



Cosumnes Oaks High School

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Zach Cheney

County-District-School (CDS) Code: 34673140116897

**Elk Grove Unified School District
Elk Grove, California**

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

IV. Goals, Action Plans and Progress Monitoring

Cosumnes Oaks High School | Focused Work: 2026-2027

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, culturally responsive, physically and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

During the 2025-26 school year, the COHS School Site Council met five times on the following dates: 9/25/25, 11/13/25, 1/15/26, 4/16/26, and 5/14/26. The SSC provided feedback into the 2026-27 LCAP and assisted with goal development on January 15, 2026 and April 16, 2026.

In April, staff, students, and parents of COHS received an email with a survey link asking for their feedback and perspectives as part of the 2026-27 LCAP Needs Analysis.

On February 2, 2026, LCAP Metrics were shared with the Site Leadership Team, and on January 15, 2026, LCAP Metrics were shared with the School Site Council.

The COHS ELAC Committee was given the opportunity to provide their input into the LCAP on August 22, 2025, October 30, 2025, and May 8, 2026.

Beginning in March 2026, the COHS staff has had the opportunity to submit budget requests related to the four strategic goals of the LCAP.

2. Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

Stakeholders and WASC review indicated a need for continued collaboration between professional learning communities and department teams to ensure consistent implementation of research-based curriculum across all classrooms. Specific goals for Student talk, Learning Targets, and Success Criteria were added based on feedback received. An A-G action was implemented to outline grant priorities and plan. Stakeholders and WASC review indicated a need for continuous improvement in establishing a culture that fosters trust, mutual accountability, shared responsibility, and a desire to perform at high levels across the organization.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1

Targeted Student Group(s)

- All

Action Plan

- Describe your step by step plan for intervention, for at-risk students, as related to your goal.

Progress Monitoring Plan

- Describe your step by step plan for progress monitoring your action plan. What **formative student data** will you collect and how often?

Data Collection & Evaluation

- Describe the overall implementation and effectiveness of this action plan.
- Describe any major differences between the planned implementation and the actual implementation.

		Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1. The testing coordinator will develop a testing schedule reviewed by Leadership that will ensure an opportunity for all eligible students to complete their assessments by May 2025. Funding will be provided to support the planning and implementation of CAASPP assessments and EGUSD assessments, sub coverage, and timesheet compensation. (General Fund). 2. Teachers will implement lessons in Advocacy and their subject-based classes to ensure students understand the types of questions on the assessments, how to utilize the online assessment platform, and the relevance and importance of CAASPP and district assessments on the student, school, and district. 3. PLCs (teachers and support staff) will collaborate to develop site-based assessments that inform them of PLC, classroom and individual student progress. Funding will be provided for planning and meeting materials, sub coverage, and timesheet compensation. On site teacher trainers of Illuminate will be compensated for conducting trainings each term for new and veteran teachers. Certificated Timesheets: \$3,000.00 Supplemental Con <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	1. The testing schedules, participation rates, and test scores will be reviewed by Leadership and administration by May 2025. 2. Administration will conduct walkthroughs to observe the implementation of assessment familiarity lesson plans. Student test scores will be reviewed by Leadership and site administration upon release by EGUSD. Data will be shared with SSC and staff in Staff Meetings as well as scheduled SSC meetings as part of the LCAP Metrics annual review. 3. PLC created assessments and student assessment results will be reviewed by corresponding departments by December and again by May 2024. PLC teams will submit agendas, deliverables, and all common assessments created to their supervising administrator following the PLC time.	

Site Goal 1.2

Increase the number of students receiving high-quality instruction in every class, every day by increasing implementation of the Instructional Framework in all content areas.

