adjustments based on the data. Educational Services will check in with the principal every two weeks to discuss interventions and provide guidance and support as needed. Teachers will also have weekly time within professional learning communities to meet and review data, and/or additional release time to participate in professional development they identified for support of their instructional practices, or to build capacity to provide social and emotional support for students.

COUSD Educational Services and Business Services departments will regularly communicate with the site principal to ensure all requirements of the CSI grant are met. This ongoing support will include guidance with educational partner engagement, instructional decision-making, data analysis, and the use of budget to align expenditures with the plan. Closing the achievement gap is at the forefront of this work. Attention to student groups and disparities in achievement will be critical to data analysis and goal development. Working together it is expected that the support of students will promote positive outcomes for our most impacted youth.

Arrow High School and Bridges Community Day School staff and students are supported by the LEA's overall professional development. For CSI, the additional support needed to target the identified needs of student will be provided from the District to the site. Communication with educational partners will be conducted regularly during School Site Council meetings, and during the Superintendent updates to the Governing School Board. The principal and Director of Curriculum, Instruction, and Assessment (CIA), will communicate monthly to review data and discuss ongoing support. The Director of CIA will be available to attend PLC meetings when requested by the group.

Identification of sound, research-based academic interventions, and social-emotional support will be supported by the Director of CIA and the Director of Student Services. This will ensure clear and systematic approaches to meeting students' needs and will provide data for review of effectiveness. Arrow High School and Bridges Community Day School serve students in greatest need at COUSD; principal and staff

understand that alternative approaches to instruction are needed to reach their students. The most essential element is for Arrow High School students and Bridges Community Day School students to genuinely understand that their teachers care about them and their future. Arrow High School teachers and Bridges Community Day School teachers are continuously looking to grow and learn new strategies and/or programs that will boost students' achievement.

The goals and actions of the CSI plans and both the AHS and BCDS School plans are aligned. These goals and actions, and the resulting data will be shared with educational partners regularly. The partnership with the school and district office will remain consistent and communication will reflect this partnership through updates and meetings; this will ensure all educational partners understand the CSI plan and progress.

Ongoing monitoring will be implemented to assess the effectiveness of these additional targeted supports. Efforts will be made to ensure that successful strategies are sustained over time. This includes integrating these strategies into school policies and practices and ensuring they are scalable and adaptable.

Through these focused and strategic efforts, the LEA aims to significantly improve the educational outcomes for students at Bridges Community Day and Arrow High Schools, particularly those who are most at risk.

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) were actively involved in the LCAP development process through workshops and surveys. These sessions allowed them to express their insights on educational priorities, particularly focusing on academic achievement and the integration of technology and resources in the classroom. Their feedback was crucial in shaping the academic and support goals outlined in the LCAP. Our District Leadership meets regularly with COEA Leadership in gathering input and ideas that have shaped this LCAP.
Classified Employees and CSEA Leadership	Classified employees and representatives from California School Employees Association (CSEA) were engaged through focus groups and feedback forms. Their input was essential in identifying operational needs, such as facility improvements and professional development for non-teaching staff, which directly impact the learning environment and efficiency of educational delivery. Our District Leadership meets regularly with CSEA Leadership in gathering input and ideas that have shaped this LCAP.
Principals and Administrators	Principals and administrators participated in strategic planning sessions and leadership meetings to discuss the LCAP. Their role was pivotal in aligning the school-specific needs with district-wide objectives, especially in areas like Multi-Tiered System of Supports (MTSS) and chronic absenteeism, ensuring that administrative strategies are effectively integrated into the LCAP.
Parents/Guardians	Parents were engaged through community forums, online surveys, and parent-teacher association meetings. Their contributions were

Educational Partner(s)	Process for Engagement
	particularly valued in areas such as social-emotional learning support, parenting skills, and resources to enhance family engagement in education, helping to tailor the LCAP to better support home-learning environments.
Students	Student input was gathered via student council meetings and surveys. This direct engagement helped capture students' perspectives on academic and extracurricular needs, influencing the LCAP's focus on enhancing student experiences in areas like arts, extracurricular activities, and career-based learning opportunities.
Community Members	<p>Broader community engagement was facilitated through public forums (School Site Council meetings, Parent-Teacher Association meetings, LCAP advisory meetings, DELAC meetings, etc.), which allowed community members to provide feedback on the district's goals and strategies. This inclusive approach helped ensure that the LCAP reflected diverse community needs and leveraged community resources for educational support.</p> <p>Educational partner feedback was considered in finalizing this LCAP, which included an analysis of current metrics data as well as results of parent and staff surveys. The public and community were notified via publication in the Highland Press Courier of their opportunity to inspect, review, and comment on the draft of the LCAP, including actions and expenditures,</p> <p>SELPA: Dr. Scott Turner, the Executive Director of the East San Gabriel Valley Special Education Local Plan Area, provided input to the LCAP on March 28, 2024. Dr. Turner provided input on behalf of the SELPA and special education-related needs and interests;</p> <p>District English Learner Parent Advisory Committee: This team convened throughout the school year. The LCAP was presented to the advisory committee on 3/28/24 and 5/22/24. Parent Advisory Committee: The LCAP was presented to this committee on 5/10/24. Neither the English Learner Parent Advisory Committee nor the Parent Advisory Committee provided any questions, so the superintendent did not provide written responses.</p>
Equity Multiplier Partners at Arrow High School and Bridges Community Day School	A comprehensive and inclusive consultation process was undertaken with various educational partners to develop the 24-25 Local Control and Accountability Plan (LCAP) for Arrow High School and Bridges

Educational Partner(s)	Process for Engagement
	<p>Community Day School. This process ensured that the focus goals were aligned with the specific needs and priorities of the school communities. The key steps in this consultation process included:</p> <p>Engagement with School Site Council: Both schools actively involved their respective School Site Councils, which include representatives from parents, teachers, administrators, and community members. The councils met regularly to discuss school performance data, identify areas of need, and propose strategies to enhance academic and social-emotional learning.</p> <p>Parent Involvement: Parents played a crucial role in the consultation process. Meetings were held with parent groups, including the English Learner Advisory Committee (ELAC) and Parent-Teacher Association (PTA), to gather their insights and feedback on the educational needs of their children. These discussions highlighted the importance of targeted support for English learners and other underserved student populations.</p> <p>Student Input through ASB: The Associated Student Body (ASB) at both schools provided a platform for students to voice their concerns and suggestions. Student representatives shared their experiences and perspectives on academic programs, school climate, and mental health services, ensuring that the students' voices were integral to the goal-setting process.</p> <p>Staff Collaboration: Both certificated (teachers) and classified staff (support personnel) were actively involved in the consultation process. Regular staff meetings and professional development sessions included discussions on effective instructional strategies, resource allocation, and support systems needed to improve student outcomes. Staff feedback was instrumental in shaping the goals to ensure they were practical and actionable.</p> <p>Integration into Strategic Plans:</p>

Educational Partner(s)	Process for Engagement
	<p>The ideas and feedback gathered from these educational partners were incorporated into the School Plan for Student Achievement (SPSA) and the Western Association of Schools and Colleges (WASC) Plan. These strategic plans provided a framework for aligning the focus goals with broader school improvement initiatives and ensuring coherence across various planning documents.</p> <p>By engaging a diverse group of educational partners and integrating their input into the planning process, Arrow High School and Bridges Community Day School developed focus goals that are responsive to the academic and social-emotional learning needs of their students. This collaborative approach not only fostered a sense of ownership among educational partners but also ensured that the goals are grounded in the realities and aspirations of the school communities.</p>

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

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

- **Academic Achievement:** Certified and classified staff, along with administrators, emphasized the critical need for the COUSD to persist in its efforts to enhance academic results, especially in achieving state-wide benchmarks as evidenced by local assessments and the state dashboard.
- **College and Career Readiness:** Various educational partners have highlighted a sustained need in this area, underscoring its importance.
- **Chronic Absenteeism:** Educational partners have identified chronic absenteeism as a priority.
- **Data-Driven Improvement:** The focus has been on identifying qualitative and quantitative data points to enhance student outcomes through a systematic cycle of continuous improvement spearheaded by administrators, teachers, and the LCAP Advisory Council.
- **Facility-Related Needs:** There is a shared acknowledgment among district-wide staff on the need for continuous maintenance and upgrades to school facilities.
- **Multi-Tiered System of Supports (MTSS):** A dedicated committee comprising administrative and certificated staff has met multiple times to advance the development of district-wide interventions across tiers 1, 2, and 3, an initiative named the Charter Oak Promise.
- **Ongoing Professional Development:** A diverse array of professional development opportunities have been offered to all staff this year, with a strong advocacy for maintaining this focus to support academic and social-emotional learning.

