

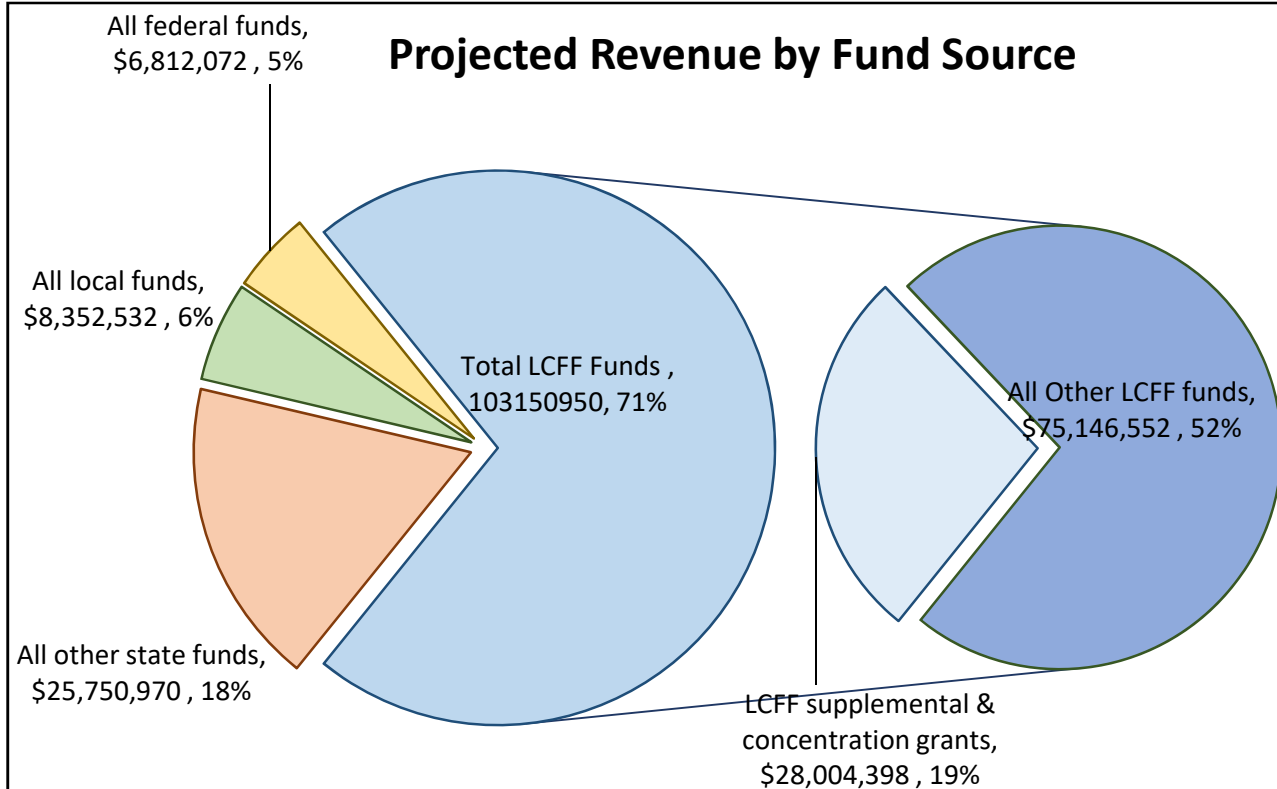
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Monte City School District CDS Code:  
19-64501-0000000  
School Year: 2024-2025  
LEA contact information: Teresa Pinedo, [tpinedo@emcsd.org](mailto: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).

## Budget Overview for the 2024-2025 School Year

### Projected Revenue by Fund Source

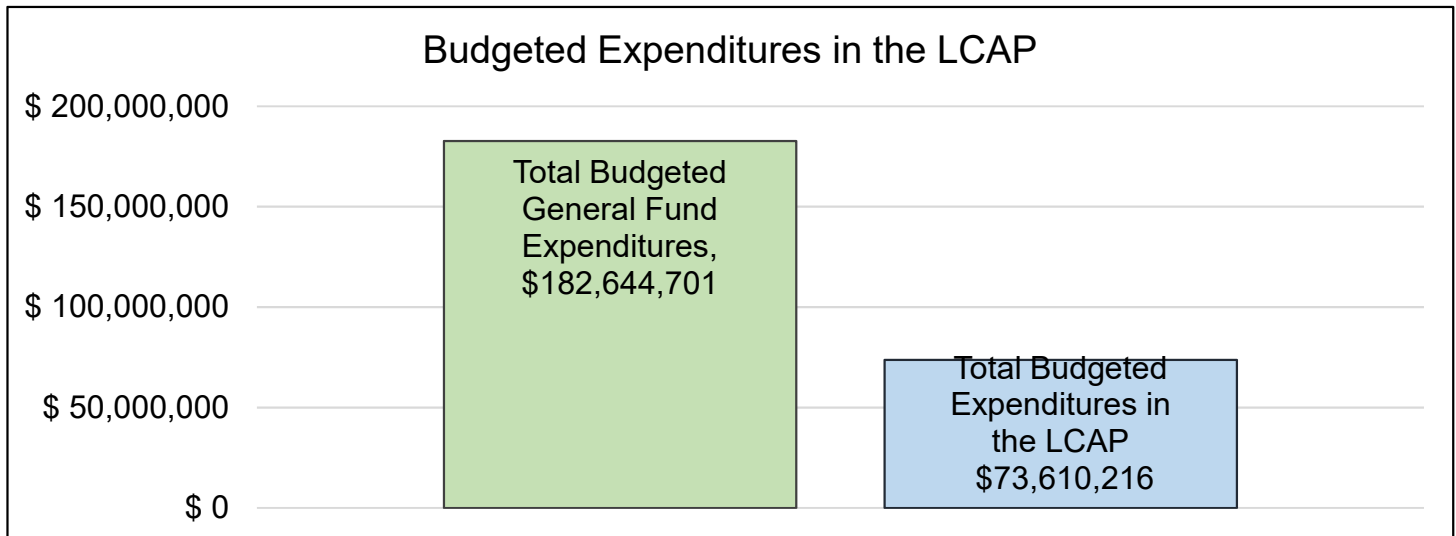


This chart shows the total general purpose revenue El Monte City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Monte City School District is \$144,066,524.00, of which \$103,150,950.00 is Local Control Funding Formula (LCFF), \$25,750,970.00 is other state funds, \$8,352,532.00 is local funds, and \$6,812,072.00 is federal funds. Of the \$103,150,950.00 in LCFF Funds, \$28,004,398.00 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 School District plans to spend for 2024-2025. 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 School District plans to spend \$182,644,701.00 for the 2024-2025 school year. Of that amount, \$73,610,216.00 is tied to actions/services in the LCAP and \$109,034,485.00 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 use 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 Extended Learning Opportunities grant, After School Education and Safety, Educator Effectiveness. The Federal Resources that are not included in this LCAP includes Title I, II, III, IV Elementary and Secondary School Emergency Relief III funding.

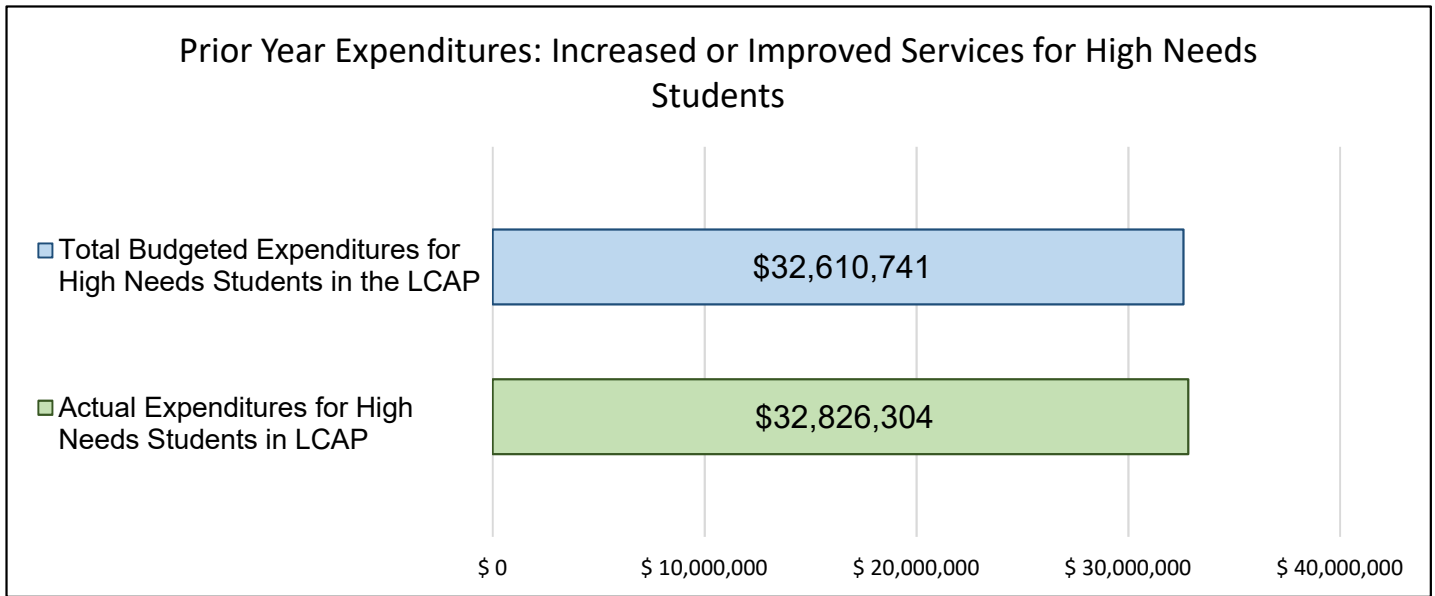
Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

## **LCFF Budget Overview for Parents**

In 2024-2025, El Monte City School District is projecting it will receive \$28,004,398.00 based on the enrollment of foster youth, English learner, and low-income students. El Monte City School District must describe how it intends to increase or improve services for high needs students in the LCAP. El Monte City School District plans to spend \$28,004,398.00 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 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, El Monte City School District's LCAP budgeted \$32,610,741.00 for planned actions to increase or improve services for high needs students. El Monte City School District actually spent \$32,826,304.00 for actions to increase or improve services for high needs students in 2023-2024.

# 2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update 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

## Goals and Actions

### Goal

Goal #	Description
1	Increase Student Achievement

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
2019 SBAC ELA Annual Assessment Results	English Language Arts: The percentage of All students Meeting or Exceeding Standards is 51.5%	Local iReady data was used as CAASPP data for 2021-2022 is unavailable	English Language Arts: The percentage of All students Meeting or Exceeding Standards is 46.7% (SBAC)	English Language Arts: The percentage of All students Meeting or Exceeding Standards is 46.97% (2022-23 SBAC)	English Language Arts: The percentage of All students Meeting or Exceeding Standards will be 57%
2019 SBAC Math Annual Results	Mathematics: The percentage of All students Meeting or Exceeding Standards is 40%	Local iReady data was used as CAASPP data for 2021-2022 is unavailable	Mathematics: The percentage of All students Meeting or Exceeding Standards is 34.6% (SBAC)	Mathematics: The percentage of All students Meeting or Exceeding Standards is 35.84% (2022-23 SBAC)	Mathematics: The percentage of all Students Meeting or Exceeding Standards will be 46%
English Language Arts: 2021 iReady Diagnostic Window 3 Results	English Language Arts: The percentage of All Students On Grade Level & Above is 41%	English Language Arts: The percentage of All Students On Grade Level & Above is 42%	English Language Arts: The percentage of ALL Students On Grade Level and Above is 48%	English Language Arts: The percentage of ALL Students On Grade Level and Above is 44% (2023-24 i-Ready)	English Language Arts: The percentage of All Students On Grade Level & Above will be 61%

Mathematics: 2021 iReady Diagnostic Window 3 Results	Mathematics: The percentage of All Students On Grade Level & Above is 38%	Mathematics: The percentage of All Students On Grade Level & Above is 37%	Mathematics: The percentage of All Students On Grade Level & Above is 43%	Mathematics: The percentage of All Students On Grade Level & Above is 41% (2023-24 i-Ready)	Mathematics: The percentage of All Students On Grade Level & Above is 58%
El Monte City School District Reclassification Procedure	In 2019-2020, 10% of our English learners were reclassified.	2020-2021 - 3.4% - DataQuest 2021-2022 - 7.7% - Local Data	In 2022-2023, 9.68% of our English learners were reclassified.	In 2023-24, 16% of our English learners were reclassified. (Student Information System)	By 2023-2024, 16% of our English learners will be reclassified.
2018-2019 - Summative ELPAC	The percentage of English Learner students making progress toward English language proficiency, including English learners with a disability, is 8.7%	The percentage of English learner students making progress toward English language proficiency, including English learners with a disability, is 26.5% - 2021 TOMS	The percentage of English learner students making progress toward English language proficiency, including English learners with a disability is 46.9%.	The percentage of English learner students making progress toward English language proficiency, including English learners with a disability is 36% (2022-23 TOMS)	The percentage of English learner students making progress toward English language proficiency will be 24%
Local Indicator (Priority 2) Self-Reflection Tool	State Standards Implemented Through Professional Learning In All Content Areas : MET	2021 - 2022 Implementation of State Standards in All Content Areas: MET Local Indicator Self-Reflection Tool	Implementation of State Standards in All Content Areas: MET	Implementation of State Standards in All Content Areas: MET (2023 CA School Dashboard)	State Standards Implemented Through Professional Learning In All Content Areas : MET
CAST Science Annual Assessment Results	Science: The percentage of All students Meeting or Exceeding Standards is 26% (2022 CAST)			Science: The percentage of all Students Meeting or Exceeding Standards will be 26.77% (2022-23 CAST)	Science: The percentage of all Students Meeting or Exceeding Standards will be 28%

## Goal Analysis

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

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

EMCSD continued to confront lingering challenges from COVID-19 including student learning loss, hiring challenges, and staff compassion fatigue and burnout. Additional state and federal funding sources, including the Educators Effectiveness Block Grant (EEBG), Extended Learning Opportunities Grant (ELOP), and Elementary and Secondary School Emergency Relief III (ESSER III), facilitated the redistribution of expenditures. However, all planned actions under Goal 1 were successfully executed during the 2023-24 school year, aligning with the adopted LCAP. These actions were implemented as intended, benefiting all students within the designated timeframe, and utilizing allocated resources and materials as outlined. Various strategies were employed to enhance student achievement across multiple avenues.

Core (Tier 1) instruction was reinforced through the provision of supplemental materials, supplies, substitute teachers, and collaborative planning time (Action 1.01). Both general education and special education teachers actively engaged in high-quality professional development tailored to address the diverse needs of students, including training in Cognitively Guided Instruction, Step Up to Writing, and participation in professional learning communities (Action 1, 2, and 13). A challenge that EMCSD is continuously addressing is providing differentiated opportunities to meet the needs and interests of both novice and seasoned staff. Leveraging the expertise of teachers on special assignment (TOSA), coaching and modeling were offered to enhance primary instruction (Action 6).

EMCSD maintained its commitment to data-driven decision-making, employing critical reflection, contextualization, and action planning based on disaggregated data (Action 4). Notably, administrators, teachers, counselors, social workers, psychologists, and behavior intervention specialists actively participated in employing Improvement Science and the Plan-Do-Study-Action process to inform instruction and provide student support. A focus was placed on developing common formative assessments, which, while tedious and time-consuming for staff, marked an exciting step forward.

Moreover, EMCSD continued to provide technological resources to support instruction, facilitate access to school libraries, deploy instructional support specialists to enhance access to core instruction, and offer a newcomer program (Action 3, 5, 7, and 12). The increase in the number of newcomer students, with 178 enrolled during the 2023-24 academic year as of April 29, 2024, emphasized the critical need to enhance support services for these students.

Eligible students with disabilities were granted access to extended school year services, while speech staff provided support for oral language development for English learners and low-income students (Action 11 and 14). Enrichment programs, including Lego Robotics, Coding, Music, Visual Arts, Cooking, Photography, Videography, Latin X Culture, STEAM Science, Creative Writing, Puzzles and Problem Solving, Crochet Health and Fitness, Art, and Yoga, were made available to gifted and talented students, garnering substantial attendance (Action 8). A summer intervention and enrichment program were also implemented (Action 16). Support for Advancement Via Individual Determination (AVID) courses persisted to enhance college and career readiness (Action 10). Additionally, all schools continued to receive intervention teachers who provided flexible, targeted, and intensive support to students facing difficulties in reading and math, focusing on acceleration rather than remediation (Action 9). As of May 1, 2024, intervention teachers have provided support to a total of 1,129 students. EMCSD also sustained its dual language program, aiming to foster biliteracy, bilingualism, and biculturalism in both Spanish and Mandarin (Action 15).

#### 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 2023-24 school year, disparities arose between Budgeted Expenditures and Estimated Actual Expenditures. These variances stemmed from additional funding sources, such as the EEBG and the ELOP at the state level, along with the ESSER III funding at the federal level. Additionally, these variances stemmed from hiring difficulties encountered by districts statewide. The following actions were affected by significant differences during the 2023-24 school year:

- Action 1: Improve Tier Instruction- This action was supported via other funding sources.
- Action 7: Provide Enrichment Opportunities through the Gifted and Talented Program- This Action was also supported via other funding sources.
- Action 12: Access Core Curriculum- This action was supported via other funding sources and impacted by hiring challenges.
- Action 14: Provide Oral Language Development Support- This action was supported via other funding sources and impacted by hiring challenges.
- Action 16: Provide a Summer School Intervention and Enrichment Program- This action was supported via other funding sources.