Mark failing/"F" Data

- Decrease the percentage of all students receiving one or more "F" grades from 20%(2025) to 15%(2026)
- Decrease the percentage of Hispanic students receiving one or more "F" grades from 31%(2025) to 26%(2026)

CAASPP Data (ELA)

- Increase the percentage of all students meeting or exceeding standards from 66% (2025) to 68% (2026)
- Increase the percentage of English learners meeting or exceeding standards from 8% (2025) to 20% (2026)

CAASPP Data (Math)

- Increase the percentage of all students meeting or exceeding standards from 43% (2025) to 45% (2026)
- Increase the percentage of Hispanic students meeting or exceeding standards from 28% (2025) to 30% (2026)

Action 1.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1. Provide PLC and release time for teachers to collaborate and analyze data to improve student outcomes. Action to include release time for teachers to observe model instruction in other classes. 2. Provide Professional Development for teachers to improve first instruction. 3. Provide supplemental instructional materials, curriculum, and resources to support varied modalities of learning. 4. Provide \$12,000 in funding to the library to purchase literacy materials and resources that support and affirm our diverse student population—including students with disabilities, English learners, and Disparity Groups. These materials will foster recreational reading and increase literacy by offering inclusive books, multilingual signage, and resources that ensure access for every type of reader. Additionally, support professional development for teachers through library resources tailored to meet the needs of our unique student populations. 5. Students will participate in academically-based field trips and academic competitions. 6. Provide academic intervention sessions before, during, and after school to address students in need of academic growth across all content areas. 7. Teachers will effectively implement: Student Talk, Learning Targets, and Success Criteria.	1. Department chairs and team leads will provide agendas, deliverables, and artifacts following PLC and department meetings to supervising administrator. 2. Staff who attend conferences and training will provide evidence of learning and impact on instructional practices in PLC, department, staff, and Leadership meetings. Administration will collect data through FONT walkthroughs to assess implementation. 3. Teachers will provide administration and department team with feedback regarding use and efficacy of supplemental materials and resources being implemented. 4. Evidence of library material usage and student feedback surveys will be reviewed by the library team at least once per term. 5. Lesson plans, student assignments, and assessment results based on participation in the field trip will be reviewed by respective departments at least once a month. 6. Sign in sheets, student progress reports and grade checks, student growth data by subject will be reviewed by associated department teams once a term to determine any funding or instructional adjustments. 7. Administration will collect data through FONT walkthroughs as well as the observation and evaluation process, regarding level of implementation. Data will be reviewed weekly in Admin meetings.	

8. Increase interdisciplinary collaboration and vertical teaming to improve academic success and intervention for targeted groups/content: Math, African American Students, English Learners and SWD. <u>Certificated Timesheets:</u> \$48,000.00 Supplemental Con <u>Contracts/Services:</u> \$19,182.00 Supplemental Con <u>Classified Timesheets:</u> \$7,000.00 Supplemental Con <u>Materials:</u> \$17,000.00 Supplemental Con <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	6. Staff and student survey feedback, sign-in sheets, and student academic data will be reviewed by PLCs, and departments at least once a month. Necessary LCAP proposals will be presented to Site Administration and Site Controller for funding approval. 7. Staff who participate in training and collaboration to review and revise current grading practices will provide evidence of learning and impact on instructional practices in PLC, department, staff, and Leadership meetings. 8. Department chairs will provide agendas, deliverables, and artifacts supporting cross departmental collaboration. Principally targeted student groups will be monitored by counselors and AP teachers to support increases in AP enrollment.	
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Site Goal 1.3

Improve the language acquisition, academic success, and participation in school programs for EL and RFEP students

Metric:

- Increase progress towards English proficiency for EL students from 55% (2025) to 60% (2026)
- Increase reclassification rate for EL students from 15% (2025) to 17% (2026)
- Increase A-G completion for EL students from 50% (2025) to 52% (2026)