- Parenting Skills and Resources: There is a strong demand for ongoing parental education, particularly in promoting college awareness, as voiced by educators and parents alike.
- Social-Emotional Learning: Students, teachers, and parents agree that continuous support in social-emotional learning and mental health is necessary. To address this, the District has expanded its relevant departments and programs, enhancing its focus on equity, access, and comprehensive support for all students and families.
- Support for Arts and Extracurricular Activities: Educational partners uniformly stressed the significance of nurturing the arts, extracurricular, and student career-based learning opportunities.
- Technology Resources and Professional Development: Positive feedback has been received regarding the district's advances in deploying high-quality technology across campuses, calling for continued progress in this domain.

For our Equity Multiplier schools (Arrow High and Bridges Community Day), feedback from educational partners at these sites were influential in providing key input on how to address both academic and social-emotional learning needs of students. These ideas are reflected in the School Plan for Student Achievement and WASC Plan. In this LCAP, educational partner feedback resulted in the following actions, which focus on: professional development, community engagement, diverse curriculum, and targeted interventions.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning)
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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 will have access to standards-aligned instructional materials in 2026-27 as measured by a survey completed by each site administrator.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Appropriately assigned and fully credentialed certificated staff.	100% of certificated staff were appropriately assigned and fully credentialed for the 2023-24 school year based on the Assignment Monitoring Report submitted to Los Angeles County Office of Education.			100% of certificated staff will be appropriately assigned and fully credentialed for the 2026-27 school year.	
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.			2026-27 FIT report will state that all school sites receive an average of a "Good" rating.	
1.4	FAFSA Completion Rate	In fall of 2024, there was a 54% completion rate districtwide based on high school counselor data.			In 2026-27 there will be an average of 75% completion rate districtwide over 3 years.	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	\$12,563,660.45	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.	\$3,546,023.87	No
1.3	Provide increased levels of counseling services.	Increased counseling services are needed to support the social-emotional well-being and academic outcomes of students that are low-income, foster youth, and English Learners. These services are crucial in addressing the heightened mental health needs and improving academic performance and attendance rates among these vulnerable student populations.	\$1,142,455.37	Yes
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.	\$103,266.00	No
1.5	Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes.	The addition of classroom teachers in the elementary grades will support smaller class sizes, minimize combination classes, and enhance personalized instruction, thereby improving students' academic and mental health outcomes. By implementing these actions and metrics, COUSD aims to create a supportive and effective learning environment that addresses the unique needs of its most vulnerable student populations,	\$5,746,038.93	Yes

Action #	Title	Description	Total Funds	Contributing
		which includes our low-income students, foster youth, and English learners.		
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.	\$1,397,470.73	Yes
1.7	Maintain safe and clean schools and district facilities	Allocate funds to establish a continuous deferred maintenance budget. Purchase necessary custodial, maintenance and operations, and groundskeeping supplies for each school campus and district facility as required. Budget for services and operating expenses.	\$7,573,743.00	No
1.8	Instructional Materials & Technology	Establish and maintain a technology fund in order to ensure the repair, replacement, and upgrades of wireless networks, hardware, software, content filters, and firewalls that are utilized by all students. Expand the use of one-to-one technology devices and upgrade them when needed. The goal is to maintain a one-to-one student-to-device ratio at each school site. Equipment, software, and the Internet are necessary in order to ensure continuity of instruction at the schools. Purchase necessary consumables and replace district-approved instructional materials, books, and supplies as needed. This includes district-adopted textbooks and other essential resources.	\$2,161,743.00	No
1.9	Provide technology, software programs, and other resources to help identify and intervene for English Learner, Foster Youth, and Low-	Based on feedback from parents and staff, it is apparent that some of our unduplicated pupil (UPP) students do not have access to a Chromebook device at home. Additionally, the 2023 CAASPP achievement data demonstrates a gap in achievement in ELA and math for all unduplicated student groups compared to their non-unduplicated counterparts. The addition of data analysis software will assist the district in providing formative assessment data to close achievement gaps and assign appropriate software-based interventions. The District will provide take-	\$959,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Income students in academic need.	home Chromebook devices for low-income, English learners, and foster youth students who request access. Software programs that provide comprehensive achievement data and analysis reports will be secured to help identify achievement gaps. Intervention software will also be purchased to close gaps in English Language Arts and math achievement. The district will continue advancing the distribution and upgrading of one-to-one technology devices as needed.		
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.	\$227,801.00	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%			For each special population, there will be a 5% increase averaged over a three year period.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Local Metric Addressing an Adopted Course of Study	<p>Full implementation based on the 2023-24 Implementation of State Academic Standards reflection tool.</p> <p>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:</p> <p>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</p> <p>Implementation of the following academic standards adopted by the state board:</p> <p>Career Technical Education- 4 Health Education Content Standards- 4</p>			Full implementation and sustainability on the State Academic Standards reflection tool.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Physical Education Model Content Standards- 4 Visual and Performing Arts- 4 World Language- 4				
2.3	AP and IB Exam Passing Rates	2023 AP and IB results: 1. High School AP exam passing rate: 47% for All Students. 2. High School IB exam passing rate: 46% for All Students.			For both AP and IB exam results, there will be a 13% increase averaged over a three year period.	
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			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>CAST: 30.18% met or exceeded</p> <p>Based on the 2022-23 California Dashboard & DataQuest Data</p>			<p>43% meet or exceed low-income</p> <p>39% meet or exceed foster youth</p> <p>31% meet or exceed English learners</p> <p>33% meet or exceed students with disabilities</p> <p>49% meet or exceed Hispanic/Latino</p> <p>CAST: 40% meet or exceed</p>	
2.5	College//Career (A-G): Completion Rate	2023-24 A-G anticipated completion rate of 59.6% based on AERIES data.			A-G completion rate of 75%	
2.6	College/Career (CTE): Pathway Completion	<p>Percentage of student completers in CTE pathways:</p> <p>23.7% of graduating Seniors were completers based on 2022-23 California Dashboard data.</p>			<p>Percentage of student completers in CTE pathways:</p> <p>40% of graduating Seniors</p>	
2.7	College/Career (A-G & CTE)	Based on 2022-23 California Dashboard data, 14.4% were CTE			30% of CTE completers will also be A-G eligible	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		completers and A-G eligible.				
2.8	College & Career Indicator (CCI)	<p>37.6% Prepared level all students 32.1% Prepared level low-income 10.3% Prepared level English learners Not reported for foster youth 30.8% Prepared level Hispanic</p> <p>Based on 2023 California School Dashboard</p>			<p>50% Prepared level all students 56% Prepared level low-income 30% Prepared level English learners 30% Prepared level foster youth 56% Prepared level Hispanic</p>	
2.9	Early Assessment Program (EAP)	<p>Data from the 2022-23 school year based on California Dashboard are as follows:</p> <p>In 2022-23, 25.9% of 11th graders scored "Ready" in ELA, 29.42% of 11th graders were "Conditionally Ready" in ELA.</p> <p>In 2022-23, 12.04% of 11th graders scored "Ready" in Math, and 15.31% were "Conditionally Ready" in Math.</p>			<p>A total 65% of 11th graders will score "Ready" or "Conditionally Ready" in ELA</p> <p>A total 40% of 11th graders will score "Ready" or "Conditionally Ready" in Math</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Based on 2022-23 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			65% making progress towards English language proficiency on the ELPAC	
2.11	High School Graduation Rates	94.4% graduation rate based on 2022-2023 DataQuest			100% graduation rate	
2.12	Local Metric Addressing State Standards	<p>Full implementation (4 out of 5) on the Implementation of State Academic Standards reflection tool.</p> <p>English Language Arts: 4 Math: 4 Social Science: 4 Science: 4</p> <p>2023-24 self reflection tool ratings.</p>			Full implementation and sustainability (5 out of 5 rating) on the State Academic Standards reflection tool in ELA, Math, Social Science, and Science.	
2.13	Reclassification Rates	8.3% English Learner Reclassification rate based on 2022-23 DataQuest data.			For English Learner reclassification, there will be a 15% increase averaged	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					over a three year period.	