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

Over the three-year LCAP cycle (2021-24), the effectiveness of Goal 1 actions in supporting EMCSD's desired outcomes was assessed. "Effectiveness" signifies actions achieving the intended result, while "ineffectiveness" indicates failure to produce significant outcomes. The following Goal 1 actions were found effective:

- Action 1: Improve Tier 1 Instruction
- Action 2: Professional Development to Strengthen and Support Instruction to Meet Differentiated Needs of Students
- Action 3: Provide Technology to Support Instruction
- Action 4: Data Driven Decision Making
- Action 5: Support English Learners, Newcomers, and Migrant Education Students
- Action 6: Strengthen Instruction through Coaching/Modeling
- Action 7: Provide Access to School Library
- Action 8: Provide Enrichment Opportunities through the Gifted and Talented Program
- Action 9: Provide Intervention Support
- Action 10: Support AVID Classes
- Action 11: Extended School Year
- Action 12: Access to Core Curriculum
- Action 13: Provide Training to Meet Differentiated Academic, Behavioral, and Social Emotional Needs
- Action 14: Provide Oral Language Development Support
- Action 15: Increase Biliteracy, Bilingualism, and Biculturalism in Spanish and Mandarin
- Action 16: Provide a Summer School Intervention and Enrichment Program

The effectiveness of Goal 1 was evaluated through diverse metrics and local data, demonstrating consistent implementation of state standards across all content areas by EMCSD. Despite the absence of Smarter Balanced Assessment System (SBAC) administration in 2021-22, incremental improvements were noted in English Language Arts (Year 2 Outcome: 46.7%; Year 3 Outcome: 46.97%) and Mathematics (Year 2 Outcome: 34.6%; Year 3 Outcome: 35.84%), although falling short of desired outcomes. Similarly, growth was evident in the California Science Test (CAST) results, rising from a baseline of 26% to a Year 3 Outcome of 26.77%. Notably, according to the California School Dashboard's (Dashboard) Academic Indicator, EMCSD surpassed the state average in both English Language Arts (EMCSD: 9.4 points below standard; State: 13.6 points below standard) and Mathematics (EMCSD: 38.4 points below standard; State: 49.1 points below standard). However, disparities among student groups persist, particularly in English Language Arts and Mathematics, where certain demographics, such as English learners and low-income students, lag significantly behind the standard.

The i-Ready Diagnostic Assessment outcomes in English Language Arts and Mathematics, though not meeting desired outcomes, revealed substantial growth compared to the baseline. In English Language Arts, there was an increase from the baseline of 41% to a Year 3 Outcome of 44%, while in Mathematics, there was an increase from the baseline of 38% to a Year 3 Outcome of 41%. In the previous school year (2022-23), students' demonstrated notable progress in English Language Arts, with improvements observed from Fall (25% on/above grade level) to Winter (38%) and further to Spring (48%). This year, students continued to show similar advancements, with 26% on/above grade level in Fall, 37% in Winter, and 44% in Spring. Similarly, in Mathematics, students exhibited growth throughout the previous year, progressing from Fall (16% on/above grade level) to Winter (29%) and further to Spring (43%). In the current school year, students maintained this positive trajectory, with 17% on/above grade level in Fall, 30% in Winter, and 41% in Spring.

According to the Dashboard's English Learner Progress Indicator, EMCSD's students are excelling in their journey toward English language proficiency, with 62.3% making notable progress, significantly surpassing the state average of 48.7%. This achievement underscores the effectiveness of current strategies, marking a considerable strength for the district. Starting from a baseline of 8.7%, the most recent data indicates that 36% of students are making strides, surpassing the desired outcome by a considerable margin. Moreover, the percentage of English learners who have successfully transitioned out of language support services has consistently risen over the years, with Year 1 Outcome at 7.7%, Year 2 Outcome at 9.68%, and Year 3 Outcome at 16.0%. This trend highlights the district's positive impact on supporting English learners and fostering their language development.

Survey data also played a crucial role in assessing the effectiveness of implemented actions. The CALSCHLS California School Parent Survey (CSPS) received 3,812 responses in the 2022-23 school year and 3,778 responses in the 2023-24 school year. The majority of parents indicated they agreed or strongly agreed that quality programs are provided for students' talents, gifts, or special needs. In 2022-23, 82% of parents agreed or strongly agreed with this

statement, while in 2023-24, the percentage increased to 85%. Similarly, the CALSCHLS California School Staff Survey (CSSS) collected 418 responses in the 2022-23 school year and 395 responses in the 2023-24 school year. The majority of staff agreed that the district emphasizes helping students academically when they need it, with percentages slightly decreasing from 95% in 2022-23 to 93% in 2023-24. Additionally, most staff indicated that objective data is used for school improvement decisions, with percentages remaining high at 96% in 2022-23 and 95% in 2023-24.

Additionally, educational partners filled out the LCAP Feedback Form to identify the programs and services they found most impactful in increasing student achievement. This feedback is crucial for evaluating the effectiveness of existing programs and guiding future decisions about resource allocation and program development. Among district administrators (22 respondents), "intervention teachers aiding students behind grade level" (40.9%) was the top choice, followed by "training for teachers and TOSAs who offer coaching and demonstrate effective teaching methods" (27.3%). Among other school personnel (93 respondents), "instructional support specialists assisting students in accessing the core curriculum" (26.9%) was favored, closely followed by "intervention teachers aiding students behind grade level" (23.7%). Parent and family (186 respondents) identified "intervention teachers aiding students behind grade level" (24.7%) as most impactful, with "staff support, teacher training, and necessary supplies for effective Dual Language classes" (20.4%) following. Students (8 respondents) highlighted "intervention teachers aiding students behind grade level" (25.0%) and "school libraries with books at varied reading levels" (25.0%) as equally impactful. Finally, teachers (185 respondents) predominantly selected "intervention teachers aiding students behind grade level" (39.5%), with "instructional support specialists assisting students in accessing the core curriculum" (28.1%) as the second most preferred option.

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

Following a thorough examination of metric outcomes, local data, and feedback from educational partners, no adjustments were deemed necessary to the fundamental objective of Goal 1, which is to increase student achievement. A review of disaggregated data continued to reveal disparities in student achievement, reaffirming the ongoing relevance of this goal. EMCS D believes that the LCAP serves as our narrative, representing our shared values and respecting our unique context. In pursuit of this, after reflecting on past practices, adjustments were made to refine the goal description, metrics used, actions taken, and desired outcomes to better align with our collective vision.

#### GOAL:

- The description was elaborated to ensure clear alignment with the overarching goal's actions, aiming for clearly defined measurable outcomes.

#### METRICS:

- In the 2024-27 LCAP, the percentage of students meeting and exceeding the standard on the SBAC will no longer be utilized as a metric. Instead, the distance from standard within the Dashboard Academic Indicators has been used, as it encompasses both the SBAC and the California Alternative Assessment (CAA).
- The percentage of students meeting or exceeding the standard on the California Alternative Science Test has been added as a metric for the 2024-27 LCAP.
- The percentage of 7th and 8th grade students enrolled in AVID and CTE courses as measured by the Master Schedule was added as a metric for the 2024-27 LCAP.
- To ensure consistency and streamline primary data sources, the Dashboard English Progress Indicator will be used for measuring the percentage of English learners progressing toward English proficiency, as assessed by the English Language Proficiency Assessments for California (ELPAC), in the 2024-27 LCAP.
- Due to the absence of the DataQuest Annual Reclassification Report from 2020-21, local data has been utilized. However, for the 2024-27 LCAP, CALPADS data has been designated as the primary data source, ensuring greater reliability and consistency in metrics.
- To streamline metrics and ensure consistency, the Local Indicator for Implementing State Academic Standards (Priority2) has undergone restructuring for the 2024-27 LCAP. This has involved breaking it down into distinct components, including professional development, instructional materials, policy and program support, and implementation of standards. Likert ratings have been employed to assess each component's effectiveness and progress.

#### DESIRED OUTCOMES:

- The desired outcome for the CAST has been increased, with actions outlined in the 2024-27 plan aimed at driving improved student outcomes.

#### ACTIONS:

- While rephrased for clarity, the core intent of the following actions remains unchanged.
  - Action 7: Provide Access to School Library
  - Action 11: Extended School Year
- Action 1: Enhance Tier 1 Instruction- This action has been reworded for clarity, now explicitly incorporating evidence-based practices and culturally and linguistically responsive methods. Culturally responsive teaching practices and targeted language development strategies have also been added.
- Action 2: Professional Development to Strengthen and Support Instruction to Meet Differentiated Needs of Students- This action has been expanded to encompass both classified and certificated staff, and has been rephrased for clarity. It has also been expanded to include explicit language instruction and professional development aimed at meeting the needs of long-term English learners, incorporating culturally responsive teaching practices and targeted language development strategies.
- Action 3: Provide Technology to Support Instruction- This has been rephrased for clarity, and the number and location of technology staff have been omitted to be flexible to the district's evolving needs.
- Action 4: Data Driven Decision Making- This action has been updated to exclude an administrator on special assignment and has been rephrased to incorporate developmentally appropriate and culturally and linguistically relevant measures.
- Action 5: Support English Learners, Newcomers, and Migrant Education Students- This action has been updated to encompass language acquisition, professional learning, supplemental supplies, curriculum, and personnel. It will address language acquisition programs to meet the unique needs of long-term English learners.
- Action 6: Strengthen Instruction through Coaching/Modeling- This action has been updated to include support for curriculum design as well as support for language acquisition programs for English learners and long-term English learners.
- Action 8: Provide Enrichment Opportunities through the Gifted and Talented Program- The scope of this action has been broadened to LEA-wide and directed toward English learners, low-income students, and foster youth.
- Action 9: Provide Intervention Support- This action has been broadened to accommodate the evolving and diverse academic needs of students, ensuring inclusivity and sensitivity to the dynamic challenges they face.
- Action 10: Support AVID Classes- This action has been expanded to include Career Technical Education (CTE) courses and to remove specific grade levels. It has also been broadened to include English learners, foster youth, and low-income students.
- Action 12: Access to Core Curriculum- Removed "each site" to allow for flexibility in meeting the evolving needs of students. ISSs will support Universal Design for Learning (UDL).
- Action 13: Provide Training to Meet Differentiated Academic, Behavioral, and Social Emotional Needs- This action was expanded to include consultation and collaboration.
- Action 14: Provide Oral Language Development Support- The action has been expanded to include the addition of Speech and Language Pathologist Assistants and clarifies that support is provided to general education students on a short-term basis.
- Action 15: Increase Biliteracy, Bilingualism, and Biculturalism in Spanish and Mandarin- This action has been broadened to include supplemental materials, supplies, and dedicated personnel. The specific languages have been removed.
- Action 16: Provide a Summer School Intervention and Enrichment Program- This action was omitted because it will be included under the district's Expanded Learning Opportunities Program (ELOP).

#### NEW ACTIONS:

- Action 16: Visual and Performing Arts- This action was previously located under Goal 4.
- Action 17: Provide Academic Programming Support for Students Facing Disparate Outcomes- This action was added, and it also addresses the 2023 Dashboard red indicators for Mathematics for Hispanic and homeless students.
- Action 18: Provide Support for Special Education Services, Accommodations, and Modifications- This action has been added to address the 2023 Dashboard red indicators for English Language Arts and Mathematics for students with disabilities.

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.

## Goal

Goal #	Description
2	Ensure Learner Engagement

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
California School Dashboard Chronic Absenteeism Report	The percentage of students identified as chronically absent is 3.4%	The percentage of students identified as chronically absent is 8.8% - DataQuest 2021-2022	The percentage of students identified as chronically absent is 18.4%	The percentage of students identified as chronically absent is 12.3% (2023-24 CA School Dashboard)	The percentage of students identified as chronically absent will be 3.0%
El Monte City School District ADA Annual Report	Districtwide Attendance Rate is 96.47 %	Districtwide P2 Attendance Rate is 94.96%	Districtwide P2 Attendance Rate is 96.79%	Districtwide P2 Attendance Rate is 95.07% (2023-24 ADA P2)	Districtwide Attendance Rate will be 98.0%
Middle School Dropout Rates Report	The Middle School Dropout Rate is 0.0 %	The Middle School Dropout Rate is 0.0%	The Middle School Dropout Rate is 0.0%	The Middle School Dropout Rate is 0.0% (2022-23 CALPADS)	The Middle School Dropout Rate will be 0.0 %
California School Dashboard Suspension Rate Report	The suspension rate is currently 0.5 %	The suspension rate is currently 0.68%	The suspension rate is currently 0.8% (California School Dashboard)	The suspension rate is currently 1.3% (2023 CA School Dashboard)	The suspension rate will be 0.4%
EMCSD Expulsion Rate Report	The current expulsion rate is 0.0 %	The current expulsion rate is 0.0%	The current expulsion rate is 0.0%	The current expulsion rate is 0.0% (2023-24 Local SIS)	The expulsion rate will be 0.0 %
California Healthy Kids Survey- Percentage of 5th/7th grade students who	Percentage of 5th grade students who feel safe at school is 82% Percentage of 7th grade	Percentage of 5th grade students who feel safe at school is 75% Percentage of 7th grade	Percentage of 5th grade students who feel safe at school is 75% Percentage of 7th grade	Percentage of 5th grade students who feel safe at school is 68% (2023-2024 CHKS)	Percentage of 5th grade students who feel safe at school will be 84 % Percentage of 7th grade

feel safe at school	students who feel safe at school is 79 %	students who feel safe at school is 61% - CalSCHLS 2021-2022	students who feel safe at school is 64% (CalSCHLS 2022-2023)	Percentage of 7th grade students who feel safe at school is 58% (2023-2024 CHKS)	students who feel safe at school will be 81 %
California Healthy Kids Survey	68% of 5th grade students feel connected to their school 61% of 7th grade students feel connected to their school	72% of 5th grade students feel connected to their school 63% of 7th grade students feel connected to their school - CalSCHLS 2021-2022	71% of 5th grade students feel connected to their school 62% of 7th grade students feel connected to their school (CalSCHLS 2022-2023)	66% of 5th grade students feel connected to their school (2023-2024 CHKS) 57% of 7th grade students feel connected to their school (2023-2024 CHKS)	Percentage of 5th grade students who feel connected to school will be 70% Percentage of 7th grade students who feel connected to school will be 63%
California School Staff Survey	The percentage of staff who feel school is a safe place for staff is 94%	The percentage of staff who feel school is a safe place for staff is 95% - CalSCHLS 2021-2022	The percentage of staff who feel school is a safe place for staff is 94% (CalSCHLS 2022-2023)	The percentage of staff who feel school is a safe place for staff is 91% (2023-24 CSSS)	The percentage of staff who feel safe at school will increase to 95%
California School Staff Survey	The percentage of staff who feel connected as a result of a supportive and inviting place for staff to work is 88%	The percentage of staff who feel connected as a result of a supportive and inviting place for staff to work is 90% - CalSCHLS 2021-2022	The percentage of staff who feel connected as a result of a supportive and inviting place for staff to work is 90% (CalSCHLS 2022-2023)	The percentage of staff who feel connected as a result of a supportive and inviting place for staff to work is 90% (2023-24 CSSS)	The percentage of staff who feel connected as a result of a supportive and inviting place for staff to work will increase to 89%

## Goal Analysis

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

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

EMCSD continued to confront lingering challenges from COVID-19 including student learning loss, hiring challenges, and staff compassion fatigue and burnout. Additional state and federal funding sources, including the Educators Effectiveness Block Grant (EEBG), Extended Learning Opportunities Grant (ELOP), and Elementary and Secondary School Emergency Relief III (ESSER III), facilitated the redistribution of expenditures. However, all planned actions for Goal 2 were successfully implemented during the 2023-24 school year, aligning with the adopted LCAP. These efforts were designed to engage all students within the specified timeframe, using the allocated resources and materials as outlined. The planned actions aimed to enhance learner engagement through various approaches.

EMCSD continued its districtwide implementation of the Leader in Me program, with a major highlight being that all schools achieved Lighthouse Certification- a prestigious recognition awarded for excellence in implementing the program's framework (Action 10). Counselors and social workers played a key role in supporting students' academic, college and career, and social-emotional development through a variety of activities, including school-wide initiatives, class guidance lessons, small groups, individual check-ins, and referrals for long-term counseling (Action 8). So far, approximately 568 class-wide lessons have been delivered and over 3,463 individual student check-ins have been conducted. This year, counselors and social workers also helped launch the Say

Something Anonymous Report System, allowing students to report concerns anonymously, 24/7/365, and expanded the use of restorative practices in classrooms. The Jeff Seymour Family Center provided wraparound resources to students and families, while targeted outreach and support for at-risk student groups were led by the Homeless Education/Foster Youth Liaison (Action 7 and 12).

Given the challenges arising from student behavior as schools transitioned back to in-person instruction following the COVID-19 pandemic, tiered positive behavior supports were implemented to bolster learner engagement (Action 11). However, the district saw a rise in students with extreme needs, leading to an increase in the intensive support provided through the Opportunity Program (Action 9). Nurses and health assistants prioritized students' physical health to reduce instructional disruptions, with care coordination, staff training, screenings, and health resource provision for families (Action 5). So far, they have handled over 39,688 clinic visits as of May 1, 2024.

Daily attendance was closely monitored by attendance clerks at each school, with attendance incentives offered periodically based on specific criteria (Action 1 and 2). A new outreach consultant joined the district, working with existing outreach consultants to support students at risk of chronic absenteeism through home visits, resource connections to address attendance barriers, and development of monitoring plans (Action 4). To date, they have conducted school attendance review team meetings for 44 students and school attendance review board meetings for 11 students (as of 4/29/24). Students with short and long-term absences were also provided with personalized support, and opportunities to recoup learning were offered through Saturday Learn Academy sessions (Action 3 and 6).

#### 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 2 actions were fully implemented during the 2023-24 school year, disparities arose between Budgeted Expenditures and Estimated Actual Expenditures. These variances stemmed from additional funding sources, such as the EEBG and the ELOP at the state level, along with the ESSER III funding at the federal level. Additionally, these variances stemmed from hiring difficulties encountered by districts statewide. The following actions were affected by significant differences during the 2023-24 school year:

- Action 1: Implement Attendance Incentive System- This action was supported via other funding sources.
- Action 2: Maintaining Personal Connections with Families- This action was supported via other funding sources and impacted by hiring challenges.
- Action 4: Provide Outreach Consultants- This action was supported via other funding sources and impacted by hiring challenges.

