# LCFF Budget Overview for Parents

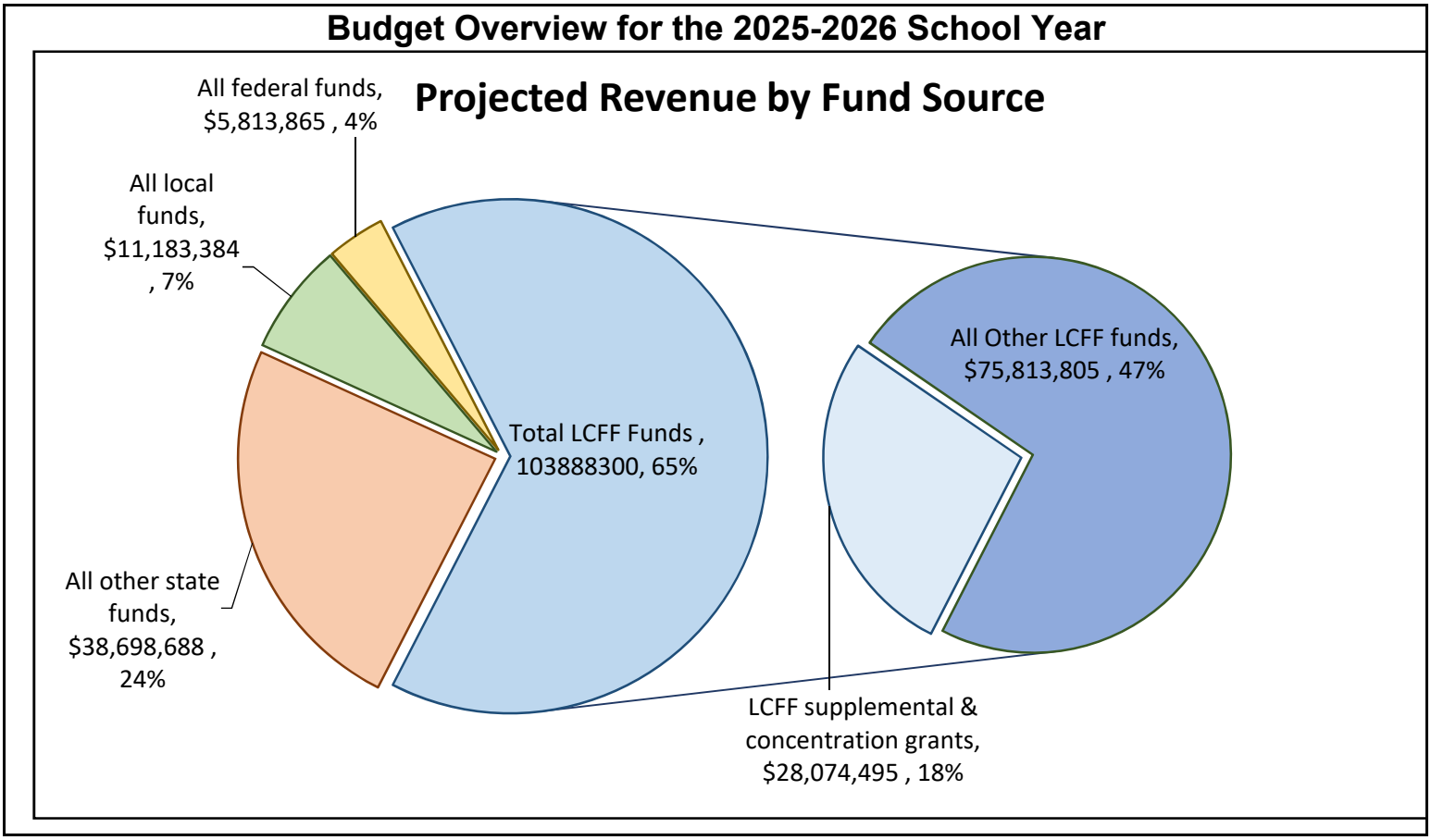
Local Educational Agency (LEA) Name: El Monte City Elementary

CDS Code: 1964501-0000000

School Year: 2025-2026

LEA contact information: Teresa Pinedo, tpinedo@emcsd.org, 626-453-3728

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).

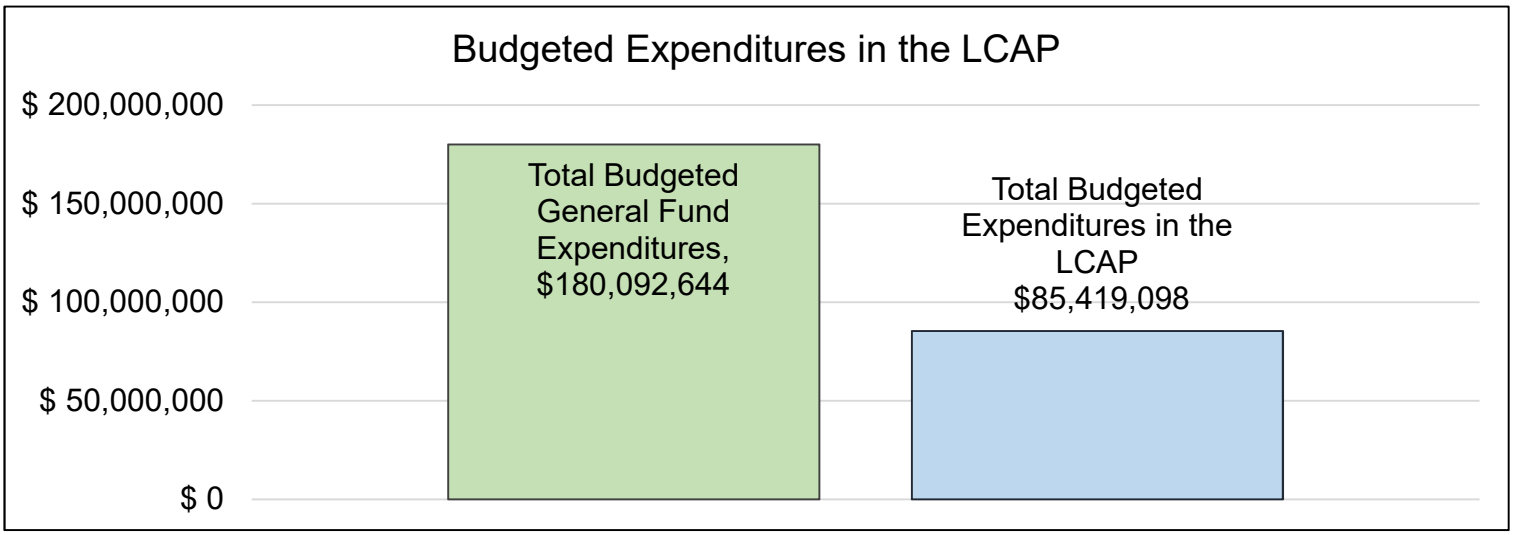



This chart shows the total general purpose revenue El Monte City Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Monte City Elementary is $159,584,237.00, of which $103,888,300.00 is Local Control Funding Formula (LCFF), $38,698,688.00 is other state funds, $11,183,384.00 is local funds, and $5,813,865.00 is federal funds. Of the $103,888,300.00 in LCFF Funds, $28,074,495.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much El Monte City Elementary plans to spend for 2025-2026. 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: El Monte City Elementary plans to spend $180,092,644.00 for the 2025-2026 school year. Of that amount, $85,419,098.00 is tied to actions/services in the LCAP and $94,673,546.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

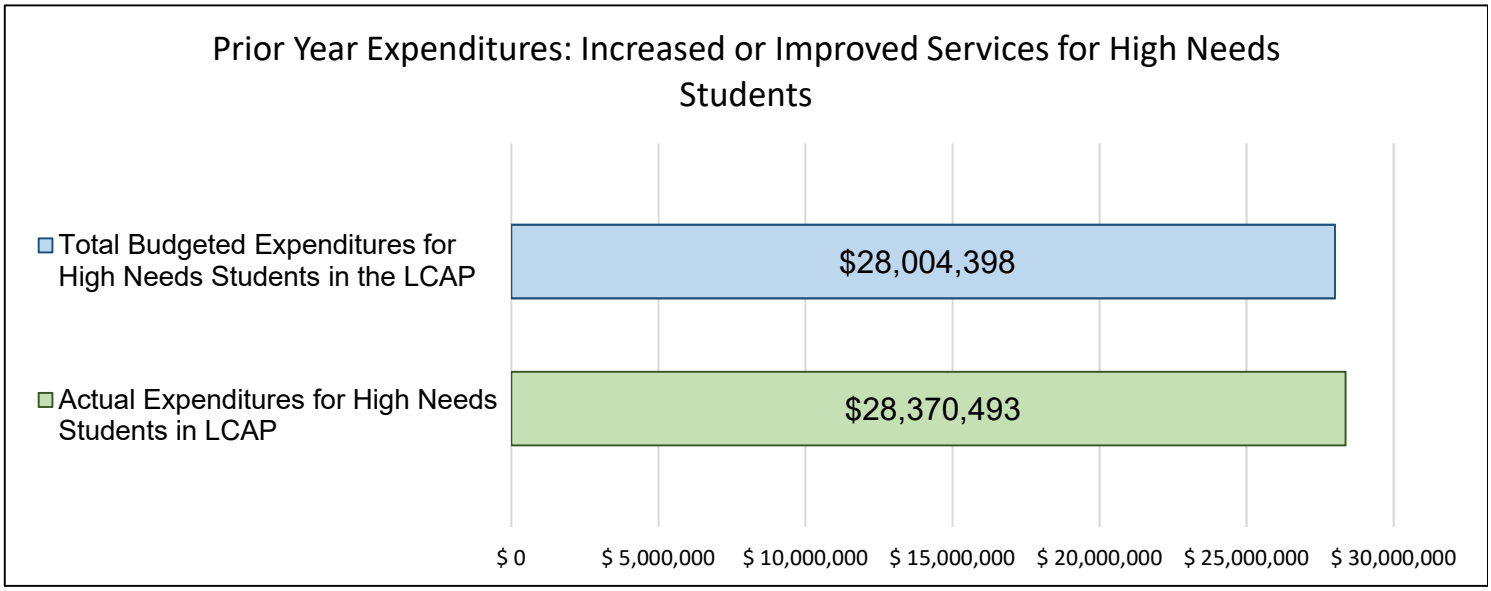
The General Fund resources not included in the LCAP includes the unrestricted resources that are used for the district base or day to day operations which includes but is not limited to special education teachers, principals, other district offices and school site staff. It also includes operating cost such as utilities, insurance and supplies. The General fund budget also contains restricted resources from federal, state and local grants that are outside the supplemental and concentration resources. The State resources not included in this LCAP includes the Expanded Learning Opportunities Program, After School Education and Safety, and Educator Effectiveness. The Federal Resouces that are not included in this LCAP includes Title I, II, III, and IV.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, El Monte City Elementary is projecting it will receive $28,074,495.00 based on the enrollment of foster youth, English learner, and low-income students. El Monte City Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. El Monte City Elementary plans to spend $28,074,495.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2024-2025




This chart compares what El Monte City Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what El Monte City Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-2025, El Monte City Elementary's LCAP budgeted $28,004,398.00 for planned actions to increase or improve services for high needs students. El Monte City Elementary actually spent $28,370,493.00 for actions to increase or improve services for high needs students in 2024-2025.

# 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 |
|---|---|---|
| El Monte City | Teresa Pinedo Assistant Superintendent of Educational Services | tpinedo@emcsd.org 626-453-3728 |

# Plan Summary 2025-2026

## General Information

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

The El Monte City School District (EMCSD) is proud to be part of a community with a rich history and vibrant culture. Since the 1770s, when Spanish explorers first arrived in Southern California, El Monte has been known as a place of safety, comfort, and natural abundance. This year, EMCSD proudly partnered with educational partners to co-create a bold new vision and mission—rooted in equity and shaped by the voices of our diverse community. By engaging in this collaborative process, we ensured that our new direction reflects the values, aspirations, and strengths of those we serve.

Vision: Nurturing young minds to achieve beyond limits.
Mission: We empower generations through learning, leadership, and community.

OUR COMMUNITY AND STUDENT POPULATION
Understanding our community is essential to guiding the development of EMCSD's Local Control Accountability Plan (LCAP). Located in eastern Los Angeles County, EMCSD has 14 schools—eight serving PreK-6th grade and six serving PreK-8th grade. We also have Thompson School, a specialized setting that shares a campus with Durfee School. Thompson students are included in Durfee's classes, programs, and activities as much as possible. EMCSD offers Federal Head Start/State Preschool classes and an Opportunity Program for 4th-8th grade students who benefit from an alternative learning environment.

Currently, we serve about 6,927 students in Transitional Kindergarten (TK) through 8th grade. Of our students, 48.87% identify as female, 51.11% as male, and 0.01% as non-binary. Approximately 84.37% are low-income, 0.39% foster youth, and 11.45% unhoused. While many school districts in California are seeing fewer students enroll, EMCSD has maintained steady enrollment, with only a slight decrease. The expansion of TK for all four-year-olds has helped keep our numbers stable.

Our student population is culturally rich and diverse. About 79.53% of our students are Hispanic, 17.79% are Asian, 0.74% are Filipino, 0.48% are Black/African American, and 0.87% are White. Smaller groups include American Indian/Alaskan Native (0.12%), Native Hawaiian/Other Pacific Islander (0.13%), and students of multiple ethnic backgrounds (0.35%). While these numbers provide a general picture, we recognize that every student brings their own unique culture, language, and experiences to our schools.

Our district serves families who speak over 20 languages, with Spanish, Vietnamese, and Cantonese being the most common after English. Regarding language proficiency, 39.02% of our students speak only English, 33.50% are English learners, 7.86% are Initial Fluent English Proficient, 17.59% have been reclassified as Fluent English Proficient,

and 2.02% are still being assessed. Around 2.95% of our students are dually identified as Long-Term English Learners. This diversity makes EMCSD a special place, and we are committed to supporting all students and families to help them thrive.

EQUITY MULTIPLIER
The Local Control Funding Formula (LCFF) Equity Multiplier is designed to provide additional funding to schools that serve a high percentage of students who experience frequent school changes and economic hardship. To qualify, a school must have at least25% of students experiencing non-stability (frequent school transfers) and 70% of students identified as socioeconomically disadvantaged based on the previous year's data.

This past year (2024-25 LCAP), EMCSD's "District Office" met the eligibility criteria with an adjusted cumulative enrollment of 55, qualifying for a total funding of $57,894. EMCSD has fully utilized all Equity Multiplier funds and is not eligible for additional funding. As a result, this goal will be removed from the 2025-26 LCAP.

TRAILBLAZING TOGETHER
At EMCSD, we believe education goes beyond textbooks and classrooms—it is about creating a thriving community where every student, family, and staff member feels supported. This year, we continued to push boundaries and rethink the way we serve our students by focusing on continuous improvement and equity in every aspect of learning and development.

One of the ways we made a difference was by strengthening our Multi-Tiered System of Support (MTSS)—a comprehensive approach that ensures students receive the academic, behavioral, and social-emotional support they need to succeed. By turning ideas like equity, access, and engaged inclusivity into action, our incredible team of teachers, counselors, nurses, custodians, and support staff worked together to create a learning environment where every child could thrive. We also focused on aligning grade levels more closely through the Professional Learning Community (PLC) process, ensuring a stronger, more connected educational experience for all students.

As part of this commitment, we took a thoughtful approach to introducing restorative practices, starting with four schools, to build a positive and supportive environment for all students. This approach emphasizes building strong relationships, teaching problem-solving skills, and helping prevent conflicts before they happen. Additionally, our counselors and social workers launched a new support program called Cognitive Behavioral Intervention for Trauma in Schools, which helps students understand the connection between their thoughts, feelings, and actions. These efforts are helping us create a school culture where every student feels valued, heard, and empowered to succeed.

Beyond the classroom, the Jeff Seymour Family Center played a crucial role in connecting families with essential services like healthcare, nutrition, and emotional wellness. Thanks to a grant received via the California Community Schools Partnership Program, we are expanding these services across all schools in our district starting in the 2024-25 school year—making it even easier for students and their families to access the support they need.

Our Expanded Learning Opportunities Program provided engaging learning experiences beyond the regular school day, sparking curiosity and creativity in a safe environment. This year, we offered 12 district-wide clubs, including cheerleading, mariachi, and robotics. We also brought learning to life through unique experiences:
- 2nd graders took swimming lessons
- 4th graders explored Sacramento
- 6th graders attended outdoor science camp
- 8th graders traveled to Washington, D.C.

To further support student and staff well-being, we introduced six "Enrichment Fridays" throughout the year. These special days allowed for wellness-focused time off while offering optional enrichment activities for students—helping them discover new passions, engage in hands-on learning, and build a well-rounded educational experience.

We also made exciting strides in improving our schools' learning environments! This year, we began upgrading classroom furniture, starting with TK classrooms, to create more engaging and comfortable learning spaces. Thanks to the MEASURE ME Facilities Bond, approved by voters in the 2024 General Election, our district will receive $105 million to make necessary school improvements—ensuring our students learn in safe, modern, and inspiring spaces.

Together, we are redefining what education looks like at EMCSD—ensuring that every child, every family, and every educator has the support, resources, and opportunities they need to thrive. We are proud of the progress we have made together, and we look forward to continuing this journey with you!

# Reflections: Annual Performance

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

This school year, we have continued deepening our commitment to creating supportive, inclusive learning environments by strengthening our MTSS framework and launching our Community Schools framework. Together, our goal is to make sure every student has what they need to learn, grow, and thrive.

One of the tools that helps guide our efforts is the California School Dashboard (Dashboard). The Dashboard offers a well-rounded look at how our students are doing in academics, attendance, and school climate. The 2023 Dashboard reflects data from the 2022–23 school year, while the 2024 version highlights results from this past school year. The color-coded system (blue, green, yellow, orange, and red) helps show both current performance and growth over time, making it easier for families, educators, and leaders to understand how we are doing and where we can grow.

GROWING AND LEARNING TOGETHER
On the Dashboard, the English Learner Progress Indicator shows how well students who are learning English are moving toward becoming fluent. This is measured using the Summative English Language Proficiency Assessments for California (ELPAC). According to the 2024 Dashboard:

- 44% of our English learners are making progress toward fluency—an 18.3% decline from 2023. This is in the red performance level, which means we have room to grow.
- 52.3% of Long-Term English Learners (students who have been learning English for 7 or more years) are making progress—an 21.4% decline from 2023 This is in the orange performance level, which also shows there is room for improvement.

Even though these results fall in the red and orange performance levels, percentage of students making progress reflects the strong programs, strategies, and activities our district has in place to support English learners on their journey to becoming fluent.

The Academic Indicators on the Dashboard help us understand how students are doing in English Language Arts (ELA) and Mathematics. These results are based on the Smarter Balanced Assessments (SBAC) and the California Alternative Assessments (CAA), which students take in grades 3–8 and are aligned with California's standards.

For ELA:

- On average, EMCSD students scored 12.9 points below the standard—a 3.5-point decline from the previous year—placing us in the orange performance level and indicating a clear need for improvement.

Some student groups are doing well:

- Asian students scored 52.2 points above the standard (green) despite a slight decline of 5.6 points from the previous year.
- White students scored 18.9 points above the standard (green) despite a slight decline of 13.9 points from the previous year.

At the same time, some student groups need additional support to close the achievement gap:

- English learners scored 40 points below the standard, placing them in the yellow performance level. This reflects a 5-point improvement, showing progress while highlighting continued need for support.
- Socioeconomically disadvantaged students scored 20.3 points below the standard, placing them in the orange performance level. This represents a 3.8-point decline from the previous year.

Other groups with larger gaps include:

- Hispanic students scored 26.6 points below the standard, placing them in the orange performance level, with a 3.2-point decline from the previous year.
- Foster youth scored 41.9 points below the standard (orange), reflecting a 3.3-point decline.
- Homeless students scored 33 points below the standard (orange), with a 3.5-point decline.
- Students with disabilities scored 102.1 points below the standard, placing them in the red performance level, but showed a 0.7-point improvement.
- Long-Term English Learners scored 83.5 points below the standard (red), with a notable 11.1-point decline.

In Mathematics, students across EMCSD are showing that there is a big opportunity for growth. On average, students scored 38.4 points below the standard, placing the district in the orange performance level, with no change from the previous year.

Some student groups are doing well:
- Asian students scored 52.6 points above the standard, placing them in the green performance level, despite a 7-point decline from the previous year.
- White students scored 19.3 points below the standard, placing them in the yellow performance level, despite a 2.7-point decline.

However, many students continue to face challenges in mathematics:
- English learners scored 56.5 points below the standard, placing them in the yellow performance level, with a 5.6-point improvement from the previous year.
- Long-Term English Learners had a significantly larger gap, scoring 144.8 points below the standard (red), reflecting a 19.2-point decline.
- Hispanic students scored 57.5 points below the standard (orange), with a slight 0.6-point improvement.
- Foster youth scored 66.1 points below the standard (yellow), showing a 13.5-point improvement.
- Homeless students scored 54.3 points below the standard (yellow), with a 9.3-point improvement.
- Socioeconomically disadvantaged students scored 46.1 points below the standard (orange), with a marginal 0.1-point decline.
- Students with disabilities scored 127.6 points below the standard, placing them in the red performance level and highlighting a strong need for more personalized and targeted support. They showed a 1.7-point improvement.

To help all students succeed in ELA and mathematics, EMCSD is focused on providing strong, high-quality instruction that accelerates learning—especially for those who need extra support. This includes offering professional development for staff to equip them with the most effective strategies to support all learners, including English learners, foster youth, and low-income students. We emphasize acceleration—not just remediation—so students can learn faster and more deeply, rather than revisiting the same content. Small group instruction and personalized support are also provided to meet students where they are. In addition, we partner with families and the community to ensure students have the tools they need at home to continue growing.

ADDRESSING CHRONIC ABSENTEEISM TOGETHER
On the Dashboard, the Chronic Absenteeism Indicator shows the percentage of students who miss 10% or more of the school year. Unlike other measures—where a higher percentage is usually better—the goal here is to have the lowest percentage possible. When students are frequently absent, they miss out on important learning and connections with peers and teachers.

According to the 2024 Dashboard, EMCSD's overall chronic absenteeism rate is 10%, which places us in the green performance level—a sign of strong attendance across the district. This reflects a 2.3% decline from the previous year.

Some student groups are doing especially well:
- Asian students: 1.5% (blue), showing a 0.7% decline from previous year.
- Filipino students: 3.7% (green), a 2% decrease.
- Students of multiple races: 2.8% (green), reflecting a 3.9% decrease.
- English Learners: 8.3% (green), a 1.7% decrease.

These strong results reflect our efforts to support and engage students and families in meaningful ways.
- Foster youth: 25% (red), a 0.9% increase from the previous year.
- African American students: 22% (orange), reflecting a 17.3% decrease—a notable improvement.
- Long-Term English Learners: 13.8% (orange), a 2.3% increase from the previous year.
- Homeless students: 12.9% (yellow), showing a 5.5% decrease.
- Socioeconomically disadvantaged students: 10.9% (yellow), a 2.2% decrease.
- Students with disabilities: 17.3% (yellow), with a 3% increase in absenteeism.
- White students: 13.3% (yellow), a 2.7% decrease from the previous year.
- Hispanic students: 11.7% (yellow), reflecting a 2.4% decrease.

These numbers help us identify where to focus support. For example, foster youth may benefit from additional mentorship and connection to caring adults, which can help provide stability and a sense of belonging. Other students, such as homeless students or those from low-income households, may need resources and support to overcome outside challenges that affect school attendance.

EMCSD is already making strides in this area. One major effort is the Saturday Learning Academy, which has helped reduce 5,969 absences as of May 22, 2025. These

Saturday sessions give students a chance to make up missed instructional time in a fun and supportive environment, helping them stay on track.

REDUCING SUSPENSIONS THROUGH SUPPORT AND RELATIONSHIPS
The Dashboard includes a Suspension Rate Indicator, which shows the percentage of students who were suspended for at least one full day during the year. Even if a student is suspended more than once, they are only counted once in this percentage. For this indicator, a lower number is better, since suspensions mean students are missing valuable learning time.

On the 2024 Dashboard, EMCSD's overall suspension rate is 1.5%, placing us in the yellow performance level, a 0.3% increase from the previous year. While this shows that most students are staying in school and learning, we also see areas where more support is needed.

Some groups have strong outcomes:
- Filipino, White, and students of multiple races had a 0.0% suspension rate (blue), with declines from the previous year of 1.9%, 2.4%, and 0%, respectively.
- Asian students had a 0.5% rate (green), reflecting a 0.4% increase.
- English learners had a 1.4% suspension rate (yellow), with a 0.6% increase.
- Socioeconomically disadvantaged students had a 1.6% rate (yellow), showing a 0.2% increase.

These groups reflect the district's effective support systems that keep students engaged, connected, and supported.

Other groups may need more support:
- Long-Term English Learners: 7.4% (red), showing a 2.9% increase from the previous year.
- African American students: 4.9% (orange), with a 4.9% increase.
- Foster youth: 3.2% (orange), reflecting a 0.2% increase.
- Students with disabilities: 2.4% (orange), with a 1.3% increase.
- Hispanic students: 1.7% (orange), showing a 0.3% increase.
- Homeless students: 1.9% (yellow), with a 0.1% decrease.

For these groups, targeted support, stronger connections, and more individualized strategies can help prevent problems before they grow. We are committed to addressing the unique needs of each student and helping them feel safe, welcomed, and included at school.

As of April 1, 2025, EMCSD has 82 suspension incidents — 21 were in-school suspensions and 61 were out-of-school. To help address students' social-emotional and behavioral needs before problems arise, we use a screening tool called the Behavior Assessment System for Children, Third Edition: Behavioral and Emotional Screening System (BASC-3 BESS). This helps identify students who may need extra support early on.

Students in grades PreK–8 take part in this screening in both the fall and winter. For our youngest learners (PreK–3), teachers complete the screening on their behalf. Older students (grades 4–8) complete a self-assessment. Based on the most recent winter results, 16.84% of students were found to be at an elevated level of risk, and 8.16% were identified as being at an extremely elevated level for social, emotional, or behavioral concerns. This information helps us respond early and provide students with the right kind of support.

At EMCSD, we are committed to creating safe, welcoming, and inclusive schools where every student can thrive. Rather than focusing only on discipline, we aim to build strong, positive relationships between students and staff through the use of restorative practices. We also focus on maintaining structured, welcoming classrooms and providing engaging instruction that keeps students interested and connected.

To support these efforts, our staff receives ongoing training, and we work closely with families and the community to strengthen the support around each child. These proactive steps help encourage positive behavior, boost student confidence, and reduce the need for suspensions—giving every child the best chance to succeed both in and out of the classroom.

FOCUSING SUPPORT WHERE IT IS NEEDED MOST
Even though we are in the 2024-25 school year, EMCSD must include data from the 2023 Dashboard in the LCAP. The LCAP is a three-year plan, and including this data shows where we need to focus support and resources to help students succeed. The 2023 data gives us a clear picture of where we started in this three-year cycle and highlights areas where students may need more help. This helps staff, families, and the community understand where progress is being made and where more work is needed.

Based on the 2023 Dashboard, the following schools and student groups were identified as needing extra support, as they fell within the lowest performance level (red).

District Level:
- Chronic Absenteeism: African American students
- ELA: Students with disabilities
- Mathematics: Students with disabilities

School Level:
- Suspension Rate: Columbia School's students

Student Group within a School:
- ELA:
  - Columbia School: Students with disabilities
  - Durfee School: Students with disabilities
  - Rio Hondo School: English learners and students with disabilities
  - Shirpser School: Students with disabilities
  - Wright School: Students with disabilities
- Mathematics:
  - Durfee School: Students with disabilities
  - Rio Hondo School: English learners, Hispanic, homeless, and students with disabilities
  - Shirpser School: Students with disabilities
  - Wright School: Students with disabilities
- Chronic Absenteeism:
  - Cortada School: Homeless students
  - Durfee School: Students with disabilities
  - Gidley School: Socioeconomically disadvantaged students
  - Rio Hondo School: Homeless students
  - Shirpser School: Homeless students
- Suspension Rate:
  - Columbia School: Hispanic, homeless, and socioeconomically disadvantaged students

To improve ELA outcomes for English learners at Rio Hondo School, we are implementing Actions 1.01, 1.02, 1.05, 1.06, 1.09, and 1.15. These actions focus on strengthening core instruction, providing professional development for teachers, and offering intervention support. Similarly, to support students with disabilities across the district—including Columbia, Durfee, Rio Hondo, Shirpser, and Wright Schools—we are implementing Actions 1.11 and 1.18. These efforts include extended school year services and specialized special education staff to enhance services, accommodations, and modifications, helping to reduce disparities in ELA achievement.

For mathematics, we are addressing red performance levels among English learners at Rio Hondo School by implementing the same instructional improvements under Actions 1.01, 1.02, 1.05, 1.06, 1.09, and 1.15. Additionally, to support Hispanic and homeless students at Rio Hondo School, we are implementing Action 1.17, which ensures staff are in place to develop, execute, monitor, and coordinate mathematics programming district-wide. To support students with disabilities district-wide and at Durfee, Rio Hondo, Shirpser, and Wright Schools, we are providing extended summer school services and specialized special education staff under Actions 1.11 and 1.18, to ensure equitable access to mathematics instruction and intervention.

Addressing chronic absenteeism is also a priority. To support African American students district-wide, homeless students at Cortada, Rio Hondo, and Shirpser Schools, and students with disabilities at Durfee School, we are implementing Action 2.11, which provides dedicated staff for specialized behavioral and social-emotional support. Additionally, to reduce chronic absenteeism among socioeconomically disadvantaged students at Gidley School, we are implementing Actions 2.01, 2.02, 2.03, 2.04, and 2.05. These efforts include outreach consultants, learning sessions to recover missed instruction, access to nurses and health assistants, and supplemental instructional support for students with both short- and long-term absences.

To reduce suspension rates, we are taking targeted action. At Columbia School, we are implementing Actions 2.08 and 2.10 to support socioeconomically disadvantaged

students, which provide intensive academic, behavioral, and social-emotional support, as well as tiered behavior interventions. Additionally, to support students across Columbia School and in particular Hispanic, and homeless students at Columbia School, we are implementing Action 2.11, which provides dedicated staff to address behavioral challenges, improve student well-being, and reduce suspensions.

Beyond these targeted interventions, EMCSD remains committed to an equity-focused approach. By analyzing student data and aligning resources effectively, we aim to break down barriers and ensure all students have access to the tools, support, and opportunities they need to thrive.

LEARNING RECOVERY EMERGENCY BLOCK GRANT
In response to the COVID-19 pandemic, school districts received one-time Learning Recovery Emergency Block Grant (LREBG) funds during the 2022-23 school year. These funds were provided to help students catch up academically and to support the well-being of both students and staff. As EMCSD enters the second year of its three-year LCAP cycle, we still have $13,450,601 in remaining LREBG funds to continue these important efforts.

Some of these funds will be used to strengthen and expand the following existing programs already supported by LCFF funding:

- Action 1.02- Improve Core (Tier 1) Instruction: A portion of our LREBG funds ($2,000,000) will be used to support this action. With these funds, we are working to improve classroom instruction so that every student receives high-quality, inclusive teaching that meets their diverse needs. To support this, we are providing professional development for our staff on the 2024 Mathematics Framework and the ELA/English Language Development (ELA/ELD) Framework for California Public Schools. These trainings will help our staff use research-based strategies that support language learning, academic success, and personalized teaching for all students. Additionally, we are investing in instructional materials that help students grow academically and improve their English language skills, ensuring that every student receives the support they need to succeed.

This action aligns with California Education Code Section 32526(c)(2)(B), which permits the use of funds for "...providing professional development and coaching on either or both of the following: The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve."

Research shows that providing our staff with high-quality training and offering instruction that is tailored to each student's needs leads to better outcomes, especially for students who have been historically underserved. For example, when English learners receive the right support, they develop both language skills and academic content knowledge more quickly. Our foster youth and low-income students also benefit from targeted help that strengthens their academic success and prepares them for the future. By using these proven strategies, we are creating an environment that supports all of our students and gives them the opportunity to thrive.

A needs assessment identified English learners, foster youth, and low-income students as groups that require additional support. Our English learners will benefit from teaching strategies that enhance their language development and comprehension. Foster youth will receive stable and consistent support, helping them overcome challenges like changing schools frequently. Low-income students will get targeted interventions to close opportunity gaps and ensure they have access to high-quality instruction. Together, these efforts help close achievement gaps and make sure all of our students have what they need to succeed.

To track the progress of this action, we will use the following metrics: 1.01 (CA School Dashboard ELA Academic Indicator), 1.02 (CA Dashboard Mathematics Academic Indicator), and 1.05 (CA School Dashboard English Learner Progress Indicator).

- Action 1.09- Intervention Teachers: A portion of our LREBG funds ($1,000,000) will be used to support this action. With these funds, we will be supporting the urgent academic needs of English learners, foster youth, and low-income students—groups most impacted by pandemic-related learning disruptions. By providing intervention teachers to deliver targeted Tier 2 and Tier 3 supports, the district ensures that these students receive individualized, data-driven instruction designed to accelerate learning and close opportunity gaps. The use of culturally and linguistically relevant progress monitoring tools further promotes equity and responsiveness.

This action aligns with California Education Code Section 32526(c)(2)(B), which permits the use of funds for "accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports" such as "tutoring or other one-on-one or small group learning supports provided by certificated or classified staff," "providing early intervention and literacy programs for pupils in preschool to grade 3," and "additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning."

Research shows that targeted, data-driven interventions are among the most effective strategies for accelerating learning, especially for students disproportionately impacted by the pandemic. Studies have found that MTSS—which include Tier 2 and Tier 3 interventions—can significantly improve outcomes for English learners, foster youth, and low-income students when implemented with fidelity. By providing trained intervention teachers to deliver these supports using culturally and linguistically responsive practices, the

district ensures that instruction is not only effective but also equitable and inclusive.

A needs assessment identified English learners, foster youth, and low-income students as groups requiring additional support. English learners will benefit from targeted academic interventions that integrate language development strategies and culturally relevant content to enhance both English proficiency and grade-level achievement. Foster youth will receive consistent, personalized instruction designed to address the challenges of school mobility and trauma, promoting greater academic stability and confidence. Meanwhile, low-income students will gain access to extended instructional time and focused support, helping to close learning gaps and ensure equitable opportunities for success.

To track the progress of this action, we will use the following metrics: 1.01 (CA School Dashboard EL Academic Indicator) and 1.02 (CA Dashboard Mathematics Academic Indicator).

- Action 2.04- Nurses and Health Assistants: A portion of our LREBG funds ($1,000,000) will be allocated to support this action. In line with the intended use of LREBG, we are strengthening the support provided by our nurses and health assistants to help remove barriers to learning and increase instructional time. By ensuring that our students' physical well-being is supported, this action reduces absenteeism and minimizes disruptions to learning. Early intervention and access to medical care help prevent minor health issues from becoming bigger problems, allowing students to stay in school. Additionally, we are providing professional development for our staff on identifying and addressing student health needs, ensuring that any health-related concerns are handled quickly so students can stay focused in the classroom.

This action aligns with California Education Code Section 32526(c)(2)(C), which permits the use of funds to integrate "...evidence-based supports to address other barriers to learning, and staff supports and training, such as the provision of health..."

Research shows that access to school-based health services leads to better attendance, improved academic performance, and overall well-being. Schools with dedicated health professionals experience fewer absences and more instructional time. Early intervention strategies help students maintain focus, reduce disruptions, and stay engaged in learning. By implementing these evidence-based approaches, we are making sure all students—especially those facing health challenges—get the support they need to succeed.

A needs assessment identified English learners, foster youth, and low-income students as groups that need extra health support. English learners benefit from on-site health services that reduce extended absences and keep them engaged in learning. Foster youth, who often have difficulty accessing healthcare, receive consistent school-based medical support, helping them maintain stability and academic progress. Low-income students, who may struggle to access medical care, get the health support they need to prevent absenteeism caused by untreated illnesses.

To track the impact of this action, we will use the following metric: 2.01 (CA School Dashboard Chronic Absenteeism).

- Action 2.10- Tiered Behavior Support: A portion of our LREBG funds (1,000,000) will be allocated to support this action. In line with the intended use of LREBG, we are strengthening our tiered behavior support to help students stay engaged in learning by addressing underlying trauma and social-emotional learning skills. This action provides professional development, supplies, and additional personnel support to implement positive behavior management strategies to address these underlying concerns. By reducing disruptions in the classroom and increasing student engagement, this action directly helps close achievement gaps and accelerate learning. The development of trauma-informed and skill-building general education behavior plans, created in collaboration with staff and families, ensures a structured and evidence-based approach to supporting students, which helps stabilize the classroom and increase instructional time.

This action aligns with California Education Code Section 32526(c)(2)(C), which permits the use of funds to integrate "...evidence-based supports to address other barriers to learning, and staff supports and training, such as...programs to address pupil trauma and social-emotional learning..."

A review of multiple research studies revealed consistent findings indicating that proactive, trauma-informed behavior management strategies improve student outcomes. Studies show that structured behavior interventions that strengthen students' social-emotional skills lead to fewer classroom disruptions, better self-regulation, and higher academic achievement. Schools that implement these evidence-based practices see fewer suspensions and more student engagement, creating a supportive and effective learning environment.