Goal Analysis

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental support for English learner (EL) students to acquire English proficiency and reclassification	<p>Language development assistants (LDA) at each school site. LDAs provide increased services specifically for EL students and LTELs through classroom support, individual and small group tutoring, and school-to-home communication.</p> <p>Hire an English Learner Teacher on Special Assignment to support our LDA's and teachers in use of instructional strategies, and to provide push-in support for all ELD sections that will better support our English Learner students and Long-Term English Learners (LTELs).</p>	\$502,074.53	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Software and supplemental curriculum for EL support and language acquisition. Students will have access to software and other curricula that directly support improving their academic outcomes and language acquisition.</p> <p>Increase parent education opportunities (i.e., navigating school and education system).</p>		
2.2	Provide intentional academic instruction & support to improve literacy development, with a focus on reading	<p>Enhance literacy development with a specific emphasis on reading skills. Provide targeted academic instruction and support designed to improve students' abilities to read and comprehend text effectively. Instruction will include employing evidence-based teaching strategies, systematic phonics programs, and integrated literacy activities across all content areas. An ongoing commitment will be placed on professional collaboration amongst grade-level/subject-area teams, professional development in English Language Arts/literacy development, a focus on developing students' ownership of their learning, and targeted interventions for students who are below proficiency levels.</p> <p>This action will increase English Language Arts achievement as demonstrated by CAASPP results for these respective schools, for their following subgroups:</p> <ul style="list-style-type: none"> • Charter Oak High School: Students with disabilities • Glen Oak Elementary School: Students with disabilities 	\$14,778.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Provide intentional academic instruction & support to improve math achievement	<p>Enhance math achievement through providing targeted academic instruction and comprehensive support. Implementing evidence-based math teaching strategies, integrating real-world problem-solving scenarios, and using technology-enhanced learning tools to deepen students' mathematical understanding. Particular emphasis will be placed on foundational skills, problem-solving, and analytical thinking. An ongoing commitment will be placed on professional collaboration amongst grade-level/subject-area teams, professional development in effective math instructional practices, a focus on developing students' ownership of their learning, and supportive interventions tailored to assist students who are struggling. Improve mathematical competencies across all student demographics, fostering critical thinking and analytical skills essential for academic success.</p> <p>This action will increase math achievement as demonstrated by CAASPP results for these respective schools, for their following subgroups:</p> <ul style="list-style-type: none"> • 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 	\$14,778.00	No
2.4	Development and implementation of a multi-tiered system of support to meet the needs of each student	<p>Advance the development of Multi-Tiered Systems of Support (MTSS) across all sites, with a sustained emphasis on social-emotional learning (SEL) curricula and support mechanisms for both students and staff. Provide robust instructional, socio-emotional, and behavioral support to ensure all students can thrive in both social and academic realms. Implement a tiered intervention system, enhancing staff and faculty roles to include support for counseling services. Comprehensive professional development will be provided to enable effective implementation and to maximize student ownership. Essential resources, including assessments, screening tools, supplemental curricula, and the integration of additional specialized personnel, will be made available at each level of intervention to ensure a thorough and impactful deployment of MTSS.</p>	\$859,949.34	No

Action #	Title	Description	Total Funds	Contributing
2.5	Improve academic and attendance outcomes for students with disabilities	<p>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.</p> <p>This action will increase achievement for students with disabilities as demonstrated by CAASPP results for these respective schools:</p> <ul style="list-style-type: none"> • Charter Oak High School • Glen Oak Elementary School <p>This action will improve chronic absentee rates for students with disabilities at this respective school:</p> <ul style="list-style-type: none"> • Willow Elementary School 	\$11,166,276.61	No
2.6	Provide Career Technical Education programs and improve accessibility and outcomes.	Focus on providing Career Technical Education (CTE) programs to enhance accessibility and improve student outcomes. Increase enrollment opportunities, diversify program offerings, and ensure equitable access for all students. Emphasize the integration of practical skills training with academic instruction to prepare students for future employment and higher education opportunities. Offer professional development to ensure effective implementation and support for student participation, along with all necessary materials and supplies that include technology, assessments, supplemental curriculum, and additional support personnel. Provide students with opportunities to engage in multi-district competitions, showcases, expos, and other work-based learning experiences. Equip students with the necessary skills and certifications to succeed in the workforce, enhancing career readiness and potential for economic advancement.	\$3,473,871.00	No
2.7	Certificated Intervention	Charter Oak Unified School District (COUSD) will provide Intervention Specialists at elementary schools, specifically focused on student	\$951,000.41	Yes

Action #	Title	Description	Total Funds	Contributing
	Specialists at all elementary school sites ensures that the academic and social-emotional needs of our low-income students, foster youth, and English Learners	intervention. These specialists will work directly with elementary principals and teachers to target intervention services for low-income, foster youth, and English Learners. The action also includes a budget for materials and supplies to support collaborative classrooms, enhance the learning environment, and provide necessary resources for effective intervention.		
2.8	Improve College and Career readiness indicators by providing rigorous and relevant academic programs for English Learner, Foster and Low-Income students.	<p>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.</p> <p>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.</p> <p>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.</p>	\$1,160,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action will result in the increase of college and career indicator rates at these respective school sites for their following subgroups:</p> <ul style="list-style-type: none">• Arrow High School: Hispanic and low-income students;• Bridges Community Day School: All 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 includes ensuring students' College and Career Readiness. This aligns with Goal 3 of this LCAP, as well as the following State and Local Priorities on Engagement: 3. Parent Involvement; 5. Student Engagement; 6. School Climate. The actions and metrics outlined work together to create a supportive and engaging school climate. By addressing mental health, providing outreach services, implementing SEL strategies, fostering parent and community partnerships, offering extracurricular activities, and ensuring school safety, the district aims to meet the social, emotional, and physical needs of students and their families. The metrics provide a means to monitor progress and evaluate the effectiveness of these actions, ensuring that the goal of fostering positive school climates is achieved.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rates	93.4% All Students 94.4% Low-income 96.6% Foster youth 91.8% English Learners 2022-23 data based on DataQuest			Attendance rates: 97% for all students, low-income, foster youth, and English learners	
3.2	Chronic Absenteeism	28.5% All students 29.5% Low-income			Chronic absenteeism: 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>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</p> <p>2022-23 data based on California Dashboard and DataQuest</p>			<p>for all of the following student groups: All students Low-income Foster youth English learners African American Hispanic/Latino White Homeless Students with disabilities</p>	
3.3	Climate Survey	<p>Administer annual climate survey to parents and staff, which will measure:</p> <p>Parent Survey: Sense of Safety: 4.10 on a 1-5 scale (5 being the most positive response) "I feel the school campus is safe."</p> <p>School Connectedness: 4.17 on a 1-5 scale (5 being the most positive response) "I feel connected to my child's school."</p> <p>Staff Survey: Sense of Safety: 4.04 on a 1-5 scale (5 being</p>			<p>Administer annual climate survey to parents and staff, which will result in a 4.5 rating across all areas.</p>	

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>"I feel included in the decision making process at the District."</p> <p>Parent Decision Making: 3.66 on a 1-5 scale (5 being the most positive response)</p> <p>Based on 2023-24 District Survey</p>				
3.8	Parent Participation	<p>Administer an annual parent survey to measure the level of parent participation in the district and/or schools.</p> <p>Survey question: "I feel comfortable participating in school activities for parents."</p> <p>Parent Participation: 4.14 on a 1-5 scale (5 being most positive response)</p> <p>Based on 2023-24 District Survey</p>			Administer annual parent survey, which will result in a 4.5 rating on parent participation.	
3.9	Student Survey	<p>Sense of Safety: 94% of students in grades 7, 9, and 11 students surveyed felt safe on campus.</p>			Administer annual student survey, which will result in the following:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>School Connectedness: 87.5% of in grades 7, 9, 11 students surveyed felt connected with at least one adult on campus.</p> <p>Based on 2022-23 District Survey</p>			<p>100% surveyed students feeling safe on campus</p> <p>95% surveyed students feeling connection with at least one adult on campus</p>	
3.10	Suspension Rates	<p>4.6% All students 5.7% Low-income 9.5% Foster youth 4.6% English Learners 4.9% Hispanic</p> <p>2022-23 data based on DataQuest</p>			Suspension Rate: 2.5% all students, low-income, foster youth, English learners, and Hispanic	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide mental health services and support in order to improve student engagement and attendance.	<p>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.</p> <p>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.</p>	\$812,280.53	Yes
3.2	Provide outreach services to our UDP by supporting our district-wide	This contributing action to provide 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	\$186,614.13	Yes