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

Over the three-year LCAP cycle (2021-24), the effectiveness of Goal 3 actions in supporting EMCSD's desired outcomes was assessed. "Effectiveness" signifies actions achieving the intended result, while "ineffectiveness" indicates failure to produce significant outcomes. The following actions were found effective:

- Action 1: Implement Attendance Incentive System
- Action 2: Maintaining Personal Connections with Families
- Action 3: Provide Saturday School
- Action 4: Provide Outreach Consultants
- Action 5: Provide Nurses and Health Assistants
- Action 6: Supplemental Instructional Support for Students with Short and Long Term Absences
- Action 7: Provide Support to Homeless and Foster Youth
- Action 8: Provide School Counselors and Social Workers
- Action 9: Provide Tier 3 Interventions for Academic, Behavioral, and Social-Emotional Learning

- Action 10: Implement Leader in Me Program
- Action 11 Provide Tiered Positive Behavior Supports
- Action 12: Provide Jeff Seymour Family Center Staff

The effectiveness of Goal 2 was evaluated through diverse metrics and local data. Throughout the current three-year LCAP cycle, the EMCSd has achieved a 0% middle school dropout rate and a 0% expulsion rate. Suspension rates, a key measure of school climate, are also notably low, with the district's most recent rate at 1.3%, significantly lower than the state average of 3.5%. However, disparities exist across student groups, with Filipino students at 1.9%, homeless students at 2.1%, White students at 2.4%, Hispanic students at 1.5%, low-income students at 1.4%, foster youth at 2.9%, and American Indian students at 6.5%.

The COVID-19 pandemic posed challenges to student attendance, but EMCSd maintained a period two attendance rate above 95% over three years: 94.96% in Year 1, 96.79% in Year 2, and 95.07% in Year 3. Although the district's chronic absenteeism rate increased from 8.8% to 18.4% over the first two years of the LCAP, it has since improved, with the most recent rate at 12.3%, which is significantly below the state's 24.3%. Notably, certain groups experience higher rates of chronic absenteeism: African American students at 39.2%, foster youth at 24.1%, White students at 16%, Hispanic students at 14.1%, homeless students at 18.3%, low-income students at 13.1%, and students with disabilities at 20.2%.

EMCSd's response to absenteeism includes 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.

Despite these successes, results from the CALSCHLS California Healthy Kids Survey indicate a decline in student connectedness and perceived safety. Among 5th-grade students, connectedness dropped from 72% in Year 1 to 66% in Year 3, while for 7th-grade students, it fell from 63% to 57% over the same period. This decrease is likely influenced by the COVID-19 pandemic, current events, and social media. Additionally, safety perceptions among 5th-grade students dropped from 75% to 68%, and among 7th-grade students, from 61% to 58%. Analysis of the data shows disparities based on ethnicity and student groups, with White 5th-grade students feeling more connected and safer compared to their Hispanic, Asian, and Asian American peers. Similar disparities in connectedness were observed among 7th-grade students, with Asian or Asian American students reporting higher levels of connection compared to their Hispanic or Latinx and White peers. Safety perceptions among 7th-grade students revealed a slightly different pattern, where homeless students and students with disabilities felt safer compared to English learners and Long-Term English Language Learners. Furthermore, Asian or Asian American and White students indicated feeling safer than Hispanic or Latinx students. These disparities suggest that while some groups feel more integrated and secure, others might face unique challenges that require targeted interventions to improve their school experience.

Survey data from parents and staff provide further insights. The CALSCHLS California School Parent Survey garnered over 3,800 responses in both the 2022-23 and 2023-24 school years. In both years, a majority of parents agreed that schools provided quality counseling and other support for social and emotional needs, with satisfaction increasing from 85% to 86%.

According to the California School Staff Survey from CALSCHLS, staff perceptions of connectedness remained consistent throughout the current three-year LCAP cycle, with 90% of staff feeling connected. However, there has been a slight decline in perceived safety, with outcomes decreasing from 95% in Year 1 to 91% in Year 3.

Notably, the percentage of staff perceiving disruptive student behavior as insignificant or mild dropped from 58% in 2022-23 to 41% in 2023-24. However, most staff believed that adequate counseling support was provided, with satisfaction remaining high at 89% in 2022-23 and 90% in 2023-24. Additionally, approximately 95% of staff agreed that students are taught they can control their own behavior, and the same percentage agreed that students are encouraged to understand how others think and feel. In terms of health services, around 91% of staff were in agreement that adequate resources were provided in both the 2022-23 and 2023-24 academic years.

Additionally, educational partners filled out the LCAP Feedback Form to identify the programs and services they found most impactful in ensuring learner engagement. This feedback is crucial for evaluating the effectiveness of existing programs and guiding future decisions about resource allocation and program development. Among district administrators (22 respondents), "counselors and social workers addressing students' academic and social-emotional needs" (50.0%) was the top choice, followed by "outreach consultants supporting students with excessive absences" (13.6%). Other school personnel (93 respondents) favored "counselors and social workers addressing students' academic and social-emotional needs" (23.7%), with "behavior support specialist and aides assisting students with intensive behavioral needs" (16.1%) as the next preference. Parents and families (186 respondents) highlighted the "implementation of an attendance incentive system" (21.0%) and "attendance clerks monitoring and notifying on absences" (20.4%). Students (8 respondents) favored "attendance clerks" (37.5%) and "behavior support specialists and aides" (37.5%). Teachers (185 respondents) predominantly selected "attendance clerks" (25.9%) and "counselors and social workers addressing academic and social-emotional needs" (18.9%) as the most impactful services.

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

Following a thorough examination of metric outcomes, local data, and feedback from educational partners, no adjustments were deemed necessary to the fundamental objective of Goal 2, which is to ensure learner engagement. A review of disaggregated data continued to reveal disparities in learner engagement, reaffirming the ongoing relevance of this goal. EMCS D believes that the LCAP serves as our narrative, representing our shared values and respecting our unique context. In pursuit of this, after reflecting on past practices, adjustments were made to refine the goal description, metrics used, actions taken, and desired outcomes to better align with our collective vision.

#### GOAL:

- The description was elaborated to ensure clear alignment with the overarching goal's actions, aiming for clearly defined measurable outcomes.

#### METRICS:

- To meet the necessary LCAP metric criteria, "school is a safe place for my child" and "parents feel welcome to participate at this school" will be included.
- CALPADS EOY3 will be utilized instead of the local student information system for identifying the expulsion rate to ensure data reliability.
- The metric regarding academic motivation will be added for 5th and 7th grade students.

#### DESIRED OUTCOMES:

- The desired outcomes for school connectedness among 5th and 7th grade respondents will be increased, with corresponding actions detailed in the 2024-25 LCAP.
- The desired outcomes for respondents indicating that school is a safe and supportive environment for staff will be increased, with corresponding actions delineated in the 2024-25 LCAP.

#### ACTIONS:

- Action 1: Implement Attendance Incentive System / Action 4: Provide Outreach Consultants- These actions have been consolidated to increase clarity and streamline the approach. While maintaining their original objectives, actions have been reworded for greater clarity. Additionally, the action now incorporates supplies and recognition activities, focusing on enhancing support for outreach programs. The specific mention of incentive frequency has been removed, allowing for more flexible and adaptive methods to meet outreach goals.
- Action 2: Maintaining Personal Connections with Families / Action 5: Provide Nurses and Health Assistants / Action 6: Supplemental Instructional Support for Students with Short and Long Term Absences- These actions remain unchanged in intent but have been rephrased for clarity.
- Action 3: Provide Saturday School- To align with recent regulation changes regarding the district's attendance recovery, this action has been reworded for clarity and flexibility. The term "Saturday School" has been removed, as well as specific details about session length and locations. This rephrasing ensures the action remains adaptable to changing requirements while still focusing on its core goal of improving student attendance. The updated wording allows the district to implement effective attendance recoupment strategies without being constrained by previous limitations.

- Action 7: Provide Support to Homeless and Foster Youth- This action will focus solely on foster youth and behavior has been added as an area of support.
- Action 8: Provide School Counselors and Social Workers- This action has been rephrased to increase transparency and detail the range of services offered. The updated description encompasses all three domains of counseling: academic, college and career, and social-emotional development.
- Action 9: Provide Tier 3 Interventions for Academic, Behavioral, and Social-Emotional Learning- This action has been rephrased to encompass a broader range of support, including supplies, professional learning for staff, and dedicated personnel.
- Action 10: Implement Leader in Me Program- This action has been rephrased to broaden its scope and encompass the provision of supplies and professional learning. The goal is to support the implementation of a comprehensive framework that fosters students' self-awareness, social awareness, self-management, responsible decision-making, and relationship skills. By rewording the action, the emphasis shifts to a holistic approach to social-emotional learning.
- Action 11 Provide Tiered Positive Behavior Supports- This action has been broadened to encompass a wider range of resources, including supplies, professional learning for staff, and dedicated personnel. The expansion also aims to increase transparency regarding the types of support that will be provided.
- Action 12: Provide Jeff Seymour Family Center Staff- This action has been omitted from its previous standalone status and will now be included under Goal 4, Action 4, which focuses on ensuring safe, clean, and well-maintained facilities. This consolidation allows for more cohesive planning and resource allocation.

**NEW ACTION:**

- Action 11: Provide Support for Students Facing Disparate Outcomes- This action has been added to address the student needs identified as red indicators on the 2023 Dashboard for Suspension Rate and Chronic Absenteeism.
- Action 13: Supervision Staff- This action was previously located under Goal 4. This action was also updated to omit the phrase “school safety supervision needs that are due to financial constraints,” as it did not address the root cause.

**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.**

# Goal

Goal #	Description
3	Increase Parent and Family Engagement

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
California Parent	Percentage of parents	Percentage of parents	Percentage of parents	Percentage of parents	Percentage of parents

Survey	reporting schools seeks input in decision-making: Agree/ Strongly Agree 80 %	reporting schools seeks input in decision-making: Agree/ Strongly Agree 85% CalSCHLS 2021-2022	reporting schools seek input in decision-making: Agree/ Strongly Agree 85% (CalSCHLS 2022-2023)	reporting schools seek input in decision-making: Agree/ Strongly Agree 85% (2023-24 CSPA)	reporting schools seeks input in decision-making: Agree/ Strongly Agree 85 %
California Parent Survey	Percent of parents who provide feedback on participation in school programs is 80%	Percent of parents who provide feedback on participation in school programs is 91% - CalSCHLS 2021-2022	Percent of parents who provide feedback on participation in school programs is 75.22% (CalSCHLS 2022-2023)	Percent of parents who provide feedback on participation in school programs is 68.15% (2023-24 CSPA)	Percent of parents who provide feedback on participation in school programs will be 85%
California Parent Survey-	How well does the school let you know how your child is doing in school between report cards: Very Well 65%	How well does the school let you know how your child is doing in school between report cards: Very Well 69% CalSCHLS 2021-2022	How well does the school let you know how your child is doing in school between report cards: Very Well 70% (CalSCHLS 2022-2023)	How well does the school let you know how your child is doing in school between report cards: Very Well 70% (2023-24 CSPA)	How well does the school let you know how your child is doing in school between report cards: Very Well 75%
California Parent Survey	How well does the school provide information about how to help your child with homework: Very Well 57%	How well does the school provide information about how to help your child with homework: Very Well 56% CalSCHLS 2021-2022	How well does the school provide information about how to help your child with homework: Very Well 59% (CalSCHLS 2022-2023)	How well does the school provide information about how to help your child with homework: Very Well 60% (2023-24 CSPA)	How well does the school provide information about how to help your child with homework: Very Well 70%
California Parent Survey	Percentage of parents reporting school is a safe place for students is 93%	Percentage of parents reporting school is a safe place for students is 95% CalSCHLS 2021-2022	Percentage of parents reporting school is a safe place for students is 95% (CalSCHLS 2021-2022)	Percentage of parents reporting school is a safe place for students is 95% (2023-24 CSPA)	Percentage of parents reporting school is a safe place for students will increase to 94%
California Parent Survey	Percentage of parents reporting that their school encourages them to be active partners with their school in educating their child is 90%	Percentage of parents reporting that their school encourages them to be active partners with their school in educating their child is 92% CalSCHLS 2021-2022	Percentage of parents reporting that their school encourages them to be active partners with their school in educating their child is 94% (CalSCHLS 2022-2023)	Percentage of parents reporting that their school encourages them to be active partners with their school in educating their child is 94% (2023-24 CSPA)	Percentage of parents reporting that their school encourages them to be active partners with their school in educating their child will increase to 91%

## Goal Analysis

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

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

EMCSD continued to confront lingering challenges from COVID-19 including staff compassion fatigue and burnout. However, all planned actions for Goal 3 were successfully implemented during the 2023-24 school year, in accordance with the adopted Local Control and Accountability Plan (LCAP). These efforts included reaching all students, parents, and families as intended, within the designated time frame, and utilizing the resources and materials as outlined. The goal was to enhance parent and family engagement through a variety of strategies.

EMCSD's district-level community liaison developed, implemented, monitored, and coordinated parent and family programming across the district, ensuring a comprehensive approach to community involvement (Action 1). At the school level, community liaisons actively engaged parents and families through diverse activities such as workshops, events, leadership development, and volunteer opportunities (Action 2). Examples include Día de los Muertos, Breakfast with Parents, Children's Day Parade, Family Gingerbread House Event, Family Pumpkin Carving Event, Family Art Night, Culinary Cooking Class, Lighthouse Parent Meetings, Abriendo Puertas, Trunk or Treat, Harvest Festival, English as a Second Language classes, Mental Health Workshops, Lunar New Year, and much more! Parents and families also participated in English Learner Advisory Committee meetings. As of May 1, 2024, we recorded 571 volunteer hours and welcomed 6,048 attendees to events like "Coffee with the Principal" and community liaison gatherings. To foster parent and family knowledge, a variety of workshops were hosted, designed to build skills, and raise awareness, empowering parents to better support their children's growth and education (Action 5). A significant achievement was the involvement of 28 parents in the California Association of Bilingual Educators' Project 2INSPIRE, a 28-hour mastery-level training program. This intensive course aims to prepare parents and families to co-facilitate workshops with community liaisons, helping us expand our reach and create a broader impact.

Home-school communication continued to improve through ParentSquare, with 96.87% of students' parents and families accessible on the platform as of April 29, 2024. So far, ParentSquare has facilitated 1,715 school posts, 12,743 individual posts, and 23,370 secure documents shared with families (Action 4). This communication tool allows for automatic translation of English messages into the preferred languages of parents and families, sending them via email, text, or app notifications. Despite these successes, EMCSD remains committed to increasing participation among various parent and family subgroups. To address language and cultural barriers, we engaged Chinese-speaking and Vietnamese-speaking community liaisons to focus on reaching the Asian American and Pacific Islander community (Action 6). To ensure parent and family voices are heard, we conducted the CALSCHLS California School Parent Survey (CSPS) in November, providing valuable insights and feedback to guide EMCSD's efforts in supporting students and their families (Action 3). This ongoing commitment to parent and engagement and community involvement underscores our dedication to creating an inclusive and supportive educational environment.

#### 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 2023-24 school year, disparities arose between Budgeted Expenditures and Estimated Actual Expenditures. The variances in expenditures can be attributed to enhanced efficiency and a reduction in the number of Personnel Action Forms (PAFs) submitted, which arose from staff fatigue and burnout. Furthermore, with heightened interest from families in the California Association of Bilingual Educator's parenting workshops, community liaisons received training to become trainers themselves. This shift enabled them to conduct these workshops independently, eliminating the need for third-party facilitators.

- Action 3: Support California Parent Survey Participation- This action was impacted by a reduction in the number of PAFs submitted as well as staff fatigue and burnout.
- Action 5: Provide Parent Leadership, Communication, Parenting, Literacy, Technology, and at Home Focused Workshops- This action was impacted by community liaisons becoming trainers which resulted in eliminating the need for third-party facilitators.
- Action 6: Provide Chinese/Vietnamese Community Liaisons- This action was impacted by a reduction in the number of PAFs submitted as well as staff

fatigue and burnout.

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

Over the three-year LCAP cycle (2021-24), the effectiveness of Goal 3 actions in supporting EMCSd's desired outcomes was assessed. "Effectiveness" signifies actions achieving the intended result, while "ineffectiveness" indicates failure to produce significant outcomes. The following actions were found effective:

- Action 1: Provide District Level Community Liaisons
- Action 2: Provide School Level Community Liaisons
- Action 3: Support California Parent Survey Participation
- Action 4: Provide ParentSquare Access
- Action 5: Provide Parent Leadership, Communication, Parenting, Literacy, Technology, and at Home Focused Workshops
- Action 6: Provide Chinese/Vietnamese Community Liaisons

The effectiveness of Goal 3 was measured using the CSPS. In the 2022-23 school year, a total of 3,812 responses were received, and in the 2023-24 school year, there were 3,778 responses. While the completion rate initially rose to 91% during Year 1, it declined over time, possibly due to survey fatigue or the introduction of additional surveys. For example, this year, EMCSd also administered the Leader in Me's Measurable Results Assessment (MRA), a validated survey focused on school leadership, culture, and academics. The MRA is conducted in the fall and spring, with participation from parents and families, students, and staff. The MRA provides an overall score, as well as individual scores in Leadership, Culture, and Academics. These scores are color-coded to indicate their effectiveness: green signifies a strength to be celebrated, while red highlights areas needing immediate improvement to enhance outcomes for parents and families, students, and staff.

Throughout the three-year LCAP cycle, 85% of parents reported that the school sought their input in decision-making, meeting the desired outcome. Disaggregated data revealed that the highest percentage of respondents who strongly agreed identified as Asian or Asian American, while the lowest percentages were among Native Hawaiian or Pacific Islander and Black or African American respondents. Although the desired outcome for parents feeling well-informed between report cards wasn't met, there was a 5% increase from the baseline (65% to 70%).