A needs assessment identified foster youth and low-income students as groups that require additional trauma-informed behavioral support to build their social-emotional skills. Foster youth often face instability, trauma, and frequent school moves, all of which can contribute to behavioral challenges. By providing structured behavior interventions and creating a stable, supportive environment, we can help foster consistency and support academic success. Low-income students, who may face added stress and fewer outside

supports, benefit from behavior interventions that encourage positive social interactions, emotional regulation, and active participation in learning.

To track the impact of this action, we will use the following metric: 2.04 (CA School Dashboard Suspension Rate).

A portion of these funds will be used to establish the following new action, which will be fully supported by LREBG funding:

• Action 4.09- Enhanced Learning Environments: A portion of our LREBG funds ($7,000,000) will be allocated to support this action. In alignment with the intent of LREBG and EMCSD's Inclusive Services Program—which provides equitable access to trauma-informed, social-emotional, and inclusive supports—we are enhancing our learning environments through the provision of flexible, evidence-based instructional supplies, materials, and equipment. These resources are specifically selected to support classrooms that are responsive to the diverse academic, behavioral, and emotional needs of our students.

This action aligns with California Education Code Section 32526(c)(2)(C), which permits the use of funds to integrate "...evidence-based supports to address other barriers to learning, and staff supports and training, such as...programs to address pupil trauma and social-emotional learning..."

A comprehensive needs assessment identified a system-wide need to improve accessible learning conditions in order to maximize instructional time, reduce barriers to engagement, and accelerate learning. This is especially critical for English learners, Long-Term English Learners, students with disabilities, and low-income students. Research supports that well-designed, adaptable learning environments—equipped with the right supplies, materials, and equipment—improve student regulation, focus, and collaboration, which are essential components of effective instruction and learning recovery.

By equipping classrooms with tools that support small-group instruction, structured movement, sensory regulation, and differentiated engagement, we are intentionally integrating social-emotional learning and trauma-informed practices into everyday teaching. Grounded in research on how children learn best—particularly those impacted by adversity—these supports create more equitable conditions for learning and allow staff to deliver timely, targeted interventions that directly address skill gaps.

These investments go beyond foundational supports by providing the conditions necessary to accelerate progress for students who have been disproportionately impacted by interrupted learning. In doing so, we strengthen our district's capacity to close persistent achievement gaps and ensure that every student can thrive academically, socially, and emotionally.

To track the impact of this action, we will use the following metrics: 4.05 (CA School Dashboard ELA Academic Indicator) and 4.06 (CA School Dashboard Mathematics Academic Indicator).

# Reflections: Technical Assistance

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

EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard. We earned a red performance level on both the ELA and Mathematics Indicators (Priority 4) for Long-Term English Learners. We also earned a red performance level on the Suspension Rate (Priority 6) Indicator for Long-Term English Learners.

In response to the district's identification for District Assistance, we have shifted our focus to creating systems and conditions that support student success, rather than placing blame on students. We are committed to addressing disparities in student achievement by carefully analyzing data and identifying areas where additional help is needed. To do this, we look at data from three perspectives—satellite, helicopter, and street-level—and apply improvement science to uncover the root causes of challenges for Long-Term English Learners in ELA, mathematics, and suspension rates.

One key area of improvement has been in our outreach and collaboration with educational partners. We have strengthened our partnerships with families, staff, community organizations, and local agencies to ensure we are all working together to address the unique needs of our students. We have established regular communication channels, including family workshops, advisory groups, and school-based meetings, to keep all educational partners informed and engaged in the process. Additionally, we are creating opportunities for shared decision-making, allowing families and community members to actively contribute to the development of action plans and strategies for supporting Long-Term English Learners.

To ensure that our process is transparent, efficient, and responsive to the needs of our students, we have implemented several steps. We are streamlining our data collection and reporting processes, making information easily accessible to staff and families. Our data-sharing practices ensure that educational partners can track progress and understand how decisions are being made. We are also making our feedback mechanisms more accessible and responsive by holding regular meetings where educational partners can voice their concerns, offer suggestions, and see how their input is being incorporated into district plans.

At the satellite level, we examine big-picture trends like test scores, attendance, and discipline data to assess overall student performance. At the helicopter level, we zoom in on specific schools and grade levels to identify patterns and ensure that support is tailored to each school's unique needs. At the street level, we gather input directly from students, families, and staff through surveys, focus groups, and observations to better understand students' daily experiences. By using these perspectives, we ensure that our decisions are informed by both data and the real-life experiences of those closest to our students.

In our commitment to continuous improvement, we have taken advantage of the resources and professional development offerings from the Los Angeles County Office of Education and 21CSLA to support our efforts. This partnership has provided valuable training, tools, and strategies to strengthen our practices, and we will continue to engage in these opportunities moving forward. Additionally, we have partnered with Solution Tree, the Western Justice Center, and Pacific Clinics to support our systemic change efforts. These collaborations bring expertise in areas such as PLCs, restorative practices, equity, and mental health support, ensuring that we are developing a comprehensive, multi-faceted approach to supporting these students.

Through improvement science, we are digging deeper into why certain disparities exist, particularly for Long-Term English Learners, and focusing on creating the right conditions for success. We recognize that success doesn't come from blaming students, but from removing barriers and building supportive environments that foster growth. By focusing on students' strengths—including their cultural and linguistic backgrounds—we are developing targeted action plans that provide better training for educators, additional support for students who need it most, and stronger partnerships with families and community organizations. This ongoing work ensures that we are creating a comprehensive, collaborative approach that helps every student thrive.

The following actions indicate the work underway to reduce disparities for Long-Term English Learners :

- Action 1.02- Professional Development Tailored to Students' Unique Needs: Special emphasis will be placed on the unique linguistic and academic needs of Long-Term English Learners in grades 6–8, with a focus on strategies for re-engaging disengaged learners, scaffolding complex academic tasks, and integrating language objectives across all content areas. This will include research-based Long-Term English Learners strategies such as academic language development and structured student interaction.
- Action 1.05- Language Acquisition Support: This includes access to supplemental supports tailored to Long-Term English Learners, such as support related to academic vocabulary, syntax, and literacy across disciplines to address the stagnation in language growth typical among Long-Term English Learners and emphasize language for academic success.
- Action 1.06- Instructional Coaching, Modeling, and Curriculum Design: Teachers on special assignment will provide support for curriculum design and professional development for language acquisition programs specifically for Long-Term English Learners in grades 6-8 aligned with their learning needs to ensure meaningful access to grade-level standards while supporting language acquisition.
- Action 1.17- Provide Academic Programming Support for Students Facing Disparate Outcomes: Dedicated staff will provide support for designing interventions that address Long-Term English Learner' specific academic needs, such as gaps in foundational literacy, sustained oral language development, and writing skills. Data disaggregation by Long-Term English Learner status will guide program adjustments.
- Action 2.13- Social-Emotional Skill Development Framework for Long-Term English Learners: Support Long-Term English Learners in grades 6–8 with self-awareness, social awareness, self-management, responsible decision-making, and relationship skills through a proactive framework that includes supplies and professional learning. Training and resources will address their unique social-emotional experiences, including language-related anxiety, acculturation challenges, and disengagement. Practices will emphasize validating home language and culture, promoting identity development, and building resilience.
- Action 2.14- Tiered Behavior Support for Long-Term English Learners: Support positive behavior for Long-Term English Learners through supplies and professional learning with a focus on proactive practices, staff collaboration, family workshops, and general education behavior plans. This includes training on the impact of language barriers and cultural differences, culturally inclusive family engagement, and behavior plans with targeted communication support.

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

EMCSD has not been identified as needing comprehensive support and improvement work, so this section does not apply to our district at this time.

## *Support for Identified Schools*

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

EMCSD has not been identified as needing comprehensive support and improvement work, so this section does not apply to our district at this time.

## *Monitoring and Evaluating Effectiveness*

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

EMCSD has not been identified as needing comprehensive support and improvement work, so this section does not apply to our district at this time.

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Teachers | LCAP FEEDBACK FORM:<br>EMCSD used its LCAP Feedback Form, an online survey co-developed with input from the LCAP advisory committee, to gather feedback from teachers between March 24, 2025, and May 7, 2025. We reached out through flyers and emails, and the survey was available in English, Spanish, Vietnamese, and Simplified Chinese to ensure everyone could participate easily. We received 173 responses.<br><br>SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY:<br>EMCSD collected feedback from teachers through the CalSCHLS California School Staff Survey (CSSS) in November 2024. Teachers were informed about the survey via email and staff meetings. A total of 304 surveys were completed, with 79 identifying as teachers. |
| Principals and Other Administrators | LCAP FEEDBACK FORM:<br>EMCSD used its LCAP Feedback Form, an online survey co-developed with input from the LCAP advisory committee, to gather feedback from principals and other administrators between March 24, 2025, and May 7, 2025. We reached out through flyers and emails, and the survey was available in English, Spanish, Vietnamese, and Simplified Chinese to ensure everyone could participate easily. We received 8 responses.<br><br>SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY:<br>EMCSD collected feedback from principals and other administrators through the CalSCHLS California School Staff Survey in November 2024. Principals and other administrators were informed about the survey via email and staff meetings. A total of 304 surveys were completed, with 2 identifying as principals and other administrators. |
| Other School Personnel | LCAP FEEDBACK FORM:<br>EMCSD used its LCAP Feedback Form, an online survey co-developed with input from the LCAP advisory committee, to gather feedback from other school personnel between March 24, 2025, and May 7, 2025. We reached out through flyers and emails, and the survey was available in English, Spanish, Vietnamese, and Simplified Chinese to ensure everyone could participate easily. We received 96 responses, which is an increase from the 93 responses we received last year (2023-24).<br><br>SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY:<br>EMCSD collected feedback from other school personnel through the CalSCHLS California School Staff Survey in November 2024. Other school personnel were informed about the survey via email and staff meetings. A total of 304 surveys were completed, with 27 identifying as other school personnel. |
| El Monte Elementary Teachers Association (EMETA) | EMCSD worked together with EMETA on May 7, 2025 to gather feedback on the draft of the 2025-26 LCAP. |
| California School Employees Association (CSEA) | EMCSD worked together with CSEA on March 31, 2025 to gather feedback on the draft of the 2025-26 LCAP. |
| Parents and Families | LCAP FEEDBACK FORM:<br>EMCSD used its LCAP Feedback Form, an online survey co-developed with input from the LCAP advisory committee, to gather feedback from parents and families between December 1, 2024, and February 14, 2025. We reached out through flyers and emails, and the survey was available in English, Spanish, Vietnamese, and Simplified Chinese to ensure everyone could participate easily. We received 255 responses, which is a significant increase from the 186 responses we received last year (2023-24).<br><br>SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY:<br>EMCSD collected feedback from parents and families through the CalSCHLS California School Parent Survey (CSPS) in November 2024. Parents and families were informed about the survey via email and staff meetings. A total of 3,064 surveys were completed. |
| Students | LCAP FOCUS GROUPS:<br>EMCSD held student focus groups at every school, bringing together student leaders from kindergarten through 8th grade between January 30, 2025, and March 21, 2025. During these sessions, students participated in a community circle and shared their thoughts on |

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| | each LCAP goal.<br><br>SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY:<br>EMCSD collected feedback from students through the CalSCHLS California Healthy Kids Survey (CHKS) in November 2024. This year, the survey was expanded to include more grade levels, with participation from 727 fifth graders, 819 sixth graders, 834 seventh graders, and 764 eighth graders. |
| West San Gabriel Valley Special Education Local Plan Area (SELPA) | EMCSD worked together with the SELPA on May 15, 2025, to gather feedback on the draft of the 2025-26 LCAP. |
| LCAP Advisory Committee | EMCSD collaborated with the LCAP Advisory Committee on November 6, 2024, March 13, 2025, and May 15, 2025. Ongoing consultation and feedback were sought on the development of the LCAP Feedback Survey and 2024-25 Mid-Year LCAP as well as the initial draft of the 2025-26 LCAP. |
| Superintendent Student Council | EMCSD collaborated with the Superintendent Student Council on March 7, 2025. Review and comment were sought based on the draft of the 2025-26 LCAP. |
| District English Learner Advisory Committee (DELAC) | EMCSD collaborated with DELAC on May 15, 2025. DELAC is composed of two elected representatives from each school's English Learner Advisory Committee (ELAC), along with staff and community members. During the meeting, feedback was gathered on the draft of the 2025-26 LCAP, including the draft goals, actions, metrics, and expenditures. The superintendent of the district provided a written response to the comments received. |
| Key Communicators (Parent Advisory Committee; PAC) | EMCSD collaborated with the Key Communicators (Parent Advisory Committee; PAC) on March 21, 2025. Feedback was sought on the draft of the 2025-26 LCAP, including the goals, actions, metrics, and expenditures. The superintendent of the district provided a written response to the comments received. |
| Educational Partners (Students, Teachers, Other School Personnel, Principals and Other Administrators, Parents and Families, Community Members) | PUBLIC BOARD MEETINGS:<br>EMCSD worked closely with educational partners (students, teachers, other school personnel, principals and other administrators, parents and families, and community members) through public Board meetings, including a detailed 2024-25 Mid-Year LCAP update on January 21, 2025. Educational partners could access meeting agendas on EMCSD’s webpage and at the District Office and were encouraged to share their feedback during the Public Comment session. The Draft 2025-26 LCAP goals, actions, and budget details were posted in both English and Spanish on June 12, 2025, with an invitation for public comments until June 16, 2025. A public hearing for the LCAP took place on June 16, 2025, before the final approval meeting on June 23, 2025. Educational partners were informed about the opportunity to provide written feedback on the LCAP goals, actions, and budget through our website and email. |

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

EMCSD’s 2025-26 LCAP reflects the ongoing input of our students, families, staff, and community to guide our planning for student success. It focuses on making sure all students have fair access to opportunities and support, especially those who need it most, based on data from the Dashboard and local goals.

GOAL 1: INCREASE ACADEMIC ACHIEVEMENT

- Students: During focus group discussions, student leaders shared what helps them grow and learn. Many students expressed a desire for more challenging and engaging learning experiences—especially in subjects like science, reading, and the arts. They requested more books at their Accelerated Reader (AR) level to support their growth as readers and suggested including more hands-on science experiments to make learning enjoyable and meaningful. Students also asked for additional learning materials in different languages to support their diverse academic needs. Field trips to places like museums and aquariums were also suggested, as they help students connect classroom learning to the real world.

- Superintendent Student Council: Students on the Superintendent’s Student Council advocated for more after-school activities, science courses, additional electives, and practical, skill-building classes.

- Parents and Families: Parents and families provided feedback through an online LCAP Feedback Form with open-ended questions. Many parents highlighted the importance of offering specialized support for students with unique learning needs, such as the Preschool Assessment and Learning Support (PALS) program, speech therapy, and Individualized Education Program (IEP) services. They expressed appreciation for these supports, which help their children make meaningful progress in areas like reading

and math. Parents also shared that their children feel proud and motivated when their efforts are recognized—whether through grades, awards, or acknowledgment at assemblies. This kind of recognition fosters confidence and encourages students to continue learning and trying their best.

- Key Communicators: Parents on the Key Communicator committee provided input on the draft LCAP, emphasizing the need to continue and expand dual immersion and English language intervention programs. They noted a particular need for support for non-Spanish-speaking students in dual immersion. Parents also suggested introducing career technical education (CTE) in early grades, such as weekly lessons in computer science or gardening. They also recommended offering a wider variety of courses for gifted and talented students to keep them intellectually challenged and suggested sessions to help students catch up after absences.

- DELAC: Parents on the DELAC committee provided valuable input on the draft LCAP, emphasizing the need to increase student achievement through more individualized support. They highlighted the importance of one-on-one assistance for students who are academically behind, as well as greater access to intervention teachers and tutoring. Recovering learning lost during the pandemic was a key concern, with parents calling for additional funding and more trained staff to address this need. There was strong support for expanding bilingual literacy and biliteracy programs, alongside enrichment opportunities for gifted and talented students beginning as early as TK and Kindergarten. Parents also requested more academic resources, including expanded school libraries and enhanced technology support, complemented by ongoing professional development for teachers tailored to meet student needs. Additionally, they stressed the value of preparing students for tests through study guides and improved communication with parents prior to exams. Reducing class sizes and increasing access to intervention services were also priorities. Finally, parents underscored the importance of better training and preparation for school principals to ensure effective leadership and support for student success.

- Teachers: Teachers were asked to rate progress in improving student achievement on a scale from1 to 4 (1 = very little progress, 4 = excellent progress). The average score was 2.96. Teachers noted that intervention teachers play an important role in student learning and emphasized the need for this support to be more consistent. They explained that when teachers are out for training, it can disrupt learning routines. Teachers also indicated that smaller class sizes and fewer combination classes would create more focused and equitable learning environments. They suggested offering more arts, physical education, and small-group learning opportunities during the school day—not just after school. Tools like Achieve3000 and KidBiz help keep students engaged and track their progress. Teachers also requested more time to collaborate and plan together to better support their students' diverse needs.

- EMETA representatives were asked to rate progress in improving student achievement on a scale from 1 to 4 (1 = very little progress, 4 = excellent progress). They provided a score of 2. Their feedback highlighted the need for clearer roles, consistency, and equity across several programs. Intervention teachers lack a unified system and are often pulled from instruction for administrative tasks, while newcomer support should be separated from intervention services. ISSs are inconsistently utilized, sometimes pulled from special education duties to support general education students, and there is a need for clearer guidance on MTSS roles. Concerns were raised about limited enrichment opportunities for gifted students, outdated and culturally irrelevant library resources, and limited access to programs like AR and Epic Books. TOSAs need clearer expectations, better alignment with school schedules, and adequate training before leading professional development. Teachers expressed a desire for more voice and relevance in PD offerings, especially departmentalized options for secondary staff. Visual and performing arts programs should offer more variety beyond music, with transparency around Prop 28 funding and clear implementation plans. Finally, representatives expressed interest in expanding dual language programs, offering more language options in middle school, and addressing access barriers such as waitlists.

- Other School Personnel: Other staff members also rated progress on the 1 to 4 scale, with an average score of 3.29. Many said intervention services are helping students progress. Staff noted that teachers and administrators are collaborating to meet student needs, and that programs in the performing arts are giving students a chance to explore new skills and potential future careers. Some staff members recommended improving the curriculum—especially in English Language Arts (ELA)—since foundational reading and writing skills are still lacking for some students.

- CSEA: CSEA representatives emphasized the need for increased professional learning and career development opportunities for instructional support specialists (ISS), noon supervisors, attendance clerks, secretaries, custodians, and community liaisons. They also recommended cross-training to strengthen collaboration and flexibility across roles.

- Principals and Other Administrators: Principals and administrators gave an average score of 3.38. Some concerns were raised about the underuse of ISS and an over reliance on intervention teachers. This may make it harder for classroom teachers to consistently use strong Tier 1 and Tier 2 teaching strategies. Clearer definitions of roles and responsibilities may be needed to better support student achievement across the board.

- SELPA: SELPA staff expressed their desire for us to continue the positive practice of involving special education staff in general education trainings.

The adopted LCAP was directly shaped by educational partners' feedback, resulting in actions designed to elevate academic achievement across the district. Students asked

for more engaging and hands-on learning, especially in science, reading, and the arts, leading to expanded support for visual and performing arts (Action 1.16), library access (Action 1.07), and Career Technical Education (Action 1.10). Parent feedback emphasized the value of specialized services and language supports, which influenced actions like biliteracy and bilingualism support (Action 1.15) and interventions tailored to unique learning needs (Action 1.02, Action 1.09). Teachers and staff highlighted the need for consistent intervention, smaller class sizes, differentiated professional development, and high-quality instruction, which informed actions to strengthen Tier 1 instruction (Action 1.01), enhance professional development (Action 1.02), increase access to instructional coaching (Action 1.06), and provide intervention teachers (Action 1.09). Administrator feedback prompted greater clarity around roles and the use of ISSs, reflected in efforts to improve instructional infrastructure (Actions 1.02, 1.06 and 1.17) and leadership alignment through program specialists (Action 1.13).

GOAL 2: ENSURE LEARNER ENGAGEMENT

- Students: During student focus groups, student leaders shared what keeps them motivated and connected to school. They emphasized how important extracurricular activities are to their overall school experience. Students requested more equipment, like volleyballs and soccer balls, and more after-school programs, especially in culinary arts. Older students suggested organizing activities by grade level and including more competitions beyond sports, such as art contests. Some students expressed disappointment that certain after-school offerings from last year were no longer available and hoped to see them return. Many students also expressed how much they enjoy cultural celebrations and want to see a greater variety throughout the year. They also emphasized the importance of being asked for their opinions when changes are made at school, as this helps them feel included and engaged.

- Superintendent Student Council: Students on the Superintendent's Student Council added a focus on social justice issues, including gender-neutral bathrooms, support for LGBTQIA+ students, greater inclusion and acceptance of students with disabilities, and a commitment to cultural awareness efforts that go beyond one-time celebrations.

- Parents and Families: Parents and families had the chance to share their thoughts by completing an online LCAP Feedback Form. Many parents highlighted the importance of extracurricular activities for their child's development. They expressed pride in school plays, art programs, the school musical, soccer, and other activities, noting that non-academic programs help students feel more engaged. Parents also emphasized the importance of group activities, like those in band, after-school sports, and team projects, which help students build peer relationships and a sense of belonging. Rewards like certificates, awards, and assemblies were mentioned as strong motivators, helping students feel proud of their academic and behavioral achievements. Additionally, parents stressed the importance of positive, supportive relationships with teachers, administrators, and other school staff in helping students feel valued and welcome.

- Key Communicators: Parents on the Key Communicator advisory group provided input on the draft LCAP, recommending increased supervision on campus, especially during breaks and in high-traffic areas. They emphasized the need for more counselors and staff to ensure students' safety and well-being.

- DELAC: Parents on the DELAC committee provided input on the draft LCAP, expressing a strong desire for increased physical activity and a wider range of extracurricular programs. They highlighted the importance of offering sports, music (including mariachi and musical theater), martial arts, speech and debate, and swimming across multiple grade levels. Additionally, parents stressed the need for more supervision during recess by trained staff who can recognize when students are in distress. They emphasized the continuation and expansion of emotional and mental health support through counselors, psychologists, and teacher training. Parents called for dedicated, full-time counselors at each school to better address these needs, along with comprehensive support for students facing personal challenges such as drug use and self-harm. To promote positive student engagement, they also underscored the importance of preventing suspensions by providing robust support systems and ensuring students remain involved in a variety of school activities.

- Teachers: We asked teachers to rate how much progress they feel we have made in ensuring learner engagement, on a scale from 1 to 4 (with 1 meaning very little progress and 4 meaning excellent progress). The average score was 2.95. Teachers shared that students remain more engaged when the school day is consistent. They said changes, interruptions, and frequent testing make it harder for students to focus. Programs like Leader in Me and restorative practices work well when used consistently and correctly. Teachers also believe that field trips and hands-on learning projects help students connect better with what they are learning. Attendance incentives have been helpful but teachers suggested better communication with families—especially about Saturday school—to improve these efforts. There was a clear call for additional support for students navigating behavioral and social-emotional challenges, especially in the early grades. Teachers recommended increased training for classroom support staff to strengthen inclusive practices and positive behavior strategies. Staff need continued training and support to meet the needs of students, especially those navigating trauma. Having full-time counselors at every site, along with behavioral specialists and increased intervention supports, would help preserve valuable teaching and learning time.

- EMETA: EMETA representatives rated progress in ensuring learner engagement a 2 out of 4. Their feedback emphasized the need for greater stability and consistency in student support services. They expressed concerns about counselors being shared across sites, lack of access to outside counseling despite high BASC needs, and confusion around roles of counselors, social workers, and outreach consultants. They stressed the importance of improving attendance systems with more staff input and clarity, and questioned the evaluation and compensation for programs like Leader in Me. They advocated for a nurse and health clerk at every large site, noted that three behavior

specialists are insufficient for the district, and requested clearer MTSS guidance and better follow-through after behavior data is collected. Support for foster youth and students with absences was seen as lacking, and current instructional materials (e.g., packets) were deemed inadequate. Restorative practices were described as inconsistently implemented and lacking districtwide training. Safety concerns were raised around inadequate supervision at recess and lunch, and while Saturday School was appreciated, issues around classroom use, security, and maintenance were highlighted.

- Other School Personnel: We asked other school personnel to rate the progress made in ensuring learner engagement, using the same 1 to 4 scale. The average score was 3.28. Several staff members highlighted the importance of professional development and collaboration among teachers, social workers, and counselors, especially around social-emotional learning (SEL). Programs like Leader in Me and after-school activities such as tutoring and enrichment clubs were praised for fostering engagement. However, staff members called for more interactive learning and increased efforts to support students who are non-English speakers or have special needs. There were concerns about the limited availability of full-time counselors and behavior specialists, which can hinder student support. Additionally, some staff raised the need for more comprehensive behavior support, as some students' behavioral challenges disrupt the learning environment. Support services, such as Saturday school for catching up on absences, were viewed positively. The feedback also emphasized the need for stronger systems to track and improve attendance, with suggestions to involve attendance clerks more actively and create incentives for good attendance.

- Principals and Other Administrators: Principals and administrators were also asked to rate progress in ensuring learner engagement on a scale from 1 to 4. The average score was 3.13. They emphasized the need for dedicated counselors at each school site to address students' SEL needs in a timely manner. Without enough counselors, social-emotional issues can go unresolved, negatively impacting student engagement and learning. Administrators also highlighted the importance of prioritizing SEL and behavior support to create an environment where all students can engage in both academic and social-emotional growth. They suggested that a dedicated counselor available five days a week would greatly improve SEL outcomes and overall student engagement. While attendance incentives and the Leader in Me program have been effective, a more structured approach to tracking attendance without allowing easy excuses for absences was recommended. Finally, integrating behavior and SEL support into professional development and having behavior support specialists train staff on self-regulation strategies was also seen as essential to improving student engagement.

- SELPA: SELPA staff shared that behavior concerns are a widespread issue across the state and emphasized the importance of providing proactive support.

The adopted LCAP was strongly influenced by the feedback from educational partners, highlighting the importance of fostering learner engagement and addressing student needs. Students voiced a desire for more extracurricular activities, including after-school programs in areas like culinary arts and art contests, while also requesting cultural celebrations and opportunities for their input in school decisions. They also asked for increase voice (Action 2.09). Parents echoed these concerns, emphasizing the value of non-academic activities and the need for more counselors to support student well-being. Teachers and staff pointed out the need for consistent programming, including SEL and behavioral support, to help students stay engaged. Principals and administrators highlighted the need for more counselors and behavioral specialists to address social-emotional issues and improve student engagement. In response, the district implemented several actions, such as increasing counseling support (Actions 2.07 and 2.13), providing tiered behavior support (Actions 2.10 and 2.14), and fostering social-emotional skill development (Action 2.09), all aimed at enhancing student engagement and creating a more supportive learning environment.

GOAL 3: INCREASE PARENT AND FAMILY INVOLVEMENT

- Students: Through student focus groups, student leaders emphasized the importance of family involvement in their school lives. They suggested more family night events outside school hours, particularly to accommodate parents working during the day. These events were seen as beneficial for student support, strengthening the connection between home and school, and fostering a more united and welcoming school community.

- Parents and Families: Parents provided feedback via the LCAP Feedback Form, identifying a need for workshops that help them better understand their child's education and the school system. Communication was a key factor, with many parents appreciating regular updates through conferences, emails, and tools like ParentSquare. Events such as Back to School Night, family nights, and community activities were highlighted for enhancing student belonging. Parents also enjoyed volunteering and participating in advisory committees, helping build a sense of community. Events celebrating cultural backgrounds, such as Día de los Muertos, were particularly appreciated, along with recognition of their child's achievements through awards, concerts, and displays.

- Key Communicators: Parents on the Key Communicator advisory group provided input on the draft LCAP, requesting more workshops involving both parents and children to foster deeper family engagement. They also asked for clearer and more consistent communication from schools about activities and resources. Parents want continued support for programs that help them better understand how to support their children's learning, including more accessible and frequent family-focused workshops.

- DELAC: Parents on the DELAC committee provided input on the draft LCAP, emphasizing the need for improved communication between teachers and families, particularly regarding student progress in the upper grades. They suggested using text messages as an effective way to notify families about meetings and school events.

Additionally, parents encouraged increased outreach efforts to engage more families as volunteers in classrooms and during recess supervision.

- Teachers: Teachers rated progress in increasing parent and family involvement with an average score of3.11. They appreciated improvements in communication via ParentSquare, especially its translation features, but noted not all families utilize it. Community liaisons were valued, with suggestions to engage families through workshops and meaningful support. Teachers also called for more parent education opportunities, particularly around early literacy and healthy living, and better access to community resources. Logistical barriers like work schedules, transportation, and fingerprinting were noted, with a call for more inclusive outreach, especially for non-English-speaking families. There was a desire to better understand and remove barriers preventing broader parent participation, and several suggested additional staff support for community liaisons, particularly at larger schools.

- EMETA: EMETA representatives rated progress in increasing parent and family involvement a3 out of 4, indicating good progress. They acknowledged efforts like ParentSquare and the role of community liaisons but noted ongoing challenges. Many families still do not use ParentSquare—often the ones teachers most need to reach—highlighting the need for an alternative communication method. They also emphasized the need for more liaisons fluent in Vietnamese and Chinese, especially at sites without dual language programs. Lastly, they requested greater transparency and collaboration around family workshops to better understand what's working at successful sites and improve consistency across the district.

- Other School Personnel: On average, other school personnel rated progress at 3.33. They recognized the role of community liaisons and family engagement programs but noted challenges such as work schedules making it difficult for parents to attend workshops or events. Evening options for meetings were suggested, as well as greater staff diversity to better connect with and communicate with the community in multiple languages.

- Principals and Other Administrators: Principals and administrators rated progress at 3.50. They recognized the value of workshops for parents, such as Leader in Me workshops, but emphasized the need for these to be relevant to parents' needs. Communication via ParentSquare was noted as valuable but also potentially overwhelming, suggesting a structured posting schedule. More multilingual support, particularly for Spanish and Chinese-speaking families, was identified as a need, along with a desire for better communication and support at schools.

The adopted LCAP was significantly shaped by the feedback from educational partners, particularly in addressing the need for enhanced parent and family involvement. Students emphasized the importance of family engagement through events held outside school hours, a sentiment echoed by parents who sought more workshops to better understand their children's education and ways to volunteer (Actions 3.02 and 3.04). Teachers and staff highlighted barriers such as work schedules and language differences, which prompted the continued inclusion of district- and site-level community liaisons (Actions 3.01 and 3.02) as well as efforts to improve communication via ParentSquare (Action 3.03). Principals and administrators also recognized the need for more culturally relevant workshops and activities, leading to the addition of family-focused events and workshops (Action 3.04). These actions aim to remove barriers and create more inclusive, accessible opportunities for family engagement, fostering a stronger connection between home and school.

GOAL 4: ENSURE FOUNDATIONAL SUPPORTS

- Students: Students highlighted the importance of having a clean, safe, and welcoming school environment. They requested quicker repairs to classroom technology to minimize disruptions to learning and asked for more shaded areas, trees, and green spaces on campus. They expressed a desire for more seating and comfortable hangout spots, particularly at smaller schools that lack amenities like gyms and grassy areas. Cleanliness, especially in bathrooms, was a concern, along with a need for more drinking fountains and water refill stations. In the cafeteria, students requested more diverse meal options, including more Asian-inspired meals.

- Superintendent Student Council: Students on the Superintendent's Student Council advocated for Chromebook charging stations, school beautification efforts, and furniture upgrades.

- Parents and Families: Parents provided feedback through the LCAP Feedback Form, highlighting the value of foundational programs like Dual Language, music, and art. Many parents emphasized the importance of individualized support and environments where students feel heard and supported, which are essential for academic and personal growth.

- Key Communicators: Parents on the Key Communicator advisory group provided input on the draft LCAP, highlighting the importance of ensuring staff are assigned appropriately to grade levels and duties to maintain a safe environment. Additionally, they requested a focus on providing more security.

- DELAC: Parents on the DELAC committee provided input on the draft LCAP, emphasizing the importance of clear accountability to ensure effective implementation of the district's action plans.

- Teachers: Teachers rated progress on ensuring foundational support at an average of2.82. They emphasized the importance of smaller class sizes for providing individualized attention, especially in primary grades, and expressed concern about rising class sizes. Teachers requested more time for collaboration, professional development, and additional support in areas like technology and custodial services. They also called for more resources, such as classroom supplies and specialized training in literacy and technology. The Beginning Teacher Support Program is viewed as critical to retaining new educators, particularly given the challenges of the profession. Teachers are asking for increased agency and flexibility in Professional Learning Communities (PLCs), wanting time to focus on pressing site- or grade-specific needs rather than mandated assessments. There is a strong desire for more planning time that does not take away from instructional time, as well as opportunities for cross-site collaboration.

- EMETA: EMETA representatives did not provide a rating for maintaining foundational supports but shared several concerns and recommendations. They noted that custodians face an increased workload due to year-round campus use, with reports of inadequate summer cleaning and pest infestations in older classrooms. They recommended more frequent cleaning, especially with breakfast served in classrooms. Maintaining class size reductions in K–3 was emphasized as critical given rising student behavior challenges. For the Beginning Teacher Program, they suggested better alignment between candidates and mentors—ideally at the same site and in similar roles—and the assignment of a site-based buddy for logistical support. Tech support was described as inconsistent, with requests for upgraded printers, color printers for SDC and primary grades, and improved visibility of classroom TVs. Lastly, while PLC time exists, it was viewed as insufficient for deep collaboration, with a recommendation that 1st and 3rd meetings be teacher-directed and not driven by administrative agendas.

- Other School Personnel: Other school personnel rated progress at 3.21. Some staff reported understaffing, particularly in roles like ISSs, and recommended increasing the number of substitutes and support staff. Additionally, more supervision during recess and better staff training, especially for new employees, were suggested. The availability of more intervention services and better class sizes were also seen as important.

- CSEA: CSEA representatives expressed interest in greater staff involvement—particularly ISSs—in the PLC process and in opportunities for collaboration with teachers.

- Principals and Other Administrators: Principals and administrators rated progress at 3.50. They noted the value of PLCs but recommended avoiding competing district activities to allow more meaningful collaboration. Focused onboarding for new teachers and better communication with families were seen as critical for improving student engagement.

The adopted LCAP was significantly shaped by the feedback provided by educational partners, ensuring that foundational supports are robust and responsive to community needs. Students emphasized the need for a safe, clean, and welcoming school environment, prompting actions focused on improving campus amenities like shaded areas, water refill stations, and more diverse meal options (Actions 4.04 and 4.09). Families highlighted the importance of individualized support and appropriate staff assignments, which influenced actions such as personalized small group instruction (Action 4.06) and improving staff training and support. Teachers expressed concerns about rising class sizes and the need for more planning time and collaboration, leading to the introduction of professional learning community time (Actions 4.06 and 4.07) and enhanced support for new educators through the Beginning Teacher Program (Action 4.02). Staff feedback emphasized the need for additional support personnel and improved supervision, prompting actions to bolster staffing levels and ensure more targeted training. Principals and administrators reinforced the importance of collaborative efforts, leading to a continued focus on strengthening communication and coordination among staff, all reflected in the actions within the adopted LCAP.

GOAL 5: INCREASE STUDENT STABILITY
EMCSD has used all of its Equity Multiplier funds and will not receive more for the 2025–26 school year, so this specific goal will be removed from the LCAP. However, we are still committed to addressing the important needs shared by our families and staff. Through our Community School initiative and funding, we will continue to focus on basic needs like food and housing. Families shared how important our food programs are—especially breakfast and supper—and suggested helpful improvements like opening cafeterias earlier and providing snack packs for the weekend. Teachers also shared that many families want more support with early reading at home, and suggested building stronger partnerships with local libraries to help students grow their love of reading. EMETA representatives expressed a strong need for improved communication and clarity around how staff can support students, particularly in times of crisis or emotional need. Many staff members are unaware of available supports or only learn about them informally. While they acknowledged the district's effective partnership with Active SGV and response efforts following the wildfires, they noted that such initiatives were not well-communicated or inclusive of school staff. They emphasized the importance of ensuring all staff have access to relevant student support data and are actively included in efforts to provide financial, emotional, and social-emotional support to students who are grieving or in need.