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.3.1

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1. The EL Teacher, will receive timesheet compensation as needed to collaborate with our MST to monitor EL placement, documentation, and academic progress of all typologies of English Learners as required by Federal Program Monitoring (FPM). 2. The site EL teacher will collaborate with our MST and with the counseling team to ensure EL students have proper placement in designated ELD courses. Funding will be provided for timesheet compensation and sub coverage if needed. 3. The MST and EL team will collaborate with teachers to ensure students utilize the ELPAC practice tests, and to ensure every single eligible student completes all parts of the ELPAC exam. Funding will be provided for training materials, timesheet compensation and sub coverage if needed. 4. Continue the multilingual learner (MLL) PLC, in collaboration with District EL Coach(es), to increase use of best practices for supporting English-learners. Funding will be provided for instructional materials, sub coverage and timesheet overtime for MLL PLC participants. 5. Counselors and EL team will monitor struggling EL and RFEP students and provide outreach to classroom teachers and families. 6. Training will be provided to all SPED instructors with EL students on the alternate ELPAC and ensure that students are properly identified for participation in the alternate ELPAC exam. 7. Teachers will participate in professional development on integrated and designated ELD. District EL Coaches will be consulted and utilized in addition to outside training as available. Funding will pay for conference expenses, training, sub coverage, and timesheet compensation. 8. Teachers and support staff will implement EL intervention activities beyond the regular school day to academically support English	1. EL teacher logs and EL student monitoring data will be reviewed by ELAC, and supervising administrator once per term. 2. EL student schedules will be reviewed by the counseling team, and EL team in August 2025 (for Terms 1 & 2) and again in December 2025 (for Terms 3 & 4). 3. ELPAC results will be reviewed by site EL teacher, MST, and assigned administrator, once per term. 4. MLL PLC agendas, sign-in sheets, developed lessons, students data, and assessment results will be reviewed by ELAC twice per term. 5. EL students progress data will be reviewed by Counselors and EL teacher once per term. 6. Training sign-in sheets, ELPAC participation data will be reviewed by EL. 7. Survey feedback will be collected after training has been completed and shared and reviewed at scheduled Staff Meetings. Artifacts (lesson plans, evidence of instructional strategies and student outcome data) will be shared and reviewed by EL team members. A review of the progress data will be reviewed at least once per term. 8. Teachers and support staff will provide EL intervention lessons and student progress data to EL teacher and supervising administrator to be reviewed at least once per term. 9. Lesson plans, student assignments, and assessment results based on student participation in the EL-based field trip will be reviewed by EL teacher and supervising administrator following field trips. 10. Parent survey feedback from participating in meetings where translation or interpretation services are being used will be reviewed by EL team and admin upon survey closing. 11. Admin over EL, in collaboration with EL team, will maintain attendance records at meetings.	

Learners in meeting their EL goals. Funding will be provided to pay for intervention supplies and instructional materials, timesheet compensation, and sub coverage. 9. EL students will participate in field trips and activities beyond the school day that support their development of the English language. Funding will be used to pay for field trip expenses, sub coverage and timesheet overtime. 10. Translation and interpretation services will be provided for parents/guardians for parent conferences, parent meetings, ELAC, and SSC meetings. Funding will be provided to pay for translation and interpretation services, sub coverage, and timesheet compensation. 11. Admin over EL, in collaboration with EL team, will facilitate ELAC related parent meetings at least once per term. Funding will be provided for meeting materials, refreshments, sub coverage, and timesheet compensation. 12. intervention for struggling EL and RFEP students as part of classroom outreach--EL PLC/PD to help content teachers become better practitioners of ELD within their content courses. Meet 1x1 with struggling EL students to provide support during Advocacy or PAWS. <u>Certificated Timesheets:</u> \$10,000.00 EL Supplemental <u>Materials:</u> \$5,450.00 EL Supplemental <u>Contracts:</u> \$5,529 EL Supplemental <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	12. EL teacher/team will meet with teachers who have struggling EL students to offer support and guidance.	
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Site Goal 1.4		
Increase recruitment, access, and support for Honors and AP classes for targeted populations.		
Metric:		
Number of students enrolled in at least one AP or honors course		
• Increase the percentage of all students enrolled in honors/AP courses from 59% (2025) to 60% (2026)		
Number of students passing at least one AP exam by graduation		
• Increase the percentage of graduates passing an AP exam upon graduation from 45% (2025) to 47%(2026)		

Action 1.4.1

Targeted Student Group(s)