A 3% increase was noted among parents who felt the school provided adequate information on how to help with homework, rising from 57% to 60%. Despite not achieving the desired outcome, this represents significant progress. EMCSd surpassed its goal for parents reporting they agreed or strongly agree that school is a safe place for their child, with a steady increase from 93% to 95%, exceeding the target of 94%. However, disaggregated data showed that 26% of Native Hawaiian or Pacific Islander respondents strongly agreed, compared to 56% of White respondents. The percentage of parents who believed the school encouraged them to be active partners in their child's education surpassed the goal, with a steady increase from 90% to 94% (desired outcome: 91%). The highest agreement rate was among White respondents, while the lowest was among Native Hawaiian or Pacific Islander respondents.

Additional local data sources were also considered. The CalSCHLS California Healthy Kids Survey (CHKS), completed by 7th-grade students, indicated consistent levels of parental engagement, with around 50% of respondents agreeing that parents feel welcome at the school (2021-22: 55%; 2022-23: 63%; 2023-24: 58%). The percentage of respondents who believed the school takes parent concerns seriously also remained above 50%. The CALSCHLS California School Staff Survey (CSSS) gathered 418 responses in the 2022-23 school year and 395 responses in the 2023-24 school year. Parental involvement was evaluated through a combined mean of various questions. Notably, in 2022-23, 97% of respondents agreed or strongly agreed that school staff take parent concerns seriously, a figure that increased to 98% in 2023-24. Additionally, 94% of respondents in both 2022-23 and 2023-24 agreed that the school is welcoming and effectively facilitates parent involvement. These consistently high levels of agreement reflect a positive perception of parental engagement and demonstrate the school's ongoing dedication to fostering collaboration between staff and parents.

The MRA's Family and Community Engagement index assesses how schools include families and community organizations as valued partners supporting student development. The mean score in Fall 2023 was 76%, indicating satisfactory results in this area. This information complements the data obtained from the CSPA.

Additionally, educational partners filled out the LCAP Feedback Form to identify the programs and services they found most impactful in increasing parent and family engagement. This feedback is crucial for evaluating the effectiveness of existing programs and guiding future decisions about resource allocation and program development. Among district administrators (22 respondents), "school community liaisons facilitating parent, guardian, and caregiver programming" (45.5%) was the top choice. Tied at 18.2% were "access to ParentSquare for improved communication," "district community liaisons providing language support and facilitating programming," and "workshops enhancing parent, guardian, and caregiver skills and leadership." Other school personnel (93 respondents) favored "school community liaisons" (37.6%) and "access to ParentSquare" (32.3%). Parents (186 respondents) predominantly selected "access to ParentSquare" (62.9%), followed by "workshops to enhance skills and leadership" (17.2%). Students (8 respondents) had a tie at 25.0% among "access to ParentSquare," "district community liaisons providing language support and facilitating programming," "school community liaisons," and "workshops to enhance skills and leadership." Teachers (185 respondents) favored "access to ParentSquare" (54.1%) and "school community liaisons" (28.1%) for fostering parent and family engagement.

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

Following a thorough examination of metric outcomes, local data, and feedback from educational partners, no adjustments were deemed necessary to the fundamental objective of Goal 3, which is to increase parent and family involvement. A review of disaggregated data continues to reveal disparities in parent and family engagement, reaffirming the ongoing relevance of this goal. EMCSB believes that the LCAP serves as our narrative, representing our shared values and respecting our unique context. In pursuit of this, after reflecting on past practices, adjustments were made to refine the goal description, metrics used, actions taken, and desired outcomes to better align with our collective vision.

#### GOAL:

- The description was elaborated to ensure clear alignment with the overarching goal's actions, aiming for clearly defined measurable outcomes.

#### METRICS:

- The metric for parental involvement in school has been introduced because it provides valuable insights into participation in programs, events, meetings, committees, and conferences for unduplicated students and students with exceptional needs. As a result, the previous metric assessing the percentage of parents providing feedback on participation in school programs was removed, as the new metric offers a broader view of involvement.
- A new metric for communication with parents about school has been added, replacing the one that measured how well the school informs parents about helping their child with homework and keeping them updated on their child's progress between report cards. The new metric encompasses these activities and other forms of communication, offering a more comprehensive perspective.
- A new metric for the CA School Dashboard (Dashboard) Academic Indicator in English Language Arts.
- A new metric for the Dashboard Academic Indicator in Mathematics.

#### DESIRED OUTCOMES:

- The desired outcome for the following metrics were increased: "school actively seeks the input of parents before making important decisions," "school encourages me to be an active partner with educating my child," and "school is a safe place for my child."

#### ACTIONS:

The following actions were consolidated to align with the district's organizational structure. The scope of the actions has been broadened to include advocacy and is LEA-wide. The parent and family survey description was also updated to characterize it as a school climate and parent engagement survey, reflecting the broad range of questions asked. Although the intent of these actions remains unchanged, they have been reworded for greater clarity.

- Action 1: Provide District-Level Community Liaison
- Action 3: Support California Parent Survey Participation
- Action 6: Provide Chinese/Vietnamese Community Liaisons

- Action 2: Provide School-Level Community Liaisons- While the intent of this action remains unchanged, the description has been revised to include additional details about programming and activities, emphasizing shared-leadership opportunities and assistance with navigating school and community resources.

- Action 4: Provide ParentSquare Access- While the intent of this action remains unchanged, the description has been rephrased to enhance clarity and now includes providing staff support to facilitate effective channels for home-school communication.

- Action 5: Provide Parent Leadership, Communication, Parenting, Literacy, Technology, and Home-Focused Workshops- Although the intent of this action remains the same, the description has been revised to improve clarity and broaden the scope of workshops and activities offered.

**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.**

## Goal

Goal #	Description
4	Maintain Foundational Supports

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CALPADS and HRS Report	100% of Teachers are Fully Credentialed and Appropriately Assigned	100% of Teachers are Fully Credentialed and Appropriately Assigned	98.7% of Teachers are Fully Credentialed and Appropriately Assigned	98.52% of Teachers are Fully Credentialed and Appropriately Assigned	100% of Teachers will be Fully Credentialed and Appropriately Assigned
Williams Standards-Aligned Materials	100% of students have standards-aligned materials.	100% of students have standards-aligned materials. - 2021-2022 Williams Notice of Sufficiency	100% of students have standards-aligned materials (2022-2023 Williams Notice of Sufficiency)	100% of students have standards-aligned materials (2023-24 Williams Notice of Sufficiency)	100 % of students will have standards-aligned materials.
School Accountability Report Card- School	100% Schools in good repair-clean, safe, and	100% Schools in good repair-clean, safe, and	100% Schools in good repair-clean, safe, and	100% Schools in good repair-clean, safe, and functional	100% Schools will be in good repair-clean, safe, and

Facilities in "Good Repair".	functional.	functional.	functional (School Accountability Report Card)	(2023-24 School Accountability Report Card)	functional.
Master Schedule	100%- Students have access and are enrolled in a broad course of study (ELA, Math, HSS, Sci, VAPA, Health, PE)	100%- Students have access and are enrolled in a broad course of study (ELA, Math, HSS, Sci, VAPA, Health, PE)	100%- Students have access and are enrolled in a broad course of study (ELA, Math, HSS, Sci, VAPA, Health, PE)	100%- Students have access and are enrolled in a broad course of study (ELA, Math, HSS, Sci, VAPA, Health, PE; 2023-24)	100%- Students have access and are enrolled in a broad course of study (ELA, Math, HSS, Sci, VAPA, Health, PE)
California Healthy Kids Survey	68% of 5th grade students feel connected to their school 61% of 7th grade students feel connected to their school	72% of 5th grade students feel connected to their school 63% of 7th grade students feel connected to their school	71% of 5th grade students feel connected to their school 62% of 7th grade students feel connected to their school (CalSCHLS 2022-2023)	66% of 5th grade students feel connected to their school (2023-2024 CHKS) 57% of 7th grade students feel connected to their school (2023-2024 CHKS)	Percentage of 5th grade students who feel connected to school will be 70% Percentage of 7th grade students who feel connected to school will be 63%

## Goal Analysis

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

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

EMCSD continued to confront lingering challenges from COVID-19 including student learning loss, hiring challenges, and staff compassion fatigue and burnout. Additional state and federal funding sources, including the Educators Effectiveness Block Grant (EEBG), Extended Learning Opportunities Grant (ELOP), and Elementary and Secondary School Emergency Relief III (ESSER III), facilitated the redistribution of expenditures. However, all planned actions for Goal 4 were successfully implemented during the 2023-24 school year, in line with the adopted Local Control and Accountability Plan (LCAP). These efforts involved maintaining foundational supports within the designated time frame and using the resources and materials as planned. The overarching objective was to maintain foundational supports through a variety of strategies.

EMCSD continued to attract and retain appropriately assigned and fully credentialed teachers, offering a Beginning Teacher Program to increase capacity for new and veteran teachers (Action 1 and 2). The district also provided supplemental materials and technological support for online access (Action 3 and 10). Notably, 0% of students across the district lacked textbooks and instructional materials in reading/language arts, mathematics, science, history/social studies, and visual and performing arts. Additionally, copies of these materials are available in Spanish for students who require second-language support. EMCSD continued to provide access to ASPEN, a student information portal, and provided technological support to supplement core instruction, ensuring that students had online access to diagnostic tools, intervention instructional programs, and supplemental online curriculum components (Action 5 and 10).

EMCSD continued to maintain well-kept and secure facilities with the support of custodial staff, creating conditions conducive to learning (Action 4). Moreover, supervision staff ensured student safety during unstructured times of the day and fostered a sense of connectedness through positive social interactions (Action 7). Personalized small group instruction enhanced language-rich time, individualized support, and targeted instruction for students, while professional learning community time provided opportunities for collaboration, consultation, and professional learning to improve student outcomes (Action 6 and 8). The ongoing expansion of visual and performing arts enriched students' learning experiences, boosting engagement (Action 9).

## 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 2023-24 school year, disparities arose between Budgeted Expenditures and Estimated Actual Expenditures. These variances stemmed from additional funding sources, such as the EEBG and the ELOP at the state level, along with the ESSER III funding at the federal level. Moreover, these differences were also the result of hiring challenges and a reduction in the number of Personnel Action Forms (PAFs) submitted, which arose from staff fatigue and burnout. The following actions were affected by significant differences during the 2023-24 school year:

- Action 2: Provide Beginning Teacher Program- This action was supported via other funding sources.
- Action 7: Ensure a Safe School Environment that Supports School Connectedness- This action was supported via other funding sources and impacted by hiring challenges.
- Action 10: Provide Technological Support- This action was supported via other funding sources and was impacted by a reduction in the number of PAFs submitted as well as staff fatigue and burnout.

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

Over the three-year LCAP cycle (2021-24), the effectiveness of Goal 4 actions in supporting EMCSD's desired outcomes was assessed. "Effectiveness" signifies actions achieving the intended result, while "ineffectiveness" indicates failure to produce significant outcomes. The following actions were found effective:

- Action 1: Attract Quality Certificated Staff
- Action 2: Provide the Beginning Teacher Program
- Action 3: Provide Supplemental Materials
- Action 4: Support Well-Maintained and Secure Facilities
- Action 5: Provide Student Information Portal Access
- Action 6: Personalized Small Group Instruction
- Action 7: Ensure a Safe School Environment that Supports School Connectedness
- Action 8: Provide Professional Learning Community Time
- Action 9: Expand Visual Performing Arts
- Action 10: Provide Technological Support

The effectiveness of Goal 4 was evaluated using a variety of metrics and local data. Over the past three years of the current LCAP, 100% of students have had access to a broad curriculum. This broad course of study includes English Language Development (as needed), English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. To track student enrollment in these subjects, the district used a student information system and a master schedule. This process ensured that all students were placed in the required courses.

All students also have had access to standards-aligned materials. The most recent public board meeting, held on August 21, 2023, resulted in a resolution confirming the sufficiency of instructional materials. In terms of curriculum resources, students in kindergarten through 5th-grade use Benchmark Advance (adopted in 2017), Math Expressions (adopted in 2015), Twig Science (adopted in 2022), and My World (adopted in 2018). Students in 6th through 8th-grade use StudySync (adopted in 2017), Go Math! (adopted in 2015), Amplify Science (adopted in 2021), and Impact (adopted in 2018).

EMCSD has demonstrated its ability to attract and retain high-quality teachers, with over 98% of its staff being fully credentialed and appropriately assigned throughout the three-year LCAP cycle. The average class size for transitional kindergarten is 22 students per teacher. In kindergarten through 3rd-grade, the average class size is 20.6, with a total of 121 classes. For 4th through 6th-grades, the average class size increases to 23.993, with 96 classes in total. The

average class size for 7th and 8th-grades is 25 students per teacher. Moreover, administrators in training have been educated on building school culture, educational services, budgeting, and human resources, as well as various legal considerations.

Regarding facility maintenance, the district's School Accountability Report Card (SARC) shows that 100% of facilities are in good repair. The Facility Inspection Tool covers critical aspects such as systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural integrity, and external features. The district takes pride in keeping its grounds and buildings in optimal condition for learning. Safety plans include a comprehensive injury and illness prevention plan, a supervision schedule, a hazard communication program, a blood-borne pathogen exposure control plan, a fire-prevention program, office procedures for staff and visitor identification, and a disaster and emergency information plan.

Despite a slight decline in the CALSCHLS California Healthy Kids Survey (CHKS) results, 5th-grade student connectedness dropped from 72% in Year 1 to 66% in Year 3, and 7th-grade connectedness fell from 63% in Year 1 to 57% in Year 3 - this can be attributed to the impacts of the COVID-19 pandemic. Analysis of the most recent data indicates that 5th-grade students identifying as White felt more connected to their school than their Asian or Hispanic peers, while 7th-grade Long-Term English Language Learners and students with disabilities reported higher levels of connectedness compared to their English Learner counterparts.

Parent and staff surveys reflect strong satisfaction with the district's actions to maintain foundational support. The CALSCHLS California School Parent Survey gathered over 3,800 responses in 2022-23 and nearly 3,800 in 2023-24, with 91% of parents agreeing or strongly agreeing that schools maintain clean and well-maintained facilities. The CALSCHLS California School Staff Survey (CSSS) collected over 400 responses in 2022-23 and just under 400 in 2023-24, showing high staff collaboration at 92% in 2022-23, slightly increasing to 93% in 2023-24. Staff satisfaction with safety resources dipped slightly from 89% to 87% during the same period. These numbers indicate a strong foundation for safety and collaboration, even in the face of recent challenges.

Additionally, educational partners filled out the LCAP Feedback Form to identify the programs and services they found most impactful in providing foundational support. This feedback is crucial for evaluating the effectiveness of existing programs and guiding future decisions about resource allocation and program development. Among district administrators (22 respondents), "maintaining class size reduction in grades K-3 for personalized small group instruction" (27.3%) emerged as the top choice. Tied at 22.7% were "attracting and retaining quality certificated staff" and "supervision assistants ensuring student safety before and after school, as well as during recess and lunch breaks." Other school personnel (93 respondents) favored "maintaining class size reduction in grades K-3 for personalized small group instruction" (24.7%), followed by "attracting and retaining quality certificated staff" (22.6%). Parents and families (186 respondents) predominantly selected "maintaining class size reduction in grades K-3 for personalized small group instruction" (17.7%), with a tie at 11.8% between "instructional materials aligned with learning standards" and "supervision assistants ensuring student safety before and after school, as well as during recess and lunch breaks." Students (8 respondents) highlighted "parents, guardians, and caregiver access to the parent portal through the student information system" (37.5%), followed by "maintaining class size reduction in grades K-3 for personalized small group instruction" (25.0%). Teachers (185 respondents) predominantly selected "maintaining class size reduction in grades K-3 for personalized small group instruction" (42.7%), followed by "attracting and retaining quality certificated staff" (19.5%).

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

Following a thorough examination of metric outcomes, local data, and feedback from educational partners, no adjustments were deemed necessary to the fundamental objective of Goal 4, which is to maintain foundational support. A review of disaggregated data continued to reveal disparities in student outcomes, emphasizing the need for prioritizing conditions of learning and reaffirming the ongoing relevance of this goal. EMCSD believes that the LCAP serves as our narrative, representing our shared values and respecting our unique context. In pursuit of this, after reflecting on past practices, adjustments were made to refine the goal description, metrics used, and actions taken to better align with our collective vision.

#### METRICS:

- The metric for school connectedness among 5th and 7th-grade respondents has been removed.

- A new metric for the CA School Dashboard (Dashboard) Academic Indicator in English Language Arts.
- A new metric for the Dashboard Academic Indicator in Mathematics.

#### ACTIONS:

While rephrased for clarity, the core intent of the following actions remains unchanged.

- Action 2: Provide the Beginning Teacher Program
- Action 3: Provide Supplemental Materials
- Action 4: Support Well-Maintained and Secure Facilities
- Action 1: Attract Quality Certificated Staff- This action has been rephrased to ensure the equitable distribution of certificated staff. The term "certificated staff" replaced "teacher" to broaden the scope. This action has also been expanded to include the provision of standards-aligned core instructional material.
- Action 5: Provide Student Information Portal Access- The aspect of ensuring students have online access to intervention diagnostic tools, instructional programs, and supplemental components of adopted textbooks has been omitted, as it is addressed in the updated Action 9. "Families" were included to be more inclusive of diverse caregivers.
- Action 6: Personalized Small Group Instruction- This action has been broadened by removing the specific reference to "math intervention time in small groups of 3 to 5 students." This allows flexibility in the service delivery model to meet the ever-changing needs of students. Student groups will be formed based on their strengths and needs, using various data sources rather than relying solely on the i-Ready Diagnostic. The effectiveness of this action will be measured by improved student outcomes.
- Action 7: Ensure a Safe School Environment that Supports School Connectedness- This action was updated to omit the phrase "school safety supervision needs that are due to financial constraints," as it did not address the root cause. This action was also moved to Goal 2.
- Action 8: Provide Professional Learning Community Time- This action was reworded for clarity and to reflect the district's commitment to improvement science. This collaborative time is geared toward school staff and typically does not include parents and families.
- Action 9: Expand Visual and Performing Arts- This action was reworded for clarity, and references to specific grade levels were removed to increase flexibility in meeting the evolving needs of students. This action also moved to Goal 1.
- Action 10: Provide Technological Support- The reference to the Instruction Department was removed because this action now encompasses multiple district departments. The action was also reworded to enhance clarity.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

**Goal Analysis**

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Monte City	Teresa Pinedo Assistant Superintendent of Educational Services	tpinedo@emcsd.org 626-453-3728

## Plan Summary 2024-2025

### General Information

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

The El Monte City School District (EMCSD) boasts a community steeped in rich history and culture. Dating back to the 1770s when Spanish soldiers and missionaries first explored Southern California, El Monte has been revered as a sanctuary, offering explorers safety, comfort, and abundant natural resources such as water, trees, and fertile soil. At EMCSD, our vision is to evolve into an innovative school district where students can achieve their utmost potential. This vision is supported by an engaged community that takes pride in and actively supports our educational system. Our mission, achieved through collaboration with students, families, and the wider community, is to nurture leadership, creativity, and educational excellence. By offering diverse learning opportunities, we empower students to succeed and contribute meaningfully to our diverse society. Guided by our mission and vision, we are dedicated to shaping a brighter future for all through our collective efforts.