# Goals and Actions

# Goal

| Goal # | Description | Type of Goal |
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| 1 | EMCSD will increase student achievement. The effectiveness of actions in achieving EMCSD's goal will be assessed using a range of primary data sources, including the CA School Dashboard, CA Science Test, Alternative Science Test, CALPADS, Master Schedule, and the i-Ready Diagnostic Assessment. Metrics such as proficiency in ELA and mathematics, science proficiency, reclassification rate for English learners, progress of English learners, CTE and AVID course enrollment, and adherence to academic standards will be used to evaluate the effectiveness of actions. | Broad Goal |

## State priorities addressed by this goal.

4, 2, 8, 7

## An explanation of why the LEA has developed this goal.

Student achievement lies at the heart of EMCSD's vision, mission, and core values. While recognizing that success can take various forms, substantial evidence underscores the pivotal role of student achievement as a key indicator and predictor of future success. A thorough examination of metric outcomes, local data, and feedback from educational partners underscores the ongoing need and urgency for Goal 1, thus necessitating its continuation in the 2024-27 LCAP. These actions aim to bolster EMCSD's pursuit of this goal through the provision of professional development, coaching, supplemental materials and supplies, as well as enrichment and intervention opportunities, all geared towards enhancing collective efficacy and ultimately fostering student achievement. The identified metrics will serve as a foundation for reflective action, aiding EMCSD in assessing the effectiveness of the stated actions in advancing progress towards increasing student achievement. Subject to annual review, these metrics will inform decisions regarding the adoption, adaptation, or abandonment of actions, ensuring alignment with evolving needs and priorities.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| 1 | CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)<br><br>Priority 4<br><br>Source: https://www.caschooldashboard.org/ | 2023 CA School Dashboard<br><br>All Students = -9.4 points<br>African American = -37.3 points<br>Asian = 57.8 points<br>Filipino = 36.3 points<br>Hispanic = -23.4 points<br>White = 32.9 points<br>English Learner = -45 points<br>Long Term English Learners = TBD<br>Foster Youth = -38.5 points<br>Homeless = -29.5 points<br>Socioeconomically Disadvantaged = -16.5 points<br>Students with Disabilities = -102.9 points | 2024 CA School Dashboard<br><br>All Students = -12.9 points<br>African American = -57.1<br>Asian = 52.2 points<br>Filipino = 35.9 points<br>Hispanic = -26.6 points<br>White = 18.9 points<br>English Learner = -40 points<br>Long-Term English Learners = -83.5 points<br>Foster Youth = -41.9 points<br>Homeless = -33 points<br>Socioeconomically Disadvantaged = -20.3 points<br>Students with Disabilities = -102.1 points | | 2026 CA School Dashboard<br><br>All Students = 35.3 points<br>African American = 7.4 points<br>Asian = 102.5 points<br>Filipino = 81 points<br>Hispanic = 21.3 points<br>White = 77.6 points<br>English Learner = -0.3 points<br>Long-Term English Learners = -53.7 points<br>Foster Youth = 6.2 points<br>Homeless = 15.2 points<br>Socioeconomically Disadvantaged = 28.2 points<br>Students with Disabilities = -58.2 points | All Students = -3.5 points<br>African American = -19.8 points<br>Asian = -5.6 points<br>Filipino = -0.4 points<br>Hispanic = -3.2 points<br>White = -14 points<br>English Learner = +5 points<br>Long-Term English Learners = +0 points<br>Foster Youth = -3.4 points<br>Homeless = -3.5 points<br>Socioeconomically Disadvantaged = -3.8 points<br>Students with Disabilities = +0.8 points |

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| 2 | CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS)<br><br>Priority 4<br><br>Source: https://www.caschooldashboard.org/ | 2023 CA School Dashboard<br><br>All Students = -38.4 points<br>African American = -68.9 points<br>Asian = 59.7 points<br>Filipino = -5.3 points<br>Hispanic = -58.2 points<br>White = -16.6 points<br>English Learner = -62.1 points<br>Long-Term English Learners = TBD<br>Foster Youth = -79.6 points<br>Homeless = -63.6 points<br>Socioeconomically Disadvantaged = -46 points<br>Students with Disabilities = -129.3 points | 2024 CA School Dashboard<br><br>All Students = -38.4 points<br>African American = -95.4 points<br>Asian = 52.6 points<br>Filipino = 24.3 points<br>Hispanic = -57.5 points<br>White = -19.3 points<br>English Learner = -56.5 points<br>Long-Term English Learners = -144.8 points<br>Foster Youth = -66.1 points<br>Homeless = -54.3 points<br>Socioeconomically Disadvantaged = -46.1 points<br>Students with Disabilities = -127.6 points | | 2026 CA School Dashboard<br><br>All Students = 6.3 points<br>African American = -24.2 points<br>Asian = 104.4 points<br>Filipino = 39.4 points<br>Hispanic = -13.5 points<br>White = 28.1 points<br>English Learner = -17.4 points<br>Long-Term English Learners = -115 points<br>Foster Youth = -34.9 points<br>Homeless = -18.9 points<br>Socioeconomically Disadvantaged = -1.3 points<br>Students with Disabilities = -84.6 points | All Students = +0 points<br>African American = -26.5 points<br>Asian = -7.1 points<br>Filipino = +29.6 points<br>Hispanic = +0.7 points<br>White = -2.7 points<br>English Learner = +5.6 points<br>Long-Term English Learners = +0 points<br>Foster Youth = +13.5 points<br>Homeless = +9.3 points<br>Socioeconomically Disadvantaged = -0.1 points<br>Students with Disabilities = +1.7 points |
| 3 | CA Science Test Results- Met/Exceeded Standard<br><br>Priority 4<br><br>Source: https://caaspp-elpac.ets.org/caaspp/ | 2022-23 CA Science Test Results<br><br>All Students = 26.77%<br>Asian = 61.43%<br>Black or African American = 15.38%<br>Hispanic or Latino = 19.13%<br>White = 41.17%<br>English Learner = 4.03%<br>Homeless = 17.43%<br>Socioeconomically Disadvantaged = 24.44%<br>Students with Disabilities = 4.50% | 2023-24 CA Science Test Results<br><br>All Students = 26.95%<br>Asian = 57.85%<br>Black or African American = Data suppressed because fewer than 11 students tested<br>Hispanic or Latino = 19.70%<br>White = 80.00%<br>English Learner = 1.80%<br>Homeless = 16.79%<br>Socioeconomically Disadvantaged = 23.81%<br>Students with Disabilities = 2.07% | | 2026-27 CA Science Test Results<br><br>All Students = 37.21%<br>Asian = 66.93%<br>Black or African American = 27.45%<br>Hispanic or Latino = 30.66%<br>White = 49.56%<br>English Learner = 17.72%<br>Homeless = 29.21%<br>Socioeconomically Disadvantaged = 35.22%<br>Students with Disabilities = 18.12% | All Students = +0.18%<br>Asian = -3.58%<br>Black or African American = Data suppressed because fewer than 11 students tested<br>Hispanic or Latino = +0.57%<br>White = +38.83%<br>English Learner = -2.23%<br>Homeless = -0.64%<br>Socioeconomically Disadvantaged = -0.63%<br>Students with Disabilities = -2.43% |

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| 4 | CA Alternative Science Test-Met<br><br>Priority 4<br><br>Source: https://caaspp-elpac.ets.org/caaspp/ | 2022-23 CA Alternative Science Test<br><br>All Students = 19.35%<br>Hispanic or Latino = 23.81%<br>English Learner = 25.00%<br>Socioeconomically Disadvantaged = 20.00% | 2023-24 CA Alternative Science Test<br><br>All Students = 50.00%<br>Hispanic or Latino = 45.45%<br>English Learner = Data suppressed because fewer than 11 students tested<br>Socioeconomically Disadvantaged = 47.06% | | 2026-27 CA Alternative Science Test<br><br>All Students = 30.85%<br>Hispanic or Latino = 34.68%<br>English Learner = 35.70%<br>Socioeconomically Disadvantaged = 31.41% | All Students = +30.65%<br>Hispanic or Latino = +21.64%<br>English Learner = Data suppressed because fewer than 11 students tested<br>Socioeconomically Disadvantaged = +27.06% |
| 5 | CA School Dashboard English Learner Progress Indicator-Making Progress<br><br>Priority 4<br><br>Source: https://www.caschooldashboard.org/ | 2023 CA School Dashboard<br><br>All Students = 62.3% | 2024 CA School Dashboard<br><br>All Students = 44% | | 2026 CA School Dashboard<br><br>All Students = 72.42% | All Students = -18.3% |
| 6 | Reclassification Rate<br><br>Priority 4<br><br>Source: CALPADS EOY3 | 2022-23 CALPADS EOY3<br><br>All Students = 16.0% | 2023-24 CALPADS EOY3<br><br>All Students = 15.54% | | 2025-26 CALPADS EOY3<br><br>All Students = 22.0% | All Students = -0.46% |

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| 7 | CA School Dashboard Implementation of Academic Standards-Professional Development<br><br>Priority 2<br><br>Source: https://www.caschooldashboard.org/ (Analysis of professional development records, qualitative information, and CalSCHLS California School Staff Survey (CSSS)<br><br>Rating Scale<br>1 = Exploration and Research Phase<br>2 = Beginning Development<br>3 = Initial Implementation<br>4 = Full Implementation<br>5 = Full Implementation and Sustainability | 2023 CA School Dashboard<br><br>English Language Arts = 5<br>English Language Development = 5<br>Mathematics = 5<br>Next Generation Science Standards = 5<br>History-Social Studies = 5 | 2024 CA School Dashboard<br><br>English Language Arts = 5<br>English Language Development = 5<br>Mathematics = 5<br>Next Generation Science Standards = 5<br>History-Social Studies = 5 | | 2026 CA School Dashboard<br><br>English Language Arts = 5<br>English Language Development = 5<br>Mathematics = 5<br>Next Generation Science Standards = 5<br>History-Social Studies = 5 | English Language Arts = +0<br>English Language Development = +0<br>Mathematics = +0<br>Next Generation Science Standards = +0<br>History-Social Studies = +0 |

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| 8 | CA School Dashboard Implementation of Academic Standards-Instructional Materials<br><br>Priority 2<br><br>Source: https://www.caschooldashboard.org/ (Analysis of instructional materials, qualitative information, and CSSS)<br><br>Rating Scale<br>1 = Exploration and Research Phase<br>2 = Beginning Development<br>3 = Initial Implementation<br>4 = Full Implementation<br>5 = Full Implementation and Sustainability | 2023 CA School Dashboard<br><br>English Language Arts = 5<br>English Language Development = 5<br>Mathematics = 5<br>Next General Science Standards = 4<br>History-Social Studies = 5 | 2024 CA School Dashboard<br><br>English Language Arts = 5<br>English Language Development = 5<br>Mathematics = 5<br>Next General Science Standards = 4<br>History-Social Studies = 5 | | 2026 CA School Dashboard<br><br>English Language Arts = 5<br>English Language Development = 5<br>Mathematics = 5<br>Next General Science Standards = 5<br>History-Social Studies = 5 | English Language Arts = +0<br>English Language Development = +0<br>Mathematics = +0<br>Next General Science Standards = +0<br>History-Social Studies = +0 |

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| 9 | CA School Dashboard Implementation of Academic Standards- Policy and Program Support<br><br>Priority 2<br><br>Source: https://www.caschooldashboard.org/ (Analysis of qualitative information, observation, CSSS, and quantitative academic data)<br><br>Rating Scale<br>1 = Exploration and Research Phase<br>2 = Beginning Development<br>3 = Initial Implementation<br>4 = Full Implementation<br>5 = Full Implementation and Sustainability | 2023 CA School Dashboard<br><br>English Language Arts = 5<br>English Language Development = 5<br>Mathematics = 5<br>Next General Science Standards = 4<br>History-Social Studies = 5 | 2024 CA School Dashboard<br><br>English Language Arts = 5<br>English Language Development = 5<br>Mathematics = 5<br>Next General Science Standards = 4<br>History-Social Studies = 5 | | 2026 CA School Dashboard<br><br>English Language Arts = 5<br>English Language Development = 5<br>Mathematics = 5<br>Next General Science Standards = 5<br>History-Social Studies = 5 | English Language Arts = +0<br>English Language Development = +0<br>Mathematics = +0<br>Next General Science Standards = +0<br>History-Social Studies = +0 |

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| 10 | CA School Dashboard Implementation of Academic Standards- Implementation of Standards<br><br>Priority 2<br><br>Source: https://www.caschooldashboard.org/ (Analysis of qualitative information, observation, CSSS, and quantitative academic data)<br><br>Rating Scale<br>1 = Exploration and Research Phase<br>2 = Beginning Development<br>3 = Initial Implementation<br>4 = Full Implementation<br>5 = Full Implementation and Sustainability | 2023 CA School Dashboard<br><br>Career Technical Education = 3<br>Health Education Content Standards = 4<br>Physical Education Model Content Standards = 4<br>Visual and Performing Arts = 4<br>World Language = 4 | 2024 CA School Dashboard<br><br>Career Technical Education = 3<br>Health Education Content Standards = 4<br>Physical Education Model Content Standards = 4<br>Visual and Performing Arts = 4<br>World Language = 0 | | 2026 CA School Dashboard<br><br>Career Technical Education = 4<br>Health Education Content Standards = 5<br>Physical Education Model Content Standards = 5<br>Visual and Performing Arts = 5<br>World Language = 5 | Career Technical Education = +0<br>Health Education Content Standards = +0<br>Physical Education Model Content Standards = +0<br>Visual and Performing Arts = +0<br>World Language = -4 |

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| 11 | Percentage of 7th and 8th grade students enrolled in AVID courses<br><br>Priority 7<br><br>Source: Master Schedule | 2023-24 Master Schedule<br><br>All Students = 13.88% | 2024-25 Master Schedule<br><br>All Students = 12.2% | | 2026-27 Master Schedule<br><br>All Students = 20.18% | All Students = -1.68% |
| 12 | Percentage of 7th and 8th grade students enrolled in CTE courses<br><br>Priority 7<br><br>Source: Master Schedule | 2023-24 Master Schedule<br><br>All Students = 0.00% | 2024-25 Master Schedule<br><br>All Students = 4.6% | | 2026-27 Master Schedule<br><br>All Students = 10.97% | All Students = +4.6% |
| 13 | Percent of students on/above grade level in reading<br><br>Priority 8<br><br>Source: i-Ready Diagnostic Assessment in Reading Window 3 | 2023-24 i-Ready Diagnostic Assessment in Reading Window 3<br><br>All Students = 44%<br>English Learner = 17%<br>Foster Youth = 30%<br>Low-Income = 41% | 2024-25 i-Ready Diagnostic Assessment in Reading Window 3<br><br>All Students = 45%<br>English Learner = 17%<br>Foster Youth = 26%<br>Long-Term English Learners = 7%<br>Low-Income = 42% | | 2026-27 i-Ready Diagnostic Assessment in Reading Window 3<br><br>All Students = 61%<br>English Learners = 42%<br>Foster Youth = 51%<br>Long-Term English Learners = 27%<br>Low-Income = 59% | All Students = +1%<br>English Learners = +0%<br>Foster Youth = -4%<br>Long-Term English Learners = 0%<br>Low-Income = +1% |

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| 14 | Percent of students on/above grade level in math<br><br>Priority 8<br><br>Source: i-Ready Diagnostic Assessment in Math Window 3 | 2023-24 i-Ready Diagnostic Assessment in Math Window 3<br><br>All Students = 41%<br>English Learner = 22%<br>Foster Youth = 19%<br>Low-Income = 38% | 2024-25 i-Ready Diagnostic Assessment in Math Window 3<br><br>All Students = 41%<br>English Learner = 21%<br>Foster Youth = 20%<br>Long-Term English Learners = 9%<br>Low-Income = 38% | | 2026-27 i-Ready Diagnostic Assessment in Math Window 3<br><br>All Students = 58%<br>English Learners = 45%<br>Foster Youth = 43%<br>Long-Term English Learners = 28%<br>Low-Income = 56% | All Students = +0%<br>English Learner = -1%<br>Foster Youth = +1%<br>Long-Term English Learners = 0%<br>Low-Income = +0% |

# Goal Analysis for 2024-2025

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.

During the 2024–25 school year, all the planned actions for Goal 1 were completed in full alignment with our adopted LCAP. These efforts were focused on increasing student achievement. Everything was carried out on time and with the resources set aside in the plan.

Action 1.01: Improve Core (Tier 1) Instruction and Action 1.13: Program Specialists were fully implemented to make sure English learners, foster youth, and low-income students had access to challenging, grade-level instruction. Teachers were given time during the school day to plan together and build common assessments, which helped align lessons across grade levels and subject areas. Special education staff also participated in training to better support students in general education classrooms. This led to stronger collaboration and shared responsibility for student success. One ongoing challenge was ensuring consistent implementation across all schools, especially while balancing training time with classroom needs.

Action 1.02: Professional Development Tailored to Students' Unique Needs and Action 1.06: Instructional Coaching, Modeling, and Curriculum Design were fully implemented to support the learning and language needs of English learners, Long-Term English Learners, foster youth, and students from low-income households. We partnered with Solution Tree to enhance how teachers collaborate through Professional Learning Communities (PLCs), helping them adjust lessons and support students more effectively. Eight teachers on special assignment (TOSAs) and three English learner-focused TOSAs led engaging workshops like "Fraction Question: Uniting Realms of Math with Decimal Dragons and Algebraic Wizards" and "The Science of Engaging Lessons." These teacher leaders also supported the use of language development programs such as "Language Power" and "English 3D." These efforts boosted teacher confidence and strengthened instruction. However, a challenge remained in finding enough time and staffing to keep these coaching supports going across all schools.

Action 1.03: Technology to Support Instruction, Action 1.04: Data-Based Decision Making Tools, and Action 1.07: School Library Access were fully implemented to support personalized learning and make sure English learners, foster youth, and low-income students had access to educational tools. Every school had a computer lab specialist, and students used more than 40 online programs such as i-Ready, ST Math, BrainPop, and Quizizz. Students in grades 3–8 completed i-Ready assessments three times a year to measure progress and guide instruction. Every school also had a fully stocked library with a library technician to help students find books and resources. These tools supported learning both in and out of the classroom, though it remained a challenge to keep students engaged with digital tools.

Action 1.08: Gifted and Talented Student Enrichment, Action 1.09: Intervention Teachers, Action 1.10: Career Technical Education and AVID, and Action 1.16: Visual and Performing Arts were fully implemented to offer both extra support and enrichment opportunities for English learners, foster youth, and low-income students. Gifted and talented students participated in Saturday programs like robotics, yoga, and puzzle-solving. Students in grades 7 and 8 had access to AVID college-readiness programs and took part in electives like culinary arts and computer science through the Paxton Patterson program at some schools. Across the district, 15 music teachers (7 itinerant and 8 credentialed) brought performing arts education to our schools. For students who needed extra help, intervention teachers provided focused reading and mathematics support, reaching a total of 1,176 students (as of 6/6/2025). A major success was the variety of programs available for students, though sometimes limited staffing and scheduling meant not all students could join specialized programs.

Action 1.14: Oral Language Development Support and Action 1.15: Biliteracy, Bilingualism, and Bi-Culturalism Support were fully implemented to support English learners and low-income students. Our Dual Language programs at Durfee (Spanish) and New Lexington (Chinese) helped students grow in their language skills and cultural understanding, supported by ISSs and materials. Seven speech and language pathologist assistants also led short-term group sessions focused on building oral language skills. These efforts strengthened students' communication abilities and cultural identity. A challenge was keeping consistent support for students who moved often or had attendance concerns.

Action 1.05: Language Acquisition Support was fully implemented to support English learners and Long-Term English Learners. Students received access to newcomer programs, language development curriculum, supplies, and trained staff. These tools helped bridge language gaps and support students as they gained English skills. Moving forward, we need to continue finding time within the school day to fully integrate these supports.

Action 1.11: Extended School Year (ESY) Services were fully implemented to help students with disabilities maintain their learning during summer break. Students whose Individualized Education Programs (IEPs) included ESY services received extra support to prevent learning loss. This helped keep students on track, though it remained difficult to hire enough specialized staff to run these programs.

Action 1.12: Core (Tier 1) Curriculum Access was fully implemented through the support of 64 ISS who worked directly in classrooms to support English learners and low-income students. They helped teachers adjust instruction to meet student needs and promote inclusion using Universal Design for Learning (UDL) principles. While this support was impactful, the high demand sometimes made it hard to serve every student as consistently as we would like.

Action 1.17: Academic Programming for Students Facing Disparate Outcomes was fully implemented to help ensure equity in academic achievement for all students. The Director of Instruction and Assessment oversaw efforts to align programs across schools, using data to guide decision-making. A success was working toward a shared goal across schools, but we still need to act more quickly when data shows students need extra support.

Action 1.18: Special Education Services, Accommodations, and Modifications were fully implemented to meet the needs of students with disabilities. The Special Education Coordinator ensured services and supports were in place to help students succeed in the general education curriculum. These efforts reduced academic gaps and increased access to learning, though ongoing training for staff continues to be essential to making sure support is provided effectively and fairly.

## 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.

Although all Goal 1 actions were fully implemented during the 2024-25 school year, disparities arose between Budgeted Expenditures and Estimated Actual Expenditures. Action 1.06 Instructional coaching, Modeling, and Curriculum Design was affected by a significant difference. The variances in expenditures can be attributed to a reduction in the number of Personnel Action Forms (PAFs) submitted, largely due to staff fatigue and burnout. The variances in expenditures can be attributed to the use of additional funding sources, including the state-level Educator Effectiveness Block Grant.

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

When we say an action was “effective,” we mean the degree to which it was successful in producing the desired target result. If something was “ineffective,” it means it did not

produce any significant or desired targeted result. Goal 1 actions were analyzed holistically. While the effectiveness of these actions in increasing student achievement varied across student groups, it is important to note that this analysis reflects only the first year of implementation. Sustained effort and consistent implementation over the full three-year LCAP cycle are expected to yield improved results over time.

The effectiveness of these actions in increasing and improving services—primarily for English learners, foster youth, and low-income students, but also beneficial to all students—was measured by Metric 1.01: CA School Dashboard ELA and Metric 1.02: CA School Dashboard Mathematics. Additionally, these actions were measured by Metric 1.03: CA Science Test Results, Metric 1.04: CA Alternative Science Test, Metric 1.11: Percentage of 7th and 8th Grade Students Enrolled in AVID Courses, Metric 1.12: Percentage of 7th and 8th Grade Students Enrolled in CTE Courses, Metric 1.13: Percent of Students On/Above Grade Level in Reading, and Metric 1.14: Percent of Students On/Above Grade Level in Math.

- Action 1.01: (Tier 1) Instruction
- Action 1.03: Technology to Support Instruction
- Action 1.04: Data-Based Decision Making Tools
- Action 1.07: School Library Access
- Action 1.08: Gifted and Talented Student Enrichment
- Action 1.09: Intervention Teachers
- Action 1.10: Career Technical Education Courses and Advancement via Individual Determination
- Action 1.13: Program Specialists
- Action 1.16: Visual and Performing Arts

The effectiveness of these actions in increasing and improving services—primarily for English learners, Long-Term English Learners, foster youth, and low-income students, but also beneficial to all students—was measured by Metric 1.01: CA School Dashboard ELA and Metric 1.02: CA School Dashboard Mathematics. Additionally, actions were measured by Metric 1.07: CA School Dashboard Implementation of Academic Standards-Professional Development, Metric 1.08: CA School Dashboard Implementation of Academic Standards-Instructional Material, 1.09: CA School Dashboard Implementation of Academic Standards-Policy and Program Support Priority, and Metric 1.10: CA School Dashboard-Implementation of Academic Standards.

- Action 1.02: Professional Development Tailored to Students' Unique Needs
- Action 1.06: Instructional Coaching, Modeling, and Curriculum Design

The effectiveness of these actions in increasing and improving services—primarily for English learners and Long-Term English Learners—was measured by Metric 1.01: CA School Dashboard ELA and Metric 1.02: CA School Dashboard Mathematics. Additionally, this action was measured by Metric 1.06: Reclassification Rate.

- Action 1.05: Language Acquisition Support

The effectiveness of these actions in increasing and improving services—primarily for English learners and low-income students, but also beneficial to all students—was measured by Metric 1.01: CA School Dashboard ELA and Metric 1.02: CA School Dashboard Mathematics. Additionally, this action was measured by Metric 1.06: Reclassification Rate.

- Action 1.14: Oral Language Development Support
- Action 1.15: Biliteracy, Bilingualism, and Bi-Culturalism Support

The effectiveness of these actions was measured by Metric 1.01: CA School Dashboard ELA, Metric 1.02: CA School Dashboard Mathematics, Metric 1.13: Percent of Students On/Above Grade Level in Reading, and Metric 1.14: Percent of Students On/Above Grade Level in Math.

- Action 1.11: Extended School Year Services
- Action 1.17: Provide Academic Programming Support for Students Facing Disparate Outcomes
- Action 1.18: Provide Support for Special Education Services, Accommodations, and Modifications

STUDENT PERFORMANCE OVERVIEW

- All Students: According to the 2024 Dashboard, 44% of English learners are making progress toward English proficiency, while the district's reclassification rate stands at 15.4%. In ELA, students are performing 12.9 points below the standard, showing a slight decline of 3.5 points from the previous year (2024 Dashboard). In Mathematics, students remain 38.4 points below the standard, showing no change from last year (2024 Dashboard). Around 45% of socioeconomically disadvantaged students are performing at or above grade level in ELA, and 41% in mathematics (i-Ready Diagnostic Spring 2024). Regarding science, 26.95% of students met or exceeded the standard on the California Science Test, and 50% met the standard on the California Alternative Science Test (2024). Overall, actions have had limited effectiveness as performance in ELA and mathematics remains consistently below the standard, with only slight improvement in some areas. However, progress is noted in science for certain student groups. In terms of foundational support for student success, the district is meeting all local indicators on the 2024 Dashboard. Currently, 12.2% of 7th and 8th grade students are enrolled in AVID, while 4.6% are participating in CTE courses. According to the 2024-25 CalSCHLS School Staff Survey (CSSS), 96% of staff agreed or strongly agreed that objective data drives school improvement decisions, ensuring data-driven progress. Additionally, 85% of staff agreed that the school provides strong support for teaching culturally and linguistically diverse students, reflecting a commitment to equity and inclusivity. Parent involvement is also robust, with 94% of parents agreeing that their children are receiving adequate support from teachers.
- African American Students: In ELA, African American students are 57.1 points below the standard, showing a larger decline of 19.8 points from last year (2024 Dashboard). In Mathematics, they are 95.4 points below the standard, with a significant drop of 26.5 points (2024 Dashboard). Despite efforts, actions have not been effective, as there has been a significant decline in both ELA and mathematics scores.
- Asian Students: Asian students are performing 52.2 points above the standard in ELA, with a small decline of 5.6 points from last year (2024 Dashboard). In Mathematics, they are 52.6 points above the standard, with a slight decline of 7 points (2024 Dashboard). In science, 57.85% of Asian students met or exceeded the standard (California Science Test, 2024). Overall, actions have been somewhat effective, as performance remains well above the standard in ELA and mathematics, despite slight declines.
- English Learners: English learners are 40 points below the standard in ELA, showing a small improvement of 5 points (2024 Dashboard). In Mathematics, they are 56.5 points below the standard, with growth of 5.6 points (2024 Dashboard). Around 17% of English learners are performing at or above grade level in ELA, and 21% in mathematics (i-Ready Diagnostic Spring 2024). However, only 1.8% met or exceeded the science standard (California Science Test, 2024). While there was small improvement in ELA and mathematics, overall performance remains significantly below standard, particularly in science. There was limited growth in fluency, with 15.54% of English learners becoming fluent in English in 2023-24 (CALPADS EOY3).
- Filipino Students: Filipino students are performing 35.9 points above the standard in ELA, with a slight decline of 0.4 points from last year (2024 Dashboard). In Mathematics, they are 24.3 points above the standard, showing a strong improvement of 29.6 points (2024 Dashboard). Actions have been effective, especially in mathematics, with notable improvement, while ELA performance remains above the standard despite a small decline.
- Foster Youth: Foster youth are 41.9 points below the standard in ELA, with a slight decline of 3.3 points (2024 Dashboard). In Mathematics, they are 66.1 points below the standard, showing an improvement of 13.5 points (2024 Dashboard). Around 26% of foster youth are performing at or above grade level in ELA, and 20% in mathematics (i-Ready Diagnostic Spring 2024). Actions have been moderately effective, with improvements in mathematics but a decline in ELA performance.
- Hispanic Students: Hispanic students are 26.6 points below the standard in ELA, with a slight decline of 3.2 points (2024 Dashboard). In Mathematics, they are 57.5 points below the standard, showing a small improvement of 0.6 points (2024 Dashboard). Also, 45.45% of Hispanic students met the standard on the California Alternative Science Test (2024). Actions have had limited effectiveness, with slight declines in both ELA and mathematics and little improvement in mathematics.
- Homeless Students: Homeless students are 33 points below the standard in ELA, with a slight decline of 3.5 points (2024 Dashboard). In Mathematics, they are 54.3 points below the standard, with an improvement of 9.3 points (2024 Dashboard). Around 16.79% of homeless students met or exceeded the science standard (California Science Test, 2024). Actions have been moderately effective, with improvements in mathematics but only a small decline in ELA.
- Long-Term English Learners: Long-Term English Learners are performing 83.5 points below the standard in ELA, with a decline of 11.1 points (2024 Dashboard). In Mathematics, they are 114.8 points below the standard, with a decline of 19.2 points (2024 Dashboard). Despite efforts, actions have not been effective, as there has been a decline in both ELA and mathematics scores.
- Socioeconomically Disadvantaged Students: Socioeconomically disadvantaged students are 20.3 points below the standard in ELA, with a decline of 3.8 points (2024 Dashboard). In Mathematics, they are 46.1 points below the standard, showing a slight decline of 0.1 point (2024 Dashboard). Around 42% of socioeconomically disadvantaged

students are performing at or above grade level in ELA, and 38% in mathematics (i-Ready Diagnostic Spring 2024). Around 23.81% of socioeconomically disadvantaged students met or exceeded the science standard (California Science Test, 2024), and 47.06% met the standard on the California Alternative Science Test. Actions have had limited effectiveness, with slight declines in ELA and mathematics, but some positive results in science.

- Students with Disabilities: Students with disabilities are 102.1 points below the standard in ELA, showing a small improvement of 0.7 points (2024 Dashboard). In Mathematics, they are 127.6 points below the standard, with a small improvement of 1.7 points (2024 Dashboard). Only 2.07% of students with disabilities met or exceeded the science standard (California Science Test, 2024). Actions have had limited effectiveness, with small improvements in both ELA and mathematics, but performance remains well below the standard. Science results are notably poor.
- White Students: White students are 18.9 points above the standard in ELA, with a decline of 13.9 points from last year (2024 Dashboard). In Mathematics, they are 19.3 points below the standard, with a slight drop of 2.7 points (2024 Dashboard). Around 80% of White students met or exceeded the standard on the California Science Test (2024). Actions have had limited effectiveness, with declines in ELA and mathematics, though science performance remains strong.

## 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.

After carefully reviewing our data, results, and feedback from staff, families, and community partners, we made some updates to the 2025–26 LCAP to better support our students.

UPDATES TO HOW WE MEASURE SUCCESS

- Metric 1.01- CA School Dashboard ELA: We added an outcome (-53.7 points) for how Long-Term English Learners should be progressing in ELA by the end of Year 3.
- Metric 1.02- CA School Dashboard Mathematics: We also set an outcome (-115 points) for how Long-Term English Learners should be performing in Mathematics by the end of Year 3.
- Metric 1.13- Percent of Students On/Above Grade Level in Reading: We added a Year 1 outcome (7%) and an end-of-Year 3 goal (27%) specifically focused on Long-Term English Learners to ensure progress is monitored and aligned with their unique needs.
- Metric 1.14- Percent of Students On/Above Grade Level in Math: We added a Year 1 outcome (9%) and an end-of-Year 3 goal (28%) specifically focused on Long-Term English Learners to ensure progress is monitored and aligned with their unique needs.

UPDATES TO PLANNED ACTIONS

- Action 1.02- Professional Development Tailored to Students' Unique Needs: We're using a portion of Learning Recovery Emergency Block Grant (LREBG) funds to enhance staff training so they can better meet students' unique needs. Revisions to the action include clarifying its designation as an LREBG action, adding research, specifying the metrics used to monitor its impact, and identifying the amount of LREBG funds allocated. Since our district has been identified for extra support (Differentiated Assistance) because of concerns about how Long-Term English learners are performing in ELA and Mathematics (2024 Dashboard's ELA and Mathematics Indicators), this action will focus on addressing their specific needs and helping them succeed. Specific revision language includes:
  - "Special emphasis will be placed on the unique linguistic and academic needs of Long-Term English Learners in grades 6–8, with a focus on strategies for re-engaging disengaged learners, scaffolding complex academic tasks, and integrating language objectives across all content areas. This will include research-based Long-Term English Learners strategies such as academic language development and structured student interaction."
  - "A portion of LREBG funds ($2,000,000) will be used to enhance and expand this action, supplementing existing support provided through LCFF funding. Progress will be monitored using the following metrics: 1.01 (CA School Dashboard ELA Academic Indicator), 1.02 (CA School Dashboard Mathematics Academic Indicator), and 1.05 (CA School Dashboard English Learner Progress Indicator). Research shows that providing our staff with high-quality training and offering instruction that is tailored to each student's needs leads to better outcomes, especially for students who have been historically underserved. For example, when English learners receive the right support, they develop both language skills and academic content knowledge more quickly. Our foster youth and low-income students also benefit from targeted help that strengthens their academic success and prepares them for the future. By using these proven strategies, we are creating an environment that supports all of our students and gives them the opportunity to thrive."

- "EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's ELA and Mathematics Indicators for Long-Term English Learners. In response, this action was intentionally developed to directly address the specific linguistic and academic needs of this student group. Rather than relying on a generalized or pre-existing approach, the district prioritized targeted, research-based strategies to build staff capacity in re-engaging Long-Term English Learners, scaffolding complex tasks, and integrating language objectives across content areas."

- Action 1.05- Language Acquisition Support: Given that our district was identified for extra support (Differentiated Assistance) due to concerns about Long-Term English Learners' performance in ELA and Mathematics (2024 Dashboard's ELA and Mathematics Indicators), this action will focus on addressing their language acquisition needs and helping them succeed. Revisions to the action include clarifying its designation as a Differentiated Assistance action and additional language has been added to specify how this action will be strengthened to better support the needs of Long-Term English Learners. Specific revision language includes:
  - "This includes access to supplemental supports tailored to Long-Term English Learners, such as support related to academic vocabulary, syntax, and literacy across disciplines to address the stagnation in language growth typical among Long-Term English Learners and emphasize language for academic success."
  - "EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's ELA and Mathematics Indicators for Long-Term English Learners. In response, this action was intentionally designed to address the persistent language development challenges faced by Long-Term English Learners. Through curriculum, programs, and access to supplemental supports focused on academic vocabulary, syntax, and disciplinary literacy, this action strengthens Tier 1 instruction and provides Long-Term English Learners with the tools needed for sustained academic growth."

- Action 1.06- Instructional Coaching, Modeling, and Curriculum Design: Since our district has been identified for extra support (Differentiated Assistance) due to concerns about Long-Term English Learners' performance in ELA and Mathematics (2024 Dashboard's ELA and Mathematics Indicators), this action will focus on providing tailored instructional support to address their needs and help them succeed. Revisions to the action include clarifying its designation as a Differentiated Assistance action and additional language has been added to specify how this action will be strengthened to better support the needs of Long-Term English Learners. Specific revision language includes:
  - "…in grades 6-8 aligned with their learning needs to ensure meaningful access to grade-level standards while supporting language acquisition."
  - "EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's ELA and Mathematics Indicators for Long-Term English Learners. This action directly responds to those performance gaps by providing sustained, targeted instructional support in grades 6–8—where many Long-Term English Learners are concentrated."

- Action 1.09- Intervention Teachers: We're using a portion of Learning Recovery Emergency Block Grant (LREBG) funds to enhance staff training so they can better meet students' unique needs. Revisions to the action include clarifying its designation as an LREBG action, adding research, specifying the metrics used to monitor its impact, and identifying the amount of LREBG funds allocated. Specific revision language includes:
  - "A portion of LREBG funds ($1,000,000) will be used to enhance and expand this action, supplementing existing support provided through LCFF funding. Progress will be monitored using the following metrics: 1.01 (CA School Dashboard ELA Academic Indicator) and 1.02 (CA School Dashboard Mathematics Academic Indicator). Research shows that targeted, data-driven interventions are among the most effective strategies for accelerating learning, especially for students disproportionately impacted by the pandemic. Studies have found that MTSS—which include Tier 2 and Tier 3 interventions—can significantly improve outcomes for English learners, foster youth, and low-income students when implemented with fidelity. By providing trained intervention teachers to deliver these supports using culturally and linguistically responsive practices, the district ensures that instruction is not only effective but also equitable and inclusive."

- Action 1.17- Provide Academic Programming Support for Students Facing Disparate Outcomes: Because our district was identified for extra support (Differentiated Assistance) due to concerns about how Long-Term English Learners are performing in ELA and Mathematics (2024 Dashboard's ELA and Mathematics Indicators), this action will focus on addressing their needs and providing targeted academic support to help them succeed. Revisions to the action include clarifying its designation as a Differentiated Assistance action and additional language has been added to specify how this action will be strengthened to better support the needs of Long-Term English Learners. Specific revision language includes:
  - "This includes designing interventions that address Long-Term English Learners' specific academic needs, such as gaps in foundational literacy, sustained oral language development, and writing skills. Data disaggregation by Long-Term English Learner status will guide program adjustments."

- "EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's ELA and Mathematics Indicators for Long-Term English Learners. This action addresses those disparities by providing dedicated staff to lead the design, implementation, and continuous improvement of academic programming across the district."