- All

Action Plan • Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation • Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. Designated Leadership Team members, Counselors, and AP Teachers will conduct recruitment activities (parent engagement/AP Parent Night, assemblies, small group activities) to address the goal for increasing participation of our targeted student groups (EL, African American, Hispanic/Latino, and Students with Disabilities) in honors and AP courses. 2. AP Capstone teachers will complete their annual training, collaborate to break down the stimulus packet for the course, and develop unit lessons to support students with successfully completing Performance Task 2 for their culminating AP project. Funding will be provided to pay for instructional materials to support Principally Targeted student groups, timesheet compensation, and sub coverage. 3. Teachers will plan and offer AP intervention sessions, extended day instructional activities, and AP exam review sessions to improve academic performance in the AP class and AP exams. <u>Certificated Timesheets:</u> \$3,000.00 Supplemental Con <u>Materials:</u> \$5,000.00 Supplemental Con <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	Progress Monitoring 1. Staff who participate in honors/AP recruitment efforts will provide evidence (agendas, sign-in sheets, student and parent survey feedback, honors/AP course selection and enrollment data) to Leadership and Admin team. Admin team will review this data twice per year. 2 . AP Capstone teachers will provide data (agendas, sign-in sheets, lesson artifacts and student academic progress data to supervising administrator to review this data in Term 3 and 4. 3. AP teachers will provide data (agendas, sign-in sheets, intervention and AP review session lessons, course academic progress and AP exam score data to departments and supervising administrator. Data will be reviewed after AP exam review sessions.	Evaluation

Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 2:	District Needs and Metrics 2:
Targeted Supports & Interventions Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.	Students need high quality programs and services driven by assessment, data analysis, and action as measured by: • African American Disparity • Homeless Student Disparity • Native American Disparity • Students with Disabilities Disparity • Students in Foster Youth Disparity

Site Goal 2.1
Increase the number of African American students, Native American students, Homeless students, and Students With Disabilities receiving high quality instruction in every class, every day by implementing research-driven best practices for ALL content areas. Mark failing/“F” Data • Decrease the percentage of Black or African American students receiving one or more “F” grades from 38%(2025) to 33%(2026) CAASPP Data (ELA) • Increase the percentage of Black or African American students meeting or exceeding standards from 34% (2025) to 36% (2026)

- Increase the percentage of students with disabilities meeting or exceeding standards from 21% (2025) to 22% (2026)

CAASPP Data (Math)

- Increase the percentage of Black or African American students meeting or exceeding standards from 25% (2025) to 27% (2026)
- Increase the percentage of students with disabilities meeting or exceeding standards from 16% (2025) to 18% (2026)

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

- Black or African American • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1. Academic Monitoring & Early Identification: Counselors will provide targeted academic monitoring for Black or African American students and students with disabilities by reviewing D & F data every progress report and conducting individual academic conferences. Counselors will contact families of students receiving one or more "F" grades to review progress and connect them with tutoring, credit recovery, and intervention supports. 2. Provide academic intervention sessions before, during, and after school to address students in need of academic growth across all content areas. 3. Teachers will effectively implement: Student Talk, Learning Targets, and Success Criteria. 4. Increase interdisciplinary collaboration and vertical teaming to improve academic success and intervention for targeted groups/content: Math, African American Students, and SWD. 5. Special education teachers will utilize two release days to collaborate with counselors, general education teachers, and feeder school teachers to analyze data to ensure proper placement and support are being provided for Students with Disabilities. Funding will be	1. Counselors will collaborate with teachers, site admin, and MTSS team, by sharing student contact and tracking data quarterly. 2. Sign in sheets, student progress reports and grade checks, student growth data by subject will be reviewed by associated department teams once a term to determine any funding or instructional adjustments. 3. Administration will collect data through FONT walkthroughs as well as the observation and evaluation process, regarding level of implementation. Data will be reviewed weekly in Admin meetings. 4. Department chairs will provide agendas, deliverables, and artifacts supporting cross departmental collaboration. Principally targeted student groups will be monitored by counselors and AP teachers to support increases in AP enrollment. 5. SWD Academic Progress (progress reports, final term grades, IEP goal completion), student schedules, and paraeducator schedules will be reviewed by the SPED department, counseling team, Program Specialist, and supervising administrator each term. 6. Launching new CTE elective class to support students preparing for success in CTE pathways. Successful launch of class and materials allocation. 7. Intervention support staff will compile and analyze data relative to math 1 and 2	

provided for planning and meeting materials, sub coverage, and timesheet compensation. 6. Support College and Career Pathways. (\$10,000.00) 7. Intervention support and data analysis for Math 1 and Math 2. Staff member will assist with communicating with counseling staff, admin, and certificated staff regarding D and F rates, interventions in place specific to Math 1 and 2, and intervention outcome data. (100 hours) Materials: \$10,000.00. Supplementary Con Certificated Timesheets: \$11,000.00 Supplementary Con <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	interventions and outcomes and share out with staff at staff meetings and leadership meetings.	
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Site Goal 2.2