STUDENT COMPOSITION:

Understanding the context of EMCSD is crucial background information for our Local Control Accountability Plan (LCAP), as this comprehensive overview informs our LCAP development and underscores our commitment to meeting the diverse needs of our student population. Located in the eastern part of Los Angeles County, EMCSD operates fourteen regular schools, with eight configured as PreK-6 and six as PreK-8. Additionally, we have one regionalized special setting school, Thompson School, which shares a campus with Durfee School. Students at Thompson School have access to and are actively included in Durfee School's classes, services, programs, and activities to the greatest extent possible. EMCSD also provides Federal Head Start/State Preschool classes and operates the Opportunity Program, catering to students in grades 4-8 who require an alternative educational setting. Currently, we serve approximately 7,044 students in grades TK-8, with approximately 48.70% identifying as female and 51.30% as male. Moreover, around 83.90% of our students come from low-income families, and 0.46% are foster youth. EMCSD, like many other California school districts, is addressing concerns about declining student enrollment. Fortunately, the impact on EMCSD has been minimal, with a reduction of just one student. The district's ongoing expansion of transitional kindergarten for all four-year-old's has played a key role in stabilizing enrollment and mitigating further declines.

The majority of our student body at EMCSD is Hispanic, comprising approximately 80.10% of the total student population. Other ethnicities include Asian students at 16.88%, Filipino students at 0.78%, Black/African American students at 0.57%, and White students at 1.01%. Additionally, there are smaller percentages of American Indian/Alaskan Native (0.03%), Native Hawaiian/Other Pacific Islander (90.11%), and multiple (0.53%) ethnicities represented. While these statistics provide an overview, we recognize the diversity within each group, encompassing unique cultures, dialects, languages, and lived experiences. Our district proudly serves students and families from over 20 language backgrounds, with Spanish, Vietnamese, and Cantonese being the most commonly spoken languages, alongside English. In terms of language proficiency, approximately 39.58% of our students are classified as English Only, 32.92% as English Learners, 7.93% as Initial Fluent English Proficient, 17.69% as Reclassified Fluent English Proficient, and 1.85% are yet to be determined. This diversity enriches our educational community and underscores our commitment to meeting the unique needs of all students and families.

The Local Control Funding Formula (LCFF) Equity Multiplier offers supplementary funding to school sites that met the non-stability (25%) and socioeconomically disadvantaged pupil (70%) thresholds in the previous year. The 'District Office' of EMCSD met the eligibility criteria with an adjusted cumulative enrollment of 55, qualifying for a total funding of \$57,894. This funding is intended to provide evidence-based services and support to the corresponding student group and will be documented in our 2024-25 LCAP. It is important to note that the 'District Office' for the 2022-23 school year included students enrolled in the district's AB130 Independent Study Program. This program was offered in response to the COVID-19 pandemic and was discontinued for the 2023-24 school year. Thus, we do not anticipate receiving these funds in future years.

#### CORE COMMITMENTS:

EMCSD takes pride in serving as a hub for comprehensive services, going beyond traditional education to meet the diverse needs of its students, staff, and families. This year, we embraced improvement science, a method of continuous enhancement, to strategically enhance student outcomes. Concurrently, EMCSD continued implementing its Multi-Tiered System of Support (MTSS) framework, seamlessly integrating academic, behavioral, and social-emotional learning.

By leveraging this framework, EMCSD has transformed abstract concepts like “equity,” “access,” and “engaged inclusivity” into actionable principles that permeate its community. Committed and highly qualified educators deliver a robust, culturally responsive core curriculum. Moreover, a continuum of care provides tailored and intensive support to students, bolstered by a diverse team including nurses, custodians, instructional support specialists, counselors, psychologists, and specialists in various fields.

The Jeff Seymour Family Center serves as a key link, fostering collaborative partnerships within our community to deliver essential services like physical health, nutrition, and emotional wellness to students and their families. In May 2024, the district secured the prestigious Community Schools Grants from the California Department of Education. This significant achievement empowers the district to extend the invaluable services, support, and resources currently offered at the Jeff Seymour Family Center to all school sites across the district, enhancing accessibility and fostering a more inclusive educational environment district-wide. This implementation grant funding will become available for the upcoming 2024-25 school year. Additionally, EMCSD's Expanded Learning Opportunities Program (ELOP) extends beyond traditional school hours, offering enriching activities during weekends, before and after school, and intersessions. These programs not only stimulate students' curiosity and innovation but also promote holistic development in a nurturing and secure environment.

Through these concerted efforts, EMCSD ensures that our community thrives academically, socially, emotionally, and physically, embodying a commitment to comprehensive support and continuous improvement.

## Reflections: Annual Performance

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

This school year, EMCSD continued to refine and align its policies, practices, and systems within its MTSS framework. The district emphasizes that data is the key to driving meaningful, actionable change. Data is used to guide equity efforts, focusing on disaggregating and analyzing information to inform proactive student instruction, intervention, and support.

#### DATA REFLECTIONS:

The California School Dashboard (Dashboard) provides a detailed view of EMCSD's performance, highlighting areas of strength, weakness, and opportunities for improvement. The Dashboard is updated annually in December, using data from the previous school year. As such, all Dashboard data references are from the 2022-2023 school year.

#### ADDRESSING ACADEMIC OUTCOMES:

One area where EMCSD has achieved consistent success in advancing English language proficiency among its students. According to the English Learner Progress Indicator, 62.3% of EMCSD's students are making progress toward English language proficiency, significantly outperforming the state average of 48.7%. This positive outcome reflects the district's effective programs and strategies for supporting English learners on their path to fluency.

The Dashboard's academic indicators reflect student performance by measuring their average distance from the standard on the Smarter Balanced Summative Assessment Consortium (SBAC) and California Alternative Assessments (CAA). These assessments, taken by students in grades three through eight, are aligned with the Common Core State Standards in English language arts/literacy and mathematics.

Based on the Dashboard, EMCSD outperformed the state average in both English Language Arts (EMCSD: 9.4 points below standard; State: 13.6 points below standard) and Mathematics (EMCSD: 38.4 points below standard; State: 49.1 points below standard). However, the overall performance levels - orange for English Language Arts and yellow

for Mathematics - indicate low performance and significant areas for improvement. The Dashboard uses a color-coded system to represent different performance levels. It evaluates the current year's performance and the change from the previous year to indicate whether there's growth or decline. This system has five distinct colors representing different performance levels. In descending order of performance, these are: blue, green, yellow, orange, and red.

A closer examination reveals notable disparities among student groups in English Language Arts. For example, English learners are 45 points below standard, low-income students are 16.5 points below standard, foster youth are 38.5 points below standard, homeless students are 29.5 points below standard, students with disabilities are 102.9 points below standard, African American students are 37.3 points below standard, and Hispanic students are 23.4 points below standard. Similarly, Mathematics results show significant gaps: English learners are 62.1 points below standard, low-income students are 46 points below standard, foster youth are 79.6 points below standard, homeless students are 63.6 points below standard, students with disabilities are 129.3 points below standard, African American students are 68.9 points below standard, and Hispanic students are 58.2 points below standard.

The i-Ready Diagnostic Assessment, an adaptive tool for reading and math, confirms some progress. The percentage of students scoring at or above grade level in reading improved from 26% in the Fall Window to 44% in the Spring Window, while in math, it went from 17% to 40%. However, these results also underscore existing areas for improvement.

To address academic needs, EMCS D remains committed to prioritizing core instruction (Tier 1) by offering teachers ongoing professional development, coaching, and modeling. The approach emphasizes acceleration over remediation, as research suggests that focusing solely on remediation can exacerbate learning disparities. Instead, the district provides robust core instruction (Tier 1) to facilitate accelerated learning opportunities. Instructional materials and practices are grounded in culturally affirming, whole-child, and student-centered beliefs. The district has compelling evidence that these components are crucial for enhancing and expanding services for English learners, homeless students, and low-income students.

#### ADDRESSING CHRONIC ABSENTEEISM:

Chronic absenteeism remains an issue for EMCS D. Although the district's chronic absenteeism rate, as reported on the Dashboard, is lower than the state average (EMCS D: 12.3%; State: 24.3%), the yellow performance level indicates room for improvement. The rates among specific groups are notably higher: African American students at 39.2%, foster youth at 24.1%, White students at 16%, Hispanic students at 14.1%, homeless students at 18.3%, low-income students at 13.1%, and students with disabilities at 20.2%.

Despite these challenges, EMCS D has made progress in addressing absenteeism. The Saturday Learn Academy has helped recoup 6,594 absences by offering additional learning sessions on Saturdays. This initiative allows students to make up for missed days and boosts overall attendance. As of April 5, 2024, the district's attendance rate was 95.07%, demonstrating positive progress toward reducing absenteeism and promoting consistent attendance.

#### ADDRESSING SUSPENSION RATES:

According to the Dashboard, suspension rates, a critical measure of school climate, also revealed disparities among different groups. Filipino students (1.9%), homeless students (2.1%), White students (2.4%), Hispanic students (1.5%), low-income students (1.4%), foster youth (2.9%), and American Indian students (6.5%) experienced a higher rate of suspension compared to EMCS D's overall rate of 1.3%. According to local data, there were 133 incidents resulting in suspension, totaling 268 days of lost instruction time.

To proactively address social-emotional and behavioral needs, EMCS D employs the Behavior Assessment System for Children, Third Edition Behavioral and Emotional Screening System (BASC-3 BESS), a universal screening tool. This system, administered in the fall, winter, and spring to students in grades PreK-8, helps identify students at risk for social, emotional, and behavioral concerns. Teachers usually complete the BASC-3 BESS Teacher Form for students in grades PreK-3, while students in grades 4-8 fill out the Student Form. The winter results indicate a significant percentage of students fall within the elevated and extremely elevated risk ranges for developing or having these concerns (Teacher PreK Form = 32%; Teacher Form 17%; Student Form = 34%). Recognizing that students' sense of belonging, connectedness, and safety (both physical and psychological) are vital for success, EMCS D has expanded its social-emotional and behavioral support efforts. This includes scaling up EMCS D's counseling services and behavior interventionist support.

Given the long-term negative impacts of suspensions on academic achievement, attendance, and future behavior, EMCS D is committed to preventive and proactive discipline practices. These include fostering positive student-staff relationships, maintaining structured school and classroom environments, setting high expectations, offering engaging instruction, providing professional development, and encouraging family and community engagement. The district's focus on these areas aims to create a supportive and inclusive school climate while reducing the need for suspensions.

#### LOWEST PERFORMANCE LEVELS:

A review of the 2023 Dashboard reveals that EMCSD has the lowest performance level (red) on one or more indicators in the following areas:

District Level:

- Chronic Absenteeism: African American
- English Language Arts: Students with disabilities
- Mathematics: Students with disabilities

School Level:

- Suspension Rate: Columbia School

Student Group within a School:

- English Language Arts:
  - Columbia School: Students with disabilities
  - Durfee School: Students with disabilities
  - Rio Hondo School: English learners and students with disabilities
  - Shirpsers 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
- Shirpsers School: Students with disabilities
- Wright School: Students with disabilities

Chronic Absenteeism:

- Cortada School: Homeless
- Durfee School: Students with disabilities
- Gidley School: Socio-economically disadvantaged
- Rio Hondo School: Homeless
- Shirpsers School: Homeless

Suspension Rate:

- Columbia School: Hispanic, homeless, and socio-economically disadvantaged

EMCSD is addressing its red indicators for English Language Arts among English learners at Rio Hondo School by implementing Goal 1, Actions 1, 2, 6, and 9, aimed at providing improved core instruction, professional development, and intervention teachers. The district is also addressing its red indicators for students with disabilities across the district, including Columbia School, Durfee School, Rio Hondo School, Shirpsers School, and Wright School, by implementing Goal 1, Action 11 and 18. These actions entail providing extended school year services and dedicated special education staff to oversee and provide guidance for services, accommodations, and modifications, aiming to reduce student disparities in English language arts.

EMCSD is addressing its red indicators for Mathematics among English learners at Rio Hondo School by implementing Goal 1, Actions 1, 2, 6, and 9, which provide improved core instruction, professional development, and intervention teachers. EMCSD is also addressing its red indicators for Hispanic and homeless students at Rio Hondo School by implementing Goal 1, Action 17, which provides staff to support the development, execution, monitoring, and coordination of mathematics programming across the district. The district is addressing its red indicators for students with disabilities district-wide, including Durfee School, Rio Hondo School, Shirpsers School, and Wright School, by implementing Goal 1, Action 11 and 18. These actions provide access to extended summer school services and dedicated special education staff to oversee and provide guidance for services, accommodations, and modifications to reduce student disparities in mathematics.

EMCSD is addressing its red indicators for Chronic Absenteeism among African American students district-wide, homeless students at Cortada School, Rio Hondo School, and Shirpsers School, and students with disabilities at Durfee School by implementing Goal 2, Action 11. This action provides dedicated staff to offer specialized behavioral and social-emotional support. The district is also addressing its red indicators for Chronic Absenteeism among socio-economically disadvantaged students at Gidley School by implementing Goal 2, Actions 1, 2, 3, 4, and 5. These actions include providing outreach consultants, learning sessions to recoup absences, nurses and health assistants, and supplemental instructional support for students with short and long-term absences.

EMCSD is addressing its red indicators for Suspension Rate among socio-economically disadvantaged students at Columbia School by implementing Goal 2, Actions 8 and 10. These actions aim to provide intensive, comprehensive academic, behavior, and social-emotional learning support, as well as tiered behavior support. Additionally, the district is addressing its red indicators for Suspension Rate among Columbia School students, as well as Hispanic and homeless students at Columbia School, by implementing Goal 2, Action 11. This action involves providing dedicated staff to offer specialized behavioral and social-emotional support, with a specific focus on addressing issues related to student suspensions and attendance.

To further address disparities in student outcomes, EMCSD will continue its equity-minded approach by critically analyzing and contextualizing disaggregated data and then taking informed action. The district plans to maintain a consistent focus on aligning budgets, personnel, and initiatives, fostering a cohesive environment that breaks down silos and removes barriers to ensure that all students have equitable access to opportunities across EMCSD. This commitment to equity and thoughtful resource allocation aims to create a more inclusive and fair learning environment for all students.

## Reflections: Technical Assistance

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

EMCSD has not been identified for technical assistance work; therefore, this prompt is not applicable.

## 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 for comprehensive support and improvement work; therefore, this prompt is not applicable.

### ***Support for Identified Schools***

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

EMCSD has not been identified for comprehensive support and improvement work; therefore, this prompt is not applicable.

### ***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 for comprehensive support and improvement work; therefore, this prompt is not applicable.

## Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p><b>LCAP FEEDBACK FORM:</b>  EMCSD employed the LCAP Feedback Form, an electronic survey, to gather teacher input from April 10 to April 30, 2024. Various notification methods, including flyers and email, were utilized, and the survey was made available in multiple languages (English, Spanish, Vietnamese, and Simplified Chinese) to improve accessibility and reduce participation barriers. We received 186 responses, marking an increase from the 139 responses obtained during the 2022-23 school year.</p> <p><b>SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY:</b>  EMCSD gathered teacher input via the administration of the CalSCHLS California School Staff Survey in November 2023. Teachers were notified of the survey through various channels, including email and in-person staff meetings. We received a total of 395 surveys with 65% identifying as a teacher.</p> <p><b>PUBLIC BOARD MEETINGS:</b>  EMCSD actively engaged with teachers through public Board meetings, including a detailed 2023-24 Mid-Year LCAP update on January 22, 2024. Meeting agendas were accessible to teachers via EMCSD's webpage and the District Office. Feedback was encouraged during the Public Comment session. The Draft 2023-24 Annual Update and 2024-25 LCAP goals, actions, metrics, and expenditures were published in English and Spanish on June 6, 2024, inviting public comments until June 10, 2024. An LCAP Governing Board Public Hearing took place on June 10, 2024, preceding the adoption meeting for the LCAP and budget. The governing board formally adopted the LCAP on June 17, 2024. Teachers were informed of the opportunity to provide written feedback on specific goals, actions, metrics, and expenditures in the LCAP, utilizing various communication channels such as our website, social media, and email.</p>
Administrators	<p><b>LCAP FEEDBACK FORM:</b>  EMCSD employed the LCAP Feedback Form, an electronic survey, to gather administrator input from April 10 to April 30, 2024. Various notification methods, including flyers and email, were utilized, and the survey was made available in multiple languages (English, Spanish, Vietnamese, and Simplified Chinese) to improve accessibility and reduce participation barriers. We received 22 responses, marking an increase from the 20 responses obtained during the 2022-23 school year.</p> <p><b>SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY:</b>  EMCSD gathered administrator input via the administration of the CalSCHLS California School Staff Survey in November 2023. Administrators were notified of the survey through various channels, including email and in-person meetings. We received a total of 395 surveys with 2% identifying as an administrator.</p> <p><b>FEEDBACK SESSION:</b>  EMCSD collaborated with the administrators on April 23, 2024, and sought feedback.</p> <p><b>PUBLIC BOARD MEETINGS:</b>  EMCSD actively engaged with administrators through public Board meetings, including a detailed 2023-24 Mid-Year LCAP update on January 22, 2024. Meeting agendas were accessible to parents and families via EMCSD's webpage and the District Office. Feedback was encouraged during the Public Comment session. The Draft 2023-24 Annual Update and 2024-25 LCAP goals, actions, metrics, and expenditures were published in English and Spanish on June 6, 2024, inviting public comments until June 10, 2024. An LCAP Governing Board Public Hearing took place on June 10, 2024, preceding the adoption meeting for the LCAP and budget. The governing board formally adopted the LCAP on June 17, 2024. Administrators were informed of the opportunity to provide written feedback on specific goals, actions, metrics, and expenditures in the LCAP, utilizing various communication channels such as our website, social media, and email.</p>
Other school personnel	<p><b>LCAP FEEDBACK FORM:</b>  EMCSD employed the LCAP Feedback Form, an electronic survey, to gather other school personnel input from April 10 to April 30, 2024. Various notification methods, including flyers and email, were utilized, and the survey was made available in multiple languages (English, Spanish, Vietnamese, and Simplified Chinese) to improve accessibility and reduce participation barriers. We received 93 responses, marking an increase from the 89 responses obtained during the 2022-23 school year.</p>

	<p><b>SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY:</b> EMCSD gathered other school personnel input via the administration of the CalSCHLS California School Staff Survey in November 2023. Other school personnel were notified of the survey through various channels, including email and in-person staff meetings. We received a total of 395 surveys with 37% identifying as other school personnel.</p> <p><b>PUBLIC BOARD MEETINGS:</b> EMCSD actively engaged with other school personnel through public Board meetings, including a detailed 2023-24 Mid-Year LCAP update on January 22, 2024. Meeting agendas were accessible to parents and families via EMCSD's webpage and the District Office. Feedback was encouraged during the Public Comment session. The Draft 2023-24 Annual Update and 2024-25 LCAP goals, actions, metrics, and expenditures were published in English and Spanish on June 6, 2024, inviting public comments until June 10, 2024. An LCAP Governing Board Public Hearing took place on June 10, 2024, preceding the adoption meeting for the LCAP and budget. The governing board formally adopted the LCAP on June 17, 2024. Other school personnel were informed of the opportunity to provide written feedback on specific goals, actions, metrics, and expenditures in the LCAP, utilizing various communication channels such as our website, social media, and email.</p>
El Monte Elementary Teachers Association (EMETA)	EMCSD collaborated with EMETA on May 15, 2024. Feedback was sought based on the initial draft of the 2023-24 Annual Update and 2024-25 LCAP.
Parents and families	<p><b>LCAP FEEDBACK FORM:</b> EMCSD employed the LCAP Feedback Form, an electronic survey, to gather parent and family input from April 10 to April 30, 2024. Various notification methods, including flyers and ParentSquare, were utilized, and the survey was made available in multiple languages (English, Spanish, Vietnamese, and Simplified Chinese) to improve accessibility and reduce participation barriers. We received 186 responses, marking an increase from the 153 responses obtained during the 2022-23 school year.</p> <p><b>SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY:</b> EMCSD gathered parent and family input via the administration of the CalSCHLS California School Parent Survey in November 2023. Parents and families were notified of the survey through various channels, including email and ParentSquare. We received a total of 3,675 surveys.</p> <p><b>PUBLIC BOARD MEETINGS:</b> EMCSD actively engaged with parents and families through public Board meetings, including a detailed 2023-24 Mid-Year LCAP update on January 22, 2024. Meeting agendas were accessible to parents and families via EMCSD's webpage and the District Office. Feedback was encouraged during the Public Comment session. The Draft 2023-24 Annual Update and 2024-25 LCAP goals, actions, metrics, and expenditures were published in English and Spanish on June 6, 2024, inviting public comments until June 10, 2024. An LCAP Governing Board Public Hearing took place on June 10, 2024, preceding the adoption meeting for the LCAP and budget. The governing board formally adopted the LCAP on June 17, 2024. Parents and families were informed of the opportunity to provide written feedback on specific goals, actions, metrics, and expenditures in the LCAP, utilizing various communication channels such as our website, social media, and ParentSquare.</p>
District English Learner Advisory Committee (DELAC)	EMCSD collaborated with DELAC on May 9, 2024. DELAC is composed of two elected representatives from each schools' English Learner Advisory Committee (ELAC) as well as staff and community members. Review and comment was sought based on the initial draft of the 2023-24 Annual Update and 2024-25 LCAP. The superintendent of the district responded, in writing, to comments received.
West San Gabriel Valley Special Education Local Plan Area (SELPA)	<p>EMCSD collaborated with the SELPA on May 15, 2024. Feedback was sought based on the initial draft of the 2023-24 Annual Update and 2024-25 LCAP.</p> <p><b>LCAP FEEDBACK FORM:</b> EMCSD employed the LCAP Feedback Form, an electronic survey, to gather SELPA input from April 10 to April 30, 2024. Various notification methods, including our website, flyers, and ParentSquare, were utilized, and the survey was made available in multiple languages (English, Spanish, Vietnamese, and Simplified Chinese) to improve accessibility and reduce participation barriers.</p>
LCAP Advisory Committee	EMCSD collaborated with the LCAP Advisory Committee on January 25, 2024, March 21, 2024, and May 30, 2024. Ongoing

	consultation and feedback was sought on the development of the LCAP Feedback Survey and 2023-24 Mid-Year LCAP as well as the initial draft of the 2023-24 Annual Update and 2024-25 LCAP.
Students	<p><b>LCAP FEEDBACK FORM:</b> EMCSD employed the LCAP Feedback Form, an electronic survey, to gather student input from April 10 to April 30, 2024. Various notification methods, including flyers and ParentSquare, were utilized, and the survey was made available in multiple languages (English, Spanish, Vietnamese, and Simplified Chinese) to improve accessibility and reduce participation barriers. We received 8 responses, marking an increase from the 4 responses obtained during the 2022-23 school year.</p> <p><b>SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY:</b> EMCSD gathered student input via the administration of the CalSCHLS California Healthy Kids Survey in November 2023. We received 601 surveys from 5th-grade students, indicating a 69% response rate. Similarly, we received 880 surveys from 7th-grade students, demonstrating an impressive 95% response rate.</p> <p><b>LCAP FOCUS GROUPS:</b> EMCSD conducted student focus groups at each school, engaging student leaders from kindergarten to 8th-grade between April 10, 2024, and April 26, 2024. Approximately 220 students participated in these sessions, each lasting around 30 minutes. During these sessions, students ranked 13 LCAP-related services and activities based on their perceived impact on student learning.</p> <p><b>PUBLIC BOARD MEETINGS:</b> EMCSD actively engaged with students through public Board meetings, including a detailed 2023-24 Mid-Year LCAP update on January 22, 2024. Meeting agendas were accessible to students via EMCSD's webpage and the District Office. Feedback was encouraged during the Public Comment session. The Draft 2023-24 Annual Update and 2024-25 LCAP goals, actions, metrics, and expenditures were published in English and Spanish on June 6, 2024, inviting public comments until June 10, 2024. An LCAP Governing Board Public Hearing took place on June 10, 2024, preceding the adoption meeting for the LCAP and budget. The governing board formally adopted the LCAP on June 17, 2024. Students were informed of the opportunity to provide written feedback on specific goals, actions, metrics, and expenditures in the LCAP, utilizing various communication channels such as our website, social media, and ParentSquare.</p>
Superintendent Student Council	EMCSD collaborated with the Superintendent Student Council on May 31, 2024. Review and comment was sought based on the initial draft of the 2023-24 Annual Update and 2024-25 LCAP.
Key Communicators (Parent Advisory Committee; PAC)	EMCSD collaborated with the Key Communicators (Parent Advisory Committee; PAC) on May 17, 2024. Review and comment was sought based on the initial draft of the 2023-24 Annual Update and 2024-25 LCAP. The superintendent of the district responded, in writing, to comments received.
California School Employees Association (CSEA)	EMCSD collaborated with CSEA on May 10, 2024. Feedback was sought based on the initial draft of the 2023-24 Annual Update and 2024-25 LCAP.
Equity Multiplier educational partners	<p>The 'District Office' of EMCSD met the eligibility criteria for the Equity Multiplier. It is important to note that the 'District Office' for the 2022-23 school year included students enrolled in the district's AB130 Independent Study Program. This program was offered in response to the COVID-19 pandemic and was discontinued for the 2023-24 school year.</p> <p>EMCSD collaborated with the LCAP Advisory Committee on January 25, 2024, March 21, 2024, and May 30, 2024. The LCAP Advisory Committee comprised a teacher from the Independent Study Program and the Homeless/Foster Youth Liaison, both of whom provided support to students enrolled in this program. They provided input on the development of a focus goal. Additionally, the LCAP Feedback Form was utilized to collect input from educational partners (students, parents, teachers, other school personnel, and administrators) between April 10 and April 30, 2024. Responses were used in the development of a focus goal.</p>

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

EMCSD's 2023-24 Annual Update and 2024-25 LCAP represent the results of the systematic and ongoing engagement of educational partners to support comprehensive strategic planning, particularly aimed at addressing and reducing disparities in opportunities and outcomes between student groups as indicated by the CA School Dashboard (Dashboard), accountability and improvement standards across the state, and locally identified priorities. Educational partner feedback was gathered from January 2024 to June

2024, encompassing students, parents and families, teachers, other school personnel, and administrators. This inclusive approach extended to DELAC, PAC, EMETA, CSEA, SELPA, the Superintendent Student Council, the LCAP advisory committee, and the Equity Multiplier Educational Partners.

#### GOAL 1:

EMCSD engaged educational partners in the 2024-25 LCAP via consultation and received feedback through surveys and focus groups.

- Students: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in increasing student achievement. Data indicated the following: 25% selected intervention teachers for students below grade level; 25% libraries with diverse reading materials; 12.5% summer extended school year (ESY) for students with disabilities; 12.5% instructional support specialists (ISS) aiding access to core curriculum; 12.5% speech and language pathologist assistant (SLPA) support for language improvement; 12.5% specialists addressing academic, behavioral, and social-emotional needs; 0% intervention teachers for students below grade level; 0% enrichment for gifted students; 0% support, training, and supplies for dual language classes; 0% technology and online programs; and 0% training for teachers and teachers on special assignment (TOSA) coaching. Student focus groups were also held at each school. With one being the most impactful on learning and 13 being the least impactful, students were asked rank the following: intervention teachers, technology and online learning, school libraries and books, instructional support specialists, nurses and health assistants, school counselors, Leader in Me, attendance clerks, attendance incentives, Saturday Learn Academy, parent and family workshops and volunteer opportunities, custodians, and supervision assistants. When averaged, intervention teachers received a ranking of 5, technology and online learning 6, school libraries and books 7, and instructional support specialists 8.

- Parents and Families: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in increasing student achievement. Data indicated the following: 24.7% selected intervention teachers for students below grade level; 20.4% support, training, and supplies for dual language classes; 11.3% enrichment for gifted students; 10.8% summer ESY for students with disabilities; 10.2% libraries with diverse reading materials; 5.9% training for teachers and TOSA coaching; 5.4% specialists addressing academic, behavioral, and social-emotional needs; 3.8% ISSs aiding access to core curriculum; 3.8% SLPA support for language improvement; and 3.8% technology and online programs.

- Teachers: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in increasing student achievement. Data indicated the following: 39.5% selected intervention teachers for students below grade level; 28.1% ISSs aiding access to core curriculum; 8.6% support, training, and supplies for dual language classes; 5.9% technology and online programs; 4.9% libraries with diverse reading materials; 4.9% training for teachers and TOSA coaching; 3.2% specialists addressing academic, behavioral, and social-emotional needs; 2.7% summer ESY for students with disabilities; 1.6% enrichment for gifted students; and 0.5% SLPA support for language improvement.

- Other School Personnel: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in increasing student achievement. Data indicated the following: 26.9% selected ISSs aiding access to core curriculum; 23.7% intervention teachers for students below grade level; 18.3% support, training, and supplies for dual language classes; 9.7% specialists addressing academic, behavioral, and social-emotional needs; 5.4% summer ESY for students with disabilities; 4.3% SLPA support for language improvement; 4.3% technology and online programs; 4.3% training for teachers and TOSA coaching; 2.2% libraries with diverse reading materials; and 1.1% enrichment for gifted students.

- Principals and Administrators: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in increasing student achievement. Data indicated the following: 40.9% selected intervention teachers for students below grade level; 27.3% training for teachers and TOSA coaching, 18.2% support, training, and supplies for dual language classes; 4.5% summer ESY for students with disabilities; 4.5% enrichment for gifted students; 4.5% ISSs aiding access to core curriculum; 0% specialists addressing academic, behavioral, and social-emotional needs; 0% libraries with diverse reading materials; 0% SLPA support for language improvement; and 0% technology and online programs.

The adopted LCAP was influenced by the feedback provided by educational partners. In Goal 1, increasing student achievement, there is a clear need for continued improvement of best first instruction via strengthening core instruction (Tier 1) instructional practices outlined in EMCSD's Multi-Tiered System of Support (MTSS) framework. Actions support quality core instruction, in the form of added collaboration time, data-based decision making tools, and instructional coaching, modeling, and curriculum design. The qualitative data collected from educational partners emphasized a clear need for culturally and linguistically responsive teaching methods and data-driven decision making, a focus that has been duly integrated. The LCAP also includes professional development to meet the needs of long-term English learners and support for the implementation of language acquisition programs. Educational partner feedback highlighted the need to strengthen intervention support to meet the unique needs of students. To address this need, the LCAP includes funding to provide intervention teachers who are strategically assigned to schools and students who are the most vulnerable. Feedback received through our consultative process with our educational partners also highlighted the need to expand professional development. To address this need, the LCAP has expanded professional development to encompass both classified and certificated staff. Educational partners also underscored the critical importance of maintaining school library access. Therefore, this action will continue with ongoing support. Qualitative insights gathered from educational partners also underscored the demand for Career Technical Education (CTE) courses. To address this, the LCAP includes funding to provide access to CTE courses to support college and career readiness.

#### GOAL 2:

EMCSD engaged educational partners in the 2024-27 LCAP via consultation and received feedback through surveys and focus groups.

- Students: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in ensuring learner engagement. Data indicated the following: 37.5% selected attendance clerks for real-time absence notifications; 37.5% behavior support specialists aiding students with behavioral needs; 12.5% counselors and social workers to address academic and emotional needs; 12.5% attendance incentive system to boost attendance; 0% Leader in Me Program for social-emotional and leadership skills; 0% Saturday School for makeup attendance; 0% nurses and health assistants for physical well-being; 0% outreach consultants for excessive absences; 0% Jeff Seymour Family Center staff expanding community resources; 0% Opportunity Program staff aiding suspended students; 0% homeless education and foster youth liaison supporting vulnerable students; and 0% teacher supporting absent students. Student focus groups were also held at each school. With one being the most impactful on learning and 13 being the least impactful, students were asked rank the following: intervention teachers, technology and online learning, school libraries and books, ISSs, nurses and health assistants, counselors, Leader in Me, attendance clerks, attendance incentives, Saturday Learn Academy, parent and family workshops and volunteer opportunities, custodians, and supervision assistants. When averaged, nurses and health assistants were ranked 1, counselors 3, Leader in Me 4, attendance clerks 9, attendance incentives 12, and Saturday Learn Academy 13.
- Parents and Families: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in ensuring learner engagement. Data indicated the following: 21% selected an attendance incentive system to boost attendance; 20.4% attendance clerks for real-time absence notifications; 14% teacher supporting absent students; 12.9% counselors and social workers addressing academic and emotional needs; 11.8% Saturday School for makeup attendance; 7.5% Leader in Me Program for social-emotional and leadership skills; 3.8% behavior support specialists aiding students with behavioral needs; 2.2% nurses and health assistants for physical well-being; 2.2% Opportunity Program staff aiding suspended students; 1.6% outreach consultants for excessive absences; 1.6% Jeff Seymour Family Center staff expanding community resources; 1.1% and homeless education/foster youth liaison supporting vulnerable students.
- Teachers: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in ensuring learner engagement. Data indicated the following: 25.9% selected attendance clerks for real-time absence notifications; 18.9% counselors and social workers addressing academic and emotional needs; 15.1% attendance incentive system to boost attendance; 11.9% outreach consultants for excessive absences; 9.7% behavior support specialists aiding students with behavioral needs; 5.9% Saturday School for makeup attendance; 4.3% Leader in Me Program for social-emotional and leadership skills; 3.2% nurses and health assistants for physical well-being; 3.2% teacher supporting absent students; 1.6% Opportunity Program staff aiding suspended students; 0% Jeff Seymour Family Center staff expanding community resources; and 0% homeless education/foster youth liaison supporting vulnerable students.
- Other School Personnel: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in ensuring learner engagement. Data indicated the following: 23.7% selected counselors and social workers addressing academic and emotional needs; 16.1% behavior support specialists aiding students with behavioral needs; 15.1% attendance incentive system to boost attendance; 15.1% attendance clerks for real-time absence notifications; 12.9% outreach consultants for excessive absences; 5.4% Saturday School for makeup attendance; 5.4% nurses and health assistants for physical well-being; 3.2% teacher supporting absent students; 2.2% Leader in Me Program for social-emotional and leadership skills; 1.1% Opportunity Program staff aiding suspended students; 0% homeless education/foster youth liaison supporting vulnerable students; and 0% Jeff Seymour Family Center staff expanding community resources.
- Principals and Administrators: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in ensuring learner engagement. Data indicated the following: 50% selected counselors and social workers addressing academic and emotional needs; 13.6% outreach consultants for excessive absences; 9.1% attendance clerks for real-time absence notifications; 9.1% teacher supporting absent students; 4.5% behavior support specialists aiding students with behavioral needs; 4.5% attendance incentive system to boost attendance; 4.5% Leader in Me Program for social-emotional and leadership skills; 4.5% Saturday School for makeup attendance; 0% nurses and health assistants for physical well-being; 0% Jeff Seymour Family Center staff expanding community resources; 0% Opportunity Program staff aiding suspended students; and 0% homeless education/foster youth liaison supporting vulnerable students.