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Improve Core (Tier 1) Instruction | Ensure students have access to evidence-based, culturally and linguistically responsive core (Tier 1) instruction in all subjects, including English Language Development (ELD), through differentiated support and Universal Design for Learning. Provide professional development for staff, allocate substitute teachers for collaborative planning time, and supply supplemental materials tailored to the unique needs of students.<br><br>* The 2023 Dashboard identified a red performance level in ELA and Mathematics for English learners at Rio Hondo School. In response, this action is designed to support the academic needs of these students. | $1,700,000.00 | Yes |
| 2 | Professional Development Tailored to Students' Unique Needs | Provide classified and certificated staff with high-quality, differentiated professional development to ensure universal access, differentiated support, explicit language instruction, and language acquisition to meet the culturally and linguistically diverse needs of English learners, foster youth, and low-income students. Special emphasis will be placed on the unique linguistic and academic needs of Long-Term English Learners in grades 6–8, with a focus on strategies for re-engaging disengaged learners, scaffolding complex academic tasks, and integrating language objectives across all content areas. This will include research-based Long-Term English Learners strategies such as academic language development and structured student interaction.<br><br>* This action will address professional development needs for educators serving English learners and Long-Term English Learners.<br>** The 2023 California School Dashboard identified a red performance level in ELA and Mathematics for English learners at Rio Hondo School. In response, this action is designed to support the academic needs of these students.<br>*** A portion of LREBG funds ($2,000,000) will be used to enhance and expand this action, supplementing existing support provided through LCFF funding. Progress will be monitored using the following metrics: 1.01 (CA School Dashboard ELA Academic Indicator), 1.02 (CA School Dashboard Mathematics Academic Indicator), and 1.05 (CA School Dashboard English Learner Progress Indicator). Research shows that providing our staff with high-quality training and offering instruction that is tailored to each student's needs leads to better outcomes, especially for students who have been historically underserved. For example, when English learners receive the right support, they develop both language skills and academic content knowledge more quickly. Our foster youth and low-income students also benefit from targeted help that strengthens their academic success and prepares them for the future. By using these proven strategies, we are creating an environment that supports all of our students and gives them the opportunity to thrive.<br>**** EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's ELA and Mathematics Indicators for Long-Term English Learners. In response, this action was intentionally | $3,200,000.00 | Yes |

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| | | developed to directly address the specific linguistic and academic needs of this student group. Rather than relying on a generalized or pre-existing approach, the district prioritized targeted, research-based strategies to build staff capacity in re-engaging Long-Term English Learners, scaffolding complex tasks, and integrating language objectives across content areas. | | |
| 3 | Technology to Support Instruction | Provide technology and implement a scheduled replenishment plan to ensure English learners, foster youth, and low-income students have access to updated technology, individualized online instructional programs, and supplemental materials. Additionally, offer technology training to staff, parents, and families, and provide dedicated technology staff. | $1,000,000.00 | Yes |
| 4 | Data-Based Decision Making Tools | Ensure access to developmentally appropriate, culturally and linguistically relevant assessment measures, as well as a data management system, to inform instructional practices and tiered support to meet the needs of English learners, foster youth, and low-income students. | $500,000.00 | Yes |
| 5 | Language Acquisition Support | Provide language acquisition professional development, supplemental supplies, and personnel to ensure access to and enhance core (Tier 1) instruction. Provide access to newcomer and language acquisition curriculum and programs for English learners and Long-Term English Learners. This includes access to supplemental supports tailored to Long-Term English Learners, such as support related to academic vocabulary, syntax, and literacy across disciplines to address the stagnation in language growth typical among Long-Term English Learners and emphasize language for academic success.<br><br>* This action will support language acquisition programs for English learners and Long-Term English Learners and provide targeted professional development for educators.<br>** The 2023 Dashboard's Academic Indicator showed a red performance level in ELA and Mathematics for English learners at Rio Hondo. Therefore, this action will specifically target the needs of English learners and Long-Term English Learners.<br>*** EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's ELA and Mathematics Indicators for Long-Term English Learners. In response, this action was intentionally designed to address the persistent language development challenges faced by Long-Term English Learners. Through curriculum, programs, and access to supplemental supports focused on academic vocabulary, syntax, and disciplinary literacy, this action strengthens Tier1 instruction and provides Long-Term English Learners with the tools needed for sustained academic growth. | $700,000.00 | Yes |
| 6 | Instructional Coaching, Modeling, and Curriculum Design | Provide Teachers on Special Assignment to offer instructional coaching and modeling, aimed at enhancing core (Tier 1) instruction through a focus on best first instruction, Universal Design for Learning, and differentiation to meet the needs of English learners, Long-Term English Learners, foster youth, and low-income students. Additionally, they will provide support for curriculum design and professional development for language acquisition programs for English learners and specifically for Long-Term English Learners in grades 6-8 aligned with their learning needs to ensure meaningful access to grade-level standards while supporting language acquisition.<br><br>* This action will address professional development needs for educators serving English learners and Long-Term English Learners.<br>** The 2023 Dashboard identified a red performance level in ELA and Mathematics for English learners at Rio Hondo School. In response, this action is designed to support the academic needs of these students.<br>*** EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's ELA and Mathematics Indicators for Long-Term English Learners. This action directly responds to those performance gaps by providing sustained, targeted instructional support in grades 6–8—where many LTELs are concentrated. | $609,885.00 | Yes |

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| 7 | School Library Access | Implement a library management system, offer reading materials customized to identified Lexile levels, and assign library media technicians to address the literacy needs of English learners, foster youth, and low-income students. | $900,000.00 | Yes |
| 8 | Gifted and Talented Student Enrichment | Provide enrichment opportunities for students identified as Gifted and Talented. | $100,000.00 | Yes |
| 9 | Intervention Teachers | Provide Intervention Teachers to deliver supplemental (Tier 2) and intensive (Tier 3) academic interventions to meet the needs of English learners, foster youth, and low-income students identified based on data. They will monitor student progress using developmentally appropriate and culturally and linguistically relevant measures.<br><br>* The 2023 Dashboard identified a red performance level in ELA and Mathematics for English learners at Rio Hondo School. In response, this action is designed to support the academic needs of these students.<br>** A portion of LREBG funds ($1,000,000) will be used to enhance and expand this action, supplementing existing support provided through LCFF funding. Progress will be monitored using the following metrics: 1.01 (CA School Dashboard ELA Academic Indicator) and 1.02 (CA School Dashboard Mathematics Academic Indicator). Research shows that targeted, data-driven interventions are among the most effective strategies for accelerating learning, especially for students disproportionately impacted by the pandemic. Studies have found that MTSS—which include Tier 2 and Tier 3 interventions—can significantly improve outcomes for English learners, foster youth, and low-income students when implemented with fidelity. By providing trained intervention teachers to deliver these supports using culturally and linguistically responsive practices, the district ensures that instruction is not only effective but also equitable and inclusive. | $2,400,000.00 | Yes |
| 10 | Career Technical Education Courses and Advancement via Individual Determination | Provide access to Career Technical Education (CTE) courses and Advancement via Individual Determination (AVID) courses and strategies to support college and career readiness to support English learners, foster youth, and low-income students. | $80,000.00 | Yes |
| 11 | Extended School Year Services | Provide extended school year (ESY) services for special education students with ESY identified within their Individualized Education Program.<br><br>* The 2023 Dashboard showed a red performance level in ELA district-wide for students with disabilities. Similarly, individual schools like Columbia, Durfee, Rio Hondo, Shirpser, and Wright also displayed a red performance level for students with disabilities. Moreover, the Dashboard showed a red performance level in Mathematics district-wide for students with disabilities. Similarly, individual schools like Durfee, Rio Hondo, Shirpser, and Wright displayed red performance levels for students with disabilities. This action is also specifically directed toward these student groups to address disparities in outcomes. | $700,000.00 | No |
| 12 | Core (Tier 1) Curriculum Access | Provide Instructional Support Specialists to support differentiation of instruction and Universal Design for Learning, to support the neediest students and to increase access to core curriculum for English learners and low-income students. | $1,300,000.00 | Yes |
| 13 | Program Specialists | Provide Program Specialists to provide professional development, consultation, and collaboration to staff and parents to meet English learners, foster youth, and low-income students' unique academic, behavioral, and social-emotional needs. | $350,000.00 | Yes |
| 14 | Oral Language Development Support | Provide Speech and Language Pathologist Assistants to provide general education students who are identified as English learners and low-income students with strategies to strengthen oral language fluency through short-term group instruction. | $250,000.00 | Yes |
| 15 | Biliteracy, Bilingualism, and | Provide supplemental materials, supplies, and dedicated personnel to enhance biliteracy, | $80,000.00 | Yes |

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| | Bi-Culturalism Support | bilingualism, and bi-culturalism to support English learners and low-income students.<br><br>* The 2023 Dashboard's Academic Indicator showed a red performance level in ELA and Mathematics for English Learners at Rio Hondo. Therefore, this action will be directed toward these student subgroups and low-income students. | | |
| 16 | Visual and Performing Arts | Broaden opportunities for students to engage in visual and performing arts by enhancing programming and increasing access to itinerant music teachers, as well as single-subject credential music teachers. Additionally, ensure access to related curriculum and instruments to support comprehensive visual and performing arts education. | $1,200,000.00 | Yes |
| 17 | Provide Academic Programming Support for Students Facing Disparate Outcomes | Provide dedicated staff to support the development, execution, monitoring, and coordination of academic programming across the district, specifically focusing on addressing disparate outcomes in English Language Arts and Mathematics. This includes designing interventions that address Long-Term English Learners' specific academic needs, such as gaps in foundational literacy, sustained oral language development, and writing skills. Data disaggregation by Long-Term English Learner status will guide program adjustments.<br><br>* The 2023 Dashboard showed a Red performance level in Mathematics for Rio Hondo School for Hispanic and Homeless students. This action will address the needs of these students.<br>** EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's ELA and Mathematics Indicators for Long-Term English Learners. This action addresses those disparities by providing dedicated staff to lead the design, implementation, and continuous improvement of academic programming across the district. | $55,180.00 | No |
| 18 | Provide Support for Special Education Services, Accommodations, and Modifications | Provide dedicated special education staff to oversee and provide guidance for the services, accommodations, and modifications provided to reduce student disparities in English Language Arts and Mathematics.<br><br>The 2023 Dashboard showed a red performance level in ELA district-wide for students with disabilities. Similarly, individual schools like Columbia, Durfee, Rio Hondo, Shirpser, and Wright also displayed red performance levels for students with disabilities. Moreover, the Dashboard showed a red indicator in Mathematics district-wide for students with disabilities. Similarly, individual schools like Durfee, Rio Hondo, Shirpser, and Wright displayed red performance levels for students with disabilities. This action is also specifically directed toward these student groups to address disparities in outcomes. | $225,033.00 | No |

# Goal

| Goal # | Description | Type of Goal |
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| 2 | EMCSD will ensure learner engagement. The effectiveness of actions in meeting EMCSD's goal will be measured through various primary data sources, including the CA School Dashboard, ADA, CALPADS, and CalSCHLS surveys. Metrics will include the chronic absenteeism rate, attendance rate, middle school dropout rate, suspension rate, expulsion rate, as well as student, staff, and parent perceptions of connectedness and safety. It will also include student perceptions of academic motivation. | Broad Goal |

## State priorities addressed by this goal.

5, 6

## An explanation of why the LEA has developed this goal.

Learner engagement stands at the forefront of EMCSD's vision, mission, and core values. A positive school climate is imperative for fulfilling students' fundamental needs for safety, as well as their physical and psychological well-being. The school climate plays a crucial role in student attendance, and both are closely linked to learning and achievement. A thorough examination of metric outcomes, local data, and feedback from educational partners underscores the ongoing need and urgency for Goal 2, thus necessitating its continuation in the 2024-27 LCAP. These actions will aid EMCSD in achieving this goal by providing a continuum of proactive support, targeted interventions, professional development, and resource linkage. The identified metrics will serve as a foundation for reflective action, aiding EMCSD in assessing the effectiveness of the stated actions in advancing progress towards ensuring learner engagement. Subject to annual review, these metrics will inform decisions regarding the adoption, adaptation, or abandonment of actions, ensuring alignment with evolving needs and priorities.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| 1 | CA School Dashboard Chronic Absenteeism-Rate<br><br>Priority 5<br><br>Source: https://www.caschooldashboard.org/ | 2023 CA School Dashboard<br><br>All Students = 12.3%<br>African American = 39.2%<br>Asian = 2.2%<br>Filipino = 5.7%<br>Hispanic = 14.1%<br>White = 16.0%<br>English Learner = 10.0%<br>Foster Youth = 24.1%<br>Homeless = 18.3%<br>Socioeconomically Disadvantaged = 13.1%<br>Students with Disabilities = 20.2% | 2024 CA School Dashboard<br><br>All Students = 10%<br>African American = 22%<br>Asian = 1.5%<br>Filipino = 3.7%<br>Hispanic = 11.7%<br>White = 13.3%<br>English Learner = 8.3%<br>Long-Term English Learner = 13.8%<br>Foster Youth = 25%<br>Homeless = 12.9%<br>Socioeconomically Disadvantaged = 10.9%<br>Students with Disabilities = 17.3% | | 2026 CA School Dashboard<br><br>All Students = 3.0%<br>African American = 9.6%<br>Asian = 0.5%<br>Filipino = 1.4%<br>Hispanic = 3.4%<br>White = 3.9%<br>English Learner = 2.4%<br>Long-Term English Learner = 5.4%<br>Foster Youth = 5.9%<br>Homeless = 4.5%<br>Socioeconomically Disadvantaged = 3.2%<br>Students with Disabilities = 4.9% | All Students = -2.3%<br>African American = -17.2%<br>Asian = -0.7%<br>Filipino = -2.0%<br>Hispanic = -2.4%<br>White = -2.7%<br>English Learner = -1.7%<br>Long-Term English Learners = +0 points<br>Foster Youth = +0.9%<br>Homeless = -5.4%<br>Socioeconomically Disadvantaged = -2.2%<br>Students with Disabilities = -2.9% |
| 2 | Attendance Rate<br><br>Priority 5<br><br>Source: ADA Second Principal Apportionment (P-2) | 2023-24 ADA P-2<br><br>All Students = 95.07% | 2024-25 ADA P-2<br><br>All Students = 96.13% | | 2026-27 ADA P-2<br><br>All Students = 98.00% | All Students = +1.06% |
| 3 | Middle School Dropout Rate<br><br>Priority 5<br><br>Source: CALPADS EOY3 | 2022-23 CALPADS EOY3<br><br>All Students = 0% | 2023-24 CALPADS EOY3<br><br>All Students = 0% | | 2025-26 CALPADS EOY3<br><br>All Students = 0% | All Students = +0% |

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| 4 | CA School Dashboard Suspension Rate<br><br>Priority 6<br><br>Source: https://www.caschooldashboard.org/ | 2023 CA School Dashboard<br><br>All Students = 1.3%<br>African American = 0.0%<br>Asian = 0.1%<br>Filipino = 1.9%<br>Hispanic = 1.5%<br>White = 2.4%<br>English Learner = 0.8%<br>Foster Youth = 2.9%<br>Homeless = 2.1%<br>Socioeconomically Disadvantaged = 1.4%<br>Students with Disabilities = 1.2% | 2024 CA School Dashboard<br><br>All Students = 1.5%<br>African American = 4.9%<br>Asian = 0.5%<br>Filipino = 0%<br>Hispanic = 1.7%<br>White = 0%<br>English Learner = 1.4%<br>Long-Term English Learners = 7.4%<br>Foster Youth = 3.2%<br>Homeless = 1.9%<br>Socioeconomically Disadvantaged = 1.6%<br>Students with Disabilities = 2.4% | | 2026 CA School Dashboard<br><br>All Students = 0.4%<br>African American = 0.0%<br>Asian = 0.0%<br>Filipino = 0.6%<br>Hispanic = 0.5%<br>White = 0.7%<br>English Learner = 0.2%<br>Long-Term English Learners = 3.37%<br>Foster Youth = 0.2%<br>Homeless = 0.6%<br>Socioeconomically Disadvantaged = 0.4%<br>Students with Disabilities = 0.4% | All Students = +0.2%<br>African American = +4.9%<br>Asian = +0.4%<br>Filipino = -1.9%<br>Hispanic = +0.2%<br>White = -2.4%<br>English Learner = +0.6%<br>Long-Term English Learners = +0 points<br>Foster Youth = +0.3%<br>Homeless = -0.2%<br>Socioeconomically Disadvantaged = +0.2%<br>Students with Disabilities = +1.2% |
| 5 | Expulsion Rate<br><br>Priority 6<br><br>Source: CALPADS EOY3 | 2022-23 CALPADS EOY3<br><br>All Students = 0.0% | 2023-24 CALPADS EOY3<br><br>All Students = 0.0% | | 2025-26 CALPADS EOY3<br><br>All Students = 0.0% | All Students = +0.0% |

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| 6 | School connectedness (in-school only)- Average percent of respondents reporting "yes, most of the time" or "yes, all of the time"<br><br>Priority 6<br><br>Source: CalSCHLS California Healthy Kids Survey (CHKS) Elementary (Grade 5) | 2023-24 CalSCHLS CHKS Elementary (Grade 5)<br><br>All Students = 66%<br>Asian or Asian American = 66%<br>Hispanic or Latinx = 66%<br>White = 71% | 2024-25 CalSCHLS CHKS Elementary (Grade 5)<br><br>All Students = 69%<br>Asian or Asian American = 71%<br>Hispanic or Latinx = 70%<br>White = 68% | | 2026-27 CalSCHLS CHKS Elementary (Grade 5)<br><br>All Students = 72%<br>Asian or Asian American = 72%<br>Hispanic or Latinx = 72%<br>White = 76% | All Students = +3%<br>Asian or Asian American = +5%<br>Hispanic or Latinx = +4%<br>White = +2% |
| 7 | Feel safe at school- Average percent of respondents reporting "yes, most of the time" or "yes, all of the time"<br><br>Priority 6<br><br>Source: CalSCHLS California Healthy Kids Survey (CHKS) Elementary (Grade 5) | 2023-24 CalSCHLS CHKS Elementary (Grade 5)<br><br>All Students = 68%<br>Asian or Asian American = 79%<br>Hispanic or Latinx = 64%<br>White = 85% | 2024-25 CalSCHLS CHKS Elementary (Grade 5)<br><br>All Students = 70%<br>Asian or Asian American = 81%<br>Hispanic or Latinx = 68%<br>White = 67% | | 2026-27 CalSCHLS CHKS Elementary (Grade 5)<br><br>All Students = 84%<br>Asian or Asian American = 89%<br>Hispanic or Latinx = 82%<br>White = 92% | All Students = +2%<br>Asian or Asian American = +2%<br>Hispanic or Latinx = +4%<br>White = -18% |

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| 8 | School connectedness (in-school only)- Average percent of respondents reporting “agree” or “strongly agree”<br><br>Priority 6<br><br>Source: CalSCHLS California Healthy Kids Survey (CHKS) Secondary (Grade 7) | 2023-24 CalSCHLS CHKS Secondary (Grade 7)<br><br>All Students = 57%<br>Asian or Asian American = 65%<br>Hispanic or Latinx = 55%<br>White = 58%<br>English Learner = 59%<br>Homeless = 58%<br>Long Term English Language Learner = 61%<br>Students with Disabilities = 63% | 2024-25 CalSCHLS CHKS Secondary (Grade 7)<br><br>All Students = 59%<br>Asian or Asian American = 57%<br>Hispanic or Latinx = 60%<br>White = 64%<br>English Learner = 58%<br>Homeless = 62%<br>Long-Term English Language Learner = 65%<br>Students with Disabilities = 56% | | 2026-27 CalSCHLS CHKS Secondary (Grade 7)<br><br>All Students = 64%<br>Asian or Asian American = 71%<br>Hispanic or Latinx = 63%<br>White = 65%<br>English Learner = 66%<br>Homeless = 65%<br>Long-Term English Language Learner = 68%<br>Students with Disabilities = 69% | All Students = +2%<br>Asian or Asian American = -8%<br>Hispanic or Latinx = +5%<br>White = +6%<br>English Learner = -1%<br>Homeless = +4%<br>Long-Term English Language Learner = +4%<br>Students with Disabilities = -7% |
| 9 | School perceived as very safe or safe<br><br>Priority 6<br><br>Source: CalSCHLS California Healthy Kids Survey (CHKS) Secondary (Grade 7) | 2023-24 CalSCHLS CHKS Secondary (Grade 7)<br><br>All Students = 58%<br>Asian or Asian American = 68%<br>Hispanic or Latinx = 56%<br>White = 64%<br>English Learner = 62%<br>Homeless = 73%<br>Long Term English Language Learner = 60%<br>Students with Disabilities = 69% | 2024-25 CalSCHLS CHKS Secondary (Grade 7)<br><br>All Students = 64%<br>Asian or Asian American = 65%<br>Hispanic or Latinx = 63%<br>White = No Available Score<br>English Learner = 59%<br>Homeless = 82%<br>Long-Term English Language Learner = 68%<br>Students with Disabilities = 67% | | 2026-27 CalSCHLS CHKS Secondary (Grade 7)<br><br>All Students = 81%<br>Asian or Asian American = 85%<br>Hispanic or Latinx = 80%<br>White = 84%<br>English Learner = 83%<br>Homeless = 88%<br>Long-Term English Language Learner = 82%<br>Students with Disabilities = 86% | All Students = +6%<br>Asian or Asian American = -3%<br>Hispanic or Latinx = +7%<br>White = No Available Score<br>English Learner = -3%<br>Homeless = +9%<br>Long-Term English Language Learner = +8%<br>Students with Disabilities = -2% |

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| 10 | Is a safe place for staff- Average percent of respondents reporting "agree" or "strongly agree"<br><br>Priority 6<br><br>Source: CalSCHLS California School Staff Survey (CSSS) | 2023-24 CalSCHLS CSSS<br><br>All Staff = 91% | 2024-25 CalSCHLS CSSS<br><br>All Staff = 90% | | 2026-27 CalSCHLS CSSS<br><br>All Staff = 96% | All Staff = -1% |
| 11 | Is a supportive and inviting place for staff to work- Average percent of respondents reporting "agree" or "strongly agree"<br><br>Priority 6<br><br>Source: CalSCHLS California School Staff Survey (CSSS) | 2023-24 CalSCHLS CSSS<br><br>All Staff: 90% | 2024-25 CalSCHLS CSSS<br><br>All Staff = 91% | | 2026-27 CalSCHLS CSSS<br><br>All Staff = 96% | All Staff = +1% |

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| 12 | School is a safe place for my child- Average percent of respondents reporting "agree" or “strongly agree”<br><br>Priority 6<br><br>Source: CalSCHLS California School Parent Survey (CSPS) | 2023-24 CalSCHLS CSPS<br><br>All Parents = 95% | 2024-25 CalSCHLS CSPS<br><br>All Parents = 97% | | 2026-27 CalSCHLS CSPS<br><br>All Parents = 97% | All Parents = +2% |
| 13 | Parents feel welcome to participate at this school- Average percent of respondents reporting "agree" or "strongly agree"<br><br>Priority 6<br><br>Source: CalSCHLS California School Parent Survey (CSPS) | 2023-24 CalSCHLS CSPS<br><br>All Parents = 95% | 2024-25 CalSCHLS CSPS<br><br>All Parents = 94% | | 2026-27 CalSCHLS CSPS<br><br>All Parents = 97% | All Parents = -1% |

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| 14 | Academic motivation- Average percent of respondents reporting “yes, most of the time” or “yes, all of the time”<br><br>Priority 6<br><br>Source: CalSCHLS California Healthy Kids Survey (CHKS) Elementary (Grade 5) | 2023-24 CalSCHLS CHKS Elementary (Grade 5)<br><br>All Students = 76%<br>Asian or Asian American = 87%<br>Hispanic or Latinx = 75%<br>White = 79% | 2024-25 CalSCHLS CHKS Elementary (Grade 5)<br><br>All Students = 82%<br>Asian or Asian American = 87%<br>Hispanic or Latinx = 84%<br>White = 85% | | 2026-27 CalSCHLS CHKS Elementary (Grade 5)<br><br>All Students = 83%<br>Asian or Asian American = 91%<br>Hispanic or Latinx = 82%<br>White = 85% | All Students = +6%<br>Asian or Asian American = +0%<br>Hispanic or Latinx = +9%<br>White = +6% |
| 15 | Academic motivation- Average percent of respondents reporting “agree" or "strongly agree"<br><br>Priority 6<br><br>Source: CalSCHLS California Healthy Kids Survey (CHKS) Secondary (Grade 7) | 2023-24 CalSCHLS CHKS Secondary (Grade 7)<br><br>All Students = 65%<br>Asian or Asian American = 68%<br>Hispanic or Latinx = 64%<br>White = 74%<br>English Learner = 68%<br>Homeless = 52%<br>Long Term English Language Learner = 72%<br>Students with Disabilities = 64% | 2024-25 CalSCHLS CHKS Secondary (Grade 7)<br><br>All Students = 68%<br>Asian or Asian American = 65%<br>Hispanic or Latinx = 69%<br>White = 65%<br>English Learner = 70%<br>Homeless = 61%<br>Long-Term English Language Learner = 70%<br>Students with Disabilities = 55% | | 2026-27 CalSCHLS CHKS Secondary (Grade 7)<br><br>All Students = 74%<br>Asian or Asian American = 77%<br>Hispanic or Latinx = 74%<br>White = 81%<br>English Learner = 77%<br>Homeless = 65%<br>Long-Term English Language Learner = 80%<br>Students with Disabilities = 74% | All Students = +3%<br>Asian or Asian American = -3%<br>Hispanic or Latinx = +5%<br>White = -9%<br>English Learner = +2%<br>Homeless = +9%<br>Long-Term English Language Learner = -2%<br>Students with Disabilities = -9% |

# Goal Analysis for 2024-2025

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.

During the 2024–25 school year, all the planned actions for Goal 2 were completed in full alignment with our adopted LCAP. These efforts were focused on ensuring learner engagement. Everything was carried out on time and with the resources set aside in the plan.

To support the needs of our English learners, foster youth, and low-Income students, we fully implemented several key actions. These included Action 2.01: Outreach Consultants and Supplemental Attendance Supplies, Action 2.02: Attendance Clerks, Action 2.04: Nurses and Health Assistants, and Action 2.05: Supplemental Instructional Support for Short and Long-Term Absences. A key success was that five of our outreach consultants conducted home visits, supported residency verification, facilitated access to essential resources, and collaborated with families to create individualized monitoring plans and attendance support strategies. A total of 10 School Attendance Review Board (SARB) meetings and 48 District Attendance Review Board (DARB) meetings held. These efforts strengthened our family-school partnerships and helped us identify systemic barriers such as housing instability and transportation challenges that often impact attendance. Attendance incentives based on specific criteria were offered to encourage consistent participation, though maintaining equity and sustainability across schools with varying needs presented challenges. Our attendance clerks played a vital role in tracking daily attendance, verifying absences, and initiating timely follow-ups, which enabled earlier interventions. However, as attendance issues became more complex post-pandemic, ongoing training and support for clerks became increasingly important.

Our nurses and health assistants contributed significantly by providing health-related services that reduced preventable absences and addressed students' medical needs promptly, though staffing limitations sometimes restricted their reach. Nurses and health assistants supported 45,500 health office visits (as of 5/26/2025). To mitigate the impact of missed instruction, supplemental academic support was offered to students experiencing both short- and long-term absences. While access to learning materials and individualized help supported academic continuity, consistent student engagement and scheduling posed ongoing challenges.

Additionally, Action 2.09: Social-Emotional Skill Development Framework and Action 2.10: Tiered Behavior Supports were fully implemented to support our foster youth and low-income students. All schools maintained their Leader in Me Lighthouse status, promoting leadership, character development, and a shared language of student empowerment across our district. Restorative practices were gradually phased in to strengthen school connectedness and reduce disciplinary incidents, contributing to improved student engagement and peer relationships.

To further support our students' behavioral needs, tiered interventions were implemented at all schools, including specialized support from a Board-Certified Behavior Analyst (BCBA) for students requiring more intensive services. While these efforts helped reduce disciplinary incidents and increase student engagement, challenges included varying levels of staff training and buy-in, which impacted the consistency of implementation. Additionally, resource limitations occasionally led to delays in delivering intensive interventions to all students who needed them.

To further support the needs of our foster youth and low-income students, Action 2.03: Learning Sessions to Recoup Absences and Action 2.12: Supervision Staff were fully implemented. A key success was the Saturday Learn Academy, which provided structured academic instruction and additional support to help students recover lost instructional time. Saturday Learning Academy helped reduce 5,969 absences as of May 22, 2025. While this contributed to academic recovery, maintaining consistent participation proved challenging, particularly for families facing transportation barriers or weekend scheduling conflicts. The addition of supervision staff enhanced campus safety and contributed to stronger adult-student relationships, fostering a more supportive school climate. However, we faced ongoing challenges in recruiting and retaining qualified supervision staff, which at times impacted coverage and consistency. Despite these hurdles, both actions played an important role in addressing attendance and engagement among students with the greatest needs.

Action 2.07: Counselors and Social Workers and Action 2.08: Comprehensive Support for Suspended Students were fully executed to provide targeted support to our English learners, foster youth, and low-income students. Our counselors and social workers played a key role in facilitating school-wide initiatives focused on mental health, attendance, and embracing differences, while also implementing the Cognitive Behavioral Intervention for Trauma in Schools (CBITS) curriculum. Counselors and social workers delivered

1,668 class-wide presentations, facilitated group support for 445 students, and conducted 2,363 individual check-ins (as of 6/6/2025). These efforts contributed to positive student outcomes such as increased emotional resilience and a stronger sense of school community. However, the high volume of student needs often stretched available resources, making it challenging to consistently deliver support. At the same time, comprehensive support for suspended students ensured structured reentry through restorative practices, reflection activities, and behavioral goal setting. This approach helped students reintegrate into the classroom environment with clearer expectations and support systems in place.

Action 2.06: Foster Youth Support was specifically designed and fully implemented to meet the unique needs of our foster youth. Through targeted outreach, support, and case management, our foster youth liaison played a key role in building trusting relationships and improving school engagement. They also provided support with transportation, uniform vouchers, and vaccines, and hosted resource fairs to connect families with community-based services. This personalized approach helped foster a sense of stability and connection. However, frequent changes in student placements posed significant challenges, often disrupting continuity of support and making it difficult to consistently monitor student progress over time.

Finally, Action 2.11: Support for Students Facing Disparate Outcomes was fully implemented to provide targeted assistance to our African American, Hispanic or Latino, homeless students, and students with disabilities. This action relied on disaggregated data to identify gaps and provided targeted supports, including culturally responsive pedagogy. For example, the district focused on addressing discipline and attendance disparities through consultations with staff and administrators. These consultations emphasized a culturally responsive and restorative approach to discipline, helping staff shift from punitive measures to practices that encourage students to reflect on the impact of their behavior and use it as a learning experience. While this action led to greater awareness and some improvements, we recognize that deeper systemic changes are needed to address the root causes of disparities and achieve more sustainable improvements.

## 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.

Goal 2 actions were fully carried out during the 2024-25 school year, and the actual spending and services provided matched what was planned. There were no significant differences between what was budgeted and what was actually spent, or between the services we aimed to improve and the improvements we achieved.

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

When we say an action was “effective,” we mean the degree to which it was successful in producing the desired target result. If something was “ineffective,” it means it did not produce any significant or desired targeted result. Goal 2 actions were analyzed holistically. While the effectiveness of these actions in ensuring learner engagement varied across student groups, it is important to note that this analysis reflects only the first year of implementation. Sustained effort and consistent implementation over the full three-year LCAP cycle are expected to yield improved results over time.

The effectiveness of these actions in increasing and improving services—primarily for English learners, foster youth, and low-income students, but also beneficial to all students—was measured by Metric 2.01: CA School Dashboard Chronic Absenteeism. Additionally, actions were measured by Metric 2.02: Attendance Rate.

- Action 2.01: Outreach Consultants and Supplemental Attendance Supplies
- Action 2.02: Attendance Clerks
- Action 2.04: Nurses and Health Assistants
- Action 2.05: Supplemental Instructional Support for Short and Long-Term Absences

The effectiveness of these actions in increasing and improving services—primarily for foster youth and low-income students, but also beneficial to all students—was measured by Metric 2.01: CA School Dashboard Chronic Absenteeism. Additionally, actions were measured by Metric 2.02: Attendance Rate, Metric 2.06: 5th-grade School Connectedness, Metric 2.07: 5th grade School Safety, Metric 2.08: 7th-grade School Connectedness, and Metric 2.09: 7th-grade School Safety.

- Action 2.03: Learning Sessions to Recoup Absences

- Action 2.12: Supervision Staff

The effectiveness of these actions in increasing and improving services—primarily for English learners, foster youth, and low-income students, but also beneficial to all students—was measured by Metric 2.04: CA School Dashboard Suspension Rate. Additionally, actions were measured by Metric 2.03: Middle School Dropout Rate.
- Action 2.07: Counselors and Social Workers
- Action 2.08: Comprehensive Support for Suspended Students

The effectiveness of these actions in increasing and improving services—primarily for foster youth and low-income students, but also beneficial to all students—was measured by Metric 2.04: CA School Dashboard Suspension Rate. Additionally, actions were measured by Metric 2.06: 5th-grade School Connectedness, Metric 2.07: 5th grade School Safety, Metric 2.08: 7th-grade School Connectedness, Metric 2.09: 7th-grade School Safety, Metric 2.05: Expulsion Rate, Metric 2.10: Staff Safety, Metric 2.11: Supportive and Inviting Place for Staff, Metric 2.12: School Safety (parent response), Metric 2.13: Welcoming School (parent response), Metric 2.14: 5th-grade Academic Motivation, and Metric 2.15: 7th-grade Academic Motivation.
- Action 2.09: Social-Emotional Skill Development Framework
- Action 2.10: Tiered Behavior Support

The effectiveness of these actions in increasing and improving services—primarily for foster youth, but also beneficial to all students—was measured by Metric 2.01: CA School Dashboard Chronic Absenteeism and Metric 2.04: CA School Dashboard Suspension Rate.
- Action 2.06: Foster Youth Support

The effectiveness of this action in supporting students with disabilities, as well as African American, Hispanic or Latino, and homeless students, was measured using multiple metrics, including: Metric 2.06: 5th-grade School Connectedness, Metric 2.07: 5th grade School Safety, Metric 2.08: 7th-grade School Connectedness, Metric 2.09: 7th-grade School Safety, Metric 2.10: Staff Safety, Metric 2.11: Supportive and Inviting Place for Staff, Metric 2.12: School Safety (parent response), Metric 2.13: Welcoming School (parent response), Metric 2.14: 5th-grade Academic Motivation, and Metric 2.15: 7th-grade Academic Motivation.
- Action 2.11: Support for Students Facing Disparate Outcomes

STUDENT PERFORMANCE OVERVIEW
- All Students: Chronic absenteeism dropped to 10%, a 2.3% improvement from 2023 (2024 Dashboard). EMCSD's P-2 ADA reached 96.13%. The 2023-24 CALPADS EOY3 data reported a 0% middle school dropout rate. Suspension rates remained steady at 1.5% (2024 Dashboard). In Grade 5, school connectedness improved by 3%, and perceptions of feeling safe increased by 2%. In Grade 7, school connectedness rose by 2%, and perceptions of safety increased by 6%. Academic motivation increased by 6% in Grade 5 and 3% in Grade 7 (2024-25 CalSCHLS). Staff and parent perception data remained strong. These results reflect the overall effectiveness of actions taken to strengthen attendance, school culture, and family engagement.
- African American Students: Chronic absenteeism improved to 22%, a 17.3 percentage point decline. Suspension rates increased to 4.9%, a rise of 4.9 percentage points (2024 Dashboard). The improvement in absenteeism demonstrates the effectiveness of actions focused on increasing daily attendance, while the rise in suspensions signals the need to revise actions targeting behavior and equity.
- Asian Students: Chronic absenteeism improved slightly to 1.5%, with the suspension rate at 0.5% (2024 Dashboard). In Grade 5, school connectedness rose by 5% and safety by 2%. In Grade 7, school connectedness declined by 8%, safety dropped by 3%, and academic motivation decreased by 3% (2024-25 CalSCHLS). These data highlight the effectiveness of elementary-level actions and reveal the need for more effective middle school actions to maintain student engagement.
- English Learners: Chronic absenteeism declined to 8.3%, a 1.7% improvement. Suspension rate slightly increased to 1.4% (2024 Dashboard). In Grade 7, school connectedness decreased by 1%, safety declined by 3%, and academic motivation improved by 2% (2024-25 CalSCHLS)  The gains in attendance and motivation indicate partial effectiveness of actions, while climate concerns suggest a need for more impactful actions related to belonging and safety.
- Filipino Students: Chronic absenteeism improved to 3.7%, a 2% improvement, and the suspension rate dropped to 0% (2024 Dashboard). These outcomes suggest strong

effectiveness of actions designed to promote consistent attendance and positive behavior.

- Foster Youth: Chronic absenteeism rose to 25%, a 0.9% increase. Suspension rate was 3.2%, with a 0.2% rise (2024 Dashboard). These results indicate limited effectiveness of current actions in improving outcomes for foster youth.
- Hispanic Students: Chronic absenteeism improved to 11.7%, down 2.4%. Suspension rate remained relatively stable at 1.7% (2024 Dashboard). In Grade 5, school connectedness increased by 4% and safety by 4%. In Grade 7, connectedness rose by 5% and safety by 7%. Academic motivation in Grade 5 rose by 9% and in Grade 7 by 5% (2024-25 CalSCHLS). These trends show the effectiveness of actions that target attendance, motivation, and a positive school climate.
- Homeless Students: Chronic absenteeism improved to 12.9%, a 5.5% reduction. Suspension rate was 1.9%, a slight decrease of 0.1% (2024 Dashboard). In Grade 7, school connectedness increased by 4%, safety by 9%, and academic motivation by 9% (2024-25 CalSCHLS). The progress in attendance, safety, and engagement reflects the effectiveness of coordinated actions taken to support homeless students.
- Long-Term English Learners: Chronic absenteeism increased to 13.8%, up 2.3%. Suspension rate was 7.4% (2024 Dashboard). In Grade 7, school connectedness improved by 4%, safety by 8%, but academic motivation declined by 2% (2024-25 CalSCHLS). The climate gains show the partial effectiveness of actions to improve belonging, but rising absenteeism and declining motivation point to a need for more targeted and effective academic actions.
- Socioeconomically Disadvantaged Students: Chronic absenteeism declined to 10.9%, a 2.2% improvement (2024 Dashboard). Suspension rate was 1.6%, a 0.2% percent increase. The attendance gains indicate the effectiveness of actions that reduce barriers to consistent school participation.
- Students with Disabilities: Chronic absenteeism improved to 17.3%, a 3% drop. Suspension rate rose to 2.4%, up 1.2% (2024 Dashboard). In Grade 7, school connectedness dropped by 7%, safety declined by 2%, and academic motivation dropped by 9% (2024-25 CalSCHLS). Improved attendance reflects some effectiveness of actions taken, but the declines in school climate and motivation suggest a need for more effective, inclusive, and accessible actions.
- White Students: Chronic absenteeism declined to 13.3%, a 2.7% improvement. Suspension rate dropped to 0%, a 2.4% percentage point decrease (2024 Dashboard). In Grade 5, school connectedness rose by 2% while safety dropped by 18%. In Grade 7, connectedness increased by 6%, academic motivation declined by 9%, and motivation in Grade 5 improved by 6% (2024-25 CalSCHLS). The positive trends in attendance and suspension demonstrate the effectiveness of core actions, while inconsistent perceptions of safety and motivation suggest a need for refinement of actions promoting student well-being.