Action #	Title	Description	Total Funds	Contributing
	community schools model.	those students identified as unduplicated: low-income, English learners, and foster youth. By strengthening ties through various outreach services, the district seeks to foster an inclusive educational environment where every student has the opportunity to succeed.		
3.3	Social and emotional learning (SEL) and behavioral support curriculum and strategies.	<p>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.</p> <p>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</p>	\$50,000.00	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).	\$170,961.42	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.	\$1,387,137.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Ensure school safety	Ensure the safety of our students, staff, and campuses by addressing personnel, materials, and supplies needs and providing professional development and parent education to establish secure and cohesive school environments. Collaborate with public safety agencies from the three surrounding cities and the School Resource Officer to update school safety plans, conduct emergency preparedness and active shooter training, and organize educational activities promoting health and drug-free lifestyles for students and the community. Maintain campus security through perimeter fencing, security cameras, keyless access points for doors and gates, Campus Safety Assistants, a School Resource Officer, Visitor Management systems, and ongoing professional development training.	\$1,183,276.29	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2024-2025 school year, suspension rates for Hispanic and low-income students groups at Arrow High School, and for all student groups at Bridges Community Day School, will decrease by 10%. Additionally, by the end of the 2024-2025 school year, high school graduation rates for low-income student groups at Arrow High School will increase to 94%.	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.

<p>Arrow Continuation High School and Bridges Community Day School aim to close achievement gaps, enhance cultural competency, and support the holistic development of every student through targeted actions, regular monitoring, and community collaboration. As a result of these actions, the goal is to improve school climate and decrease suspension rates at both schools specifically for low performing subgroups. Based on 2023 dashboard data, Hispanic and socioeconomically disadvantaged student groups performance levels are in the red at Arrow High School, while all students are in the red at Bridges Community Day School. Lastly at Arrow High School, academic achievement will increase for all students as measured by the high school graduation rate. With a 91.9% graduation rate, a gap persists among socioeconomically disadvantaged students performing in the yellow in comparison to al other subgroups which performed in the blue based on 2023 California School Dashboard results.</p> <p>Based on Arrow High School and Bridges Community Day School's identification for equity multiplier funds, the site leadership team worked closely with educational partners in developing this focus goal along with specific actions. These actions ensure all students, regardless of their backgrounds, have equitable access to high-quality educational resources, inclusive curricula, and supportive learning environments. Key areas include equitable distribution of high-quality educational resources, adoption of inclusive curricula and instructional practices, targeted support to improve academic performance across all student groups, development of a nurturing and safe school environment, and enhanced engagement with families and communities.</p>
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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	<p>Arrow High School: ELA: 15.39% met or exceeded Math: 5.88% met or exceeded</p> <p>Based on the 2022-2023 CAASPP Reporting Dashboard</p>			<p>Arrow High School:</p> <p>ELA: 25% meet or exceed Math: 20% meet or exceed</p>	
4.2	High School Graduation Rates	Arrow High School 91.9% graduation rate based on 2023 California Dashboard			Arrow High School 100% graduation rate	
4.3	Attendance Rates	<p>Attendance rates for the 2022-23 school year:</p> <p>Arrow High School: 72.03%, based on 9-12 2022-23 P2 data.</p> <p>Bridges CDS: 5.68%, based on 9-12 2022-23 P2 data</p>			<p>Attendance Rates:</p> <p>Arrow High School: 85% average over a three year period.</p> <p>Bridges CDS: 60% average over a three year period.</p>	
4.4	Chronic Absenteeism	<p>84.2% Arrow High School 84% Bridges Community Day School</p> <p>Data based on the 2022-23 Data Quest</p>			Decrease chronic absentee rate by a 15% average over three years.	
4.5	Suspension Rates	Suspension Rate:			Arrow High School:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Arrow High School: 26.7% all students 29.3% Hispanic</p> <p>Bridges CDS: 62.5% all students 62.5% Hispanic</p> <p>Data based on 2023 California Dashboard</p>			<p>Decrease suspension rate by a 10% average over three years for all students, and Hispanic students</p> <p>Bridges CDS: Decrease suspension rate by a 10% average over three years for all students, and Hispanic students</p>	
4.6	Parent Participation	<p>Administer an annual parent survey to measure the level of parent participation in the district and/or schools.</p> <p>To be developed by school/district administration.</p>			By the end of year three, at least 50% of parents indicate participation in the school.	

Goal Analysis

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$10,829,962.00	\$1,027,262.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.596%	0.000%	\$0.00	23.596%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Provide increased levels of counseling services.</p> <p>Need:</p> <ul style="list-style-type: none"> Low-Income Students: During the 2022-23 school year, 5.7% of Socioeconomically Disadvantaged (SED) were suspended at least one day in comparison to only 4.6% of All 	COUSD has expanded its counseling services across all school sites and implemented a district-wide SEL curriculum to provide targeted support for low-income, foster youth, and English Learner students. Additionally, as a Community Schools District, the district is hiring mental health professionals such as MSWs, LCSWs, and therapists. These professionals will deliver school-based mental health therapy, Tier 2 and 3 support, and support restorative practices. The district will expand its parent and community workshops to	<p>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).</p> <p>Suspension Rates: We will monitor suspension rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students. 32.4% of SED students were chronically absent in comparison to 28% of All students.</p> <ul style="list-style-type: none"> Foster Youth: During the 2022-23 school year, 9.4% of Foster Youth were suspended at least one day in comparison to only 4.6% of All students. 23.9% of Foster youth were chronically absent in comparison to 28% of All students. English Learners (ELs): Data from the California Dashboard indicates that only 53.2% of ELs are making progress toward English language proficiency, with a decline of 6.2% in the previous year. 27.8% of EL students were chronically absent in comparison to 28.% of All students. <p>Identified Need: These three student groups face multiple barriers that impact their academic performance and attendance. Increased levels of stress, limited access to resources, and unstable home environments contribute to higher rates of chronic absenteeism and lower academic achievement. 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. Furthermore, educational partners shared the need of additional support</p>	<p>enhance support systems for students.</p> <p>The rationale for why it is provided on an LEA-wide basis:</p> <ul style="list-style-type: none"> Equitable Access: By providing these services LEA-wide, all students will have equitable access to necessary mental health and academic support. This approach ensures that no student is left behind due to a lack of resources at specific sites. Holistic Support: Comprehensive mental health services address both academic and social-emotional needs, creating a supportive environment that fosters student well-being and academic success. Targeted Interventions: The increased counseling services will focus on the unique needs of all students, addressing the root causes of absenteeism, behavioral issues, and academic struggles. This targeted approach will help mitigate the adverse effects of socioeconomic disadvantages, trauma, and language barriers. 	<p>for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 3, Metric 10).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>personnel to assist ELs in the classroom.</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes.</p> <p>Need:</p> <ul style="list-style-type: none"> • Low-Income Students: During the 2022-23 school year, 43.74% of SED students met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. 29.79% of SED students met or exceed standards on the Math CAASPP in comparison to 37.38% of All students. • Foster Youth: During the 2022-23 school year, 35.29% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. 23.53% of Foster youth met or exceed standards on the Math CAASPP in comparison to 37.38% of All students. • English Learners (ELs): During the 2022-23 school year, 16.46% EL students met or exceed standards on the ELA CAASPP in comparison to 	<p>How the Actions Address Needs:</p> <ul style="list-style-type: none"> • Smaller Class Sizes: By increasing the number of full-time teachers, class sizes will be reduced, allowing for more individualized attention and differentiated instruction tailored to the unique needs of unduplicated students. Smaller classes help teachers manage classroom dynamics better and address each student's academic and emotional needs more effectively. • Minimized Combination Classes: Reducing the number of combination classes (where multiple grade levels are taught together) ensures that instructional content is grade-specific and developmentally appropriate. This change is particularly beneficial for English Learners and foster youth who need consistent, targeted instruction without the additional complexity of multi-grade curriculums. • Enhanced Personalized Instruction: With more teachers, the district can implement targeted interventions and support strategies such as small group instruction and one-on-one tutoring. These approaches are crucial for English 	<p>Academic Performance:</p> <p>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).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>51.46% of All students. 11.70% of EL students met or exceed standards on the Math CAASPP in comparison to 37.38% of All students.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>Learners to enhance language acquisition and for low-income students who may need additional academic support.</p> <ul style="list-style-type: none"> Improved Teacher-Student Relationships: Smaller classes and more teachers contribute to stronger teacher-student relationships, providing a supportive environment that can significantly impact students' mental health and sense of belonging. Foster youth, in particular, benefit from stable, trusting relationships with adults in the school setting. <p>The rationale for why it is provided on an LEA-wide basis:</p> <ul style="list-style-type: none"> Equitable Access: Providing additional full-time teachers across all school sites ensures that every student, regardless of their school, has access to high-quality instruction and support. Consistency in Educational Quality: A district-wide initiative to increase teaching staff maintains consistent class sizes and quality of instruction across all schools. This uniformity is crucial in addressing systemic issues that affect unduplicated students, such as achievement gaps and absenteeism. Comprehensive Support: By addressing both academic and social-emotional needs through smaller class sizes and personalized instruction, the district can 	