The adopted LCAP was influenced by the feedback provided by educational partners. In Goal 2, which focuses on ensuring learner engagement, EMCSd educational partners prioritized student daily engagement in classroom instruction and supporting students' social-emotional learning and behavior management. Qualitative data highlighted the need for a comprehensive social-emotional framework encompassing self-awareness, social awareness, self-management, responsible decision-making, and relationship skills, which has been integrated into the LCAP. A key aspect of supporting students in this regard is the establishment of a counseling program and behavior intervention support system, providing a continuum of care. Based on educational partner feedback and data from CalSCHLS surveys and the BASC-3 BESS, ongoing support for counselors, social workers, and behavior intervention specialists will be provided district-wide. These personnel will also assist teachers in implementing trauma-informed practices and proactive behavior management strategies. Additionally, the LCAP will allocate resources for Tier3 interventions, including supplies, professional learning, and dedicated personnel, to address academic, behavioral, and social-emotional needs comprehensively. Furthermore, the foster youth liaison will offer additional support for behavior management. To promote regular school attendance, the 2024-25 LCAP expands resources for attendance monitoring, parent and family communication, and attendance incentives. Outreach consultants will continue to play a crucial role in fostering a positive school climate and providing tiered support for students at risk of chronic absenteeism.

### GOAL 3:

EMCSd engaged educational partners in the 2024-27 LCAP via consultation and received feedback through surveys and focus groups.

- Students: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in increasing parent and family involvement. Data indicated the following: 25% selected ParentSquare for improved home-school communication; 25% district and school liaisons for language support and programming;

25% school community liaisons for programming, including workshops, family events, and volunteer opportunities; 25% workshops for skill enhancement and leadership for parents and families; and 0% California Parent Survey for input on school needs. Student focus groups were also held at each school. With one being the most impactful on learning and 13 being the least impactful, students were asked rank the following: intervention teachers, technology and online learning, school libraries and books, ISSs, nurses and health assistants, counselors, Leader in Me, attendance clerks, attendance incentives, Saturday Learn Academy, parent and family workshops and volunteer opportunities, custodians, and supervision assistants. When averaged, parent and family workshops and volunteer opportunities were ranked 11.

- Parents and Families: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in increasing parent and family involvement. Data indicated the following: 62.9% selected ParentSquare for improved home-school communication; 17.2% workshops for skill enhancement and leadership for parents and families; 9.1% school community liaisons for programming, including workshops, family events, and volunteer opportunities; 5.9% district and school liaisons for language support and programming; and 4.8% California Parent Survey for input on school needs.

- Teachers: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in increasing parent and family involvement. Data indicated the following: 54.1% selected ParentSquare for improved home-school communication; 28.1% school community liaisons for programming, including workshops, family events, and volunteer opportunities; 10.3% workshops for skill enhancement and leadership for parents and families; 6.5% district and school liaisons for language support and programming; and 1.1% California Parent Survey for input on school needs.

- Other School Personnel: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in increasing parent and family involvement. Data indicated the following: 37.6% selected school community liaisons for programming, including workshops, family events, and volunteer opportunities; 32.3% ParentSquare for improved home-school communication; 17.2% workshops for skill enhancement and leadership for parents and families; 10.8% district and school liaisons for language support and programming; and 2.2% California Parent Survey for input on school needs.

- Principals and Administrators: LCAP Feedback Form respondents were asked to identify the single program or service they deemed more impactful in increasing parent and family involvement. Data indicated the following: 45.5% selected school community liaisons for programming, including workshops, family events, and volunteer opportunities; 18.2% workshops for skill enhancement and leadership for parents and families; 18.2% district and school liaisons for language support and programming; 18.2% ParentSquare for improved home-school communication; and 0% California Parent Survey for input on school needs.

The adopted LCAP was influenced by the feedback provided by educational partners. In Goal 3, which focuses on increasing parent and family engagement, actions address the unique challenges parents and families encounter in supporting their students and communicating regularly with schools. EMCSd reaffirms its commitment to supporting parents and families as equal partners by providing resources at each school, including designated personnel for daily connection. School community liaisons play a crucial role in connecting parents and families to their schools and now emphasize shared leadership opportunities and assistance with accessing school and community resources, reflecting input from educational partners. Additionally, the LCAP continues to support the annual implementation of a school climate and parent and family engagement survey to develop leadership skills among parents and families, empowering them to provide effective feedback. Resources for engaging the Asian American Pacific Islander community, including support for Vietnamese, Mandarin, and Cantonese-speaking parents, will be maintained. Strengthening the home-school communication system, with added staff support, is a priority based on educational partner feedback. Qualitative data highlight the ongoing need for workshops and activities to enhance parents and families' knowledge and skills in supporting their child's development, leading to an expansion of offered workshops to address evolving community needs.

#### GOAL 4:

EMCSd engaged educational partners in the 2024-27 LCAP via consultation and received feedback through surveys and focus groups.

- Students: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in maintaining foundational support. Data indicated the following: 37.5% selected parent and family portal access; 25% class size reduction for personalized instruction; 12.5% attract and retain quality staff; 12.5% aligned instructional materials; 12.5% technological support for online tools; 0% custodians for site maintenance and security; 0% Beginning Teacher Program for capacity building; 0% supervision assistants for student safety; 0% visual arts programs and resources; and 0% staff collaboration time through professional learning communities (PLC). Student focus groups were also held at each school. With one being the most impactful on learning and 13 being the least impactful, students were asked rank the following: intervention teachers, technology and online learning, school libraries and books, ISSs, nurses and health assistants, counselors, Leader in Me, attendance clerks, attendance incentives, Saturday Learn Academy, parent and family workshops and volunteer opportunities, custodians, and supervision assistants. When averaged, custodians were ranked 2 and supervision assistants 10.

- Parents and Families: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in maintaining foundational support. Data indicated the following: 17.7% selected class size reduction for personalized instruction; 15.1% parent and family portal access; 11.8% supervision assistants for student safety; 11.8% aligned instructional materials; 11.3% attract and retain quality staff; 11.3% technological support for online tools; 7% custodians for site maintenance and security; 4.8% Beginning Teacher Program for capacity building; 4.8% visual arts programs and resources; and 4.3% staff collaboration time through PLCs.

- Teachers: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in maintaining foundational support. Data indicated the following: 42.7% selected class size reduction for personalized instruction; 19.5% attract and retain quality staff; 11.4% staff collaboration time through PLCs; 8.1% supervision assistants for student safety; 5.4% aligned instructional materials; 3.8% technological support for online tools; 3.2% custodians for site maintenance and security; 2.7% Beginning Teacher Program for capacity building; 2.7% visual arts programs and resources; and 0.5% parent and family portal access.

- Other School Personnel: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in maintaining foundational support. Data indicated the following: 24.7% selected class size reduction for personalized instruction; 22.6% attract and retain quality staff; 16.1% supervision assistants for student safety; 10.8% staff collaboration time through PLCs; 7.5% custodians for site maintenance and security; 6.5% parent and family portal access; 5.4% technological support for online tools; 4.3% Beginning Teacher Program for capacity building; 1.1% aligned instructional materials; and 1.1% visual arts programs and resources.
- Principals and Administrators: LCAP Feedback Form respondents were asked to identify the single program or service they deemed most impactful in maintaining foundational support. Data indicated the following: 27.3% selected class size reduction for personalized instruction; 22.7% attract and retain quality staff; 22.7% supervision assistants for student safety; 9.1% Beginning Teacher Program for capacity building; 9.1% parent and family portal access; 4.5% staff collaboration time through PLCs; 4.5% custodians for site maintenance and security; 0% aligned instructional materials; 0% visual arts programs and resources; and 0% technological support for online tools.

The adopted LCAP was influenced by the feedback provided by educational partners. In Goal 4, maintain foundational support, actions focus on maintaining foundational support. Actions in this goal align with educational partners' priority of attracting and retaining quality certificated staff, emphasizing equitable distribution. EMCSD will continue its Beginning Teacher Program and will provide supplemental materials, along with personalized small group instruction. Responding to educational partner feedback, the action on personalized small group instruction has been adjusted for flexibility in service delivery. Technological support will also persist, with student groupings based on diverse data sources. Improvement science, successfully implemented during PLCs, will continue to demonstrate the district's commitment to growth. Educational partners stress the importance of a safe and connected environment, reflected in the ongoing provision of custodial and supervision staff; however, supervision staff will be provided under Goal 2. Educational partners also underscored the critical importance of maintaining parent and family portal access. Therefore, this action will continue with ongoing support.

**GOAL 5:**  
The adopted LCAP was influenced by the feedback provided by Equity Multiplier educational partners. In Goal 5, increase student stability, the action focuses on increasing stability through early identification of at-risk students, supportive connections, and resource linkage. The action in this goal aligns with educational partners' priority of providing increased support to connect and assist parents and families in navigating resources to reduce chronic absenteeism, thus increasing student attendance and access to the core curriculum. Educational partners have shared their experiences and knowledge, indicating that students experiencing school instability sometimes require transportation assistance, food assistance, housing support, or childcare. Students may benefit from resource linkage to address medical issues that might prevent them from attending school, as well as counseling services to address underlying issues contributing to absenteeism, such as mental health concerns or family difficulties.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
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 English language arts 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 address 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
1	CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)  Priority 4  Source: <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a>	2023 CA School Dashboard  All Students = -9.4 points African American = -37.3 points Asian = 57.8 points Filipino = 36.3 points Hispanic = -23.4 points White = 32.9 points English Learner = -45 points Long Term English Learners = TBD Foster Youth = -38.5 points Homeless = -29.5 points Socioeconomically Disadvantaged = -16.5 points Students with Disabilities = -102.9 points			2026 CA School Dashboard  All Students = 35.3 points African American = 7.4 points Asian = 102.5 points Filipino = 81 points Hispanic = 21.3 points White = 77.6 points English Learner = -0.3 points Long Term English Learners = TBD Foster Youth = 6.2 points Homeless = 15.2 points Socioeconomically Disadvantaged = 28.2 points Students with Disabilities = -58.2 points	

2	<p>CA School Dashboard Mathematics Academic Indicator-Distance from Standard (DFS)</p> <p>Priority 4</p> <p>Source: <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a></p>	<p>2023 CA School Dashboard</p> <p>All Students = -38.4 points African American = -68.9 points Asian = 59.7 points Filipino = -5.3 points Hispanic = -58.2 points White = -16.6 points English Learner = -62.1 points Long Term English Learners = TBD Foster Youth = -79.6 points Homeless = -63.6 points Socioeconomically Disadvantaged = -46 points Students with Disabilities = -129.3 points</p>			<p>2026 CA School Dashboard</p> <p>All Students = 6.3 points African American = -24.2 points Asian = 104.4 points Filipino = 39.4 points Hispanic = -13.5 points White = 28.1 points English Learner = -17.4 points Long Term English Learners = TBD Foster Youth = -34.9 points Homeless = -18.9 points Socioeconomically Disadvantaged = -1.3 points Students with Disabilities = -84.6 points</p>	
3	<p>CA Science Test Results-Met/Exceeded Standard</p> <p>Priority 4</p> <p>Source: <a href="https://caaspp-elpac.ets.org/caaspp/">https://caaspp-elpac.ets.org/caaspp/</a></p>	<p>2022-23 CA Science Test Results</p> <p>All Students = 26.77% Asian = 61.43% Black or African American = 15.38% Hispanic or Latino = 19.13% White = 41.17% English Learner = 4.03% Homeless = 17.43% Socioeconomically Disadvantaged = 24.44% Students with Disabilities = 4.50%</p>			<p>2026-27 CA Science Test Results</p> <p>All Students = 37.21% Asian = 66.93% Black or African American = 27.45% Hispanic or Latino = 30.66% White = 49.56% English Learner = 17.72% Homeless = 29.21% Socioeconomically Disadvantaged = 35.22% Students with Disabilities = 18.12%</p>	

4	<p>CA Alternative Science Test-Met</p> <p>Priority 4</p> <p>Source: <a href="https://caaspp-elpac.ets.org/caaspp/">https://caaspp-elpac.ets.org/caaspp/</a></p>	<p>2022-23 CA Alternative Science Test</p> <p>All Students = 19.35%</p> <p>Hispanic or Latino = 23.81%</p> <p>English Learner = 25.00%</p> <p>Socioeconomically Disadvantaged = 20.00%</p>			<p>2026-27 CA Alternative Science Test</p> <p>All Students = 30.85%</p> <p>Hispanic or Latino = 34.68%</p> <p>English Learner = 35.70%</p> <p>Socioeconomically Disadvantaged = 31.41%</p>	
5	<p>CA School Dashboard English Learner Progress Indicator-Making Progress</p> <p>Priority 4</p> <p>Source: <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a></p>	<p>2023 CA School Dashboard</p> <p>All Students = 62.3%</p>			<p>2026 CA School Dashboard</p> <p>All Students = 72.42%</p>	
6	<p>Reclassification Rate</p> <p>Priority 4</p> <p>Source: CALPADS EOY3</p>	<p>2022-23 CALPADS EOY3</p> <p>All Students = 16.0%</p>			<p>2025-26 CALPADS EOY3</p> <p>All Students = 22.0%</p>	

7	<p>CA School Dashboard Implementation of Academic Standards- Professional Development</p> <p>Priority 2</p> <p>Source:  <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a>  (Analysis of professional development records, qualitative information, and CalSCHLS California School Staff Survey (CSSS))</p> <p>Rating Scale  1 = Exploration and Research Phase  2 = Beginning Development  3 = Initial Implementation  4 = Full Implementation  5 = Full Implementation and Sustainability</p>	<p>2023 CA School Dashboard</p> <p>English Language Arts = 5</p> <p>English Language Development = 5</p> <p>Mathematics = 5</p> <p>Next Generation Science Standards = 5</p> <p>History-Social Studies = 5</p>			<p>2026 CA School Dashboard</p> <p>English Language Arts = 5</p> <p>English Language Development = 5</p> <p>Mathematics = 5</p> <p>Next Generation Science Standards = 5</p> <p>History-Social Studies = 5</p>	
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8	<p>CA School Dashboard Implementation of Academic Standards- Instructional Materials</p> <p>Priority 2</p> <p>Source:  <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a>  (Analysis of instructional materials, qualitative information, and CSSS)</p> <p>Rating Scale  1 = Exploration and Research Phase  2 = Beginning Development  3 = Initial Implementation  4 = Full Implementation  5 = Full Implementation and Sustainability</p>	<p>2023 CA School Dashboard</p> <p>English Language Arts = 5</p> <p>English Language Development = 5</p> <p>Mathematics = 5</p> <p>Next General Science Standards = 4</p> <p>History-Social Studies = 5</p>			<p>2026 CA School Dashboard</p> <p>English Language Arts = 5</p> <p>English Language Development = 5</p> <p>Mathematics = 5</p> <p>Next General Science Standards = 5</p> <p>History-Social Studies = 5</p>	
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9	<p>CA School Dashboard Implementation of Academic Standards- Policy and Program Support</p> <p>Priority 2</p> <p>Source:  <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a>  (Analysis of qualitative information, observation, CSSS, and quantitative academic data)</p> <p>Rating Scale  1 = Exploration and Research Phase  2 = Beginning Development  3 = Initial Implementation  4 = Full Implementation  5 = Full Implementation and Sustainability</p>	<p>2023 CA School Dashboard</p> <p>English Language Arts = 5  English Language Development = 5  Mathematics = 5  Next General Science Standards = 4  History-Social Studies = 5</p>			<p>2026 CA School Dashboard</p> <p>English Language Arts = 5  English Language Development = 5  Mathematics = 5  Next General Science Standards = 5  History-Social Studies = 5</p>	
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10	<p>CA School Dashboard Implementation of Academic Standards- Implementation of Standards</p> <p>Priority 2</p> <p>Source:  <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a>  (Analysis of qualitative information, observation, CSSS, and quantitative academic data)</p> <p>Rating Scale  1 = Exploration and Research Phase  2 = Beginning Development  3 = Initial Implementation  4 = Full Implementation  5 = Full Implementation and Sustainability</p>	<p>2023 CA School Dashboard</p> <p>Career Technical Education = 3  Health Education Content Standards = 4  Physical Education Model Content Standards = 4  Visual and Performing Arts = 4  World Language = 4</p>			<p>2026 CA School Dashboard</p> <p>Career Technical Education = 4  Health Education Content Standards = 5  Physical Education Model Content Standards = 5  Visual and Performing Arts = 5  World Language = 5</p>	
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11	<p>Percentage of 7th and 8th grade students enrolled in AVID courses</p> <p>Priority 7</p> <p>Source: Master Schedule</p>	<p>2023-24 Master Schedule</p> <p>All Students = 13.88%</p>			<p>2026-27 Master Schedule</p> <p>All Students = 20.18%</p>	
12	<p>Percentage of 7th and 8th grade students enrolled in CTE courses</p> <p>Priority 7</p> <p>Source: Master Schedule</p>	<p>2023-24 Master Schedule</p> <p>All Students = 0.00%</p>			<p>2026-27 Master Schedule</p> <p>All Students = 10.97%</p>	
13	<p>Percent of students on/above grade level in reading</p> <p>Priority 8</p> <p>Source: i-Ready Diagnostic Assessment in Reading Window 3</p>	<p>2023-24 i-Ready Diagnostic Assessment in Reading Window 3</p> <p>All Students = 44%</p> <p>English Learner = 17%</p> <p>Foster Youth = 30%</p> <p>Low-Income = 41%</p>			<p>2026-27 i-Ready Diagnostic Assessment in Reading Window 3</p> <p>All Students = 61%</p> <p>English Learners = 42%</p> <p>Foster Youth = 51%</p> <p>Low-Income = 59%</p>	

14	Percent of students on/above grade level in math  Priority 8  Source: i-Ready Diagnostic Assessment in Math Window 3	2023-24 i-Ready Diagnostic Assessment in Math Window 3  All Students = 41% English Learner = 22% Foster Youth = 19% Low-Income = 38%			2026-27 i-Ready Diagnostic Assessment in Math Window 3  All Students = 58% English Learners = 45% Foster Youth = 43% Low-Income = 56%	
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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.