## 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.

After carefully reviewing our data, results, and feedback from staff, families, and community partners, we made some updates to the 2025–26 LCAP to better support our students.

UPDATES TO HOW WE MEASURE SUCCESS

- Metric 2.01- CA School Dashboard Chronic Absenteeism: We added an outcome (5.4%) for Long-Term English Learners' chronic absenteeism rate by the end of Year 3.
- Metric 2.04- CA School Dashboard Suspension Rate: We also added an outcome (3.37%) for Long-Term English Learners suspension rate by the end of Year 3.

UPDATES TO PLANNED ACTIONS

- Action 2.04: Nurses and Health Assistants: We're using a portion of LREBG funds to enhance health services across schools to better support student wellness. Revisions to the action include clarifying its designation as an LREBG action, adding supporting research, specifying the metrics used to monitor its impact, and identifying the amount of LREBG funds allocated. Specific revision language includes:
  - "Furthermore, a portion of LREBG funds ($X) will be used to enhance and expand this action which is also supported by LCFF funding. To monitor the impact of this action, the following metric will be used: 2.01 (CA School Dashboard Chronic Absenteeism). Research shows that access to school-based health services leads to better attendance, improved academic performance, and overall well-being. Schools with dedicated health professionals experience fewer absences and more instructional time. Early intervention strategies help students maintain focus, reduce disruptions, and stay engaged in learning."

- Action 2.10- Tiered Behavior Support: A portion of LREBG funds will be used to enhance these supports across all schools. Revisions to the action include clarifying its

designation as an LREBG action, adding supporting research, specifying the metrics used to monitor its impact, and identifying the amount of LREBG funds allocated. Specific revision language includes:

- "A portion of LREBG funds ($X) will be used to enhance and expand this action which is also supported by LCFF funding. To monitor the impact of this action, the following metric will be used: 2.04 (CA School Dashboard Suspension Rate). Research shows that proactive, trauma-informed behavior management strategies improve student outcomes. Studies show that structured behavior interventions that strengthen students' social-emotional skills lead to fewer classroom disruptions, better self-regulation, and higher academic achievement."

- Action 2.13- Social-Emotional Skill Development Framework for Long-Term English Leaners: EMCSD has been identified for extra support (Differentiated Assistance) due to concerns with Long-Term English Learners' suspension rate (2024 Dashboard's Suspension Indicator), we're prioritizing their unique social-emotional needs through this new action. The action clarifies its designation as a Differentiated Assistance action and specifies how this action will support the unique needs of Long-Term English Learners. Specific revision language includes:
  - "Support Long-Term English Learners in grades 6–8 with self-awareness, social awareness, self-management, responsible decision-making, and relationship skills through a proactive framework that includes supplies and professional learning. Training and resources will address their unique social-emotional experiences, including language-related anxiety, acculturation challenges, and disengagement. Practices will emphasize validating home language and culture, promoting identity development, and building resilience."
  - "EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's Suspension Rate Indicator for Long-Term English Learners, and this action will focus on addressing their unique needs."

- Action 2.14- Tiered Behavior Support for Long-Term English Learners: Because our district has been identified for extra support (Differentiated Assistance) due to concerns with Long-Term English Learners' suspension rate (2024 Dashboard's Suspension Indicator), we're prioritizing their unique behavioral needs through this new action. The action clarifies its designation as a Differentiated Assistance action and specifies how this action will support the unique needs of Long-Term English Learners.
  - "Support positive behavior for Long-Term English Learners through supplies, professional learning, and personnel, with a focus on proactive practices, staff collaboration, family workshops, and general education behavior plans. This includes training on the impact of language barriers and cultural differences, culturally inclusive family engagement, and behavior plans with targeted communication support."
  - "EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's Suspension Rate Indicator for Long-Term English Learners, and this action will focus on addressing their unique needs."

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Outreach Consultants and Supplemental Attendance Supplies | Provide supplemental supplies and outreach consultants to facilitate attendance incentives and recognition activities to foster a school climate where English learners, foster youth, and low-income students feel supported, engaged, and motivated to learn. They will also provide supplemental (Tier 2) and intensive (Tier 3) support for students who are at risk for or are experiencing chronic absenteeism.<br><br>* The 2023 Dashboard showed a red performance level in Chronic Absenteeism for Gidley School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students. | $837,226.00 | Yes |

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| 2 | Attendance Clerks | Provide attendance clerks who will monitor attendance records daily and contact parents on the same day if their child is absent to support the needs of English learners, foster youth, and low-income students. This immediate communication will help address and understand the reasons for the absence, allowing for swift action if necessary. They will monitor attendance patterns to proactively identify students who are showing signs of potential chronic absenteeism.<br><br>* The 2023 Dashboard showed a red performance level in Chronic Absenteeism for Gidley School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students. | $450,000.00 | Yes |
| 3 | Learning Sessions to Recoup Absences | Provide learning sessions outside of the typical school day for students to recover missing learning opportunities due to absences. This action is directed toward foster youth and low-income students.<br><br>* The 2023 Dashboard showed a red performance level in Chronic Absenteeism for Gidley School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students. | $250,000.00 | Yes |
| 4 | Nurses and Health Assistants | Provide nurses and health assistants to support vulnerable students to ensure their physical well-being, aiming to ensure their physical well-being and reduce absences. By providing medical care and early intervention, the service minimizes the loss of instructional time for unduplicated students. They will provide professional development to all staff to identify students who require support. They will also provide information to parents and families to reinforce the need to schedule medical appointments for their children outside of the instructional day to the greatest degree possible.<br><br>* The 2023 Dashboard showed a red performance level in Chronic Absenteeism for Gidley School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students.<br>** A portion of LREBG funds ($1,000,000) will be used to enhance and expand this action which is also supported by LCFF funding. To monitor the impact of this action, the following metric will be used: 2.01 (CA School Dashboard Chronic Absenteeism). Research shows that access to school-based health services leads to better attendance, improved academic performance, and overall well-being. Schools with dedicated health professionals experience fewer absences and more instructional time. Early intervention strategies help students maintain focus, reduce disruptions, and stay engaged in learning. | $2,200,000.00 | Yes |
| 5 | Supplemental Instructional Support for Short and Long Term Absences | Provide staff to connect with students and parents to offer individualized support in academics, technology, and social-emotional learning. These supports are directed toward English learners, foster youth, and low-income students, and they are designed to supplement core instruction, ensuring that students have access to the resources they need to succeed, even during periods of short- and long-term absences.<br><br>* The 2023 Dashboard showed a red performance level in Chronic Absenteeism for Gidley School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students. | $150,000.00 | Yes |
| 6 | Foster Youth Support | Provide a dedicated foster youth liaison to provide academic, behavior, and social-emotional support to foster youth. These students are identified as part of the school enrollment process in order to conduct timely outreach to these students and their families. The liaison will work closely with families to address transportation needs and other logistical concerns, facilitating smooth transitions to and from school. Additionally, they will collaborate with families to determine the best | $20,000.00 | Yes |

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| | | educational placement for each student, considering their unique circumstances and needs. | | |
| 7 | Counselors and Social Workers | Provide school counselors and social workers to support students' academic, college and career, and social-emotional development. English learners, foster youth, and low-income students will have access (Tier 1) school-wide programs, activities, and counseling core curriculum. They will provide supplemental (Tier 2) consultation, collaboration, and small group counseling. They will also provide intensive (Tier 3) short-term, solution-focused individual counseling and referrals for long-term counseling services. | $1,300,000.00 | Yes |
| 8 | Comprehensive Support for Suspended Students | Provide supplies, professional learning for staff, and dedicated personnel to deliver intensive (Tier 3) support in academics, behavior, and social-emotional learning. Comprehensive support will be provided for students who have been suspended from school, with the aim of guiding them back to their regular classes upon meeting specific criteria.<br><br>* The 2023 Dashboard showed a red performance level in Suspension Rate for Columbia School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students. | $600,000.00 | Yes |
| 9 | Social-Emotional Skill Development Framework | Provide supplies and professional learning to support a proactive, universal framework to foster students' self-awareness, social awareness, self-management, responsible decision-making, and relationship skills. This is directed toward foster youth and low-income students. | $778,855.00 | Yes |
| 10 | Tiered Behavior Support | Provide supplies, professional learning for staff, and dedicated personnel to support positive student behavior through proactive practices. Directed toward foster youth and low-income students, the approach includes consultation and collaboration among staff, the facilitation of workshops for both staff and parents, and the development of general education behavior plans.<br><br>* The 2023 Dashboard showed a red performance level in Suspension Rate for Columbia School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students.<br>** A portion of LREBG funds ($1,000,000) will be used to enhance and expand this action which is also supported by LCFF funding. To monitor the impact of this action, the following metric will be used: 2.04 (CA School Dashboard Suspension Rate). Research shows that proactive, trauma-informed behavior management strategies improve student outcomes. Studies show that structured behavior interventions that strengthen students' social-emotional skills lead to fewer classroom disruptions, better self-regulation, and higher academic achievement. | $1,300,000.00 | Yes |
| 11 | Provide Support for Students Facing Disparate Outcomes | Provide dedicated staff to offer specialized behavioral and social-emotional support, specifically focusing on addressing issues related to student suspensions and attendance. They will provide assistance in navigating and connecting students with necessary resources, while also offering consultation services to both staff and families.<br><br>* The 2023 Dashboard showed a red performance level in Chronic Absenteeism district-wide for African American students. Furthermore, specific schools such as Cortada, Rio Hondo, and Shirpser displayed red performance levels for homeless students. Additionally, Durfee showed the same performance level for students with disabilities. This action is specifically directed toward these student groups to address disparities in outcomes. Moreover, the Dashboard also showed a red performance level in Suspension Rate for Columbia School. Columbia showed a red performance level for Hispanic and homeless students. This action is also specifically directed toward these student groups to address disparities in outcomes. | $58,404.00 | No |
| 12 | Supervision Staff | Provide supervision staff before and after school, during lunch, recess, and nutrition breaks to foster connectedness and ensure safety during unstructured times to meet the needs of foster | $1,200,000.00 | Yes |

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| | | youth and low-income students. | | |
| 13 | Social-Emotional Skill Development Framework for Long-Term English Learners | Support Long-Term English Learners in grades 6–8 with self-awareness, social awareness, self-management, responsible decision-making, and relationship skills through a proactive framework that includes supplies and professional learning. Training and resources will address their unique social-emotional experiences, including language-related anxiety, acculturation challenges, and disengagement. Practices will emphasize validating home language and culture, promoting identity development, and building resilience.<br><br>* EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's Suspension Rate Indicator for Long-Term English Learners, and this action will focus on addressing their unique needs. | $175,000.00 | Yes |
| 14 | Tiered Behavior Support for Long-Term English Learners | Support positive behavior for Long-Term English Learners through supplies and professional learning with a focus on proactive practices, staff collaboration, family workshops, and general education behavior plans. This includes training on the impact of language barriers and cultural differences, culturally inclusive family engagement, and behavior plans with targeted communication support.<br><br>* EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's Suspension Rate Indicator for Long-Term English Learners, and this action will focus on addressing their unique needs. | $20,640.00 | Yes |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | EMCSD will increase parent and family involvement. The effectiveness of actions in meeting EMCSD's goal will be measured via the CalSCHLS California School Parent Survey through parents' perceptions in several key areas: parental involvement, the school's efforts to actively seek input before making decisions, encouragement of active parent participation, communication between the school and parents, and the perceived safety of the school for their child. It will also be measured by the CA School Dashboard to assess students' proficiency in English Language Arts and Mathematics. | Broad Goal |

## State priorities addressed by this goal.

3, 4, 6

## An explanation of why the LEA has developed this goal.

Parent and family involvement stands as a cornerstone of EMCSD's vision, mission, and core values, recognizing their pivotal role in supporting students' learning and development both at home and within the community. EMCSD acknowledges that a one-size-fits-all approach to home-school collaboration is inadequate. Therefore, a comprehensive review of metric outcomes, local data, and feedback from educational partners emphasizes the ongoing necessity and urgency for Goal 3, warranting its continuation in the 2024-27 LCAP. These actions will propel EMCSD toward this goal by amplifying parent and family voices, fostering mutually beneficial partnerships, and providing culturally responsive and sustaining support. The identified metrics will form the bedrock for reflective action, enabling EMCSD to evaluate the effectiveness of the stated actions in advancing progress towards increasing parent and family involvement. Subject to annual review, these metrics will guide decisions regarding the adoption, adaptation, or abandonment of actions, ensuring alignment with evolving needs and priorities.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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|---|---|---|---|---|---|---|
| 1 | Parental involvement in school- Average percent of respondents reporting "yes"<br><br>Priority 3<br><br>Source: CalSCHLS California School Parent Survey (CSPS) | 2023-24 CalSCHLS CSPS<br><br>All Parents = 49% | 2024-25 CalSCHLS CSPS<br><br>All Parents = 49% | | 2026-27 CalSCHLS CSPS<br><br>All Parents = 56% | All Parents = +0% |
| 2 | School actively seeks the input of parents before making important decisions- Average percent of respondents reporting "agree" or "strongly agree"<br><br>Priority 3<br><br>Source: CalSCHLS California School Parent Survey (CSPS) | 2023-24 CalSCHLS CSPS<br><br>All Parents = 85% | 2024-25 CalSCHLS CSPS<br><br>All Parents = 86% | | 2026-27 CalSCHLS CSPS<br><br>All Parents = 89% | All Parents = +1% |

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| 3 | School encourages me to be an active partner with educating my child- Average percent of respondents reporting "agree" or "strongly agree"<br><br>Priority 3<br><br>Source: CalSCHLS California School Parent Survey (CSPS) | 2023-24 CalSCHLS CSPS<br><br>All Parents = 94% | 2024-25 CalSCHLS CSPS<br><br>All Parents = 94% | | 2026-27 CalSCHLS CSPS<br><br>All Parents = 96% | All Parents = +0% |
| 4 | Communication with parents about school- Average percent of respondents reporting "agree," "just okay," "strongly agree," or "very well"<br><br>Priority 3<br><br>Source: CalSCHLS California School Parent Survey (CSPS) | 2023-24 CalSCHLS CSPS<br><br>All Parents = 89% | 2024-25 CalSCHLS CSPS<br><br>All Parents = 89% | | 2026-27 CalSCHLS CSPS<br><br>All Parents = 92% | All Parents = +0% |

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| 5 | School is a safe place for my child- Average percent of respondents reporting "agree" or “strongly agree”<br><br>Priority 6<br><br>Source: CalSCHLS California School Parent Survey (CSPS) | 2023-24 CalSCHLS CSPS<br><br>All Parents = 95% | 2024-25 CalSCHLS CSPS<br><br>All Parents = 97% | | 2026-27 CalSCHLS CSPS<br><br>All Parents = 97% | All Parents = +2% |
| 6 | CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)<br><br>Priority 4<br><br>Source: https://www.caschooldashboard.org/ | 2023 CA School Dashboard<br><br>All Students = -9.4 points<br>African American = -37.3 points<br>Asian = 57.8 points<br>Filipino = 36.3 points<br>Hispanic = -23.4 points<br>White = 32.9 points<br>English Learner = -45 points<br>Long Term English Learners = TBD<br>Foster Youth = -38.5 points<br>Homeless = -29.5 points<br>Socioeconomically Disadvantaged = -16.5 points<br>Students with Disabilities = -102.9 points | 2024 CA School Dashboard<br><br>All Students = -12.9 points<br>African American = -57.1<br>Asian = 52.2 points<br>Filipino = 35.9 points<br>Hispanic = -26.6 points<br>White = 18.9 points<br>English Learner = -40 points<br>Long Term English Learners = -83.5 points<br>Foster Youth = -41.9 points<br>Homeless = -33 points<br>Socioeconomically Disadvantaged = -20.3 points<br>Students with Disabilities = -102.1 points | | 2026 CA School Dashboard<br><br>All Students = 35.3 points<br>African American = 7.4 points<br>Asian = 102.5 points<br>Filipino = 81 points<br>Hispanic = 21.3 points<br>White = 77.6 points<br>English Learner = -0.3 points<br>Long Term English Learners = -53.7 points<br>Foster Youth = 6.2 points<br>Homeless = 15.2 points<br>Socioeconomically Disadvantaged = 28.2 points<br>Students with Disabilities = -58.2 points | All Students = -3.5 points<br>African American = -19.8 points<br>Asian = -5.6 points<br>Filipino = -0.4 points<br>Hispanic = -3.2 points<br>White = -14 points<br>English Learner = +5 points<br>Long Term English Learners = +0 points<br>Foster Youth = -3.4 points<br>Homeless = -3.5 points<br>Socioeconomically Disadvantaged = -3.8 points<br>Students with Disabilities = +0.8 points |

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| 7 | CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS)<br><br>Priority 4<br><br>Source: https://www.caschooldashboard.org/ | 2023 CA School Dashboard<br><br>All Students = -38.4 points<br>African American = -68.9 points<br>Asian = 59.7 points<br>Filipino = -5.3 points<br>Hispanic = -58.2 points<br>White = -16.6 points<br>English Learner = -62.1 points<br>Long Term English Learners = TBD<br>Foster Youth = -79.6 points<br>Homeless = -63.6 points<br>Socioeconomically Disadvantaged = -46 points<br>Students with Disabilities = -129.3 points | 2024 CA School Dashboard<br><br>All Students = -38.4 points<br>African American = -95.4 points<br>Asian = 52.6 points<br>Filipino = 24.3 points<br>Hispanic = -57.5 points<br>White = -19.3 points<br>English Learner = -56.5 points<br>Long Term English Learners = -144.8 points<br>Foster Youth = -66.1 points<br>Homeless = -54.3 points<br>Socioeconomically Disadvantaged = -46.1 points<br>Students with Disabilities = -127.6 points | | 2026 CA School Dashboard<br><br>All Students = 6.3 points<br>African American = -24.2 points<br>Asian = 104.4 points<br>Filipino = 39.4 points<br>Hispanic = -13.5 points<br>White = 28.1 points<br>English Learner = -17.4 points<br>Long Term English Learners = -115 points<br>Foster Youth = -34.9 points<br>Homeless = -18.9 points<br>Socioeconomically Disadvantaged = -1.3 points<br>Students with Disabilities = -84.6 points | All Students = +0 points<br>African American = -26.5 points<br>Asian = -7.1 points<br>Filipino = +29.6 points<br>Hispanic = +0.7 points<br>White = -2.7 points<br>English Learner = +5.6 points<br>Long Term English Learners = +0 points<br>Foster Youth = +13.5 points<br>Homeless = +9.3 points<br>Socioeconomically Disadvantaged = -0.1 points<br>Students with Disabilities = +1.7 points |

# Goal Analysis for 2024-2025

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.

During the 2024–25 school year, all the planned actions for Goal 3 were completed in full alignment with our adopted LCAP. These efforts were focused on increasing parent and family involvement. Everything was carried out on time and with the resources set aside in the plan.

This year, we took several important steps to better support our English learners, foster youth, and low-income students. These included actions to improve communication and build stronger connections between schools and families. Action 3.01: District-Level Community Liaisons, Action 3.03: Home-School Communication System, and Action 3.04: Workshops and Activities for Parents and Families were all put into place to make it easier for families to access information and stay connected with their child's school. One of the biggest successes was that we continued to have three district-level community liaisons who speak Spanish, Vietnamese, and Chinese. These community liaisons have played a crucial role in building trust, advocating for families, and making sure that home and schoolwork together more closely. However, we did face some challenges with the growing demand for individual support, especially during busier times of the year.

To help families stay informed, we used the ParentSquare platform, which allowed us to send updates in multiple languages. This has made it easier for more families to receive important information. ParentSquare was used to send updates, share announcements, request participation, and for staff and families to send direct messages to each other to support student success. For example, the district, schools, and individual classrooms used this tool to invite families to community events, share information about upcoming state testing, post photos from field trips, and request volunteers. That said, we know that not every family is comfortable using digital tools, so we will continue offering training and support to help everyone stay connected.

Throughout the year, community liaisons organized a wide range of workshops, events, and activities designed to bring families together and strengthen family-school connections. Highlights included traditional school functions such as Back to School Nights, Open Houses, Student-Led Conferences, and Leadership Days, alongside culturally significant celebrations like Dia de Los Muertos, Lunar New Year, and Hispanic Heritage Month. We also hosted community-building events including Walk to School Days, Harvest Festivals, Winter Concerts, Family Art Nights, and musical productions like Shrek Jr., The Lion King Jr., and Annie.

In addition, special programs like the Leader in Me family sessions and collaborative events with the Parent Education Bridge for Student Achievement Foundation (PEBSAF) and the California Association for Bilingual Education (CABE) provided rich opportunities for learning, collaboration, and building connections. Health and wellness activities such as Zumba and Red Ribbon Week further supported our community's well-being.

Throughout the year, over 500 parent volunteers generously contributed their time and energy to support these efforts, fostering an engaged and connected school community. We recognize that factors like transportation, work schedules, and family responsibilities can sometimes make attending events challenging. To increase accessibility and participation, we are planning to offer more flexible options, including virtual events and after-hours sessions, so families can more easily engage and be part of our school community.

Action 3.02: School-Level Community Liaisons was also implemented at all 14 schools, giving each school a dedicated community liaison to help families stay in touch with the school. Community liaisons were key in helping families connect with teachers and school staff and encouraging involvement in leadership opportunities like English Learner Advisory Committee (ELAC) meetings. While community liaisons have helped strengthen school-family partnerships, we know that consistent outreach can be a challenge, especially considering the different languages and needs of each school community. We are committed to continuing to improve how we support families and ensure that every family has the tools and opportunities to be involved in their child's education.

## 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.

Although all Goal 3 actions were fully implemented during the 2024-25 school year, disparities arose between Budgeted Expenditures and Estimated Actual Expenditures. Action 3.04: Workshops and Activities for Parents and Families was affected by a significant difference. The variances in expenditures can be attributed to a reduction in the number of PAFs submitted, largely due to staff fatigue and burnout. Additionally, increased family interest in workshops—such as those offered by the California Association of Bilingual Educators and Leader in Me—contributed to cost savings, as these sessions did not require third-party facilitators.

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

When we say an action was "effective," we mean the degree to which it was successful in producing the desired target result. If something was "ineffective," it means it did not produce any significant or desired targeted result. Goal 3 actions were analyzed holistically. It is important to note that this analysis reflects only the first year of implementation. Sustained effort and consistent implementation over the full three-year LCAP cycle are expected to yield improved results over time.

The effectiveness of these actions in increasing and improving services—primarily for English learners, foster youth, and low-income students, but also beneficial to all students—was measured by Metric 3.06: CA School Dashboard ELA and Metric 3.07: CA School Dashboard Mathematics. Additionally, actions were measured by Metric 1: Parental Involvement in School, Metric 2: School Actively Seeks the Input of Parents Before Making Important Decisions, Metric 3: School Encourages Me to be an Active Partner, Metric 4: Communication with Parents about School, and Metric 5: School is a Safe Place for My Child.

- Action 3.01: District-Level Community Liaisons
- Action 3.03: Home-School Communication System
- Action 3.04: Workshops and Activities for Parents and Families

The effectiveness of this action was measured by Metric 1: Parental Involvement in School, Metric 2: School Actively Seeks the Input of Parents Before Making Important Decisions, Metric 3: School Encourages Me to be an Active Partner, Metric 4: Communication with Parents about School, Metric 5: School is a Safe Place for My Child, Metric 3.06: CA School Dashboard ELA, and Metric 3.07: CA School Dashboard Mathematics.

- Action 3.02: School-Level Community Liaisons

STUDENT PERFORMANCE OVERVIEW

- All Students: In ELA, students are performing 12.9 points below the standard, showing a slight decline of 3.5 points from the previous year (2024 Dashboard). In Mathematics, students remain 38.4 points below the standard, showing no change from last year (2024 Dashboard). Around 45% of socioeconomically disadvantaged students are performing at or above grade level in ELA, and 41% in mathematics (i-Ready Diagnostic Spring 2024). Overall, actions have had limited effectiveness as performance in ELA and mathematics remains consistently below the standard, with only slight improvement in some areas. In the 2024-25 CSPS, 49% of families shared that they were involved at their child's school—consistent with last year's results. When it came to being part of school decisions, 86% of families agreed or strongly agreed that their school actively sought out their input—a 1% increase from the previous year. Additionally, 94% said their school encouraged them to be partners in their child's education, showing continued commitment to family engagement. Families also expressed strong feelings about school safety: 97% agreed or strongly agreed that their child's school is a safe place to learn, a 2% increase from last year.
- African American Students: In ELA, African American students are 57.1 points below the standard, showing a larger decline of 19.8 points from last year (2024 Dashboard). In Mathematics, they are 95.4 points below the standard, with a significant drop of 26.5 points (2024 Dashboard). Despite efforts, actions have not been effective, as there has been a significant decline in both ELA and mathematics scores.
- Asian Students: Asian students are performing 52.2 points above the standard in ELA, with a small decline of 5.6 points from last year (2024 Dashboard). In Mathematics, they are 52.6 points above the standard, with a slight decline of 7 points (2024 Dashboard). Overall, actions have been somewhat effective, as performance remains well above the standard in ELA and mathematics, despite slight declines.
- English Learners: English learners are 40 points below the standard in ELA, showing a small improvement of 5 points (2024 Dashboard). In Mathematics, they are 56.5 points below the standard, with growth of 5.6 points (2024 Dashboard). Around 17% of English learners are performing at or above grade level in ELA, and 21% in mathematics (i-Ready Diagnostic Spring 2024). While there was small improvement in ELA and mathematics, overall performance remains significantly below standard.

- Filipino Students: Filipino students are performing 35.9 points above the standard in ELA, with a slight decline of 0.4 points from last year (2024 Dashboard). In Mathematics, they are 24.3 points above the standard, showing a strong improvement of 29.6 points (2024 Dashboard). Actions have been effective, especially in mathematics, with notable improvement, while ELA performance remains above the standard despite a small decline.
- Foster Youth: Foster youth are 41.9 points below the standard in ELA, with a slight decline of 3.3 points (2024 Dashboard). In Mathematics, they are 66.1 points below the standard, showing an improvement of 13.5 points (2024 Dashboard). Around 26% of foster youth are performing at or above grade level in ELA, and 20% in mathematics (i-Ready Diagnostic Spring 2024). Actions have been moderately effective, with improvements in mathematics but a decline in ELA performance.
- Hispanic Students: Hispanic students are 26.6 points below the standard in ELA, with a slight decline of 3.2 points (2024 Dashboard). In Mathematics, they are 57.5 points below the standard, showing a small improvement of 0.6 points (2024 Dashboard). Actions have had limited effectiveness, with slight declines in both ELA and mathematics and little improvement in mathematics.
- Homeless Students: Homeless students are 33 points below the standard in ELA, with a slight decline of 3.5 points (2024 Dashboard). In Mathematics, they are 54.3 points below the standard, with an improvement of 9.3 points (2024 Dashboard). Actions have been moderately effective, with improvements in mathematics but only a small decline in ELA.
- Long-Term English Learners: Long-Term English Learners are performing 83.5 points below the standard in ELA, with a decline of 11.1 points (2024 Dashboard). In Mathematics, they are 114.8 points below the standard, with a decline of 19.2 points (2024 Dashboard). Despite efforts, actions have not been effective, as there has been a decline in both ELA and mathematics scores.
- Socioeconomically Disadvantaged Students: Socioeconomically disadvantaged students are 20.3 points below the standard in ELA, with a decline of 3.8 points (2024 Dashboard). In Mathematics, they are 46.1 points below the standard, showing a slight decline of 0.1 point (2024 Dashboard). Around 42% of socio-economically disadvantaged students are performing at or above grade level in ELA, and 38% in mathematics (i-Ready Diagnostic Spring 2024). Actions have had limited effectiveness, with slight declines in ELA and mathematics.
- Students with Disabilities: Students with disabilities are 102.1 points below the standard in ELA, showing a small improvement of 0.7 points (2024 Dashboard). In Mathematics, they are 127.6 points below the standard, with a small improvement of 1.7 points (2024 Dashboard). Actions have had limited effectiveness, with small improvements in both ELA and mathematics, but performance remains well below the standard.
- White Students: White students are 18.9 points above the standard in ELA, with a decline of 13.9 points from last year (2024 Dashboard). In Mathematics, they are 19.3 points below the standard, with a slight drop of 2.7 points (2024 Dashboard). Actions have had limited effectiveness, with declines in ELA and mathematics.

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.

After carefully reviewing our data, results, and feedback from staff, families, and community partners, we made some updates to the 2025–26 LCAP to better support our students.

UPDATES TO HOW WE MEASURE SUCCESS

- Metric 3.06- CA School Dashboard ELA: We added an outcome (-53.7 points) for how Long-Term English Learners should be progressing in ELA by the end of Year 3.
- Metric 3.07- CA School Dashboard Mathematics: We also set an outcome (-115 points) for how Long-Term English Learners should be performing in Mathematics by the end of Year 3.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | District-Level Community Liaisons | Provide district-level community liaisons to support the development, execution, monitoring, and coordination of parent and family programming across the district. Additionally, they support the execution of an annual school climate and parent engagement survey for parents and families. They provide support and advocacy for parents and families representing diverse cultural and linguistic backgrounds, such as Hispanic/Latino, Vietnamese, and Chinese communities. This action is directed toward English learners, foster youth, and low-income students. | $200,000.00 | Yes |
| 2 | School-Level Community Liaisons | Provide school-level community liaisons are responsible for fostering strong home-school partnerships. They support parents and families by providing engagement opportunities through capacity-building programs, shared-leadership opportunities, and assistance with navigating school and community resources. | $848,227.00 | No |
| 3 | Home-School Communication System | Provide parents and families with access to staff and a user-friendly digital platform that serves as an efficient channel for home-school communication. This platform offers communication options in multiple languages to ensure inclusivity and accessibility for all and is directed toward English learners, foster youth, and low-income students. | $180,000.00 | Yes |
| 4 | Workshops and Activities for Parents and Families | Provide parents and families of English learners, foster youth, and low-income students with access to a variety of workshops and activities to enhance their abilities in parenting, volunteering, home learning, and decision-making. | $80,000.00 | Yes |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | EMCSD will maintain foundational support. The effectiveness of actions in meeting EMCSD's goal will be assessed through multiple primary data sources, including the Williams' Textbook Sufficiency Report, SARC, master schedule, CALPADS/HRS, and CA School Dashboard. Metrics will include access to standards-aligned instructional materials, school facility maintenance status, availability of a comprehensive course of study, appropriate assignment of fully credentialed teachers, and proficiency in English language arts and mathematics. | Broad Goal |

## State priorities addressed by this goal.

1, 7, 4

## An explanation of why the LEA has developed this goal.

EMCSD's vision, mission, and core values are grounded in creating school environments that are safe and conducive to learning. A comprehensive analysis of metric outcomes, local data, and feedback from educational partners highlights the ongoing necessity and urgency for Goal 4, confirming its continuation in the 2024-27 LCAP. The planned actions are designed to help EMCSD maintain a strong foundation by ensuring access to standards-aligned instructional materials, appropriately assigned teachers, a broad course of study, technology integration, and well-maintained, secure schools. The identified metrics will be the basis for reflective action, allowing EMCSD to evaluate the effectiveness of these actions in advancing progress towards increased student achievement. These metrics will be reviewed annually to guide decisions about whether to adopt, adapt, or abandon certain actions, ensuring alignment with evolving needs and priorities.

# Measuring and Reporting Results

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

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | Access to Standards-Aligned Instructional Materials<br><br>Priority 1<br><br>Source: Williams' Textbook Sufficiency Report Fall | 2023-24 Williams' Textbook Sufficiency Report Fall<br><br>All Students = 100% | 2024-25 Williams' Textbook Sufficiency Report Fall<br><br>All Students = 100% | | 2026-27 Williams' Textbook Sufficiency Report Fall<br><br>All Students = 100% | All Students = +0% |
| 2 | School Facility Good Repair Status<br><br>Priority 1<br><br>Source: School Accountability Report Card (SARC) | 2023-24 SARC<br><br>All Schools = 100% | 2024-25 SARC<br><br>All Schools = 100% | | 2026-27 SARC<br><br>All Schools = 100% | All Schools = +0% |
| 3 | Access to a Broad Course of Study- English Language Development, English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education<br><br>Priority 7<br><br>Source: Master Schedule | 2023-24 Master Schedule<br><br>All Students = 100% | 2024-25 Mater Schedule<br><br>All Students = 100% | | 2026-27 Master Schedule<br><br>All Students = 100% | All Students = +0% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | Fully Credentialed and Appropriately Assigned Teachers<br><br>Priority 1<br><br>Source: CALPADS Fall 2 | 2023-24 CALPADS Fall 2<br><br>All Teachers = 98.52% | 2024-25 CALPADS Fall 2<br><br>All Teachers = 100% | | 2026-27 CALPADS Fall 2<br><br>All Teachers = 100% | All Teachers = +1.48% |
| 5 | CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)<br><br>Priority 4<br><br>Source: https://www.caschooldashboard.org/ | 2023 CA School Dashboard<br><br>All Students = -9.4 points<br>African American = -37.3 points<br>Asian = 57.8 points<br>Filipino = 36.3 points<br>Hispanic = -23.4 points<br>White = 32.9 points<br>English Learner = -45 points<br>Long Term English Learners = TBD<br>Foster Youth = -38.5 points<br>Homeless = -29.5 points<br>Socioeconomically Disadvantaged = -16.5 points<br>Students with Disabilities = -102.9 points | 2024 CA School Dashboard<br><br>All Students = -12.9 points<br>African American = -57.1<br>Asian = 52.2 points<br>Filipino = 35.9 points<br>Hispanic = -26.6 points<br>White = 18.9 points<br>English Learner = -40 points<br>Long Term English Learners = -83.5 points<br>Foster Youth = -41.9 points<br>Homeless = -33 points<br>Socioeconomically Disadvantaged = -20.3 points<br>Students with Disabilities = -102.1 points | | 2026 CA School Dashboard<br><br>All Students = 35.3 points<br>African American = 7.4 points<br>Asian = 102.5 points<br>Filipino = 81 points<br>Hispanic = 21.3 points<br>White = 77.6 points<br>English Learner = -0.3 points<br>Long Term English Learners = -53.7 points<br>Foster Youth = 6.2 points<br>Homeless = 15.2 points<br>Socioeconomically Disadvantaged = 28.2 points<br>Students with Disabilities = -58.2 points | All Students = -3.5 points<br>African American = -19.8 points<br>Asian = -5.6 points<br>Filipino = -0.4 points<br>Hispanic = -3.2 points<br>White = -14 points<br>English Learner = +5 points<br>Long Term English Learners = +0 points<br>Foster Youth = -3.4 points<br>Homeless = -3.5 points<br>Socioeconomically Disadvantaged = -3.8 points<br>Students with Disabilities = +0.8 points |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6 | CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS)<br><br>Priority 4<br><br>Source: https://www.caschooldashboard.org/ | 2023 CA School Dashboard<br><br>All Students = -38.4 points<br>African American = -68.9 points<br>Asian = 59.7 points<br>Filipino = -5.3 points<br>Hispanic = -58.2 points<br>White = -16.6 points<br>English Learner = -62.1 points<br>Long Term English Learners = TBD<br>Foster Youth = -79.6 points<br>Homeless = -63.6 points<br>Socioeconomically Disadvantaged = -46 points<br>Students with Disabilities = -129.3 points | 2024 CA School Dashboard<br><br>All Students = -38.4 points<br>African American = -95.4 points<br>Asian = 52.6 points<br>Filipino = 24.3 points<br>Hispanic = -57.5 points<br>White = -19.3 points<br>English Learner = -56.5 points<br>Long Term English Learners = -144.8 points<br>Foster Youth = -66.1 points<br>Homeless = -54.3 points<br>Socioeconomically Disadvantaged = -46.1 points<br>Students with Disabilities = -127.6 points | | 2026 CA School Dashboard<br><br>All Students = 6.3 points<br>African American = -24.2 points<br>Asian = 104.4 points<br>Filipino = 39.4 points<br>Hispanic = -13.5 points<br>White = 28.1 points<br>English Learner = -17.4 points<br>Long Term English Learners = -115 points<br>Foster Youth = -34.9 points<br>Homeless = -18.9 points<br>Socioeconomically Disadvantaged = -1.3 points<br>Students with Disabilities = -84.6 points | All Students = +0 points<br>African American = -26.5 points<br>Asian = -7.1 points<br>Filipino = +29.6 points<br>Hispanic = +0.7 points<br>White = -2.7 points<br>English Learner = +5.6 points<br>Long Term English Learners = +0 points<br>Foster Youth = +13.5 points<br>Homeless = +9.3 points<br>Socioeconomically Disadvantaged = -0.1 points<br>Students with Disabilities = +1.7 points |

# Goal Analysis for 2024-2025

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.