Increase A-G Completion percentage for graduating disparity groups by 2%:

- African American students from 35%(2025) to 37%(2026)
- Students with Disabilities from 11%(2025) to 13%(2026)

Metric: African American Disparity

Action 2.2.1

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1. D-F grade analysis to be conducted by departments in PLC/Department meetings with the goal of identifying	What data will be collected? - Progress report and report card grades - Credit recovery enrollment and progress	

students to be referred to counselors for targeted interventions and remediation in order to ensure student proficiency. 2. Counselors will engage in Individual academic counseling to increase A-G percentages for targeted student groups. 3. Create and implement Small group academic support for AA students. 4. Counselors will create differentiated academic plans as needed. 5. Counselors and teachers will monitor credit recovery and provide support as needed. 6. Counselors review course selections to ensure appropriate placement and encourage AP/Honors when applicable. Able will be utilized to supplement the process. Math and ELA chairs will facilitate department review of student placement. 7. Vice Principals in collaboration with Counselors will meet with students on the D/F list. 8. Tutoring and Tutoring Hubs will be facilitated by teachers and overseen by Administration. (Cert/ Timesheets) 9. Improve overall attendance and decrease truancy and chronic absenteeism for Disparity Groups: African American and SWD. 10. Staff members will make intentional communication (phone calls, Zoom meetings, and in-person conference) to parents/guardians for students who are consistently tardy and/or have chronic absenteeism, and are students in the target student groups. 11. Teachers will plan and offer AP intervention sessions, extended day instructional activities, and AP exam review sessions to improve academic performance in the AP class and AP exams, specifically for targeted student groups (African American and Students with Disabilities.) <u>Certificated Timesheets:</u> \$5,000.00 Supplementary Con <u>Materials:</u> \$5,000.00 Supplementary Con <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	• Summer school enrollment • Tutoring sign-in data • D/F mark data • Extended Day budget review • Attendance data How often will it be collected? • Each term Who will it be shared with and when? • Shared with leadership team and department chairs at monthly leadership meetings. • Shared with admin team at weekly admin meetings.	
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Funding Sources for District Goal 2		
Funding Source	Amount	Description of Use

Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 3:	District Needs and Metrics 3:
Wellness	Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:
All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.	• Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended

Site Goal 3.1
Site will address WASC identified area for continuous improvement: COHS will establish a culture that fosters trust, mutual accountability, shared responsibility, and a desire to perform at high levels across the organization.
Metric: Staff School Climate Survey will improve in the following areas: • Overall Climate for Staff will improve from 79% (2025) to 85% (2026). (LCAP Metrics Data Report) • Overall Climate for Students will improve from 77% (2025) to 80% (2026). (LCAP Metrics Data Report)
Metric: Active Participation
Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1. Improve implementation of Positive Behavior & Supports (PBIS) Tier 1 and 2 Program. 2. Re-brand COHS campus with new PBIS words: Perseverance, Accountability, Community, Kindness. 3. Provide professional development for PBIS, SEL, and Restorative Practices to staff. Provide opportunities for staff to attend CADA and for Activities to attend CASL. 4. Activities Director will engage the whole school community in engaging school activities such as COchella, CO's Got Talent, Deck the Paws, Student Staff Basketball, Parent lunch days, Rally's, etc. Funding will be provided for Activities Director Assistant (80 hours). Staff will engage in ongoing year-long team spirit competitions. PBIS Coordinator will collaborate with Activities and engage staff in positive messaging via shout-outs in Staff Meetings 5. Advocacy Coordinator will develop lessons to be implemented in Advocacy class, review data and student and staff survey feedback to gauge effectiveness of the program. 80 hours of compensation will be provided for the Advocacy Coordinator including sub coverage and timesheet compensation for Advocacy Committee Members. 6. Counselors will host mental health awareness days and other activities as needed to support student wellness. Teachers and support staff will attend PD and conferences that improve ability to teach and support SEL instruction. 7. Site Equity Team will work together towards a strategic plan for deeper implementation and application of an site-wide equity plan.	1. PBIS Coordinator and PBIS team will maintain sign-in sheets and agendas for Tier1 and 2 meetings. PBIS Coordinator will regularly update staff regarding PBIS data and share-out at Leadership and Staff Meetings. Teachers will analyze Tiered Fidelity Inventory Results (TFI) in Department and PLC meetings. 2. 4 "class" buildings in quad will be re-painted to reflect new words. Create new posters and banners school-wide. Update all written documents and communications. 3. School-wide data will be reviewed at staff meetings including suspension rates, attendance rates, and updates on D's and F's. Tier 1 and 2 updates will be provided at Leadership and Staff Meetings by PBIS Coordinator and Social Worker. 4. Staff/Student attendance and participation in activities and team building events will be tracked via 5-Star. Points will be tracked and rewards given for winners. PBIS Coordinator will facilitate the recognition of individual staff in Staff Meetings. 5. Advocacy lessons, student and staff feedback will be reviewed by Coordinator, TIC, at least once per term. 6. PD and conference agendas, lessons and activities that demonstrate teacher learning from PD and conferences will be reviewed by Coordinator and TIC by May 2025. Counselors to distribute information to staff, students, and families. 7. Site Equity Team will provide a general plan for implementation to administration for discussion and review. Benchmarks will be set and reviewed to progress monitor.	
Certificated Timesheets:		