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
		provide a holistic approach to student development. This comprehensive support system is necessary for tackling the multifaceted challenges faced by all students, particularly our low-income, foster youth, and English Learners.	
1.6	<p>Action: Provide classified classroom support personnel to raise academic outcomes for high-needs students.</p> <p>Need:</p> <ul style="list-style-type: none"> • Low-Income Students: During the 2022-23 school year, 43.74% of SED students met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. 29.79% of SED students met or exceed standards on the Math CAASPP in comparison to 37.38% of All students. 32.4% of SED students were chronically absent in comparison to 28% of All students. • Foster Youth: During the 2022-23 school year, 35.29% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. 23.53% of Foster youth met or exceed standards on the Math CAASPP in comparison to 37.38% of All students. 23.9% of Foster youth were chronically absent in 	<p>Providing classified support personnel at all school sites ensures that the academic and health needs of all students are met, including our English learners, low-income students, and foster youth.</p> <ul style="list-style-type: none"> • Instructional Aides: Instructional aides support classroom instruction by providing targeted assistance to English learners, low-income students, and foster youth. Instructional aides help with differentiated instruction, small group activities, and one-on-one tutoring, enhancing the academic outcomes of these students. • Health Clerks: Health clerks document and service students when physical and social-emotional needs arise and provide immediate care and support, ensuring that students are healthy and ready to learn. • Librarians and Media Technicians: Librarians and media technicians will provide academic support services at Learning Resource Centers and Libraries at all sites. They will assist with research and technology use and provide access to educational resources. 	<p>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).</p> <p>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).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>comparison to 28% of All students.</p> <ul style="list-style-type: none"> English Learners (ELs): During the 2022-23 school year, 16.46% EL students met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. 11.70% of EL students met or exceed standards on the Math CAASPP in comparison to 37.38% of All students. 27.8% of EL students were chronically absent in comparison to 28% of All students. <p>Identified Need: Low income, Foster youth and ELs would benefit from enhanced academic, personnel and resource supports to increase student outcomes.</p> <p>Scope: LEA-wide</p>	<p>Rationale for District-Wide Provision</p> <ul style="list-style-type: none"> Equitable Access: By providing classified support personnel at all school sites, COUSD ensures that every student, regardless of their location within the district, has equitable access to essential academic and health support services. This is particularly important for unduplicated pupils who often face additional barriers to success. Comprehensive Support: Instructional aides help bridge academic gaps, health clerks address physical and mental health needs, and librarians and media technicians provide access to valuable educational resources. This comprehensive approach ensures that students receive well-rounded support, fostering both academic and social-emotional growth. Consistency in Educational Quality: Implementing this action district-wide maintains consistency in the quality of education and support services across all schools. This uniformity is crucial for addressing systemic issues that affect unduplicated pupils, such as achievement gaps and absenteeism. Improved Outcomes: By strategically placing classified support personnel in areas where they can have the most impact, COUSD aims to improve 	