During the 2024–25 school year, all the planned actions for Goal 4 were completed in full alignment with our adopted LCAP. These efforts were focused on ensuring foundational support. Everything was carried out on time and with the resources set aside in the plan.

Action 4.02: Beginning Teacher Program Mentors, Action 4.06: Personalized Small Group Instruction, Action 4.07: Professional Learning Community Time, and Action 4.08: Technological Support were fully implemented to meet the needs of English learners, foster youth, and low-income students. To support new teachers, mentors were assigned to guide and support them through their first years, enhancing classroom effectiveness. Personalized small group instruction helped students receive more targeted learning experiences, which improved their engagement and understanding. Teachers were also given dedicated time to collaborate in Professional Learning Communities (PLCs), which allowed them to share strategies and improve their practice, benefiting all students, especially those with higher needs. Additionally, schools were equipped with technological support for both teaching and learning. While these actions created stronger instructional support, a challenge was ensuring enough time for mentors and teachers to balance their regular teaching responsibilities with these additional supports.

Action 4.03: Supplemental Instructional Materials was fully implemented to support English learners. We provided extra materials that helped these students access the curriculum in a way that was more understandable and engaging for them. This included additional resources in their primary language and visual aids to reinforce learning. The challenge was ensuring that all classrooms had enough of these supplemental materials and that they were consistently used to meet the specific needs of each student.

Action 4.01: Certificated Staff Recruitment, Equitable Assignments, and Core Curriculum, Action 4.04: Safe, Clean, and Well-Maintained Facilities, and Action 4.05: Student Information System Access were fully implemented to support all students. We worked to recruit highly qualified teachers, ensuring that they were assigned to classrooms where they could best serve the needs of students. All students were given access to the core curriculum, with appropriate adjustments made to meet individual needs. Our facilities were kept safe and clean, providing a positive and healthy environment for learning. We also improved access to the Student Information System, which allowed families and staff to track progress and communicate more easily. A challenge in this area was managing the balance between hiring and retaining staff, maintaining facilities, and ensuring that the technology systems were fully functioning and accessible to everyone.

## 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.

Although all Goal 4 actions were fully implemented during the 2024-25 school year, disparities arose between Budgeted Expenditures and Estimated Actual Expenditures. Action 4.02: Beginning Teacher Program Mentors and Action 4.05: Student Information System Access were affected by significant differences. The variances in expenditures can be attributed to the use of additional funding sources, including the state-level Educator Effectiveness Block Grant.

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

When we say an action was “effective,” we mean the degree to which it was successful in producing the desired target result. If something was “ineffective,” it means it did not produce any significant or desired targeted result. Goal 4 actions were analyzed holistically. While the effectiveness of these actions in ensuring foundational support varied across student groups, it is important to note that this analysis reflects only the first year of implementation. Sustained effort and consistent implementation over the full three-year LCAP cycle are expected to yield improved results over time.

The effectiveness of these actions in increasing and improving services—primarily for English learners, foster youth, and low-income students, but also beneficial to all students—was measured by Metric 4.05: CA School Dashboard ELA and Metric 4.06: CA School Dashboard Mathematics. Additionally, actions were measured by Metric 4.03: Access to a Broad Course of Study and Metric 4.04: Fully Credentialed and Appropriately Assigned Teachers.

- Action 4.02: Beginning Teacher Program Mentors
- Action 4.06: Personalized Small Group Instruction
- Action 4.07: Professional Learning Community Time
- Action 4.08: Technological Support

The effectiveness of this action in increasing and improving services—primarily for English learners, but also beneficial to all students— was measured by Metric 4.05: CA School Dashboard ELA and Metric 4.06: CA School Dashboard Mathematics. Additionally, this action was measured by Metric 4.01: Access to Standards-Aligned Instructional Material.

- Action 4.03: Supplemental Instructional Materials

The effectiveness of these actions was measured by Metric 4.02: School Facility Good Repair Status, Metric 4.04: Fully Credentialed and Appropriately Assigned Teachers, Metric 4.05: CA School Dashboard ELA, and Metric 4.06: CA School Dashboard Mathematics.

- Action 4.01: Certificated Staff Recruitment, Equitable Assignments, and Core Curriculum
- Action 4.04: Safe, Clean, and Well-Maintained Facilities
- Action 4.05: Student Information System Access
- Action 4.09: Enhanced Learning Environments

STUDENT PERFORMANCE OVERVIEW

- All Students: In ELA, students are performing 12.9 points below the standard, showing a slight decline of 3.5 points from the previous year (2024 Dashboard). In Mathematics, students remain 38.4 points below the standard, showing no change from last year (2024 Dashboard). Around 45% of socioeconomically disadvantaged students are performing at or above grade level in ELA, and 41% in mathematics (i-Ready Diagnostic Spring 2024). Overall, actions have had limited effectiveness as performance in ELA and mathematics remains consistently below the standard, with only slight improvement in some areas.

The 2024-25 Williams' Textbook Sufficiency Report showed that 100% of students had access to sufficient textbooks, ensuring all students had the resources they needed for their studies. Similarly, the 2024-25 School Facility Good Repair Status confirmed that all schools in the district were in good repair, with 100% of facilities meeting the required standards. All students had access to a broad course of study, including English Language Development, English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education, as evidenced by a 100% rating. Furthermore, the district maintained a 100% rate for fully credentialed and appropriately assigned teachers, ensuring all educators met the necessary qualifications to support student learning. Class sizes were well-managed, with kindergarten through third grade averaging 19.86 students per class, well below the maximum capacity of 24, and fourth through sixth grades averaged 24.63 students per class, well within the 30-student capacity limit. Despite well-established learning conditions, overall student achievement (as outlined in the preceding paragraph) remains consistently below standard—pointing to the need for deeper inquiry and more targeted actions to address underlying academic challenges.

The 2024-25 CalSCHLS SSS highlighted positive staff feedback. A strong 89% of staff agreed or strongly agreed that the school promoted trust and collegiality among staff, fostering a positive work environment. Additionally, 94% of staff agreed or strongly agreed that adults in the school collaborated regularly, reflecting a culture of teamwork and shared responsibility. Furthermore, 85% of staff felt that the school's facilities and property were clean and well-maintained, contributing to a conducive learning environment. The 2024-25 CalSCHLS CSPS showed similar satisfaction from parents, with 92% agreeing or strongly agreeing that the school's facilities were clean and well-maintained, reinforcing the district's commitment to providing a safe and welcoming environment for students. Again, while these data points highlight areas of strength, the academic outcomes above demonstrate limited action effectiveness—suggesting a need to examine the root causes more deeply.

- African American Students: In ELA, African American students are 57.1 points below the standard, showing a larger decline of 19.8 points from last year (2024 Dashboard). In Mathematics, they are 95.4 points below the standard, with a significant drop of 26.5 points (2024 Dashboard). Despite efforts, actions have not been effective, as there has been a significant decline in both ELA and mathematics scores.
- Asian Students: Asian students are performing 52.2 points above the standard in ELA, with a small decline of 5.6 points from last year (2024 Dashboard). In Mathematics, they are 52.6 points above the standard, with a slight decline of 7 points (2024 Dashboard). Overall, actions have been somewhat effective, as performance remains well above the standard in ELA and mathematics, despite slight declines.
- English Learners: English learners are 40 points below the standard in ELA, showing a small improvement of 5 points (2024 Dashboard). In Mathematics, they are 56.5 points below the standard, with growth of 5.6 points (2024 Dashboard). Around 17% of English learners are performing at or above grade level in ELA, and 21% in mathematics (i-Ready Diagnostic Spring 2024). While there was small improvement in ELA and mathematics, overall performance remains significantly below standard. There was limited growth in fluency, with 15.54% of English learners becoming fluent in English in 2023-24 (CALPADS EOY3).

- Filipino Students: Filipino students are performing 35.9 points above the standard in ELA, with a slight decline of 0.4 points from last year (2024 Dashboard). In Mathematics, they are 24.3 points above the standard, showing a strong improvement of 29.6 points (2024 Dashboard). Actions have been effective, especially in mathematics, with notable improvement, while ELA performance remains above the standard despite a small decline.
- Foster Youth: Foster youth are 41.9 points below the standard in ELA, with a slight decline of 3.3 points (2024 Dashboard). In Mathematics, they are 66.1 points below the standard, showing an improvement of 13.5 points (2024 Dashboard). 26% of foster youth are performing at or above grade level in ELA, and 20% in mathematics (i-Ready Diagnostic Spring 2024). Actions have been moderately effective, with improvements in mathematics but a decline in ELA performance.
- Hispanic Students: Hispanic students are 26.6 points below the standard in ELA, with a slight decline of 3.2 points (2024 Dashboard). In Mathematics, they are 57.5 points below the standard, showing a small improvement of 0.6 points (2024 Dashboard). Actions have had limited effectiveness, with slight declines in both ELA and mathematics and little improvement in mathematics.
- Homeless Students: Homeless students are 33 points below the standard in ELA, with a slight decline of 3.5 points (2024 Dashboard). In Mathematics, they are 54.3 points below the standard, with an improvement of 9.3 points (2024 Dashboard). Actions have been moderately effective, with improvements in mathematics but only a small decline in ELA.
- Long-Term English Learners: Long-Term English Learners are performing 83.5 points below the standard in ELA, with a decline of 11.1 points (2024 Dashboard). In Mathematics, they are 114.8 points below the standard, with a decline of 19.2 points (2024 Dashboard). Despite efforts, actions have not been effective, as there has been a decline in both ELA and mathematics scores.
- Socioeconomically Disadvantaged Students: Socioeconomically disadvantaged students are 20.3 points below the standard in ELA, with a decline of 3.8 points (2024 Dashboard). In Mathematics, they are 46.1 points below the standard, showing a slight decline of 0.1 point (2024 Dashboard). Around 42% of socio-economically disadvantaged students are performing at or above grade level in ELA, and 38% in mathematics (i-Ready Diagnostic Spring 2024). Actions have had limited effectiveness, with slight declines in ELA and mathematics.
- Students with Disabilities: Students with disabilities are 102.1 points below the standard in ELA, showing a small improvement of 0.7 points (2024 Dashboard). In Mathematics, they are 127.6 points below the standard, with a small improvement of 1.7 points (2024 Dashboard). Actions have had limited effectiveness, with small improvements in both ELA and mathematics, but performance remains well below the standard.
- White Students: White students are 18.9 points above the standard in ELA, with a decline of 13.9 points from last year (2024 Dashboard). In Mathematics, they are 19.3 points below the standard, with a slight drop of 2.7 points (2024 Dashboard). Actions have had limited effectiveness, with declines in ELA and mathematics.

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.

After carefully reviewing our data, results, and feedback from staff, families, and community partners, we made some updates to the 2025–26 LCAP to better support our students.

UPDATES TO HOW WE MEASURE SUCCESS

- Metric 4.05- CA School Dashboard ELA: We added an outcome (-53.7 points) for how Long-Term English Learners should be progressing in ELA by the end of Year 3.
- Metric 4.06- CA School Dashboard Mathematics: We also set an outcome (-115 points) for how Long-Term English Learners should be performing in Mathematics by the end of Year 3.

UPDATES TO PLANNED ACTIONS

- Action 4.09- Enhanced Learning Environments: A portion of the LREBG funds will be used to support this new action. Revisions to the action include clarifying its designation as an LREBG action, specifying the metrics used to monitor its impact, and identifying the amount of LREBG funds allocated. Specific revision language includes:
  - "Provide flexible, evidence-based instructional supplies, materials, and equipment to enrich classroom environments that promote student engagement, collaboration, and differentiated instruction. These resources will maximize instructional time and address the diverse academic, behavioral, and emotional needs of English learners, Long-Term English Learners, students with disabilities, and low-income students. A portion of LREBG funds ($7,000,000) will be allocated to establish this new action, which will be exclusively funded by LREBG. To monitor the impact of this action, the following metric will be used: 4.05 (CA School Dashboard English Language Arts Indicator) and 4.06 (CA School Dashboard Mathematics Academic Indicator). By equipping classrooms with tools that support small-group instruction, structured movement, sensory regulation, and differentiated engagement, we are intentionally integrating social-emotional learning and trauma-informed practices into everyday teaching. Grounded in research on how children learn best—particularly those impacted by adversity—these supports create more equitable conditions for learning and allow staff to deliver timely, targeted interventions that directly address skill gaps."

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Certificated Staff Recruitment, Equitable Assignments, and Core Curriculum | Attract and retain fully credentialed and effective certificated staff, ensuring they are appropriately assigned and equitably distributed to meet the academic needs of students. Provide standards-aligned English Language Arts, English Language Development, Mathematics, History-Social Sciences, and Science core instructional material. | $38,477,833.00 | No |
| 2 | Beginning Teacher Program Mentors | Provide district mentors within the Beginning Teacher Program will provide regular coaching, professional development, and assistance in creating action plans. These efforts aim to enhance the capacity of both new and veteran teachers to meet the needs of English learners, foster youth, and low-income students. | $80,000.00 | Yes |
| 3 | Supplemental Instructional Materials | The Instruction Department will provide access to grade-level, standards-aligned English Language Arts, English Language Development, Mathematics, History-Social Sciences, and Science supplemental instructional materials as part of the common core adoptions to meet the needs of English learners. At the conclusion of each academic year, supplemental instructional materials will undergo inventory for the subsequent year and will be distributed ahead of the new school year. | $80,000.00 | Yes |
| 4 | Safe, Clean, and Well- | The Director of Facilities will ensure sufficient staffing and provide oversight and support to school | $4,217,815.00 | No |

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|---|---|---|---|---|
| | Maintained Facilities | site custodians to ensure that facilities meet state standards for safety, cleanliness, and adequacy. They will together conduct regular walk-throughs and ensure that necessary maintenance is carried out to promote the health, safety, and well-being of all occupants. | | |
| 5 | Student Information System Access | Provide a student information system increase access to achievement and support information, enabling a comprehensive course of study. The Instruction and Information Technology Departments will ensure that students, parents, and families have access to the student information system, and site administrators will use it as a home-school communication tool. | $115,000.00 | No |
| 6 | Personalized Small Group Instruction | Implement personalized small group instruction to enhance language-rich experiences, offer individualized attention, and provide targeted instruction to address language needs, guided reading, and intervention through personalized learning plans. This will be implemented to meet the needs of English learners, foster youth, and low-income students. Students will be grouped based on their language and academic strengths and needs based on a variety of data. | $7,000,000.00 | Yes |
| 7 | Professional Learning Community Time | Provide structured and purposeful professional learning community time to promote collaboration, collective efficacy, and enhanced instructional practices to meet the needs of English learners, Foster Youth, and low income students. Utilize strategies such as data analysis, root cause analysis, and the plan-do-study-act cycle to support language development and students' academics, social-emotional learning, and behavioral outcomes. | $2,000,000.00 | Yes |
| 8 | Technological Support | Provide technological support to ensure English learners, foster youth, and low-income students have online access to intervention diagnostic tools, instructional programs, and supplemental components of adopted textbooks. Additionally, technological support will be provided to improve home-school communication. | $450,000.00 | Yes |
| 9 | Enhanced Learning Environments | Provide flexible, evidence-based instructional supplies, materials, and equipment to enrich classroom environments that promote student engagement, collaboration, and differentiated instruction. These resources will maximize instructional time and address the diverse academic, behavioral, and emotional needs of English learners, Long-Term English Learners, students with disabilities, and low-income students.<br><br>* A portion of LREBG funds ($7,000,000) will be allocated to establish this new action, which will be exclusively funded by LREBG. To monitor the impact of this action, the following metric will be used: 4.05 (CA School Dashboard English Language Arts Indicator) and 4.06 (CA School Dashboard Mathematics Academic Indicator). By equipping classrooms with tools that support small-group instruction, structured movement, sensory regulation, and differentiated engagement, we are intentionally integrating social-emotional learning and trauma-informed practices into everyday teaching. Grounded in research on how children learn best—particularly those impacted by adversity—these supports create more equitable conditions for learning and allow staff to deliver timely, targeted interventions that directly address skill gaps. | $7,000,000.00 | No |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | EMCSD will increase student stability to reduce chronic absenteeism by June 2025. The effectiveness of the action in meeting EMCSD's goal will be measured through the CA School Dashboard's chronic absenteeism rate.<br><br>* EMCSD has fully utilized all Equity Multiplier funds and is not eligible for additional funding. As a result, this goal will be removed from the 2025-26 LCAP. | Equity Multiplier Focus Goal |

## State priorities addressed by this goal.

5

## An explanation of why the LEA has developed this goal.

EMCSD's vision, mission, and core values underscore the commitment to fostering a supportive and nurturing environment where all students can thrive. The 'District Office' of EMCSD met the eligibility criteria for the Equity Multiplier, intending to channel the funding towards evidence-based services and support documented in our 2024-25 LCAP. Notably, the 'District Office' included students enrolled in the district's AB130 Independent Study Program during the 2022-23 school year, initiated in response to the COVID-19 pandemic but discontinued thereafter. Consequently, future receipt of these funds was not anticipated. The planned action for this goal aimed to increase student stability to reduce chronic absenteeism through early identification of at-risk students, supportive connections, and resource linkage. Equity Multiplier educational partners (a teacher from the Independent Study Program, the homeless/foster youth liaison, students, parents, teachers, other school personnel, and administrators) prioritized enhancing support for parents and families to reduce chronic absenteeism, thereby improving student attendance and access to the core curriculum. They emphasized that students facing school instability often need assistance with transportation, food, housing, or childcare. Resource linkage for medical issues and counseling for mental health or family challenges were also beneficial in addressing absenteeism for some students.

Evaluation of progress was based on the identified metric, facilitating reflective action to gauge effectiveness and inform decisions on whether to adopt, adapt, or abandon strategies, ensuring alignment with evolving needs and priorities.

* EMCSD has fully utilized all Equity Multiplier funds and is not eligible for additional funding. As a result, this goal will be removed from the 2025-26 LCAP.

# Measuring and Reporting Results

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

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | CA School Dashboard Chronic Absenteeism-Rate<br><br>Priority 5<br><br>Source: https://www.caschooldashboard.org/ | 2023 CA School Dashboard<br><br>All Students = 12.3%<br>African American = 39.2%<br>Asian = 2.2%<br>Filipino = 5.7%<br>Hispanic = 14.1%<br>White = 16.0%<br>English Learner = 10.0%<br>Foster Youth = 24.1%<br>Homeless = 18.3%<br>Socioeconomically Disadvantaged = 13.1%<br>Students with Disabilities = 20.2% | 2024 CA School Dashboard<br><br>All Students = 10%<br>African American = 22%<br>Asian = 1.5%<br>Filipino = 3.7%<br>Hispanic = 11.7%<br>White = 13.3%<br>English Learner = 8.3%<br>Foster Youth = 25%<br>Homeless = 12.9%<br>Socioeconomically Disadvantaged = 10.9%<br>Students with Disabilities = 17.3% | | 2026 CA School Dashboard<br><br>All Students = 3.0%<br>African American = 9.6%<br>Asian = 0.5%<br>Filipino = 1.4%<br>Hispanic = 3.4%<br>White = 3.9%<br>English Learner = 2.4%<br>Foster Youth = 5.9%<br>Homeless = 4.5%<br>Socioeconomically Disadvantaged = 3.2%<br>Students with Disabilities = 4.9% | All Students = -2.3%<br>African American = -17.2%<br>Asian = -0.7%<br>Filipino = -2.0%<br>Hispanic = -2.4%<br>White = -2.7%<br>English Learner = -1.7%<br>Foster Youth = +0.9%<br>Homeless = -5.4%<br>Socioeconomically Disadvantaged = -2.2%<br>Students with Disabilities = -2.9% |

# Goal Analysis for 2024-2025

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.

During the 2024–25 school year, the planned action for Goal 5 was completed in full alignment with our adopted LCAP. These efforts were focused on increasing student stability. Everything was carried out on time and with the resources set aside in the plan.

Action 5.01: Early Identification and Whole Child Support was fully implemented to support students at risk for school instability. Staff were assigned to identify students at risk of chronic absenteeism by reviewing local data such as attendance records and demographic factors. Once students were identified, staff reached out to parents to connect them with helpful resources aimed at preventing school instability. This included offering support during transitions, such as when students moved to a new school or grade level, to ensure that students received the assistance they needed to stay engaged and succeed.

One of the successes of this action was the proactive approach to supporting students before problems escalated, leading to better student engagement and fewer cases of chronic absenteeism. However, a challenge that arose was the need for more time and resources to track and follow up with each identified student, ensuring that the support provided was timely and effective, especially during transitions when students may need additional attention.

## 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 Goal 5 action was fully carried out during the 2024-25 school year, and the actual spending and services provided matched what was planned. There were no significant differences between what was budgeted and what was actually spent, or between the services we aimed to improve and the improvements we achieved.

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

When we say an action was "effective," we mean the degree to which it was successful in producing the desired target result. If something was "ineffective," it means it did not produce any significant or desired targeted result. Action 5.01: Early Identification and Whole Child Support was overall effective in increasing student stability.

STUDENT PERFORMANCE OVERVIEW

- All Students: 10% chronic absenteeism rate, a 2.3% improvement from 2023 (2024 Dashboard). EMCSD's P-2 Average Daily Attendance (ADA) reached 96.13%. The action was moderately effective in improving overall attendance.
- African American Students: 22% chronic absenteeism rate, with the largest improvement of 17.3 percentage points (2024 Dashboard). The action was highly effective for this group, though absenteeism remains high.
- Asian Students: 1.5% chronic absenteeism rate, with a slight improvement (2024 Dashboard). The action helped sustain already strong attendance for this group.
- English Learners: 8.3% chronic absenteeism rate, a 1.7% improvement (2024 Dashboard). The action showed moderate effectiveness for this group.
- Filipino Students: 3.7% chronic absenteeism rate, with a slight improvement of 2% (2024 Dashboard). The action was effective in supporting continued positive attendance.
- Foster Youth: 25% chronic absenteeism rate, a slight increase of 0.9% (2024 Dashboard). The action was not effective for this group, indicating a need for more tailored interventions.
- Hispanic Students: 11.7% chronic absenteeism rate, a 2.4% improvement (2024 Dashboard). The action was moderately effective for this group.
- Homeless Students: 12.9% chronic absenteeism rate, a 5.5% improvement (2024 Dashboard). The action was effective in reducing absenteeism for this vulnerable group.
- Long-Term English Learners: 13.8% chronic absenteeism rate, with an increase of 2.3% (2024 Dashboard). The action appears to have had limited impact on this group.
- Socioeconomically Disadvantaged Students: 10.9% chronic absenteeism rate, a 2.2% improvement (2024 Dashboard). The action was moderately effective in improving attendance.
- Students with disabilities: 17.3% chronic absenteeism rate, a 3% improvement (2024 Dashboard). The action had a modest effect, but additional support is needed.
- White Students: 13.3% chronic absenteeism rate, a 2.7% decrease (2024 Dashboard). The action was somewhat effective, though rates remain above the overall average.

## 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.

EMCSD has fully utilized all Equity Multiplier funds and is not eligible for additional funding. As a result, this goal will be removed from the 2025-26 LCAP.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Early Identification and Whole Child Support | Provide staff who will identify students at-risk for school instability using local data such as attendance data and demographic factors. They will contact parents to support resource linkage for students who are at-risk for experiencing school instability to reduce chronic absenteeism. They will also support resource navigation for students with previous instability during times of transition, such as moving to a new school or grade level.<br><br>* EMCSD has fully utilized all Equity Multiplier funds and is not eligible for additional funding. | $0.00 | No |

| | | | | |
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| | | As a result, this action will be removed from the 2025-26 LCAP. | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $28,074,495.00 | $3,528,003.00 |

**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 |
|---|---|---|---|
| 37.64% | 0.00% | $0.00 | 37.64% |

**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 #(s) | 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 |
|---|---|---|---|
| Goal 1: Action 1.01 and 1.13 | The 2023 Dashboard's Academic Indicator highlighted a performance gap within EMCSD. In English Language Arts (ELA), all students fell short by 9.4 points of meeting the standard, with significant disparities evident across student groups. English learners lagged by 45 points, foster youth by 38.5 points, and low-income students by 16.5 points. Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard. Again, disparities were stark, with English learners trailing by 62.1 | Action 1.01 strengthens core instruction (Tier 1) within EMCSD's Multi-Tiered System of Support (MTSS) framework. By enhancing Tier 1 through intentional planning, differentiation, language supports, and the use of Universal Design for Learning (UDL), this action aims to reduce the need for more intensive interventions (Tiers 2 and 3), which are often disproportionately required by English learners, foster youth, and low-income students. Providing professional development and supplemental materials at the core level ensures that instruction is both accessible and rigorous for English learners, foster youth, and low-income students who | Metric 1.01: CA School Dashboard ELA Academic Indicator- Distance from Standard (DFS)- All students, English learners, foster youth, and low-income students<br><br>Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, English learners, foster youth, and low-income students |

points, foster youth by 79.6 points, and low-income students by 46 points.

The 2024 Dashboard's Academic Indicator also highlights a performance gap within EMCSD. In ELA, students fell short by 12.9 points of the standard, with a 3.5 point decrease from the 2023 baseline. English learners lagged by 40 points (showed a positive change of 5 points), foster youth by 41.9 points (decline of 3.3 points), and low-income students by 20.3 points (decline of 3.8 points). Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard, with no change from the 2023 baseline. Again, disparities were stark, with English learners trailing by 56.5 points (showed a positive change of 5.6 points), foster youth by 66.1 points (showed a positive change of 13.5 points), and low-income students by 46.1 points (decline of 0.1 points).

Last year, feedback from educational partners underscored concerns regarding the growth and achievement of English learners, foster youth, and low-income students, emphasizing the necessity for enhanced core instruction and professional development, consultation, and collaboration among staff and parents to address the unique academic, behavioral, and social-emotional needs of students. Engaging students, parents, teachers, and administrators, the Local Control Accountability Plan (LCAP) Feedback Form facilitated the identification of programs or services deemed most effective in enhancing student achievement. Notably, 5.3% identified program specialists offering comprehensive support, while 6.1% emphasized the importance of training for teachers and teachers on special assignment (TOSAs) in fostering effective teaching practices. Qualitative data further revealed the demand for additional collaborative planning time, as well as the provision of supplies and supplemental materials to increase support for English learners, foster youth, and low-income students. The desire for professional learning, consultation, and collaboration to enhance core instruction was evident throughout the feedback process, acknowledging that many of these students experience interrelated concerns such as trauma, mental health issues, may not have access to enrichment opportunities outside of school. Research shows that strengthening Tier 1 is one of the most effective strategies for closing achievement gaps before they widen (Center on MTSS, 2019). This action was prioritized over alternatives such as expanding Tier 2 supports first, as data and experience suggest that preventing academic difficulties through Tier 1 is more sustainable and equitable.

Action 1.13 builds capacity among staff and families through workshops led by program specialists. These sessions focus on early literacy development, reading comprehension, and strategies for distinguishing between language acquisition and learning disabilities—a particularly critical area for English learners, who are often over- or under-identified for special education services. By equipping both parents and staff with this knowledge, we increase the likelihood of timely and appropriate interventions that match English learners, foster youth, and low-income students' unique needs. This action draws upon research on the importance of family engagement in student learning (Henderson & Mapp, 2002) and aligns with evidence-based practices for improving outcomes among students at risk of underperformance.

These actions are being implemented across the district in recognition that all students can benefit from strengthened core instruction, as well as enhanced professional development, consultation, and collaboration.

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| | and behavioral challenges that impact their academic achievement.<br><br>This year, feedback from educational partners continues to highlight the need for Actions 1.01 and 1.13. Students want more engaging, challenging instruction, especially in reading, science, and the arts. Parents and teachers emphasized the importance of consistent support and recognition, while also pointing to the need for strong classroom teaching. Administrators noted the over reliance on intervention teachers and underuse of instructional support specialists, showing a need to clarify roles and strengthen Tier 1 instruction through support from program specialists. | | |
| Goal 1: Action 1.02 and 1.06 | The 2023 Dashboard's Academic Indicator highlighted a performance gap within EMCSD. In ELA, all students fell short by 9.4 points of meeting the standard, with significant disparities evident across student groups. English learners lagged by 45 points, foster youth by 38.5 points, and low-income students by 16.5 points. Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard. Again, disparities were stark, with English learners trailing by 62.1 points, foster youth by 79.6 points, and low-income students by 46 points.<br><br>The 2024 Dashboard's Academic Indicator also highlights a performance gap within EMCSD. In ELA, students fell short by 12.9 points of the standard, with a 3.5 point decrease from the 2023 baseline. English learners lagged by 40 points (showed a positive change of 5 points), foster youth by 41.9 points (decline of 3.3 points), and low-income students by 20.3 points (decline of 3.8 points). Long-Term English learners fell 83.5 points below the standard, a decline of 11.1 points. Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard, with no change from the 2023 baseline. Again, disparities were stark, with English learners trailing by 56.5 points (showed a positive change of 5.6 points), foster youth by 66.1 points (showed a positive change of 13.5 points), and low-income students by 46.1 points (decline of 0.1 points). Long-Term English | Action 1.02 focuses on addressing the barriers that English learners, foster youth, low-income students, and Long-Term English learners' face in accessing and comprehending grade-level Common Core instruction. This action emphasizes professional development for staff to enhance their capacity to deliver high-quality, differentiated Tier 1 instruction. Key elements include incorporating scaffolded language supports, explicit language instruction, and universal access strategies into core instruction. By equipping staff with these essential tools, we aim to improve student engagement and comprehension of the core curriculum, ultimately increasing the number of students meeting or exceeding academic standards. This approach ensures that these students, regardless of their background, have equitable access to rigorous, grade-level content.<br><br>Action 1.06 centers around TOSAs, who play a crucial role in supporting and strengthening core (Tier 1) instruction. TOSAs provide targeted coaching to staff, focusing on best practices for differentiated instruction, re-teaching, and the monitoring of instructional practices. They work closely with staff to track the progress of English learners, foster youth, low-income students, and Long-Term English Learners through data analysis, classroom observations, and student goal setting for reclassification. By facilitating personalized support and creating professional learning communities, TOSAs ensure that staff receive the ongoing guidance and resources they need to implement effective instructional strategies and interventions. This support reduces the need for supplemental (Tier 2) and intensive (Tier 3) interventions by ensuring that core instruction is accessible and effective for all students.<br><br>These actions are being implemented across the district in | Metric 1.01: CA School Dashboard ELA Academic Indicator- DFS- All students, English learners, foster youth, low-income students, and Long-Term English Learners<br><br>Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, English learners, foster youth, low-income students, and Long-Term English Learners |

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| Learners fell 144.8 points below the standard, a decline of 19.2 points.<br><br>Last year, feedback from educational partners underscored concerns regarding the growth and achievement of English learners, foster youth, low-income students, and Long-Term English Learners emphasizing the necessity for strengthened professional development as well as instructional coaching, modeling, and curriculum design. Engaging students, parents, teachers, and administrators, the LCAP Feedback Form facilitated the identification of programs or services deemed most effective in enhancing student achievement. Notably, 6.1% emphasized the importance of training for TOSAs in fostering effective teaching practices. Qualitative data further revealed the demand for differentiated professional development to ensure universal access and differentiated support for English learners, foster youth, low-income students, and Long-Term English learners. The desire for coaching and modeling to enhance core instruction was evident throughout the feedback process, acknowledging that many of these students experience interrelated concerns such as trauma, mental health issues, and behavioral challenges that impact their academic achievement. Furthermore, curriculum design support for language acquisition programs is an area of need.<br><br>This year, feedback from educational partners continues to support the need for Actions 1.02 and 1.06 by emphasizing the importance of meeting students' diverse learning needs and strengthening classroom instruction. Students asked for more engaging, hands-on learning and materials in multiple languages, while parents highlighted the value of specialized supports and programs like dual immersion and career technical education (CTE) courses. Teachers and administrators pointed to the need for consistent instructional practices, better curriculum, and clearer support roles. Tailored professional development and instructional coaching can help teachers deliver high-quality, inclusive instruction and design lessons that reflect the needs and interests of all learners. | recognition that all students can benefit from enhanced professional development, instructional coaching, modeling, and strengthened curriculum design. | |

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| Goal 1: Action 1.03, 1.04, and 1.07 | The 2023 Dashboard's Academic Indicator highlighted a performance gap within EMCSD. In ELA, all students fell short by 9.4 points of meeting the standard, with significant disparities evident across student groups. English learners lagged by 45 points, foster youth by 38.5 points, and low-income students by 16.5 points. Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard. Again, disparities were stark, with English learners trailing by 62.1 points, foster youth by 79.6 points, and low-income students by 46 points.<br><br>The 2024 Dashboard's Academic Indicator also highlights a performance gap within EMCSD. In ELA, students fell short by 12.9 points of the standard, with a 3.5 point decrease from the 2023 baseline. English learners lagged by 40 points (showed a positive change of 5 points), foster youth by 41.9 points (decline of 3.3 points), and low-income students by 20.3 points (decline of 3.8 points). Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard, with no change from the 2023 baseline. Again, disparities were stark, with English learners trailing by 56.5 points (showed a positive change of 5.6 points), foster youth by 66.1 points (showed a positive change of 13.5 points), and low-income students by 46.1 points (decline of 0.1 points).<br><br>Last year, feedback from educational partners highlighted concerns regarding student growth and achievement among English learners, foster youth, and low-income students, emphasizing the need for technology, online instructional programs, supplemental materials, and assessment materials. Additionally, educational partners filled out the LCAP Feedback Form to identify the one program or service they found most impactful in increasing student achievement. Around 6.5% selected “school libraries and books at a variety of reading levels.” Furthermore, educational partner input and data analysis indicate that English learners, foster youth, and low-income students are having difficulty accessing and understanding grade level common core instruction, leading to an | Action 1.03 prioritizes providing English learners, foster youth, and low-income students with updated technology and individualized online instructional programs. This action is supported by a scheduled replenishment plan to ensure that technology resources remain current and accessible. Additionally, comprehensive technology training for staff, parents, and families will ensure that all educational partners are equipped to effectively utilize these resources. Research and feedback from educational partners indicate that English learners, foster youth, and low-income students often face significant disparities in access to technology, which can limit their ability to fully engage with digital learning tools. By addressing this disparity, this action will reduce barriers to educational opportunities, particularly for unduplicated pupils, and promote more equitable access to learning resources.<br><br>Action 1.04 focuses on providing access to developmentally appropriate, culturally and linguistically relevant assessment measures, alongside a robust data management system. These tools enable staff to effectively monitor student progress, identify academic needs, and tailor instruction accordingly. For English learners, foster youth, and low-income students, having access to assessments that accurately reflect their academic capabilities ensures that instructional practices are aligned with students' needs, promoting more personalized and effective learning experiences. By enhancing the data system and providing these assessment tools, this action supports the ongoing improvement of Tier 1 instruction and reduces the need for supplemental interventions.<br><br>Action 1.07 introduces a library management system designed to streamline access to reading materials and support student literacy development. The system will provide students with access to reading materials aligned with their identified Lexile levels, ensuring that English learners, foster youth, and low-income students are able to engage with appropriate texts that support their literacy growth. Additionally, the allocation of library media technicians will help guide students in selecting appropriate materials, enhancing their ability to explore resources that foster academic success. This action strengthens the learning environment and reinforces EMCSD’s goal to improve student achievement through increased access to high-quality reading materials.<br><br>These actions are being implemented across the district in recognition that all students can benefit from enhanced technology, online instructional programs, supplemental materials, and assessment materials. | Metric 1.01: CA School Dashboard ELA Academic Indicator- DFS- All students, English learners, foster youth, and low-income students<br><br>Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, English learners, foster youth, and low-income students |

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| | increased need for supplemental (Tier 2) and intensive (Tier 3) support.<br><br>This year, feedback from educational partners continues to highlight a clear need for Actions 1.03, 1.04, and 1.07. Students asked for more engaging and challenging learning, including access to books at their AR level and materials in multiple languages, which underscores the importance of expanding school library access (Action 1.07). Teachers and staff noted that tools like Achieve3000 and KidBiz help engage students and track progress, supporting the continued investment in technology for instruction (Action 1.03). Additionally, feedback from teachers, staff, and administrators points to the need for better use of data to identify student needs, improve instruction, and ensure the effective use of instructional roles—reinforcing the need for strong data-based decision-making tools (Action 1.04). | | |
| Goal 1: Action 1.08, 1.09, 1.10, and 1.16 | The 2023 Dashboard's Academic Indicator highlighted a performance gap within EMCSD. In ELA, all students fell short by 9.4 points of meeting the standard, with significant disparities evident across student groups. English learners lagged by 45 points, foster youth by 38.5 points, and low-income students by 16.5 points. Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard. Again, disparities were stark, with English learners trailing by 62.1 points, foster youth by 79.6 points, and low-income students by 46 points.<br><br>The 2024 Dashboard's Academic Indicator also highlights a performance gap within EMCSD. In ELA, students fell short by 12.9 points of the standard, with a 3.5 point decrease from the 2023 baseline. English learners lagged by 40 points (showed a positive change of 5 points), foster youth by 41.9 points (decline of 3.4 points), and low-income students by 20.3 points (decline of 3.8 points). Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard, with no change from the 2023 baseline. Again, disparities were stark, with English learners trailing by 56.5 points (showed a positive change of 5.6 points), foster | Action 1.08 addresses the need for enrichment opportunities, especially for English learners, foster youth, and low-income students who may face financial or systemic barriers to participation. Through EMCSD's MTSS framework, Action 1.08 ensures students' academic, behavioral, and social-emotional needs are met comprehensively. A key component, the Saturday Gifted and Talented Education (GATE) program, offers project-based, hands-on learning experiences that focus on 21st-century skills like collaboration, creativity, and critical thinking. Students participate in robotics, coding, and computer science—areas that promote innovation and spark future career interest.<br><br>Action 1.09 focuses on intervention teachers who provide essential supplemental (Tier 2) and intensive (Tier 3) academic support. These staff members deliver individualized instruction based on student need and track progress using culturally and linguistically relevant measures. This targeted assistance is instrumental in helping English learners, foster youth, and low-income students overcome learning gaps and build foundational skills critical to success in core academic subjects.<br><br>Action 1.10 supports college and career readiness through access to CTE pathways and the integration of AVID strategies. These offerings build both academic and practical skills, empowering English learners, foster youth, and low-income students to explore post-secondary education options | Metric 1.01: CA School Dashboard ELA Academic Indicator- DFS- All students, English learners, foster youth, and low-income students<br><br>Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, English learners, foster youth, and low-income students |

youth by 66.1 points (showed a positive change of 13.5 points), and low-income students by 46.1 points (decline of 0.1 points).