\$44,000.00 Supplemental Con <u>Contracts:</u> \$7,000.00 Supplemental Con <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>		
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Funding Sources for District Goal 3		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$0	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

District Strategic Goal 4: Family & Community Engagement All students will benefit from programs and services designed to inform and engage family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: • Attendance Rate • Parents indicating a respectful and welcoming school environment • Parents indicating opportunities for parent input in making decisions • Parents indicating opportunities for parent involvement • Percent Chronically Absent
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Site Goal 4.1

Increase community/parent participation and engagement at school events to build a positive school community.

- EGUSD Parent Survey results on Relationship Between School Staff and Families: Effective Provision of a Respectful and Welcoming Environment, will increase from 92% (2025) to 95% (2026).
- EGUSD Parent Survey results on Partnerships for Student Outcomes: Effective Provision of Opportunities for Parent Involvement, will increase from 84% (2025) to 95% (2026).
- Increase percentage of parents completing survey from 11% (2025) to 20% (2026).

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 1. Counselors, teachers, and support staff will plan and facilitate 3 Parent University activities throughout the school year focused on teaching parents/guardians A-G requirements, college & career opportunities, SEL, VAPA, CTE, and AP information. Counselors will develop and present Parent University specific events at least three times a year. Community education and outreach events include Topics such as keys to academic success, graduation requirements, college readiness and preparation, financial aid workshops, and college admissions, with a focus on reaching our principally targeted student groups. Counselors will attend Cash For College Workshop (\$1,650.00) 2. Counselors will plan and facilitate incoming 9th Grade Orientation Nights on 2 nights with 2 sessions per night (4 total sessions). Funding will be provided for time worked outside of contract hours. (Supp/Con) 3. Counselors will plan and facilitate Senior Awards Night. The event will be	Progress Monitoring 1. Parent University agendas, sign-in sheets (or Zoom participation logs) and handouts will be collected by the counseling team and administration and the progress of Parent Universities will be reviewed by the counseling team and supervising administrator in October, January, and March for the 2025-26 school year. 2. Counselors will maintain parent/student attendance sheets for the event(s). Effectiveness will be measured via increase in Parent Survey responses to the Parent Culture and Climate Survey. 3. Counselors will create agenda and program for the event. Counselors will communicate with teachers to determine student participation and communicate with parent/student community. Effectiveness will further be measured by increase in positive parent response percentages to the Parent Culture and Climate Survey under the category "Support for Academic Learning".	Evaluation