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
		academic performance, attendance, and overall well-being of all students, particularly for our low-income, foster youth, and English learners. This targeted support is essential for closing achievement gaps and promoting equity within the district.	
1.9	<p>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.</p> <p>Need:</p> <ul style="list-style-type: none"> Low-Income Students: During the 2022-23 school year, 43.74% of SED students met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. 29.79% of SED students met or exceed standards on the Math CAASPP in comparison to 37.38% of All students. 32.4% of SED students were chronically absent in comparison to 28% of All students. Foster Youth: During the 2022-23 school year, 35.29% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. 23.53% of Foster youth met or exceed standards on the Math CAASPP in comparison to 37.38% of All students. 23.9% 	<p>Providing technology, software programs, and other resources at all school sites is a strategic action designed to address the academic needs of low-income, foster youth, and English Learner students across the district. This action is provided on an LEA-wide basis to ensure equitable access to essential technological and academic support.</p> <ul style="list-style-type: none"> Distributing Take-Home Chromebooks: COUSD will provide take-home Chromebook devices for low-income, English Learners, and foster youth students who request access. This ensures that students have the necessary tools to engage in digital learning at home, completing assignments, and accessing online resources. Implementing Data Analysis Software: The district uses software programs that provide comprehensive achievement data and analysis reports. This software identifies achievement gaps by offering detailed insights into student performance, enabling timely and targeted interventions. 	<p>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).</p> <p>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).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>of Foster youth were chronically absent in comparison to 28% of All students.</p> <ul style="list-style-type: none"> English Learners (ELs): During the 2022-23 school year, 16.46% EL students met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. 11.70% of EL students met or exceed standards on the Math CAASPP in comparison to 37.38% of All students. 27.8% of EL students were chronically absent in comparison to 28% of All students. <p>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.</p> <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> Purchasing Intervention Software: The district will invest in intervention software to close gaps in English Language Arts and math achievement. These programs will offer personalized learning paths and support students in mastering critical skills. Advancing One-to-One Technology: The district will continue advancing the distribution and upgrading of one-to-one technology devices as needed. This ongoing effort ensures that all students, especially those from unduplicated groups, have access to the latest technology. <p>Rationale for Providing Technology and Academic Support on an LEA-wide Basis:</p> <ul style="list-style-type: none"> Equitable Access to Resources: By offering these supports across the entire district, COUSD ensures that every student, regardless of their school site, has equitable access to the necessary technology and academic resources. This approach eliminates disparities that may arise from differences in school funding or resources, ensuring all unduplicated pupils (low-income, foster youth, and English Learners) receive the same level of support. Consistency in Academic Support: Implementing these actions LEA-wide maintains a consistent standard of academic support and intervention across 	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>all schools. This consistency is crucial in addressing systemic issues such as achievement gaps and attendance disparities, providing a uniform approach to student support and resource allocation.</p> <ul style="list-style-type: none"> • Holistic Approach to Student Success: Providing these resources on a district-wide basis allows for a comprehensive and holistic approach to improving student outcomes. It integrates technology, data analysis, and personalized intervention, addressing both the academic and technological needs of students, particularly those from vulnerable populations. • Scalability and Efficiency: An LEA-wide implementation allows for scalable and efficient deployment of resources and programs. Centralized purchasing and distribution of Chromebooks and software programs can be more cost-effective and ensure that all students benefit from the same high-quality resources. • Enhanced Data-Driven Decision Making: Utilizing data analysis software district-wide enables COUSD to collect and analyze data more effectively, identifying trends and gaps in student performance across different school sites. This comprehensive data collection supports targeted interventions and continuous 	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>improvement efforts at both the school and district levels.</p> <ul style="list-style-type: none"> • Support for Mobile and Distance Learning: In the event of unforeseen circumstances such as school closures or the need for remote learning, having a robust, district-wide technology infrastructure ensures that all students can continue their education without interruption. This preparedness is particularly important for unduplicated pupils who may not have access to technology at home. • Fostering Collaboration and Professional Development: Implementing these supports LEA-wide facilitates collaboration among teachers and staff across different schools. It promotes the sharing of best practices and professional development opportunities, enhancing the overall effectiveness of instructional strategies and interventions. 	
2.7	<p>Action: Certificated Intervention Specialists at all elementary school sites ensures that the academic and social-emotional needs of our low-income students, foster youth, and English Learners</p> <p>Need:</p> <ul style="list-style-type: none"> • Low-Income Students: During the 2022-23 school year, 43.74% of SED students met or exceed standards on 	<p>Providing Intervention Specialists at all elementary school sites ensures that the academic and social-emotional needs of our low-income students, foster youth, and English Learners, are comprehensively met. By addressing the unique needs, we can work towards reducing the disparities in outcomes and supporting the success of low-income English learners and foster youth in our educational system.</p> <ul style="list-style-type: none"> • Intervention Specialists: These specialists will work closely with elementary 	<p>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).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the ELA CAASPP in comparison to 51.46% of All students. 29.79% of SED students met or exceed standards on the Math CAASPP in comparison to 37.38% of All students.</p> <ul style="list-style-type: none"> Foster Youth: During the 2022-23 school year, 35.29% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. <p>23.53% of Foster youth met or exceed standards on the Math CAASPP in comparison to 37.38% of All students.</p> <ul style="list-style-type: none"> English Learners (ELs): During the 2022-23 school year, 16.46% EL students met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. 11.70% of EL students met or exceed standards on the Math CAASPP in comparison to 37.38% of All students. <p>Identified Needs: Qualitative data captured via focus groups from educational partners (administrators and teachers) indicate that an intervention specialist at each elementary site would benefit all three student groups in order to improve student academic outcomes.</p> <p>Scope:</p>	<p>principals and teachers to identify and support students who need additional academic and social-emotional intervention. They will provide targeted support, including individualized instruction, small group sessions, and monitoring of student progress.</p> <ul style="list-style-type: none"> Collaborative Classrooms: Budgeting for materials and supplies will support the creation of collaborative classrooms, which are essential for providing a conducive learning environment. These classrooms will have resources that facilitate interactive and engaging learning experiences. Targeted Interventions: Intervention Specialists will focus on providing targeted interventions for students identified as needing additional support. This includes developing and implementing intervention plans, tracking student progress, and adjusting strategies as needed to ensure effective support. Professional Collaboration: Specialists will facilitate professional collaboration among teachers to share best practices and strategies for supporting high-needs students. This collaboration will help create a cohesive approach to intervention across the district. <p>Rationale for District-Wide Provision:</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<ul style="list-style-type: none"> • Equitable Access: By implementing Intervention Specialists across all elementary school sites, COUSD ensures that every student, regardless of their location within the district, has access to high-quality intervention services. This district-wide approach promotes equity and inclusivity for all students. • Consistency in Educational Quality: Providing consistent intervention support and resources across the district ensures that all students receive the same level of assistance, which is crucial for closing achievement gaps and improving overall academic outcomes. • Comprehensive Support: This multifaceted approach addresses the diverse needs of all students by providing academic support, social-emotional learning, and necessary resources for effective intervention. This inclusive strategy ensures that low-income students, foster youth, English learners, and others receive the support they need to succeed. 	
2.8	<p>Action: Improve College and Career readiness indicators by providing rigorous and relevant academic programs for English Learner, Foster and Low-Income students.</p> <p>Need:</p>	Improving college and career readiness through rigorous academic programs ensures that all students, especially those from underserved backgrounds, have access to the opportunities and support needed to succeed beyond high school.	<p>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</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> Low-Income Students: During the 2022-23 school year, 43.74% of SED students met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. 29.79% of SED students met or exceed standards on the Math CAASPP in comparison to 37.38% of All students. 32.1% of SED students were considered prepared for college and career in comparison to 37.6% of All students. Foster Youth: During the 2022-23 school year, 35.29% of Foster youth met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. 23.53% of Foster youth met or exceed standards on the Math CAASPP in comparison to 37.38% of All students. No college and career performance level data was available for Foster Youth due to the low number of students. English Learners (ELs): During the 2022-23 school year, 16.46% EL students met or exceed standards on the ELA CAASPP in comparison to 51.46% of All students. 11.70% of EL students met or exceed standards on the Math CAASPP in comparison to 37.38% of All students. 10.3% of ELs were considered prepared for college and career in comparison to 37.6% of All students. 	<ul style="list-style-type: none"> Advanced Placement (AP) and International Baccalaureate (IB) Programs: These programs provide students with rigorous academic coursework that prepares them for college-level studies. Offering more AP and IB courses will give students, particularly those from low-income and minority backgrounds, the chance to engage in challenging academics and earn college credits while still in high school. Dual Enrollment: Dual enrollment programs allow high school students to take college courses, providing them with early exposure to college academics and the opportunity to earn college credits. This helps demystify the college experience and encourages higher education aspirations among low-income and first-generation students. AVID Program: The AVID program focuses on closing the achievement gap by preparing all students for college readiness and success. AVID provides academic support, college-focused activities, and learning strategies, particularly benefiting low-income and foster youth students. Professional Development: Providing professional development for teachers, instructional aides, and AVID advisors ensures that staff are well-equipped to 	<p>students (measured by Goal 2, Metric 4).</p> <p>College and Career Indicator: We will monitor college and career readiness indicators on the CA School Dashboard for our low-income students, foster youth, and English learners, as well as all students (measured by Goal 2, Metric 8).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope: LEA-wide</p>	<p>support students in rigorous academic programs. Training will focus on effective instructional strategies, differentiation, and support for high-needs students.</p> <ul style="list-style-type: none"> • Supplemental Instructional Materials and Software: Utilizing supplemental materials and software designed to enhance academic achievement supports students' learning experiences. These resources will be particularly beneficial for English learners and low-income students who need additional academic support. • Parent Education Opportunities: Increasing parent education opportunities helps families understand the college admissions process, financial aid, and how to support their children's academic journeys. Engaging parents in this way is crucial for fostering a college-going culture. <p>Rationale for District-Wide Provision</p> <ul style="list-style-type: none"> • Equitable Access: Implementing these programs across all school sites ensures that every student, regardless of their socioeconomic background or language proficiency, has access to high-quality academic opportunities. This district-wide approach promotes equity and inclusivity, providing all students with the tools they need to succeed in college and careers. 	