Last year, feedback from educational partners underscored significant concerns surrounding the growth and academic achievement of English learners, foster youth, and low-income students, highlighting the pressing need for targeted intervention and enrichment initiatives. Moreover, partners actively engaged in providing insights through the LCAP Feedback Form to pinpoint the program or service deemed most effective in fostering student achievement. Notably, 30.8% identified intervention teachers as pivotal in supporting students who are lagging behind grade level, while 5.3% recognized the importance of offering enrichment opportunities for gifted and talented students. Furthermore, qualitative data shed light on the necessity for prioritizing acceleration over remediation strategies and illuminated the issue of students lacking exposure to essential background knowledge, emphasizing the need for comprehensive educational approaches to address these challenges.

This year, feedback from educational partners continues to reveal a strong need for Actions 1.08, 1.09, 1.10, and 1.16. Students expressed a desire for more engaging, hands-on learning—particularly in science and the arts—which supports the expansion of visual and performing arts programs (Action 1.16). Parents emphasized the importance of providing intellectually stimulating experiences for gifted and talented students and suggested more course variety, directly aligning with the need for Gifted and Talented Student Enrichment (Action 1.08). Teachers and staff highlighted the critical role of intervention teachers in supporting academic growth and called for more consistent access to this support, pointing to the importance of sustaining and expanding intervention teachers (Action 1.09). Additionally, parents advocated for the early introduction of career technical education (CTE) courses through topics like computer science and gardening, aligning with the goals of CTE and AVID (Action 1.10) to provide relevant, future-focused learning and viable career paths. AVID and CTE are particularly impactful for these students who may lack exposure to college-going expectations or career readiness support at home.

Action 1.16 enriches student learning through visual and performing arts education. Increased access to itinerant and single-subject credentialed music teachers provides English learners, foster youth, and low-income students with meaningful opportunities for creative self-expression. These experiences foster critical thinking, perseverance, and discipline—skills that extend across academic domains and help build confidence, connection, and school engagement for students who may not otherwise have access to arts programming.

These actions are being implemented across the district in recognition that all students can benefit from strengthened intervention and enrichment.

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| | experiences. | | |
| Goal 1: Action 1.14 and 1.15 | The 2023 Dashboard's Academic Indicator highlighted a performance gap within EMCSD. In ELA, all students fell short by 9.4 points of meeting the standard, with significant disparities evident across student groups. English learners lagged by 45 points and low-income students by 16.5 points. Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard. Again, disparities were stark, with English learners trailing by 62.1 points and low-income students by 46 points.<br><br>The 2024 Dashboard's Academic Indicator also highlights a performance gap within EMCSD. In ELA, students fell short by 12.9 points of the standard, with a 3.5 point decrease from the 2023 baseline. English learners lagged by 40 points (showed a positive change of 5 points) and low-income students by 20.3 points (decline of 3.8 points). Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard, with no change from the 2023 baseline. Again, disparities were stark, with English learners trailing by 56.5 points (showed a positive change of 5.6 points) and low-income students by 46.1 points (decline of 0.1 points).<br><br>Last year, feedback from educational partners highlighted concerns regarding student growth and achievement, emphasizing the need for language acquisition professional learning, oral language fluency support, and support to enhance biliteracy, bilingualism, and bi-culturalism. Additionally, educational partners filled out the LCAP Feedback Form to identify the one program or service they found most impactful in increasing student achievement. Around 2.6% selected, “speech and language pathologist assistants (SLPA) who help students improve their language skills” and 15.2% “staff support, teacher training, and necessary supplies available to effectively facilitate dual language classes.” Furthermore, educational partner input and data analysis indicate that English learners and low-income students are having difficulty accessing and understanding grade level common core instruction, leading to an increased need for supplemental (Tier 2) and intensive | Action 1.14 focuses on providing SLPAs to work with English learners and low-income students in small groups, enhancing their oral language fluency. These assistants offer focused instruction and practice opportunities that support these students' ability to communicate effectively. This targeted language intervention plays a critical role in fostering students' academic achievement, particularly in language acquisition and content mastery. By addressing oral language skills, Action 1.14 ensures that English learners and low-income students receive the necessary support to develop broader language abilities that are essential for academic success.<br><br>Action 1.15 focuses on professional development in language acquisition, equipping staff with the knowledge and skills necessary to support English learners and low-income students. This is supplemented with additional resources and personnel to ensure these students have equitable access to core instruction. Specialized curriculum and support are provided for newcomers, along with resources that promote language acquisition to help these students build both English proficiency and content knowledge. This action also emphasizes biliteracy, bilingualism, and biculturalism, acknowledging that multilingualism offers significant cognitive benefits, including enhanced executive function, improved focus, and stronger working memory, all of which contribute to academic success. According to the California Department of Education, students in dual language programs tend to outperform their peers in English-only programs by the time they reach high school. Support staff, including native language role models, provide essential oral language assistance, helping to create a supportive and inclusive learning environment for English learners and low-income students.<br><br>These actions are being implemented across the district in recognition that all students can benefit from strengthened language acquisition, professional learning, oral language fluency support, and support to enhance biliteracy, bilingualism, and bi-culturalism. | Metric 1.01: CA School Dashboard ELA Academic Indicator- DFS- All students, English learners, and low-income students<br><br>Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, English learners, and low-income students |

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| | (Tier 3) support.<br><br>This year, feedback from educational partners continues to demonstrate a clear need for Actions 1.14 and 1.15 by highlighting the diverse language needs of students and the value families place on dual immersion and English language intervention. Students specifically asked for learning materials in multiple languages to better support their academic progress, reinforcing the importance of oral language development (Action 1.14). Parents emphasized the need to expand dual immersion and to better support non-Spanish-speaking students, directly connecting to efforts that promote biliteracy, bilingualism, and biculturalism (Action 1.15). Additionally, the emphasis on inclusive, engaging instruction for all learners further supports the need for intentional language development strategies. | | |
| Goal 2: Action 2.01, 2.02, 2.04, and 2.05 | Although EMCSD's chronic absenteeism rate, as reported on the 2023 Dashboard, was lower than the state average (EMCSD: 12.3%; State: 24.3%), the yellow performance level indicated room for improvement. The attendance rate among English learners was 10%, and the rates among specific groups were notably higher: foster youth at 24.1% and low-income students at 13.1%.<br><br>The 2024 CA Dashboard data on Chronic Absenteeism also revealed varying rates across student groups. Overall, the chronic absenteeism rate for all students was 10%, with English learners at 8.3% and low-income students at 10.9%. Foster youth had the highest rate at 25%.<br><br>Last year, feedback from educational partners highlighted concerns regarding learner engagement, emphasizing the need for additional attendance related support. Additionally, educational partners filled out the LCAP Feedback Form to identify the one program or service they found most impactful in increasing learner engagement. Around 21.26% selected "attendance clerks who monitor student attendance and notify parents, guardians, and caregivers on the same day of any absences," 16.80% "implementation of an attendance | Action 2.01 provides supplemental supplies and employs outreach consultants to facilitate attendance incentives and recognition activities. These strategies are designed to create a positive and supportive school climate where English learners, foster youth, and low-income students feel welcomed and motivated to attend regularly. Tiered support systems are implemented, with Tier 2 and Tier 3 interventions specifically targeting these students at risk of or currently experiencing chronic absenteeism. These include personalized check-ins, family outreach, and connections to additional services.<br><br>Action 2.02 strengthens early identification and communication through dedicated attendance clerks who monitor attendance records daily. When a student is absent, immediate contact with families is made to determine the reason and provide needed support. English learners, foster youth, and low-income students may face barriers such as transportation issues, family obligations, or limited access to healthcare. These clerks play a critical role in connecting families with supports that address these barriers and prevent further absences.<br><br>Action 2.04 addresses the health-related barriers that contribute to absenteeism. By providing additional school nurses and health assistants, we ensure that English learners, foster youth, and low-income students receive timely medical care and interventions that can prevent minor illnesses from becoming prolonged absences. Professional development equips staff to recognize early signs of health concerns, and | Metric 2.01: CA School Dashboard Chronic Absenteeism- Rate- All students, English learners, foster youth, and low-income students |

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| | incentive system to encourage student attendance," 3.04% "nurses and health assistants who ensure students' physical well-being," 8.1% "outreach consultants who support students with excessive absences," and 7.49% "teacher who provides support for students with short- and long-term absences."<br><br>This year, feedback from students, families, and staff continues to clearly highlight the need for increased support to improve attendance, engagement, and student well-being. Actions such as 2.01 (Outreach Consultants and Supplemental Attendance Supplies) and 2.02 (Attendance Clerks) address concerns raised about inconsistent attendance and the need for stronger systems to monitor and promote it. The call for more support for students dealing with health and emotional challenges, especially among younger learners, aligns with Action 2.04 (Nurses and Health Assistants). Finally, Action 2.05 (Supplemental Instructional Support for Short and Long-Term Absences) responds directly to teacher and administrator concerns about learning loss due to absences and the need for continued learning opportunities during these gaps. | outreach to families emphasizes the importance of scheduling appointments outside of instructional time. This approach supports these students well-being while maximizing instructional access.<br><br>Action 2.05 ensures continued connection with students and families by offering individualized support in academics, access to technology, and SEL. These supports are particularly important for English learners, foster youth, and low-income students whose attendance may be impacted by family or emotional challenges. By keeping these students engaged during periods of absence and easing the transition back to school, this action promotes ongoing participation in learning.<br><br>These actions are being implemented across the LEA in recognition that all students can benefit from outreach consultants, attendance clerks, supplemental instructional support for short and long term absences, and nurses and health assistants. | |
| Goal 2: Action 2.03 and 2.12 | Although EMCSD's chronic absenteeism rate, as reported on the 2023 Dashboard, is lower than the state average (EMCSD: 12.3%; State: 24.3%), the yellow performance level indicates room for improvement. The attendance rate among specific groups are notably higher: foster youth at 24.1% and low-income students at 13.1%.<br><br>The 2024 Dashboard data on Chronic Absenteeism reveals varying rates across student groups. Overall, the chronic absenteeism rate for all students is 10%, with low-income students at 10.9%. foster youth have the highest rate at 25%.<br><br>Last year, feedback from educational partners highlighted concerns regarding learner engagement, emphasizing the continued needs for learning sessions for students to recoup absences and supervision during structured time. EMCSD's response to absenteeism includes | Action 2.03 provides opportunities for students with both short- and long-term absences to make up missed learning through Saturday Learn Academy sessions. This intervention is critical in supporting foster youth and low-income students, allowing them to stay on track academically despite attendance issues. By offering dedicated time outside regular school hours, Saturday Learn Academy ensures that students can access the academic resources they need to meet learning objectives and close any gaps in their education. This approach is grounded in the belief that targeted support for students who face attendance barriers is essential to fostering equitable educational opportunities. Additionally, research from the National Center for Children in Poverty (NCCP) emphasizes that extended learning time can reduce the academic achievement gap for low-income and foster youth by providing opportunities for remediation and enrichment.<br><br>Action 2.12 focuses on providing supervision during unstructured times, such as before and after school, as well as during lunch, recess, and nutrition breaks. These periods are often when foster youth and low-income students experience heightened vulnerability, including the risk of isolation or | Metric 2.01: CA School Dashboard Chronic Absenteeism- Rate- All students, foster youth, and low-income students |

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| | initiatives like the Saturday Learn Academy, which has significantly reduced total absences by conducting 10 sessions across seven sites, resulting in the recoupment of 6,594 absences. This is on par with the 2020-21 and 2022-23 school years, when 7,027 and 7,614 absences were recouped, respectively. Additionally, educational partners filled out the LCAP Feedback Form to identify the one program or service they found most impactful in maintaining foundational support. Around 11.5% selected supervision assistants.<br><br>This year, feedback from students, families, teachers, staff, and administrators continues to demonstrate a clear need for Action 2.03: Learning Sessions to Recoup Absences and Action 2.12: Supervision Staff. Across multiple groups, educational partners highlighted how absences, inconsistent school days, and lack of communication around Saturday Academy negatively impact learner engagement. Teachers and staff pointed to attendance incentives and recovery opportunities as helpful, but requested more structure and communication to maximize their impact—supporting the need for dedicated learning sessions. Meanwhile, families and advisory groups called for increased supervision to ensure safety during unstructured times, like breaks and high-traffic areas, which directly connects to the need for enhanced campus supervision staff to foster a safe and engaging environment. | unsafe situations. Supervision during these times helps foster a sense of security, connectedness, and community, which are crucial in mitigating absenteeism. This action is aligned with research from Attachment Theory and Trauma-Informed Care, which assert that building strong, trusting relationships and providing consistent, safe environments can significantly impact the attendance and well-being of students facing trauma or adversity. Furthermore, providing supervision ensures that these students feel supported both academically and emotionally, which encourages regular school attendance.<br><br>These actions are being implemented across the LEA in recognition that all students can benefit from methods to recoup absences and supervision during unstructured times. | |
| Goal 2: Action 2.07 and 2.08 | According to the 2023 Dashboard, suspension rates, a critical measure of school climate, revealed disparities among different groups. Low-income students (1.4%) and foster youth (2.9%) experienced a higher rate of suspension compared to EMCSD's overall rate of 1.3% and English learners (0.8%).<br><br>The 2024 Dashboard Suspension Rate reveals that the overall suspension rate for all students is 1.5%. For English learners, the suspension rate is slightly lower at 1.4%, while foster youth experience a higher rate of 3.2%. Low-income students have a suspension rate of 1.6%. These figures highlight varying suspension rates across different student groups, with foster youth | Action 2.07 focuses on providing critical support through school counselors and social workers, offering services across academic, college and career, and social-emotional domains. English learners, foster youth, and low-income students benefit from schoolwide programs and a comprehensive counseling curriculum. At Tier 2, students have access to supplementary services such as small group counseling to address needs like anxiety and depression. At Tier 3, intensive, solution-focused counseling is provided, with referrals for long-term counseling services available when necessary. These services are crucial for these students who experience trauma, family instability, or language barriers that affect their emotional well-being and academic engagement.<br><br>Action 2.08 supports these efforts by providing the necessary supplies, professional development, and dedicated staff to | Metric 2.04: CA School Dashboard Suspension Rate- All students, English learners, foster youth, and low-income students |

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| | demonstrating the highest suspension rate among the subgroups analyzed.<br><br>Last year, feedback from educational partners highlighted concerns regarding learner engagement, emphasizing the continued need for school counselors and social workers as well as intensive (Tier 3) support in academics, behavior, and social-emotional learning. Additionally, educational partners filled out the LCAP Feedback Form to identify the one program or service they found most impactful in increasing learner engagement. Around 18.83% selected “counselors/social workers who address students' academic and social-emotional needs,” and 1.62% selected “staff for Opportunity Program who provide intensive academic, behavioral, and social-emotional support for suspended students.”<br><br>This year, feedback continues to strongly support the need for Action 2.07: Counselors and Social Workers and Action 2.08: Comprehensive Support for Suspended Students by consistently highlighting student social-emotional needs, behavior challenges, and the impact these have on engagement. Students, staff, and families all emphasized the importance of positive relationships, supportive environments, and consistent access to mental health and behavioral support. Teachers and principals specifically called out the need for dedicated, full-time counselors to address students’ SEL needs, especially for those experiencing trauma or behavioral challenges that interfere with learning. Similarly, staff and administrators noted that disruptive behaviors and inconsistent SEL support reduce overall engagement, indicating a clear need for more structured and responsive interventions like those in Action 2.08 to help students re-engage after suspension and stay on track. | ensure intensive support in academics, behavior, and social-emotional learning for English learners, foster youth, and low-income students. It also provides targeted services for these students who have been suspended, with the goal of reintegrating them back into their regular classes once they meet specific criteria.<br><br>These actions are being implemented across the LEA in recognition that all students can benefit from the presence of counselors and social workers, as well as intensive (Tier 3) support in academics, behavior, and social-emotional learning. | |
| Goal 2: Action 2.09 and 2.10 | According to the 2023 Dashboard, suspension rates, a critical measure of school climate, revealed disparities among different groups. Low-income students (1.4%) and foster youth (2.9%) experienced a higher rate of suspension compared to EMCSD's overall rate of 1.3%. | Action 2.09 supports a SEL framework by providing supplies and professional development to equip foster youth and low-income students with coping skills, emotional regulation strategies, and tools to build resilience. The framework incorporates culturally responsive practices that honor students’ diverse backgrounds and experiences, fostering a sense of belonging and creating a supportive environment | Metric 2.04: CA School Dashboard Suspension Rate- All students, foster youth, and low-income students |

The 2024 CA School Dashboard Suspension Rate reveals that the overall suspension rate for all students is 1.5%. Foster youth experience a higher rate of 3.2%. Low-income students have a suspension rate of 1.6%. These figures highlight varying suspension rates across different student groups.

Last year, educational partner feedback highlighted concerns regarding learner engagement, emphasizing the need for a social-emotional learning framework and tiered behavior support. Additionally, educational partners filled out the LCAP Feedback Form to identify the one program or service they found most impactful in increasing learner engagement. Qualitative data from educational partners highlighted the need for a comprehensive social-emotional framework encompassing self-awareness, social awareness, self-management, responsible decision-making, and relationship skills. Feedback Form to identify the one program or service they found most impactful in increasing learner engagement. Around 8.91% of respondents selected “behavior support specialist and behavior aides who support students with intensive behavioral needs,” and 5.06% “implementation of the Leader in Me Program to foster students' social-emotional skills and leadership development.”

The feedback this year continues to clearly demonstrate a need for Action 2.09: Social-Emotional Skill Development Framework and Action 2.10: Tiered Behavior Support by highlighting persistent student behavioral and emotional challenges and the desire for more consistent, proactive support systems. Teachers, staff, and administrators all noted the critical importance of addressing students’ social-emotional needs and emphasized that insufficient access to counselors and behavior specialists has negatively impacted engagement and learning. Teachers also called for increased training in inclusive practices and positive behavior strategies, while administrators underscored the value of integrating SEL and behavior support into professional development. Furthermore, feedback from families stressed the where students feel valued and understood.

Action 2.10 provides tiered behavioral supports to help schools identify and implement targeted interventions for foster youth and low-income students experiencing trauma or socioeconomic challenges. Proactive strategies—including staff collaboration, workshops for staff and parents, and individualized behavior plans—aim to reduce classroom disruptions and minimize lost instructional time due to behavioral issues.

These actions are being implemented across the LEA in recognition that all students can benefit from the development of social-emotional skills and tiered behavioral support.

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| | importance of positive, supportive relationships with school staff to help students feel connected. A structured SEL framework and tiered behavior supports would directly respond to these needs, fostering a more inclusive and engaging school environment for all students. | | |
| Goal 3: Action 3.01, 3.03, and 3.04 | The 2023 Dashboard's Academic Indicator highlighted a performance gap within EMCSD. In ELA, all students fell short by 9.4 points of meeting the standard, with significant disparities evident across student groups. English learners lagged by 45 points, foster youth by 38.5 points, and low-income students by 16.5 points. Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard. Again, disparities were stark, with English learners trailing by 62.1 points, foster youth by 79.6 points, and low-income students by 46 points.<br><br>The 2024 Dashboard's Academic Indicator also highlights a performance gap within EMCSD. In ELA, students fell short by 12.9 points of the standard, with a 3.5 point decrease from the 2023 baseline. English learners lagged by 40 points (showed a positive change of 5 points), foster youth by 41.9 points (decline of 3.3 points), and low-income students by 20.3 points (decline of 3.8 points). Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard, with no change from the 2023 baseline. Again, disparities were stark, with English learners trailing by 56.5 points (showed a positive change of 5.6 points), foster youth by 66.1 points (showed a positive change of 13.5 points), and low-income students by 46.1 points (decline of 0.1 points).<br><br>Last year, educational partner feedback highlighted concerns regarding lack of parent and family engagement, emphasizing the need for support staff, home-school communication, and workshops and activities. Moreover, input from educational partners and thorough data analysis reveal that disparities tend to have a compounding, negative effect on English learners, foster youth, and low-income students. Additionally, educational partners filled out the LCAP Feedback Form to identify the one | Action 3.01 employs community liaisons to develop, implement, monitor, and coordinate various parent and family programs. They oversee the annual school climate and parent engagement surveys, such as the CalSCHLS California Parent Survey, gathering critical insights to improve engagement. The community liaisons also advocate for parents and families from diverse cultural and linguistic backgrounds, including Hispanic/Latino, Vietnamese, and Chinese communities, providing translation and interpretation services to ensure inclusivity and improve outcomes for English learners, foster youth, and low-income students.<br><br>Effective communication is essential for enhancing student achievement, and Action 3.03 supports this by providing a user-friendly digital platform that facilitates direct communication between parents and staff. The platform translates messages into parents' preferred languages, making it accessible to a wider range of families. Staff can use the platform to create specific groups and send targeted communications, such as workshop flyers, to families of English learners, foster youth, and low-income students.<br><br>Action 3.04 capitalizes on the strengths of parents and families by offering workshops and activities tailored to their needs, focusing on parenting, volunteering, home-based learning, and decision-making to support English learners, foster youth, and low-income students. These workshops foster a sense of community and encourage active participation in school initiatives, helping parents and families build skills to support their children's education. This inclusive approach ensures that all families, regardless of language or culture, can contribute to their child's academic success and create a stronger home-school partnership.<br><br>These actions are being implemented across the district in recognition that all students can benefit from increased parent and family involvement. | Metric 3.06: CA School Dashboard ELA Academic Indicator- DFS- All students, English learners, foster youth, and low-income students<br><br>Metric 3.07: CA School Dashboard Mathematics Academic Indicator- DFS- All students, English learners, foster youth, and low-income students |

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| | program or service they found most impactful in increasing parent and family engagement. Around 51.21% selected “access to ParentSquare to improve communication between home and school” and 14.78% “workshops for parents, guardians, and caregivers to enhance their skills and leadership capabilities.” Around 7.89% selected “district community liaisons who provide language support (Spanish, Vietnamese, and Chinese) and facilitate parent, guardian, and caregiver programming.”<br><br>The feedback from educational partners this year continues to underscore a clear need for actions aimed at strengthening parent and family involvement. Students expressed the importance of family engagement through events outside school hours, while parents highlighted the necessity for workshops that help them better understand their child's education. Teachers and other staff identified barriers such as work schedules and language differences, which hinder broader participation. Additionally, principals noted the need for more relevant workshops and structured communication. | | |
| Goal 4: Action 4.02, 4.06, 4.07, and 4.08 | The 2023 Dashboard's Academic Indicator highlighted a performance gap within EMCSD. In ELA all students fell short by 9.4 points of meeting the standard, with significant disparities evident across student subgroups. English learners lagged by 45 points, foster youth by 38.5 points, and low-income students by 16.5 points. Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard. Again, disparities were stark, with English learners trailing by 62.1 points, foster youth by 79.6 points, and low-income students by 46 points.<br><br>The 2024 Dashboard's Academic Indicator also highlights a performance gap within EMCSD. In ELA, students fell short by 12.9 points of the standard, with a 3.5 point decrease from the 2023 baseline. English learners lagged by 40 points (showed a positive change of 5 points), foster youth by 41.9 points (decline of 3.3 points), and low-income students by 20.3 points (decline of 3.8 points). Similar concerns were | Action 4.02 supports teachers through the Beginning Teacher Program, where district mentors provide coaching and professional development focused on the specific needs of English learners, foster youth, and low-income students. This professional learning helps staff refine instructional strategies, such as improving English proficiency, supporting social-emotional learning for, and implementing differentiated instruction to close achievement gaps.<br><br>Action 4.06 implements personalized small group instruction, focusing on language development, guided reading, and intervention. This targeted approach provides individualized support for English learners, foster youth, and low-income students to improve vocabulary, grammar, and conversational skills. By working closely with staff and peers, students benefit from a collaborative learning environment that accelerates language acquisition and strengthens academic outcomes.<br><br>Action 4.07 ensures that foundational supports are in place by offering structured and purposeful Professional Learning Community (PLC) time for staff. PLCs promote collaboration, allowing staff to share strategies, resources, and insights to better support English learners, foster youth, and low-income | Metric 4.05: CA School Dashboard ELA Academic Indicator- DFS- All students, English learners, foster youth, and low-income students<br><br>Metric 4.06: CA School Dashboard Mathematics Academic Indicator- DFS- All students, English learners, foster youth, and low-income students |

evident in Mathematics, with all students falling 38.4 points below the standard, with no change from the 2023 baseline. Again, disparities were stark, with English learners trailing by 56.5 points (showed a positive change of 5.6 points), foster youth by 66.1 points (showed a positive change of 13.5 points), and low-income students by 46.1 points (decline of 0.1 points).

Last year, feedback from educational partners highlighted needs regarding staff participating in professional learning time, Beginning Teacher Program mentors, personalized small group instruction, and technological support to maintain foundational support. Additionally, educational partners filled out the LCAP Feedback Form to identify the one program or service they found most impactful in maintaining foundational support. Around 4.05% of respondents indicated "implementation of a Beginning Teacher Program to build capacity of new and veteran teachers," 28.95% "maintain class size reduction in grades K-3 in order to facilitate personalized small group instruction," 6.88% "technological support to ensure students have access to online instruction programs and tools," and 8.10% "time for staff to collaborate and enhance services and instruction through Professional Learning Communities (PLCs)."

This year, feedback from educational partners continues to strongly support the need for Action 4.02, Action 4.06, Action 4.07, and Action 4.08. The concerns about rising class sizes and the need for individualized attention, particularly in primary grades, highlight the importance of small group instruction (Action 4.06) to ensure students receive the personalized support they need. Teachers emphasized the necessity of professional development and collaboration time (Action 4.07), pointing to the value of having more planning time and time for focused discussions on site- or grade-specific needs. The feedback also notes a desire for more technological support (Action 4.08) due to issues like technology disruptions, as well as the importance of mentorship for new teachers (Action 4.02) to help retain them and improve classroom effectiveness. The calls for more staff and resources—such as custodial services and students, ensuring more effective instructional practices.

Action 4.08 provides technological support, offering English learners language development programs to improve academic performance, while ensuring foster youth have consistent access to educational tools despite potential relocations. Low-income students receive devices and internet access to fully participate in digital learning at school and home, reducing barriers to education.

These actions are being implemented across the LEA in recognition that all students can benefit from staff participating in professional learning time, Beginning Teacher Program mentors, personalized small group instruction, and technological support to maintain foundational support, increasing student outcomes.

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| | additional intervention services—further underline the need for these foundational supports to ensure a conducive learning environment. | | |

## 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 #(s) | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| Goal 1: Action 1.05 | The 2023 Dashboard's Academic Indicator highlighted a performance gap within EMCSD. In ELA, all students fell short by 9.4 points of meeting the standard, with significant disparities evident across student subgroups. English learners lagged by 45 points. Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard. Again, disparities were stark, with English learners trailing by 62.1 points.<br><br>The 2024 Dashboard's Academic Indicator highlights a performance gap within EMCSD. In ELA, students fell short by 12.9 points of the standard, with a 3.5 point decrease from the 2023 baseline. English learners lagged by 40 points (showed a positive change of 5 points). Long-Term English Learners fell 83.5 points below the standard, with no previous year comparison. Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard, with no change from the 2023 baseline. Again, disparities were stark, with English learners trailing by 56.5 points (showed a positive change of 5.6 points). Long-Term English Learners fell 144.8 points below the standard, with no previous year comparison.<br><br>Last year, educational partner feedback underscored concerns regarding the growth and achievement of English learners, emphasizing the necessity for language acquisition support. The qualitative data collected from educational partners emphasized a clear need for culturally | Action 1.05 is designed to enhance access to core instruction for English learners and Long-Term English Learners by providing specialized support in language acquisition, professional development for teachers, supplemental materials, and additional personnel. Through targeted professional learning, staff gain the skills necessary to differentiate instruction, scaffold learning, and integrate language development into the core curriculum, ensuring these students receive the support they need to succeed academically. Furthermore, this action ensures that these students have access to a specialized curriculum that supports their language acquisition at various proficiency levels. By providing tailored newcomer and language acquisition resources, students receive personalized learning experiences that foster growth in both language skills and academic content knowledge. This approach promotes inclusivity by ensuring that English learners and Long-Term English Learners are not excluded from the core curriculum but are instead equipped to engage with it alongside their peers.<br><br>It is important to note that while Action 1.05 is instrumental in addressing the needs of English learners and Long-Term English Learners, its implementation is currently limited, underscoring the imperative to prioritize resources for supporting these students within existing constraints. | Metric 1.01: CA School Dashboard ELA Academic Indicator- DFS- All students, English learners, and Long-Term English Learners<br><br>Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, English Learners, and Long-Term English Learners |

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| | and linguistically responsive teaching methods and need for resources to strengthen language acquisition support.<br><br>The feedback from educational partners this year continues to underscore a clear need for Action 1.05 by highlighting the linguistic diversity among students and the importance of targeted support. Students expressed a desire for learning materials in different languages, which suggests a need for scaffolding and resources that address varying language proficiency levels. Parents emphasized the importance of continuing and expanding English language intervention programs, particularly in dual immersion settings, to ensure all students—including non-Spanish speakers—can thrive. Teachers and administrators also noted gaps in foundational language skills, especially in reading and writing, reinforcing the need for structured language acquisition strategies that support academic success for all learners. The feedback from educational partners highlighted the importance of extracurricular activities, social-emotional learning (SEL), and behavioral support in ensuring learner engagement. Students emphasized a desire for more activities and cultural celebrations, while parents and families supported the development of non-academic programs to help students feel connected and motivated. Teachers and staff identified the need for consistent programs, increased behavioral support, and more counselors to address students' SEL needs, especially in the early grades. Principals and administrators echoed these concerns, particularly about the impact of limited counseling support on student engagement. | | |
| Goal 1: Action 1.12 | The 2023 Dashboard's Academic Indicator highlighted a performance gap within EMCSD. In ELA, all students fell short by 9.4 points of meeting the standard, with significant disparities evident across student subgroups. English learners lagged by 45 points and low-income students by 16.5 points. Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard. Again, disparities were stark, with English learners trailing by 62.1 points and low-income students by 46 points. | Action 1.12 is designed to enhance access to the core curriculum for English learners and low-income students by deploying instructional support specialists (ISS). These specialists work closely with teachers to facilitate differentiated instruction and implement Universal Design for Learning (UDL) principles, ensuring that teaching is tailored to meet the diverse needs of these students. ISSs collaborate with staff to address the specific challenges faced by English learners and low-income students, providing personalized guidance on adapting teaching methods and materials to foster an inclusive and supportive learning environment. By incorporating UDL, | Metric 1.01: CA School Dashboard ELA Academic Indicator- DFS- All students, English learners, and low-income students<br><br>Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, English learners, and low-income students |

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| | The 2024 Dashboard's Academic Indicator highlights a performance gap within EMCSD. In ELA, students fell short by 12.9 points of the standard, with a 3.5 point decrease from the 2023 baseline. English learners lagged by 40 points (showed a positive change of 5 points) and low-income students by 20.3 points (decline of 3.8 points). Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard, with no change from the 2023 baseline. Again, disparities were stark, with English learners trailing by 56.5 points (showed a positive change of 5.6 points) and low-income students by 46.1 points (decline of 0.1 points).<br><br>Last year, educational partner feedback underscored concerns regarding the growth and achievement of English learners and low-income students, emphasizing the necessity for core (Tier 1) curriculum access. Engaging students, parents, teachers, and administrators, the LCAP Feedback Form facilitated the identification of programs or services deemed most effective in enhancing student achievement. Around 17.21% selected “instructional support specialists (ISS) who help students access the core curriculum.”<br><br>The feedback from educational partners this year continues to clearly support the need for Action 1.12 by identifying gaps in the consistency and quality of foundational instruction across classrooms. Teachers and administrators expressed concern about disruptions to learning routines and the over reliance on intervention teachers, which may signal weaknesses in Tier 1 instruction. Staff and teachers noted that foundational reading and writing skills remain underdeveloped for some students, suggesting the need for stronger, more accessible core curriculum materials. Additionally, the call for more hands-on, engaging lessons in science, reading, and the arts—as well as differentiated resources like books at appropriate reading levels and multilingual materials—highlights the need to ensure all students can access and benefit from high-quality, inclusive Tier 1 instruction. | this action enables personalized learning experiences that empower these students to engage with content in ways that resonate with their cultural backgrounds, linguistic diversity, and personal interests. This approach not only supports the academic needs of English learners and low-income students but also promotes a sense of belonging and motivation to learn. UDL’s emphasis on flexibility and choice increases engagement and supports these students in developing the skills they need to succeed academically.<br><br>It is important to note that this action is provided on a limited basis, reflecting the recognition of the need to prioritize support for English learners and low-income students within available resources. | |

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| Goal 2: Action 2.06 | Although EMCSD's chronic absenteeism rate, as reported on the 2023 Dashboard, was lower than the state average (EMCSD: 12.3%; State: 24.3%), the yellow performance level indicated room for improvement. The attendance rate among foster youth was 24.1%. The 2024 CA School Dashboard data on Chronic Absenteeism revealed varying rates across student groups. Overall, the chronic absenteeism rate for all students was 10%, with foster youth having the highest rate at 25%.<br><br>According to the 2023 Dashboard, suspension rates, a critical measure of school climate, revealed disparities among different groups. foster youth (2.9%) experienced a higher rate of suspension compared to EMCSD's overall rate of 1.3%. The 2024 Dashboard Suspension Rate revealed that the overall suspension rate for all students was 1.5%, with foster youth experiencing a higher rate of 3.2%.<br><br>Last year, feedback from educational partners highlighted concerns regarding learner engagement, emphasizing the need for additional support for foster youth who experience additional challenges from their often unstable and traumatic backgrounds, as well as systemic issues within the foster care.<br><br>This year, feedback continues to highlight a clear need for Action 2.06: Foster Youth Support by emphasizing the importance of consistent social-emotional support, safe and inclusive environments, and equitable access to engagement opportunities. Multiple groups—including teachers, staff, and administrators—identified the need for full-time counselors, behavioral specialists, and targeted intervention supports to help students facing emotional and behavioral challenges, particularly those who may have experienced trauma. Foster youth often fall into this category and can be disproportionately affected by inconsistent support systems. Ensuring they have reliable access to counselors, inclusive enrichment programs, and positive adult relationships directly aligns with the concerns raised and supports their engagement, stability, and success in school. | Action 2.06 is designed to increase learner engagement for foster youth by establishing a dedicated foster youth liaison. This role is vital in providing targeted academic, behavioral, and social-emotional support to foster youth, a group that often experiences unique challenges. By identifying foster youth early in the enrollment process, the liaison ensures timely outreach and intervention, allowing schools to respond proactively to student needs. The liaison collaborates with families to address transportation barriers and logistical issues that may hinder school attendance, helping ensure smooth transitions and school stability. Beyond logistics, the liaison works with families and school staff to determine the most appropriate educational placement for each student, based on their individual circumstances. This personalized, whole-child approach is grounded in the understanding that consistent support and strong relationships are essential for foster youth to thrive.<br><br>It is important to note that the implementation of Action 2.06 is currently limited, highlighting the need to prioritize resources for supporting foster youth. | Metric 2.01: CA School Dashboard Chronic Absenteeism- Rate- All students and foster youth<br><br>Metric 2.04: CA School Dashboard Suspension Rate- All students and foster youth |

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| Goal 2: Action 2.13 and 2.14 | According to the 2023 Dashboard, suspension rates—a key indicator of school climate—showed disparities among student groups. English learners had a lower suspension rate (0.8%) compared to EMCSD's overall rate of 1.3%.<br><br>The 2024 CA School Dashboard reports an overall suspension rate of 1.5% for all students. English learners' rate is slightly lower at 1.4%, while Long-Term English learners face a significantly higher rate of 7.4%.<br><br>Last year, educational partner feedback highlighted concerns regarding learner engagement, emphasizing the need for a social-emotional learning framework and tiered behavior support. Additionally, educational partners filled out the LCAP Feedback Form to identify the one program or service they found most impactful in increasing learner engagement. Qualitative data from educational partners highlighted the need for a comprehensive social-emotional framework encompassing self-awareness, social awareness, self-management, responsible decision-making, and relationship skills. Feedback Form to identify the one program or service they found most impactful in increasing learner engagement. Around 8.91% of respondents selected "behavior support specialist and behavior aides who support students with intensive behavioral needs," and 5.06% "implementation of the Leader in Me Program to foster students' social-emotional skills and leadership development."<br><br>The feedback this year demonstrates a need for Action 2.13: Social-Emotional Skill Development Framework for Long-Term English Learners and Action 2.14: Tiered Behavior Support for Long-Term English Learners by highlighting persistent student behavioral and emotional challenges and the desire for more consistent, proactive support systems. Teachers, staff, and administrators all noted the critical importance of addressing students' social-emotional needs and emphasized that insufficient access to counselors and behavior specialists has | Action 2.13 prioritizes the needs of Long-Term English Learners by implementing a targeted SEL framework designed to address their unique social-emotional challenges. Through dedicated supplies and professional development, Long-Term English Learners are equipped with coping strategies, emotional regulation skills, and tools to build resilience. This approach centers culturally responsive practices that honor students' home languages, cultures, and lived experiences, fostering identity development and a strong sense of belonging. Training and resources are tailored to the specific experiences of Long-Term English Learners, including language-related anxiety, acculturation stress, and school disengagement, ensuring that supports are both relevant and impactful.<br><br>Action 2.14 provides tiered behavioral supports specifically designed to address the needs of Long-Term English Learners facing. Schools implement targeted interventions through proactive strategies such as staff collaboration, culturally inclusive workshops for staff and families, and individualized behavior plans. The action includes training on the impact of language barriers and cultural differences, and emphasizes communication supports and culturally responsive practices to reduce disruptions and minimize lost instructional time for Long-Term English Learners.<br><br>It is important to note that the implementation of Action 2.13 and Action 2.14 are currently limited, highlighting the need to prioritize resources for supporting Long-Term English Learners. | Metric 2.04: CA School Dashboard Suspension Rate- All students, English learners, and Long-Term English Learners |

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| | negatively impacted engagement and learning. Teachers also called for increased training in inclusive practices and positive behavior strategies, while administrators underscored the value of integrating SEL and behavior support into professional development. Furthermore, feedback from families stressed the importance of positive, supportive relationships with school staff to help students feel connected. A structured SEL framework and tiered behavior supports would directly respond to these needs, fostering a more inclusive and engaging school environment for all students. | | |
| Goal 4: Action 4.03 | The 2023 Dashboard's Academic Indicator highlighted a performance gap within EMCSD. In ELA, all students fell short by 9.4 points of meeting the standard, with significant disparities evident across student subgroups. English learners lagged by 45 points. Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard. Again, disparities were stark, with English learners trailing by 62.1 points.<br><br>The 2024 Dashboard's Academic Indicator highlights a performance gap within EMCSD. In ELA, students fell short by 12.9 points of the standard, with a -3.5 point decrease from the 2023 baseline. English learners lagged by 40 points (showed a positive change of 5 points). Similar concerns were evident in Mathematics, with all students falling 38.4 points below the standard, with no change from the 2023 baseline. Again, disparities were stark, with English learners trailing by 56.5 points (showed a positive change of 5.6 points).<br><br>Last year, educational partner feedback underscored concerns regarding the maintaining foundational support for English learners, emphasizing the necessity of supplemental instructional materials. Engaging students, parents, teachers, and administrators, the LCAP Feedback Form facilitated the identification of programs or services deemed most effective in enhancing student achievement. Around 6.88% of respondents selected “supplemental instructional materials aligned with learning standards.” | Action 4.03 ensures that English learners have access to supplemental, grade-level, standards-aligned instructional materials across core subjects, including ELA, English Language Development, Mathematics, History-Social Sciences, and Science. These materials go beyond the core curriculum to address the unique challenges faced by English learners, particularly language barriers, which often hinder their ability to engage with the full curriculum. By providing supplemental resources, this action supports English learners in staying aligned with state standards, preventing academic regression and promoting progress in language acquisition and subject mastery. Additionally, this action establishes a systematic process for annually inventorying and distributing these resources, ensuring timely access for staff to incorporate them into lesson plans. This allows staff to tailor instruction to meet the diverse needs of their students, enhancing engagement and supporting successful learning outcomes.<br><br>It is worth noting that this action is implemented on a limited basis, acknowledging the importance of prioritizing support for English learners within available resources. | Metric 4.05: CA School Dashboard ELA Academic Indicator- DFS- All students and English learners<br><br>Metric 4.06: CA School Dashboard Mathematics Academic Indicator- DFS- All students and English learners |

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| | The feedback from educational partners this year continues to emphasize the need for Action 4.03, as students and teachers alike highlighted gaps in resources that impact learning. Students requested additional materials to support their academic growth, such as books at their Accelerated Reader level and hands-on science experiments, suggesting a need for supplemental instructional materials to enhance their learning experience. Teachers also mentioned the lack of resources, such as classroom supplies, specialized literacy training, and technology, which underscores the need for more instructional materials to help address students' diverse needs and keep them engaged. Additionally, the feedback from parents about the importance of individualized support and enrichment opportunities further supports the necessity of expanding the resources available to students in various subjects. | | |

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.