communicated school-wide and parents/guardians encouraged to attend. 4. Site Principal will send out weekly newsletters informing parents/guardians of upcoming activities and important dates. Communication will include encouraging parent involvement and participation in surveys by providing an explanation of the importance of the feedback to chart future progress and effect change as necessary. 5. Staff will engage in Welcome to the Den for Incoming 9th grade parents/students to build community relationships and campus connectivity. 6. Administration will ensure parents receive multiple opportunities over time to complete the parent perspective survey. <u>Certificated Timesheets:</u> \$6,350.00 Supplemental Con <u>Materials:</u> \$1,000.00 Supplemental Con <u>Contracts/Services:</u> \$1,650.00 Supplemental Con <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	4. Weekly newsletters will be created and sent out to parents and staff on Fridays. Effectiveness will be measured by parent feedback and improvements in percentage favorable on parent surveys. 5. Attendance at event and Parent Survey in September. 6. Administration will send the perspective survey out to parents at least 4 times while the survey is open. Survey will go out via talking points, Synergy mail, links/advertisements on the weekly school newsletter, and orally during parent events. Administration will monitor percentage towards completion using weekly feedback provided by RED.	
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Site Goal 4.2

Improve overall attendance and decrease truancy and chronic absenteeism.

Metric:

- Increase attendance rates for all students from 94.5%(2025) to 96%(2026)
- Increase attendance rates for Hispanic students from 92.7%(2025) to 95%(2026)
- Increase attendance rates for EL students from 94.5%(2025) to 95%(2026)
- Increase attendance rates for foster youth from 91%(2025) to 92%(2026)
- Increase attendance rates for homeless students from 82.8%(2025) to 90%(2026)
- Increase attendance rates for students with disabilities from 91%(2025) to 95%(2026)
- Decrease chronic absenteeism for all students from 13.6%(2025) to 12%(2026)

Metric: Attendance Rate

Action 4.2.1

Targeted Student Group(s)

- All • Hispanic or Latino

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
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Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 1. The PBIS team will provide a weekly incentive for students who have zero tardies for the week, selecting students from the grade level with the least number of non-first period tardies for that term. Attendance recognition will take place at the beginning of Terms 2, 3, and 4 to recognize students and their attendance from the previous term. 2. Staff will build and promote clubs and activities, and COHS will provide resources for ASB and Link Crew to build student connectedness. Equity committee and Activities will work together through culturally diverse clubs, to celebrate culture on campus. 3. Staff members will make intentional communication (phone calls, Zoom meetings, and in-person conference) to parents/guardians for students who are consistently tardy and/or have chronic absenteeism, and are students in the target student groups. 4. Coordinate with Regional Attendance Improvement Technician to communicate with and identify frequently absent students 5. Continue to utilize 5-Star to monitor student activity participation. 6. Admin over attendance, in collaboration with counseling, will seek opportunities to partner with FACE, MLE, and Equity to support chronically absent student populations. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	Progress Monitoring 1. Synergy attendance reports and incentive recipient data will be reviewed by PBIS and SSC at least once per term. 2. Principal will review club application paperwork and approve as appropriate. ASB will partner with Link Crew and PBIS committee to ensure synergy and collaboration regarding activities, rewards, and student mentoring. 3. Parent/guardian sign-in sheets, and attendance data will be reviewed by the counseling team and SSC at least once per term. 4. COHS Attendance Tech will review attendance with RAIT during regularly scheduled meetings and respond to attendance audits. 5. Administration and Activities Director will review 5-Star data to inform decisions regarding student engagement. 6. Admin over attendance in collaboration with counselors, will review attendance data, SART and SARC information, and engage with district partners to brainstorm interventions for chronically absent students.	Evaluation

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use

Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

Title I Basic (4900/3010) Total: \$0

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$54,000	\$16,000	\$44,172	\$7,000	\$121,172
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$7,000	\$0	\$0	\$0	\$7,000
Materials/Supplies/Equipment	\$22,000	\$15,000	\$0	\$1,000	\$38,000
Contracts/Services/Subscriptions	\$19,182	\$0	\$7,000	\$1,650	\$27,832

Supplemental/Concentration (7201/0000) Total: \$194,004

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$12,269	\$0	\$0	\$0	\$12,269
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$7,719	\$0	\$0	\$0	\$7,719
Contracts/Services/Subscriptions	\$7,800	\$0	\$0	\$0	\$7,800

EL Supplemental (7250/0000) Total: \$27,788

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Cosumnes Oaks High School (455) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$194,004	\$102,182	\$31,000	\$51,172	\$9,650	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$27,788	\$27,788	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$221,792	\$129,970	\$31,000	\$51,172	\$9,650	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$221,792