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
		<ul style="list-style-type: none"> • Consistency in Educational Quality: Providing consistent support and resources across the district ensures that all students receive the same level of academic rigor and preparation. This is essential for closing achievement gaps and improving college and career readiness for all student groups. • Comprehensive Support: This multifaceted approach addresses the academic, social-emotional, and familial aspects of college and career readiness. By offering a variety of programs and supports, COUSD can create a holistic learning environment that prepares students for success beyond graduation. 	
3.1	<p>Action: Provide mental health services and support in order to improve student engagement and attendance.</p> <p>Need:</p> <ul style="list-style-type: none"> • Low-Income Students: During the 2022-23 school year, 32.4% of SED students were chronically absent in comparison to 28% of All students. • Foster Youth: During the 2022-23 school year, 23.9% of Foster youth were chronically absent in comparison to 28% of All students. 	<p>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. By addressing mental health challenges, the LEA aims to improve student engagement and attendance. This comprehensive approach not only addresses the immediate need for enhanced attendance but also fosters a supportive and inclusive educational environment that can contribute to overall student well-being and success.</p> <p>Actions: Our district will continue home visits and mentorship programs to establish direct</p>	<p>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).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> English Learners (ELs): During the 2022-23 school year, 27.8% of EL students were chronically absent in comparison to 28% of All students. <p>Identified Need: These three student groups face multiple barriers that impact their academic performance and attendance. Increased levels of stress, limited access to resources, and unstable home environments contribute to higher rates of chronic absenteeism and lower attendance rates. Qualitative data captured via focus groups from multiple educational partners (parents, students, and staff) indicate that increased access to counselors would benefit these three student groups.</p> <p>Scope: LEA-wide</p>	<p>communication channels between families and school staff to support student engagement.</p> <p>Incentive programs through school-wide attendance challenges with rewards will foster a competitive yet collaborative environment.</p> <p>Our district will continue to use an attendance monitoring system to monitor attendance and allow for timely interventions effectively.</p> <p>Our district will continue to provide professional development for mental health awareness with ongoing training for all school staff on recognizing mental health issues and appropriate referral processes, emphasizing cultural competence and trauma-informed practices.</p> <p>The district will partner with social and community groups to provide peer support programs and groups facilitated by trained students and staff. These programs will provide relatable and accessible support for peers.</p> <p>The district will continue to establish and support school-based health and wellness centers. These on-campus centers provide accessible mental health services during school hours.</p> <p>Community collaboration for comprehensive care will partner with local mental health organizations to extend care beyond the school setting, including family counseling and support groups.</p> <p>Rationale for District-Wide Provision:</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Access to Mental Health Services: Limited access to mental health resources can leave emotional and psychological needs unaddressed for students, contributing further to absenteeism and disengagement.</p> <p>This action will result in a decrease in chronic absentee rates at these respective school sites for the following subgroups:</p> <p>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.</p>	
3.2	<p>Action: Provide outreach services to our UDP by supporting our district-wide community schools model.</p> <p>Need:</p> <ul style="list-style-type: none"> Low-Income Students: During the 2022-23 school year, 32.4% of SED students were chronically absent in comparison to 28% of All students. Foster Youth: During the 2022-23 school year, 23.9% of Foster youth 	<p>Actions:</p> <p>Parental and Community Engagement Initiatives:</p> <ul style="list-style-type: none"> 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 	<p>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).</p> <p>Suspension Rates: We will monitor suspension rates for our low-income students, foster youth, and English learners, as well</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>were chronically absent in comparison to 28% of All students.</p> <ul style="list-style-type: none"> English Learners (ELs): During the 2022-23 school year, 27.8% of EL students were chronically absent in comparison to 28% of All students. <p>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.</p> <p>Scope: LEA-wide</p>	<p>sites, including information fairs, multicultural events, and language support services, to integrate and engage diverse community members.</p> <ul style="list-style-type: none"> 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. <p>Enhanced Language and Cultural Support:</p> <ul style="list-style-type: none"> 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. <p>Mental Health and Emotional Support Services:</p> <ul style="list-style-type: none"> 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. 	<p>as all students (measured by Goal 3, Metric 10).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>School Climate and Safety Initiatives:</p> <ul style="list-style-type: none"> • Behavioral Interventions and Supports: Implement strategies across all schools to improve school climate and reduce disciplinary issues. • Safety and Emergency Response Training: Provide students and staff with training on safety protocols, including emergency response drills and conflict resolution techniques. <p>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.</p> <p>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.</p> <p>These sessions will help parents underline the importance of regular attendance and engage them in their children's education while providing practical tools and strategies.</p> <p>The district will continue to establish school-based health and wellness centers to enhance access to</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>these centers, which offer counseling and mental health services and create a supportive environment within the school.</p> <p>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.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Supplemental support for English learner (EL) students to acquire English proficiency and reclassification</p> <p>Need: To enhance college and career readiness at Charter Oak Unified School District (COUSD), comprehensive academic and enrichment programs such as Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, and Advancement Via Individual</p>	<p>Providing supplemental support designed explicitly for EL students ensures they have the resources and assistance needed to acquire English proficiency and succeed academically.</p> <ul style="list-style-type: none"> Language Development Assistants (LDAs): LDAs at school sites provide increased services specifically for EL students through classroom support, individual and small group tutoring, and school-to-home communication, ensuring that EL students and Long-Term English Learners (LTELs) receive personalized 	<p>2.10 English Learner Progress</p> <p>2.13 Reclassification Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Determination (AVID) will be implemented. These programs aim to provide rigorous and relevant academic experiences for students, particularly those from diverse backgrounds, to prepare them for post-secondary success. Additional resources, staffing, program fees, and professional development will support the effective implementation of these programs. Supplemental instructional materials and software will be provided to support academic achievement, with a focus on English learners, low-income students, and foster youth.</p> <p>English Learners (ELs): Comprising 8.7% of the student population, EL students struggle with language barriers that impact their academic performance, particularly in subjects such as English Language Arts and Mathematics. According to the California Dashboard, only 53.2% of ELs are making progress toward English language proficiency, which has declined by 6.2% over the past year.</p> <p>Academic Performance: EL students at Charter Oak High School (COHS) face challenges in accessing rigorous core instruction due to limited English proficiency. Performance data indicates a need for targeted interventions to support language acquisition and overall academic success.</p> <p>Parent Engagement: Many parents of EL students need help navigating the school system and understanding how to support their children's educational journey best.</p>	<p>attention and support tailored to their language development needs.</p> <ul style="list-style-type: none"> • Hire an English Learner Teacher on Special Assignment to support our LDA's and teachers in use of instructional strategies, and to provide push-in support for all ELD sections that will better support our English Learner students and our Long Term English Learners (LTELs). • Professional Development for Staff: Providing professional development for all teachers, instructional aides, LDAs, and EL advisors ensures that staff are equipped with the knowledge and skills needed to engage Long Term English Learners (LTELs) EL students in core academic content areas effectively. This training focuses on instructional strategies that are proven to support language acquisition and academic achievement for EL students. This includes additional training to provide support for our Long-Term English Learners (LTELs) • Software and Supplemental Curriculum: Utilizing software and other supplemental curricula designed for EL support and language acquisition provides students with additional resources to improve their academic outcomes. These tools offer personalized learning experiences that cater to the individual needs of EL students and LTELs. • Parent Education Opportunities: Increasing parent education opportunities helps parents navigate the school and 	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	education system, empowering them to support their children's education more effectively. Workshops and resources will be provided to help parents understand the academic expectations and how to assist their children at home.	

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

N/A

Additional Concentration Grant Funding

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

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

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

Goal 1, Actions 3

Increased number of staff providing direct services to students at schools that have a high concentration of foster youth, English learners, and low-income students include classroom teachers, counselors, elementary intervention specialists, community liaison, Board Certified Behavior Analyst (BCBA), behavior instructional aides, mental health specialist, Director of Equity and Access, and instructional aides in general education classrooms. (Goal 3, Action 1)

Additionally, to support our unduplicated pupil population, Charter Oak has increased the number of hours for all of our bilingual aides at each site. We also hired instructional aides to provide direct support to specific students in the classroom. Additional counseling services are being increased at all school sites. After school, students have had the opportunity to receive tutoring or homework help. For students who were not able to attend after school tutoring, pullout intervention support was available during the school day. Additionally we have increased the professional learning and vertical planning for our EL coordinators to create a plan for a smooth transition from elementary to middle school and from middle school to high school. (Goal 1, Action 3, 5, & 6; Goal 2, Action 7)

Concerted efforts have been made to increase the amount of support the District is able to provide to parents of low income, English Learner and/or foster youth. The Community Resource Center will continue to connect parents to various community resources and assistance programs. All Elementary sites hold a weekly Family Scholars Night staffed by certificated and classified staff which allow parents to work with their child(ren) on literacy and writing skills. (Goal 3, Action 2)

All schools required additional staffing support as all schools in the District had an enrollment of unduplicated students that is greater than 55 percent. Hence, all of the services described in actions above have been distributed to our eight schools. The only exclusion is the elementary intervention specialist, which was earmarked for elementary sites to address early literacy and intervention needs.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:20
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:19

2024-25 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	\$45,896,997.00	10,829,962.00	23.596%	0.000%	23.596%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$35,179,611.36	\$7,948,950.47	\$11,131,821.45	\$3,285,787.33	\$57,546,170.61	\$45,728,352.61	\$11,817,818.00