EMCSD does not have a 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; therefore, this prompt is not applicable.

### 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.

EMCSD plans to utilize additional concentration grant funding to expand the number of staff providing direct services to students at schools with a high concentration of English learners, foster youth, and low-income students. With an unduplicated student rate of 87.5, EMCSD is committed to supporting schools like Cherrylee (84.4%), Cleminson (71.8%), Columbia (93.3%), Cortada (96.3%), Durfee (78.1%), Gidley (85.7%), LeGore (89.5%), New Lexington (87.3%), Potrero (96.1%), Rio Hondo (84.1%), Rio Vista (85.7%), Shirpser (94.3%), Wilkerson (92.6%), and Wright (90.7%) by providing targeted staffing support. To enhance student outcomes, the district will maintain key positions, including instructional support specialists, program specialists, district-level community liaisons, itinerant music teachers, single-subject credential music teachers, outreach consultants, attendance clerks, nurses and health assistants, foster youth liaisons, and counselors and social workers. These positions align with the following actions:

- Goal 1, Action 1.12: Core (Tier 1) Curriculum Access
- Goal 1, Action 1.16: Visual and Performing Arts
- Goal 2, Action 2.01: Outreach Consultants and Supplemental Attendance Supplies
- Goal 2, Action 2.02: Attendance Clerks
- Goal 2, Action 2.04: Nurses and Health Assistants
- Goal 2, Action 2.06: Foster Youth Support
- Goal 2, Action 2.07: Counselors and Social Workers
- Goal 2, Action 2.12: Supervision Staff
- Goal 3, Action 3.01: District-Level Community Liaisons

While beyond the grant amount, EMCSD will be increasing the number of teachers providing personalized small group instruction and a staff to support the home-school communication system. These positions fall beneath the following actions:

- Goal 3, Action 3.03: Home-School Communication System
- Goal 4, Action 4.06: Personalized Small Group Instruction

| **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 |
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| Staff-to-student ratio of classified staff providing direct services to students | EMCSD has no comparable schools; therefore, this prompt is not applicable. | EMCSD has no comparable schools; therefore, this prompt is not applicable. |
| Staff-to-student ratio of certificated staff providing direct services to students | EMCSD has no comparable schools; therefore, this prompt is not applicable. | EMCSD has no comparable schools; therefore, this prompt is not applicable. |

# Action Tables

## 2025-2026 Total Planned Expenditures Table

| LCAP Year (Input) | 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 %) |
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| 2025-2026 | $74,580,546.00 | $28,074,495.00 | 37.64% | 0.00% | 37.64% |

| Totals: | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| **Totals:** | $70,998,727.00 | $12,925,033.00 | $0.00 | $1,495,338.00 | $85,419,098.00 | $72,819,771.00 | $12,599,327.00 |

| 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 | Improve Core (Tier 1) Instruction | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | July 2024-June 2027 | $504,294 | $1,195,706 | $1,700,000 | $0 | $0 | $0 | $1,700,000 | 0.00% |
| 1 | 2 | Professional Development Tailored to Students' Unique Needs | English learner (EL), Long-term English learner, Low Income, Foster Youth | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | July 2024-June 2027 | $2,700,000 | $500,000 | $1,200,000 | $2,000,000 | $0 | $0 | $3,200,000 | 0.00% |
| 1 | 3 | Technology to Support Instruction | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | July 2024-June 2027 | $1,000,000 | $0 | $1,000,000 | $0 | $0 | $0 | $1,000,000 | 0.00% |

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| 1 | 4 | Data-Based Decision Making Tools | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | July 2024-June 2027 | $0 | $500,000 | $500,000 | $0 | $0 | $0 | $500,000 | 0.00% |
| 1 | 5 | Language Acquisition Support | English learner (EL), Long-term English learner | Yes | Limited | English learner (EL) | All Schools | July 2024-June 2027 | $700,000 | $0 | $700,000 | $0 | $0 | $0 | $700,000 | 0.00% |
| 1 | 6 | Instructional Coaching, Modeling, and Curriculum Design | Long-term English learner, English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | July 2024-June 2027 | $609,885 | $0 | $350,000 | $0 | $0 | $259,885 | $609,885 | 0.00% |
| 1 | 7 | School Library Access | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | July 2024-June 2027 | $800,000 | $100,000 | $900,000 | $0 | $0 | $0 | $900,000 | 0.00% |
| 1 | 8 | Gifted and Talented Student Enrichment | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | July 2024-June 2027 | $50,000 | $50,000 | $100,000 | $0 | $0 | $0 | $100,000 | 0.00% |
| 1 | 9 | Intervention Teachers | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | July 2024-June 2027 | $2,400,000 | $0 | $1,400,000 | $1,000,000 | $0 | $0 | $2,400,000 | 0.00% |
| 1 | 10 | Career Technical Education Courses and Advancement via Individual Determination | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | July 2024-June 2027 | $20,000 | $60,000 | $80,000 | $0 | $0 | $0 | $80,000 | 0.00% |
| 1 | 11 | Extended School Year Services | Student with Disabilities (SWD) | No | | | | July 2024-June 2027 | $700,000 | $0 | $0 | $700,000 | $0 | $0 | $700,000 | 0.00% |

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| 1 | 12 | Core (Tier 1) Curriculum Access | Low Income, English learner (EL) | Yes | Limited | English learner (EL), Low Income | All Schools | July 2024-June 2027 | $1,300,000 | $0 | $1,300,000 | $0 | $0 | $0 | $1,300,000 | 0.00% |
| 1 | 13 | Program Specialists | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | July 2024-June 2027 | $350,000 | $0 | $350,000 | $0 | $0 | $0 | $350,000 | 0.00% |
| 1 | 14 | Oral Language Development Support | English learner (EL), Low Income | Yes | LEA-wide | English learner (EL), Low Income | All Schools | July 2024-June 2027 | $250,000 | $0 | $250,000 | $0 | $0 | $0 | $250,000 | 0.00% |
| 1 | 15 | Biliteracy, Bilingualism, and Bi-Culturalism Support | Low Income, English learner (EL) | Yes | LEA-wide | Low Income, English learner (EL) | All Schools | July 2024-June 2027 | $80,000 | $0 | $80,000 | $0 | $0 | $0 | $80,000 | 0.00% |
| 1 | 16 | Visual and Performing Arts | Foster Youth, Low Income, English learner (EL) | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | July 2024-June 2027 | $1,050,000 | $150,000 | $1,200,000 | $0 | $0 | $0 | $1,200,000 | 0.00% |
| 1 | 17 | Provide Academic Programming Support for Students Facing Disparate Outcomes | All | No | | | | July 2024-June 2027 | $55,180 | $0 | $55,180 | $0 | $0 | $0 | $55,180 | 0.00% |
| 1 | 18 | Provide Support for Special Education Services, Accommodations, and Modifications | Student with Disabilities (SWD) | No | | | | July 2024-June 2027 | $225,033 | $0 | $0 | $225,033 | $0 | $0 | $225,033 | 0.00% |
| 2 | 1 | Outreach Consultants and Supplemental Attendance Supplies | Foster Youth, Low Income, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | July 2024-June 2027 | $802,661 | $34,565 | $450,000 | $0 | $0 | $387,226 | $837,226 | 0.00% |
| 2 | 2 | Attendance Clerks | English learner (EL), Low Income, Foster Youth | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | July 2024-June 2027 | $450,000 | $0 | $450,000 | $0 | $0 | $0 | $450,000 | 0.00% |
| 2 | 3 | Learning Sessions to Recoup Absences | Foster Youth, Low Income | Yes | LEA-wide | Foster Youth, Low Income | All Schools | July 2024-June 2027 | $0 | $250,000 | $250,000 | $0 | $0 | $0 | $250,000 | 0.00% |

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| 2 | 4 | Nurses and Health Assistants | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | July 2024-June 2027 | $1,200,000 | $1,000,000 | $1,200,000 | $1,000,000 | $0 | $0 | $2,200,000 | 0.00% |
| 2 | 5 | Supplemental Instructional Support for Short and Long Term Absences | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | July 2024-June 2027 | $150,000 | $0 | $150,000 | $0 | $0 | $0 | $150,000 | 0.00% |
| 2 | 6 | Foster Youth Support | Foster Youth | Yes | Limited | Foster Youth | All Schools | July 2024-June 2027 | $20,000 | $0 | $20,000 | $0 | $0 | $0 | $20,000 | 0.00% |
| 2 | 7 | Counselors and Social Workers | English learner (EL), Low Income, Foster Youth | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | July 2024-June 2027 | $1,293,000 | $7,000 | $1,300,000 | $0 | $0 | $0 | $1,300,000 | 0.00% |
| 2 | 8 | Comprehensive Support for Suspended Students | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | July 2024-June 2027 | $600,000 | $0 | $600,000 | $0 | $0 | $0 | $600,000 | 0.00% |
| 2 | 9 | Social-Emotional Skill Development Framework | Foster Youth, Low Income | Yes | LEA-wide | Low Income, Foster Youth | All Schools | July 2024-June 2027 | $682,439 | $96,416 | $778,855 | $0 | $0 | $0 | $778,855 | 0.00% |
| 2 | 10 | Tiered Behavior Support | Low Income, Foster Youth | Yes | LEA-wide | Foster Youth, Low Income | All Schools | July 2024-June 2027 | $300,000 | $1,000,000 | $300,000 | $1,000,000 | $0 | $0 | $1,300,000 | 0.00% |
| 2 | 11 | Provide Support for Students Facing Disparate Outcomes | African-American, Homeless, Student with Disabilities (SWD), Hispanic or Latino | No | | | | July 2024-June 2027 | $58,404 | $0 | $58,404 | $0 | $0 | $0 | $58,404 | 0.00% |
| 2 | 12 | Supervision Staff | Low Income, Foster Youth | Yes | LEA-wide | Foster Youth, Low Income | All Schools | July 2024-June 2027 | $1,200,000 | $0 | $1,200,000 | $0 | $0 | $0 | $1,200,000 | 0.00% |
| 2 | 13 | Social-Emotional Skill Development Framework for Long-Term English Learners | Long-term English learner | Yes | Limited | English learner (EL) | All Schools | July 2025-June 2027 | $0 | $175,000 | $175,000 | $0 | $0 | $0 | $175,000 | 0.00% |

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| 2 | 14 | Tiered Behavior Support for Long-Term English Learners | Long-term English learner | Yes | Limited | English learner (EL) | All Schools | July 2025-June 2027 | $0 | $20,640 | $20,640 | $0 | $0 | $0 | $20,640 | 0.00% |
| 3 | 1 | District-Level Community Liaisons | Foster Youth, Low Income, English learner (EL) | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | July 2024-June 2027 | $200,000 | $0 | $200,000 | $0 | $0 | $0 | $200,000 | 0.00% |
| 3 | 2 | School-Level Community Liaisons | All | No | | | | July 2024-June 2027 | $848,227 | $0 | $0 | $0 | $0 | $848,227 | $848,227 | 0.00% |
| 3 | 3 | Home-School Communication System | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | July 2024-June 2027 | $145,000 | $35,000 | $180,000 | $0 | $0 | $0 | $180,000 | 0.00% |
| 3 | 4 | Workshops and Activities for Parents and Families | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | June 2024 -June 2027 | $0 | $80,000 | $80,000 | $0 | $0 | $0 | $80,000 | 0.00% |
| 4 | 1 | Certificated Staff Recruitment, Equitable Assignments, and Core Curriculum | All | No | | | | July 2024-June 2027 | $38,327,833 | $150,000 | $38,477,833 | $0 | $0 | $0 | $38,477,833 | 0.00% |
| 4 | 2 | Beginning Teacher Program Mentors | English learner (EL), Low Income, Foster Youth | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | July 2024-June 2027 | $80,000 | $0 | $80,000 | $0 | $0 | $0 | $80,000 | 0.00% |
| 4 | 3 | Supplemental Instructional Materials | English learner (EL) | Yes | Limited | English learner (EL) | All Schools | July 2024-June 2027 | $0 | $80,000 | $80,000 | $0 | $0 | $0 | $80,000 | 0.00% |
| 4 | 4 | Safe, Clean, and Well-Maintained Facilities | All | No | | | | July 2024-June 2027 | $4,217,815 | $0 | $4,217,815 | $0 | $0 | $0 | $4,217,815 | 0.00% |
| 4 | 5 | Student Information System Access | All | No | | | | July 2024-June 2027 | $0 | $115,000 | $115,000 | $0 | $0 | $0 | $115,000 | 0.00% |
| 4 | 6 | Personalized Small Group Instruction | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | July 2024-June 2027 | $7,000,000 | $0 | $7,000,000 | $0 | $0 | $0 | $7,000,000 | 0.00% |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 7 | Professional Learning Community Time | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | July 2024-June 2027 | $2,000,000 | $0 | $2,000,000 | $0 | $0 | $0 | $2,000,000 | 0.00% |
| 4 | 8 | Technological Support | English learner (EL), Low Income, Foster Youth | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | July 2024-June 2027 | $450,000 | $0 | $450,000 | $0 | $0 | $0 | $450,000 | 0.00% |
| 4 | 9 | Enhanced Learning Environments | English learner (EL), Low Income, Student with Disabilities (SWD), Long-term English learner | No | | | | July 2025-June 2027 | $0 | $7,000,000 | $0 | $7,000,000 | $0 | $0 | $7,000,000 | 0.00% |
| 5 | 1 | Early Identification and Whole Child Support | All | No | | | | July 2024-June 2025 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 0.00% |

# 2025-2026 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 |
|---|---|---|---|---|---|---|---|---|---|
| $74,580,546.00 | $28,074,495.00 | 37.64% | 0.00% - No Carryover | 37.64% | $28,074,495.00 | 0.00% | 37.64% | **Total:** | $28,074,495.00 |
| | | | | | | | | **LEA-wide Total:** | $25,778,855.00 |
| | | | | | | | | **Limited Total:** | $2,295,640.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions(LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Improve Core (Tier 1) Instruction | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | $1,700,000.00 | 0.00% |
| 1 | 2 | Professional Development Tailored to Students' Unique Needs | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $1,200,000.00 | 0.00% |
| 1 | 3 | Technology to Support Instruction | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $1,000,000.00 | 0.00% |
| 1 | 4 | Data-Based Decision Making Tools | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $500,000.00 | 0.00% |
| 1 | 5 | Language Acquisition Support | Yes | Limited | English learner (EL) | All Schools | $700,000.00 | 0.00% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 6 | Instructional Coaching, Modeling, and Curriculum Design | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $350,000.00 | 0.00% |
| 1 | 7 | School Library Access | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $900,000.00 | 0.00% |
| 1 | 8 | Gifted and Talented Student Enrichment | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $100,000.00 | 0.00% |
| 1 | 9 | Intervention Teachers | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $1,400,000.00 | 0.00% |
| 1 | 10 | Career Technical Education Courses and Advancement via Individual Determination | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | $80,000.00 | 0.00% |
| 1 | 12 | Core (Tier 1) Curriculum Access | Yes | Limited | English learner (EL), Low Income | All Schools | $1,300,000.00 | 0.00% |
| 1 | 13 | Program Specialists | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | $350,000.00 | 0.00% |
| 1 | 14 | Oral Language Development Support | Yes | LEA-wide | English learner (EL), Low Income | All Schools | $250,000.00 | 0.00% |
| 1 | 15 | Biliteracy, Bilingualism, and Bi-Culturalism Support | Yes | LEA-wide | Low Income, English learner (EL) | All Schools | $80,000.00 | 0.00% |
| 1 | 16 | Visual and Performing Arts | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | $1,200,000.00 | 0.00% |
| 2 | 1 | Outreach Consultants and Supplemental Attendance Supplies | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $450,000.00 | 0.00% |
| 2 | 2 | Attendance Clerks | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $450,000.00 | 0.00% |
| 2 | 3 | Learning Sessions to Recoup Absences | Yes | LEA-wide | Foster Youth, Low Income | All Schools | $250,000.00 | 0.00% |
| 2 | 4 | Nurses and Health Assistants | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $1,200,000.00 | 0.00% |
| 2 | 5 | Supplemental Instructional Support for Short and Long Term Absences | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | $150,000.00 | 0.00% |
| 2 | 6 | Foster Youth Support | Yes | Limited | Foster Youth | All Schools | $20,000.00 | 0.00% |
| 2 | 7 | Counselors and Social Workers | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $1,300,000.00 | 0.00% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2 | 8 | Comprehensive Support for Suspended Students | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | $600,000.00 | 0.00% |
| 2 | 9 | Social-Emotional Skill Development Framework | Yes | LEA-wide | Low Income, Foster Youth | All Schools | $778,855.00 | 0.00% |
| 2 | 10 | Tiered Behavior Support | Yes | LEA-wide | Foster Youth, Low Income | All Schools | $300,000.00 | 0.00% |
| 2 | 12 | Supervision Staff | Yes | LEA-wide | Foster Youth, Low Income | All Schools | $1,200,000.00 | 0.00% |
| 2 | 13 | Social-Emotional Skill Development Framework for Long-Term English Learners | Yes | Limited | English learner (EL) | All Schools | $175,000.00 | 0.00% |
| 2 | 14 | Tiered Behavior Support for Long-Term English Learners | Yes | Limited | English learner (EL) | All Schools | $20,640.00 | 0.00% |
| 3 | 1 | District-Level Community Liaisons | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $200,000.00 | 0.00% |
| 3 | 3 | Home-School Communication System | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $180,000.00 | 0.00% |
| 3 | 4 | Workshops and Activities for Parents and Families | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $80,000.00 | 0.00% |
| 4 | 2 | Beginning Teacher Program Mentors | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $80,000.00 | 0.00% |
| 4 | 3 | Supplemental Instructional Materials | Yes | Limited | English learner (EL) | All Schools | $80,000.00 | 0.00% |
| 4 | 6 | Personalized Small Group Instruction | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $7,000,000.00 | 0.00% |
| 4 | 7 | Professional Learning Community Time | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $2,000,000.00 | 0.00% |
| 4 | 8 | Technological Support | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $450,000.00 | 0.00% |

# 2024-2025 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $73,610,216.00 | $70,016,154.00 |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1 | Improve Core (Tier 1) Instruction | Yes | $1,700,000.00 | $1,561,771.00 |
| 1 | 2 | Professional Development Tailored to Students' Unique Needs | Yes | $1,300,000.00 | $1,500,000.00 |
| 1 | 3 | Technology to Support Instruction | Yes | $780,000.00 | $780,000.00 |
| 1 | 4 | Data-Based Decision Making Tools | Yes | $685,000.00 | $685,000.00 |
| 1 | 5 | Language Acquisition Support | Yes | $575,000.00 | $575,000.00 |
| 1 | 6 | Instructional Coaching, Modeling, and Curriculum Design | Yes | $743,000.00 | $592,558.00 |
| 1 | 7 | School Library Access | Yes | $935,000.00 | $935,000.00 |
| 1 | 8 | Gifted and Talented Student Enrichment | Yes | $100,000.00 | $100,000.00 |
| 1 | 9 | Intervention Teachers | Yes | $1,350,000.00 | $1,350,000.00 |
| 1 | 10 | Career Technical Education Courses and Advancement via Individual Determination | Yes | $150,000.00 | $150,000.00 |
| 1 | 11 | Extended School Year Services | No | $547,039.00 | $739,978.00 |
| 1 | 12 | Core (Tier 1) Curriculum Access | Yes | $1,250,000.00 | $1,250,000.00 |
| 1 | 13 | Program Specialists | Yes | $350,000.00 | $350,000.00 |
| 1 | 14 | Oral Language Development Support | Yes | $250,000.00 | $250,000.00 |
| 1 | 15 | Biliteracy, Bilingualism, and Bi-Culturalism Support | Yes | $85,000.00 | $85,000.00 |
| 1 | 16 | Visual and Performing Arts | Yes | $1,300,000.00 | $1,300,000.00 |
| 1 | 17 | Provide Academic Programming Support for Students Facing Disparate Outcomes | No | $52,099.00 | $51,962.00 |
| 1 | 18 | Provide Support for Special Education Services, Accommodations, and | No | $225,033.00 | $74,979.00 |

| | | | | | |
|---|---|---|---|---|---|
| | | Modifications | | | |
| 2 | 1 | Outreach Consultants and Supplemental Attendance Supplies | Yes | $832,656.00 | $791,691.00 |
| 2 | 2 | Attendance Clerks | Yes | $400,000.00 | $400,000.00 |
| 2 | 3 | Learning Sessions to Recoup Absences | Yes | $250,000.00 | $250,000.00 |
| 2 | 4 | Nurses and Health Assistants | Yes | $1,350,000.00 | $1,350,000.00 |
| 2 | 5 | Supplemental Instructional Support for Short and Long Term Absences | Yes | $150,000.00 | $150,000.00 |
| 2 | 6 | Foster Youth Support | Yes | $20,000.00 | $20,000.00 |
| 2 | 7 | Counselors and Social Workers | Yes | $1,450,000.00 | $1,450,000.00 |
| 2 | 8 | Comprehensive Support for Suspended Students | Yes | $530,000.00 | $530,000.00 |
| 2 | 9 | Social-Emotional Skill Development Framework | Yes | $650,000.00 | $650,000.00 |
| 2 | 10 | Tiered Behavior Support | Yes | $200,000.00 | $200,000.00 |
| 2 | 11 | Provide Support for Students Facing Disparate Outcomes | No | $57,587.00 | $57,029.00 |
| 2 | 12 | Supervision Staff | Yes | $1,160,000.00 | $1,160,000.00 |
| 3 | 1 | District-Level Community Liaisons | Yes | $200,000.00 | $200,000.00 |
| 3 | 2 | School-Level Community Liaisons | No | $818,113.00 | $794,820.00 |
| 3 | 3 | Home-School Communication System | Yes | $150,000.00 | $150,000.00 |
| 3 | 4 | Workshops and Activities for Parents and Families | Yes | $100,000.00 | $55,000.00 |
| 4 | 1 | Certificated Staff Recruitment, Equitable Assignments, and Core Curriculum | No | $39,173,284.00 | $35,795,412.00 |
| 4 | 2 | Beginning Teacher Program Mentors | Yes | $120,000.00 | $80,000.00 |
| 4 | 3 | Supplemental Instructional Materials | Yes | $125,000.00 | $125,000.00 |
| 4 | 4 | Safe, Clean, and Well-Maintained Facilities | No | $3,388,081.00 | $3,254,360.00 |
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4 | 5 | Student Information System Access | No | $568,032.00 | $291,978.00 |
| 4 | 6 | Personalized Small Group Instruction | Yes | $7,007,398.00 | $7,396,722.00 |
| 4 | 7 | Professional Learning Community Time | Yes | $2,000,000.00 | $2,000,000.00 |
| 4 | 8 | Technological Support | Yes | $475,000.00 | $475,000.00 |
| 5 | 1 | Early Identification and Whole Child Support | No | $57,894.00 | $57,894.00 |

# 2024-2025 Contributing Actions Annual Update Table

| 6.Estimated Actual 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 Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5.Total Planned Percentage of Improved Services (%) | 8.Total Estimated Actual Percentage of Improved Services(%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $28,370,493.00 | $28,004,398.00 | $28,370,493.00 | ($366,095.00) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title | Contributed 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 | Improve Core (Tier 1) Instruction | Yes | $1,700,000.00 | $1,561,771.00 | 0.00% | 0.00% |
| 1 | 2 | Professional Development Tailored to Students' Unique Needs | Yes | $1,300,000.00 | $1,500,000.00 | 0.00% | 0.00% |
| 1 | 3 | Technology to Support Instruction | Yes | $780,000.00 | $780,000.00 | 0.00% | 0.00% |
| 1 | 4 | Data-Based Decision Making Tools | Yes | $685,000.00 | $685,000.00 | 0.00% | 0.00% |
| 1 | 5 | Language Acquisition Support | Yes | $575,000.00 | $575,000.00 | 0.00% | 0.00% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 6 | Instructional Coaching, Modeling, and Curriculum Design | Yes | $457,000.00 | $457,000.00 | 0.00% | 0.00% |
| 1 | 7 | School Library Access | Yes | $935,000.00 | $935,000.00 | 0.00% | 0.00% |
| 1 | 8 | Gifted and Talented Student Enrichment | Yes | $100,000.00 | $100,000.00 | 0.00% | 0.00% |
| 1 | 9 | Intervention Teachers | Yes | $1,350,000.00 | $1,350,000.00 | 0.00% | 0.00% |
| 1 | 10 | Career Technical Education Courses and Advancement via Individual Determination | Yes | $150,000.00 | $150,000.00 | 0.00% | 0.00% |
| 1 | 12 | Core (Tier 1) Curriculum Access | Yes | $1,250,000.00 | $1,250,000.00 | 0.00% | 0.00% |
| 1 | 13 | Program Specialists | Yes | $350,000.00 | $350,000.00 | 0.00% | 0.00% |
| 1 | 14 | Oral Language Development Support | Yes | $250,000.00 | $250,000.00 | 0.00% | 0.00% |
| 1 | 15 | Biliteracy, Bilingualism, and Bi-Culturalism Support | Yes | $85,000.00 | $85,000.00 | 0.00% | 0.00% |
| 1 | 16 | Visual and Performing Arts | Yes | $1,300,000.00 | $1,300,000.00 | 0.00% | 0.00% |
| 2 | 1 | Outreach Consultants and Supplemental Attendance Supplies | Yes | $400,000.00 | $400,000.00 | 0.00% | 0.00% |
| 2 | 2 | Attendance Clerks | Yes | $400,000.00 | $400,000.00 | 0.00% | 0.00% |
| 2 | 3 | Learning Sessions to Recoup Absences | Yes | $250,000.00 | $250,000.00 | 0.00% | 0.00% |
| 2 | 4 | Nurses and Health Assistants | Yes | $1,350,000.00 | $1,350,000.00 | 0.00% | 0.00% |
| 2 | 5 | Supplemental Instructional Support for Short and Long Term Absences | Yes | $150,000.00 | $150,000.00 | 0.00% | 0.00% |
| 2 | 6 | Foster Youth Support | Yes | $20,000.00 | $20,000.00 | 0.00% | 0.00% |
| 2 | 7 | Counselors and Social Workers | Yes | $1,450,000.00 | $1,450,000.00 | 0.00% | 0.00% |
| 2 | 8 | Comprehensive Support for Suspended Students | Yes | $530,000.00 | $530,000.00 | 0.00% | 0.00% |
| 2 | 9 | Social-Emotional Skill Development Framework | Yes | $650,000.00 | $650,000.00 | 0.00% | 0.00% |
| 2 | 10 | Tiered Behavior Support | Yes | $200,000.00 | $200,000.00 | 0.00% | 0.00% |
| 2 | 12 | Supervision Staff | Yes | $1,160,000.00 | $1,160,000.00 | 0.00% | 0.00% |
| 3 | 1 | District-Level Community Liaisons | Yes | $200,000.00 | $200,000.00 | 0.00% | 0.00% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | 3 | Home-School Communication System | Yes | $150,000.00 | $150,000.00 | 0.00% | 0.00% |
| 3 | 4 | Workshops and Activities for Parents and Families | Yes | $100,000.00 | $55,000.00 | 0.00% | 0.00% |
| 4 | 2 | Beginning Teacher Program Mentors | Yes | $120,000.00 | $80,000.00 | 0.00% | 0.00% |
| 4 | 3 | Supplemental Instructional Materials | Yes | $125,000.00 | $125,000.00 | 0.00% | 0.00% |
| 4 | 6 | Personalized Small Group Instruction | Yes | $7,007,398.00 | $7,396,722.00 | 0.00% | 0.00% |
| 4 | 7 | Professional Learning Community Time | Yes | $2,000,000.00 | $2,000,000.00 | 0.00% | 0.00% |
| 4 | 8 | Technological Support | Yes | $475,000.00 | $475,000.00 | 0.00% | 0.00% |

# 2024-2025 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) |
|---|---|---|---|---|---|---|---|---|
| $74,145,301.00 | $28,370,493.00 | 0.00% | 38.26% | $28,370,493.00 | 0.00% | 38.26% | $0.00 - No Carryover | 0.00% - No Carryover |

# Federal Funds Detail Report

| Totals: | Title I | Title II | Title III | Title IV | CSI | Other Federal Funds |
|---|---|---|---|---|---|---|
| Totals: | $1,235,453.00 | $0.00 | $259,885.00 | $0.00 | $0.00 | $0.00 |

| Goal # | Action # | Action Title | Title I | Title II | Title III | Title IV | CSI | Other Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Improve Core (Tier 1) Instruction | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $1,700,000.00 |
| 1 | 2 | Professional Development Tailored to Students' Unique Needs | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $3,200,000.00 |
| 1 | 3 | Technology to Support Instruction | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $1,000,000.00 |
| 1 | 4 | Data-Based Decision Making Tools | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $500,000.00 |
| 1 | 5 | Language Acquisition Support | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $700,000.00 |
| 1 | 6 | Instructional Coaching, Modeling, and Curriculum Design | $0.00 | $0.00 | $259,885.00 | $0.00 | $0.00 | $0.00 | $609,885.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 7 | School Library Access | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $900,000.00 |
| 1 | 8 | Gifted and Talented Student Enrichment | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $100,000.00 |
| 1 | 9 | Intervention Teachers | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $2,400,000.00 |
| 1 | 10 | Career Technical Education Courses and Advancement via Individual Determination | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $80,000.00 |
| 1 | 11 | Extended School Year Services | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $700,000.00 |
| 1 | 12 | Core (Tier 1) Curriculum Access | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $1,300,000.00 |
| 1 | 13 | Program Specialists | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $350,000.00 |
| 1 | 14 | Oral Language Development Support | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $250,000.00 |
| 1 | 15 | Biliteracy, Bilingualism, and Bi-Culturalism Support | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $80,000.00 |
| 1 | 16 | Visual and Performing Arts | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $1,200,000.00 |
| 1 | 17 | Provide Academic Programming Support for Students Facing Disparate Outcomes | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $55,180.00 |
| 1 | 18 | Provide Support for Special Education Services, Accommodations, and Modifications | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $225,033.00 |
| 2 | 1 | Outreach Consultants and Supplemental Attendance Supplies | $387,226.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $837,226.00 |
| 2 | 2 | Attendance Clerks | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $450,000.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 3 | Learning Sessions to Recoup Absences | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $250,000.00 |
| 2 | 4 | Nurses and Health Assistants | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $2,200,000.00 |
| 2 | 5 | Supplemental Instructional Support for Short and Long Term Absences | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $150,000.00 |
| 2 | 6 | Foster Youth Support | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $20,000.00 |
| 2 | 7 | Counselors and Social Workers | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $1,300,000.00 |
| 2 | 8 | Comprehensive Support for Suspended Students | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $600,000.00 |
| 2 | 9 | Social-Emotional Skill Development Framework | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $778,855.00 |
| 2 | 10 | Tiered Behavior Support | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $1,300,000.00 |
| 2 | 11 | Provide Support for Students Facing Disparate Outcomes | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $58,404.00 |
| 2 | 12 | Supervision Staff | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $1,200,000.00 |
| 3 | 1 | District-Level Community Liaisons | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $200,000.00 |
| 3 | 2 | School-Level Community Liaisons | $848,227.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $848,227.00 |
| 3 | 3 | Home-School Communication System | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $180,000.00 |
| 3 | 4 | Workshops and Activities for Parents and Families | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $80,000.00 |
| 4 | 1 | Certificated Staff Recruitment, Equitable | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $38,477,833.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Assignments, and Core Curriculum | | | | | | | |
| 4 | 2 | Beginning Teacher Program Mentors | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $80,000.00 |
| 4 | 3 | Supplemental Instructional Materials | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $80,000.00 |
| 4 | 4 | Safe, Clean, and Well-Maintained Facilities | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $4,217,815.00 |
| 4 | 5 | Student Information System Access | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $115,000.00 |
| 4 | 6 | Personalized Small Group Instruction | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $7,000,000.00 |
| 4 | 7 | Professional Learning Community Time | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $2,000,000.00 |
| 4 | 8 | Technological Support | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $450,000.00 |
| 5 | 1 | Early Identification and Whole Child Support | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

## *Requirements and Instructions*

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

## Reflections: Technical Assistance

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

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

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

### Comprehensive Support and Improvement

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## *Requirements*

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

### Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

### Metric #

- Enter the metric number.

### Metric

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

### Baseline

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

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

**For LEAs With Unexpended LREBG Funds**

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

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

**Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## *LCFF Carryover Table*

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).