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				2024-2027	\$12,563,660.45	\$0.00	\$12,563,660.45	\$0.00	\$0.00	\$0.00	\$12,563,660.45	0
1	1.2	Provide classified support staff.	Students with Disabilities		No				2024-2027	\$3,546,023.87	\$0.00	\$0.00	\$0.00	\$924,594.44	\$2,621,429.43	\$3,546,023.87	0
1	1.3	Provide increased levels of counseling services.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,142,455.37	\$0.00	\$1,142,455.37	\$0.00	\$0.00	\$0.00	\$1,142,455.37	0
1	1.4	Provide the California Teachers Induction program (CTIP) for new teacher and administrator induction.	All		No				2024-2027	\$25,325.00	\$77,941.00	\$103,266.00	\$0.00	\$0.00	\$0.00	\$103,266.00	0
1	1.5	Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$5,746,038.93	\$0.00	\$5,746,038.93	\$0.00	\$0.00	\$0.00	\$5,746,038.93	0
1	1.6	Provide classified classroom support personnel to raise academic outcomes for high-needs students.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,397,470.73	\$0.00	\$1,397,470.73	\$0.00	\$0.00	\$0.00	\$1,397,470.73	0
1	1.7	Maintain safe and clean schools and district facilities	All		No				2024-2027	\$4,696,468.00	\$2,877,275.00	\$5,175,110.00	\$30,000.00	\$2,368,633.00	\$0.00	\$7,573,743.00	0
1	1.8	Instructional Materials & Technology	All		No				2024-2027	\$0.00	\$2,161,743.00	\$256,059.00	\$1,366,449.00	\$43,253.00	\$495,982.00	\$2,161,743.00	0
1	1.9	Provide technology, software programs, and other resources to help identify and intervene for English Learner, Foster Youth, and Low-Income	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$959,305.00	\$959,305.00	\$0.00	\$0.00	\$0.00	\$959,305.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		students in academic need.															
1	1.10	Professional development	All		No				2024-2027	\$112,428.00	\$115,373.00	\$53,135.00	\$140,000.00	\$0.00	\$34,666.00	\$227,801.00	0
2	2.1	Supplemental support for English learner (EL) students to acquire English proficiency and reclassification	LTELs English Learners		No Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$502,074.53	\$0.00	\$502,074.53	\$0.00	\$0.00	\$0.00	\$502,074.53	0
2	2.2	Provide intentional academic instruction & support to improve literacy development, with a focus on reading	All		No				2024-2027	\$7,690.50	\$7,087.50	\$14,028.00	\$750.00	\$0.00	\$0.00	\$14,778.00	0
2	2.3	Provide intentional academic instruction & support to improve math achievement	All		No				2024-2027	\$7,690.50	\$7,087.50	\$14,028.00	\$750.00	\$0.00	\$0.00	\$14,778.00	0
2	2.4	Development and implementation of a multi-tiered system of support to meet the needs of each student	All		No				2024-2027	\$611,659.34	\$248,290.00	\$581,587.94	\$248,290.00	\$30,071.40	\$0.00	\$859,949.34	0
2	2.5	Improve academic and attendance outcomes for students with disabilities	Students with Disabilities		No				2024-2027	\$9,187,794.61	\$1,978,482.00	\$107,150.00	\$3,243,332.00	\$7,765,269.61	\$50,525.00	\$11,166,276.61	0
2	2.6	Provide Career Technical Education programs and improve accessibility and outcomes.	All		No				2024-2027	\$1,261,800.00	\$2,212,071.00	\$1,532,675.00	\$1,900,852.00	\$0.00	\$40,344.00	\$3,473,871.00	0
2	2.7	Certificated Intervention Specialists at all elementary school sites ensures that the academic and social-emotional needs of our low-income students, foster youth, and English Learners	English Foster Low Learners Youth Income		Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary schools	2024-2027	\$951,000.41	\$0.00	\$951,000.41	\$0.00	\$0.00	\$0.00	\$951,000.41	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 Foster Low Learners Youth Income		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,134,573.00	\$26,043.00	\$1,160,616.00	\$0.00	\$0.00	\$0.00	\$1,160,616.00	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	3.1	Provide mental health services and support in order to improve student engagement and attendance.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$797,280.53	\$15,000.00	\$692,721.06	\$119,559.47	\$0.00	\$0.00	\$812,280.53	0
3	3.2	Provide outreach services to our UDP by supporting our district-wide community schools model.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$81,614.13	\$105,000.00	\$186,614.13	\$0.00	\$0.00	\$0.00	\$186,614.13	0
3	3.3	Social and emotional learning (SEL) and behavioral support curriculum and strategies.	All		No				2024-2027	\$0.00	\$50,000.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$50,000.00	0
3	3.4	Parent and community partnerships	All		No				2024-2027	\$121,600.42	\$49,361.00	\$170,961.42	\$0.00	\$0.00	\$0.00	\$170,961.42	0
3	3.5	Provide extracurricular experiences	All		No				2024-2027	\$687,846.00	\$699,291.00	\$692,169.00	\$682,918.00	\$0.00	\$12,050.00	\$1,387,137.00	0
3	3.6	Ensure school safety	All		No				2024-2027	\$1,045,858.29	\$137,418.00	\$1,152,485.39	\$0.00	\$0.00	\$30,790.90	\$1,183,276.29	0
4	4.1	Professional Development	All		No				2024-2027	\$5,000.00	\$12,500.00	\$0.00	\$17,500.00	\$0.00	\$0.00	\$17,500.00	0
4	4.2	Enhance Accessibility with Online Instruction	All		No				2024-2027	\$5,000.00	\$20,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	0
4	4.3	Community Engagement	All		No				2024-2027	\$60,000.00	\$2,500.00	\$0.00	\$62,500.00	\$0.00	\$0.00	\$62,500.00	0
4	4.4	Targeted Interventions	All		No				2024-2027	\$30,000.00	\$10,000.00	\$0.00	\$40,000.00	\$0.00	\$0.00	\$40,000.00	0
4	4.5	Supplemental Materials to Support Diverse Learners	All		No				2024-2027	\$0.00	\$46,050.00	\$0.00	\$46,050.00	\$0.00	\$0.00	\$46,050.00	0
4	4.6																0

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$45,896,997.00	10,829,962.00	23.596%	0.000%	23.596%	\$12,738,296.16	0.000%	27.754 %	Total:	\$12,738,296.16
								LEA-wide Total:	\$12,236,221.63
								Limited Total:	\$502,074.53
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Provide increased levels of counseling services.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,142,455.37	0
1	1.5	Provide appropriate FTE to address program needs that lead to improved students' academic and mental health outcomes.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,746,038.93	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	\$1,397,470.73	0
1	1.9	Provide technology, software programs, and other resources to help identify and intervene for English Learner, Foster	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$959,305.00	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 (%)
		Youth, and Low-Income students in academic need.						
2	2.1	Supplemental support for English learner (EL) students to acquire English proficiency and reclassification	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$502,074.53	0
2	2.7	Certificated Intervention Specialists at all elementary school sites ensures that the academic and social-emotional needs of our low-income students, foster youth, and English Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary schools	\$951,000.41	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	\$1,160,616.00	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	\$692,721.06	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	\$186,614.13	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$48,982,930.00	\$54,442,552.39

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	Continue to hire and maintain fully credentialed teachers	No	\$11,147,161.00	\$12,780,202.65
1	1.2	Academic and mental health support programs and personnel	Yes	\$5,805,640.00	\$7,373,857.64
1	1.3	Continue to provide the California Teachers Induction program (CTIP) for new teacher induction	No	\$105,215.00	\$106,541.00
1	1.4	Provide certificated and classified support staff	No	\$2,528,749.00	\$3,716,603.67
1	1.5	Instructional Materials & Technology	No	\$2,336,563.00	\$3,001,787.47
1	1.6	Maintain safe and clean schools and district facilities	No	\$6,839,017.00	\$7,898,291.83
1	1.7	Addition of certificated classroom teachers at the elementary grades to support reduced class sizes	No	\$803,105.00	\$1,318,423.88
1	1.8	Elementary Intervention Specialists	Yes	\$728,207.00	\$1,041,846.57
1	1.9	Increased counseling services	Yes	\$925,128.00	\$1,292,657.90
2	2.1	Supplemental supports for English learner (EL) students to acquire English proficiency and reclassification	Yes	\$2,317,380.00	\$456,694.83

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Continue to provide supplemental academic support to improve literacy development, with a focus on writing, and offer academic programs that improve College and Career readiness, including improvement of A-G rates	No	\$162,378.00	\$93,544.19
2	2.3	Increase academic and social emotional support of students in a tiered system to meet the needs of each student	No	\$601,023.00	\$629,350.44
2	2.4	Provide robust special education support for students with an IEP	No	\$10,220,376.00	\$8,829,111.72
2	2.5	Provide Career Technical Education (CTE) opportunities for all students	No	\$1,355,596.00	\$2,206,982.68
2	2.6	Professional development with a particular focus on equity and social-emotional learning	No	\$241,066.00	\$537,210.19
3	3.1	Develop a multi-disciplinary mental health and outreach team to address needs of unduplicated students	Yes	\$1,078,726.00	\$1,084,185.23
3	3.2	Social and emotional learning (SEL) curriculum and strategies	No	\$100,000.00	\$42,591.45
3	3.3	Parent and community partnerships	No	\$205,405.00	\$202,014.03
3	3.4	Provide extra curricular experiences	No	\$673,184.00	\$1,054,120.09
3	3.5	Ensure school safety	No	\$809,011.00	\$776,534.93

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$11,094,672.00	\$10,789,896.00	\$11,249,239.17	(\$459,343.17)	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	1.2	Academic and mental health support programs and personnel	Yes	\$5,805,640.00	\$7,373,857.64	0	0
1	1.8	Elementary Intervention Specialists	Yes	\$728,207.00	\$1,041,843.57	0	0
1	1.9	Increased counseling services	Yes	\$925,128.00	\$1,292,657.90	0	0
2	2.1	Supplemental supports for English learner (EL) students to acquire English proficiency and reclassification	Yes	\$2,267,195.00	\$456,694.83	0	0
3	3.1	Develop a multi-disciplinary mental health and outreach team to address needs of unduplicated students	Yes	\$1,063,726.00	\$1,084,185.23	0	0

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	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)
\$46,906,280.00	\$11,094,672.00	0.00%	23.653%	\$11,249,239.17	0.000%	23.982%	\$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - 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 of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - 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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