This prompt is not applicable for the 2024-25 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.

This prompt is not applicable for the 2024-25 LCAP.

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

This prompt is not applicable for the 2024-25 LCAP.

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.

This prompt is not applicable for the 2024-25 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	Improve Core (Tier 1) Instruction	<p>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.</p> <p>The 2023 Dashboard showed a red indicator in English Language Arts for Rio Hondo School for English learners. Moreover, the Dashboard also showed a red indicator in Mathematics for Rio Hondo School for English learners. Therefore, this action will address the needs of these students.</p>	\$1,700,000.00	Yes
2	Professional Development Tailored to Students' Unique Needs	<p>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. Professional development focused on addressing the specific needs of long-term English learners to ensure staff are equipped to effectively support their academic and language development through culturally responsive teaching practices and targeted language development strategies.</p> <p>This action will address professional development needs for English learners and long-term English learners. The 2023 Dashboard showed a red indicator in English Language Arts for Rio Hondo School for English learners. Moreover, the Dashboard also showed a red indicator in Mathematics for Rio Hondo School for English learners. Therefore, this action will address the needs of these students.</p>	\$1,300,000.00	Yes
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.	\$780,000.00	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.	\$685,000.00	Yes
5	Language Acquisition Support	<p>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.</p> <p>This action will address language acquisition programs for English learners and long-term English learners. It will also address professional development. The 2023 Dashboard's Academic Indicator showed a red indicator in English Language Arts and Mathematics for English learners at Rio Hondo. Therefore, this action will be directed toward these student subgroups alongside long-term English learners, foster youth, and low-income students.</p>	\$575,000.00	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, foster youth, and low-income	\$743,000.00	Yes

		<p>students. Additionally, they will provide support for curriculum design and professional development for language acquisition programs for English learners and long-term English learners.</p> <p>This action will address professional development needs for language acquisition programs for English learners and long-term English learners. The 2023 Dashboard showed a red indicator in English Language Arts for Rio Hondo School for English learners. Moreover, the Dashboard also showed a red indicator in Mathematics for Rio Hondo School for English learners. Therefore, this action will address the needs of these students.</p>		
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.	\$935,000.00	Yes
8	Gifted and Talented Student Enrichment	Provide enrichment opportunities for students identified as gifted and talented.	\$100,000.00	Yes
9	Intervention Teachers	<p>Provide Intervention Teachers to deliver supplemental (Tier2) 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.</p> <p>The 2023 Dashboard showed a red indicator in English Language Arts for Rio Hondo School for English learners. Moreover, the Dashboard also showed a red indicator in Mathematics for Rio Hondo School for English learners. Therefore, this action will address the needs of these students.</p>	\$1,350,000.00	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.	\$150,000.00	Yes
11	Extended School Year Services	<p>Provide extended school year (ESY) services for special education students with ESY identified within their Individualized Education Program.</p> <p>The 2023 Dashboard showed a red indicator in English Language Arts district-wide for students with disabilities. Similarly, individual schools like Columbia, Durfee, Rio Hondo, Shirsper, and Wright also displayed red indicators 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, Shirsper, and Wright displayed red indicators for students with disabilities. This action is also specifically directed toward these student groups to address disparities in outcomes.</p>	\$547,039.00	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.	\$1,250,000.00	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 Bi-Culturalism Support	<p>Provide supplemental materials, supplies, and dedicated personnel to enhance biliteracy, bilingualism, and bi-culturalism to support English learners and low-income students.</p> <p>The 2023 Dashboard's Academic Indicator showed a red indicator in English Language Arts and Mathematics for English learners at Rio Hondo. Therefore, this action will be directed toward these student subgroups alongside long-term English learners, foster youth, and low-income students.</p>	\$85,000.00	Yes
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.	\$1,300,000.00	Yes
17	Provide Academic Programming Support for Students Facing Disparate Outcomes	<p>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.</p> <p>The 2023 Dashboard showed a red indicator in Mathematics for Rio Hondo School for Hispanic and homeless students. This action will address the needs of these students.</p>	\$52,099.00	No
18	Provide Support for Special Education Services, Accommodations, and Modifications	<p>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.</p> <p>The 2023 Dashboard showed a red indicator in English Language Arts district-wide for students with disabilities. Similarly, individual schools like Columbia, Durfee, Rio Hondo, Shirpsen, and Wright also displayed red indicators 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, Shirpsen, and Wright displayed red indicators for students with disabilities. This action is also specifically directed toward these student groups to address disparities in outcomes.</p>	\$225,033.00	No

# Goal

Goal #	Description	Type of Goal
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 was also include student perceptions of academic motivation.	Broad Goal

State priorities address 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	<p>CA School Dashboard Chronic Absenteeism-Rate</p> <p>Priority 5</p> <p>Source: <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a></p>	<p>2023 CA School Dashboard</p> <p>All Students = 12.3% African American = 39.2% Asian = 2.2% Filipino = 5.7% Hispanic = 14.1% White = 16.0% English Learner = 10.0% Foster Youth = 24.1% Homeless = 18.3% Socioeconomically Disadvantaged = 13.1% Students with Disabilities = 20.2%</p>			<p>2026 CA School Dashboard</p> <p>All Students = 3.0% African American = 9.6% Asian = 0.5% Filipino = 1.4% Hispanic = 3.4% White = 3.9% English Learner = 2.4% Foster Youth = 5.9% Homeless = 4.5% Socioeconomically Disadvantaged = 3.2% Students with Disabilities = 4.9%</p>	
2	<p>Attendance Rate</p> <p>Priority 5</p> <p>Source: ADA Second Principal Apportionment (P-2)</p>	<p>2023-24 ADA P-2</p> <p>All Students = 95.07%</p>			<p>2026-27 ADA P-2</p> <p>All Students = 98.00%</p>	
3	<p>Middle School Dropout Rate</p> <p>Priority 5</p> <p>Source: CALPADS EOY3</p>	<p>2022-23 CALPADS EOY3</p> <p>All Students = 0%</p>			<p>2025-26 CALPADS EOY3</p> <p>All Students = 0%</p>	

4	<p>CA School Dashboard Suspension Rate</p> <p>Priority 6</p> <p>Source:  <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a> </p>	<p>2023 CA School Dashboard</p> <p>All Students = 1.3%  African American = 0.0%  Asian = 0.1%  Filipino = 1.9%  Hispanic = 1.5%  White = 2.4%  English Learner = 0.8%  Foster Youth = 2.9%  Homeless = 2.1%  Socioeconomically Disadvantaged = 1.4%  Students with Disabilities = 1.2%</p>			<p>2026 CA School Dashboard</p> <p>All Students = 0.4%  African American = 0.0%  Asian = 0.0%  Filipino = 0.6%  Hispanic = 0.5%  White = 0.7%  English Learner = 0.2%  Foster Youth = 0.2%  Homeless = 0.6%  Socioeconomically Disadvantaged = 0.4%  Students with Disabilities = 0.4%</p>	
5	<p>Expulsion Rate</p> <p>Priority 6</p> <p>Source:  CALPADS EOY3 </p>	<p>2022-23 CALPADS EOY3</p> <p>All Students = 0.0%</p>			<p>2025-26 CALPADS EOY3</p> <p>All Students = 0.0%</p>	

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

8	<p>School connectedness (in-school only)- Average percent of respondents reporting "agree" or "strongly agree"</p> <p>Priority 6</p> <p>Source: CalSCHLS California Healthy Kids Survey (CHKS) Secondary (Grade 7)</p>	<p>2023-24 CalSCHLS CHKS Secondary (Grade 7)</p> <p>All Students = 57% Asian or Asian American = 65% Hispanic or Latinx = 55% White = 58% English Learner = 59% Homeless = 58% Long Term English Language Learner = 61% Students with Disabilities = 63%</p>			<p>2026-27 CalSCHLS CHKS Secondary (Grade 7)</p> <p>All Students = 64% Asian or Asian American = 71% Hispanic or Latinx = 63% White = 65% English Learner = 66% Homeless = 65% Long Term English Language Learner = 68% Students with Disabilities = 69%</p>	
9	<p>School perceived as very safe or safe</p> <p>Priority 6</p> <p>Source: CalSCHLS California Healthy Kids Survey (CHKS) Secondary (Grade 7)</p>	<p>2023-24 CalSCHLS CHKS Secondary (Grade 7)</p> <p>All Students = 58% Asian or Asian American = 68% Hispanic or Latinx = 56% White = 64% English Learner = 62% Homeless = 73% Long Term English Language Learner = 60% Students with Disabilities = 69%</p>			<p>2026-27 CalSCHLS CHKS Secondary (Grade 7)</p> <p>All Students = 81% Asian or Asian American = 85% Hispanic or Latinx = 80% White = 84% English Learner = 83% Homeless = 88% Long Term English Language Learner = 82% Students with Disabilities = 86%</p>	

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

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

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

## 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.

This prompt is not applicable for the 2024-25 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.

This prompt is not applicable for the 2024-25 LCAP.

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

This prompt is not applicable for the 2024-25 LCAP.

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.

This prompt is not applicable for the 2024-25 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	Outreach Consultants and Supplemental Attendance Supplies	<p>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.</p> <p>The 2023 Dashboard showed a red indicator in Chronic Absenteeism for Gidley School for socio-economically disadvantaged students. Therefore, this action will address the needs of these students.</p>	\$832,656.00	Yes
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.	\$400,000.00	Yes

		The 2023 Dashboard showed a red indicator in Chronic Absenteeism for Gidley School for socio-economically disadvantaged students. Therefore, this action will address the needs of these students.		
3	Learning Sessions to Recoup Absences	<p>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.</p> <p>The 2023 Dashboard showed a red indicator in Chronic Absenteeism for Gidley School for socio-economically disadvantaged students. Therefore, this action will address the needs of these students.</p>	\$250,000.00	Yes
4	Nurses and Health Assistants	<p>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.</p> <p>The 2023 Dashboard showed a red indicator in Chronic Absenteeism for Gidley School for socio-economically disadvantaged students. Therefore, this action will address the needs of these students.</p>	\$1,350,000.00	Yes
5	Supplemental Instructional Support for Short and Long Term Absences	<p>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.</p> <p>The 2023 Dashboard showed a red indicator in Chronic Absenteeism for Gidley School for socio-economically disadvantaged students. Therefore, this action will address the needs of these students.</p>	\$150,000.00	Yes
6	Foster Youth Support	Provide a dedicated Foster Youth Liaison to provide academic, behavior, and social-emotional support to foster students. 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 educational placement for each student, considering their unique circumstances and needs.	\$20,000.00	Yes
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) schoolwide 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.	\$1,450,000.00	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.	\$530,000.00	Yes

		The 2023 Dashboard showed a red indicator in Suspension Rate for Columbia School for socio-economically disadvantaged students. Therefore, this action will address the needs of these students.		
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.	\$650,000.00	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.  The 2023 Dashboard showed a red indicator in Suspension Rate for Columbia School for socio-economically disadvantaged students. Therefore, this action will address the needs of these students.	\$200,000.00	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.  The 2023 Dashboard showed a red indicator in Chronic Absenteeism district-wide for African American students. Furthermore, specific schools such as Cortada, Rio Hondo, and Shirpser displayed red indicators for homeless students. Additionally, Durfee showed the same indicator 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 indicator in Suspension Rate for Columbia School. Columbia showed a red indicator for Hispanic and homeless students. This action is also specifically directed toward these student groups to address disparities in outcomes.	\$57,587.00	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 youth and low-income students.	\$1,160,000.00	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 address by this goal.

3, 4, 6
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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.
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## Measuring and Reporting Results

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

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

5	<p>School is a safe place for my child- Average percent of respondents reporting "agree" or "strongly agree"</p> <p>Priority 6</p> <p>Source: CalSCHLS California School Parent Survey (CSPS)</p>	<p>2023-24 CalSCHLS CSPS</p> <p>All Parents = 95%</p>			<p>2026-27 CalSCHLS CSPS</p> <p>All Parents = 97%</p>	
6	<p>CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)</p> <p>Priority 4</p> <p>Source: <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a></p>	<p>2023 CA School Dashboard</p> <p>All Students = -9.4 points African American = -37.3 points Asian = 57.8 points Filipino = 36.3 points Hispanic = -23.4 points White = 32.9 points English Learner = -45 points Long Term English Learners = TBD Foster Youth = -38.5 points Homeless = -29.5 points Socioeconomically Disadvantaged = -16.5 points Students with Disabilities = -102.9 points</p>			<p>2026 CA School Dashboard</p> <p>All Students = 35.3 points African American = 7.4 points Asian = 102.5 points Filipino = 81 points Hispanic = 21.3 points White = 77.6 points English Learner = -0.3 points Long Term English Learners = TBD Foster Youth = 6.2 points Homeless = 15.2 points Socioeconomically Disadvantaged = 28.2 points Students with Disabilities = -58.2 points</p>	

7	CA School Dashboard Mathematics Academic Indicator-Distance from Standard (DFS)  Priority 4  Source: <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a>	2023 CA School Dashboard  All Students = -38.4 points African American = -68.9 points Asian = 59.7 points Filipino = -5.3 points Hispanic = -58.2 points White = -16.6 points English Learner = -62.1 points Long Term English Learners = TBD Foster Youth = -79.6 points Homeless = -63.6 points Socioeconomically Disadvantaged = -46 points Students with Disabilities = -129.3 points			2026 CA School Dashboard  All Students = 6.3 points African American = -24.2 points Asian = 104.4 points Filipino = 39.4 points Hispanic = -13.5 points White = 28.1 points English Learner = -17.4 points Long Term English Learners = TBD Foster Youth = -34.9 points Homeless = -18.9 points Socioeconomically Disadvantaged = -1.3 points Students with Disabilities = -84.6 points	
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## 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.

This prompt is not applicable for the 2024-25 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.

This prompt is not applicable for the 2024-25 LCAP.

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

This prompt is not applicable for the 2024-25 LCAP.

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.

This prompt is not applicable for the 2024-25 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	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.	\$818,113.00	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.	\$150,000.00	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.	\$100,000.00	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 address by this goal.

1, 7, 4
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An explanation of why the LEA has developed this goal.

<p>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.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	<p>Access to Standards-Aligned Instructional Materials</p> <p>Priority 1</p> <p>Source: Williams' Textbook Sufficiency Report Fall</p>	<p>2023-24 Williams' Textbook Sufficiency Report Fall</p> <p>All Students = 100%</p>			<p>2026-27 Williams' Textbook Sufficiency Report Fall</p> <p>All Students = 100%</p>	

2	<p>School Facility Good Repair Status</p> <p>Priority 1</p> <p>Source: School Accountability Report Card (SARC)</p>	<p>2023-24 SARC</p> <p>All Schools = 100%</p>			<p>2026-27 SARC</p> <p>All Schools = 100%</p>	
3	<p>Access to a Broad Course of Study- English Language Development, English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education</p> <p>Priority 7</p> <p>Source: Master Schedule</p>	<p>2023-24 Master Schedule</p> <p>All Students = 100%</p>			<p>2026-27 Master Schedule</p> <p>All Students = 100%</p>	
4	<p>Fully Credentialed and Appropriately Assigned Teachers</p> <p>Priority 1</p> <p>Source: CALPADS Fall 2</p>	<p>2023-24 CALPADS Fall 2</p> <p>All Teachers = 98.52%</p>			<p>2026-27 CALPADS Fall 2</p> <p>All Teachers = 100%</p>	

5	<p>CA School Dashboard English Language Arts (ELA) Academic Indicator-Distance from Standard (DFS)</p> <p>Priority 4</p> <p>Source:  <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a> </p>	<p>2023 CA School Dashboard</p> <p>All Students = -9.4 points  African American = -37.3 points  Asian = 57.8 points  Filipino = 36.3 points  Hispanic = -23.4 points  White = 32.9 points  English Learner = -45 points  Long Term English Learners = TBD  Foster Youth = -38.5 points  Homeless = -29.5 points  Socioeconomically Disadvantaged = -16.5 points  Students with Disabilities = -102.9 points</p>			<p>2026 CA School Dashboard</p> <p>All Students = 35.3 points  African American = 7.4 points  Asian = 102.5 points  Filipino = 81 points  Hispanic = 21.3 points  White = 77.6 points  English Learner = -0.3 points  Long Term English Learners = TBD  Foster Youth = 6.2 points  Homeless = 15.2 points  Socioeconomically Disadvantaged = 28.2 points  Students with Disabilities = -58.2 points</p>	
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6	CA School Dashboard Mathematics Academic Indicator-Distance from Standard (DFS)  Priority 4  Source: <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a>	2023 CA School Dashboard  All Students = -38.4 points African American = -68.9 points Asian = 59.7 points Filipino = -5.3 points Hispanic = -58.2 points White = -16.6 points English Learner = -62.1 points Long Term English Learners = TBD Foster Youth = -79.6 points Homeless = -63.6 points Socioeconomically Disadvantaged = -46 points Students with Disabilities = -129.3 points			2026 CA School Dashboard  All Students = 6.3 points African American = -24.2 points Asian = 104.4 points Filipino = 39.4 points Hispanic = -13.5 points White = 28.1 points English Learner = -17.4 points Long Term English Learners = TBD Foster Youth = -34.9 points Homeless = -18.9 points Socioeconomically Disadvantaged = -1.3 points Students with Disabilities = -84.6 points	
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## 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.

This prompt is not applicable for the 2024-25 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.

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

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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.

This prompt is not applicable for the 2024-25 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	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.	\$39,173,284.00	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.	\$120,000.00	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.	\$125,000.00	Yes
4	Safe, Clean, and Well-Maintained Facilities	The Director of Facilities will ensure sufficient staffing and provide oversight and support to school 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.	\$3,388,081.00	No
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.	\$568,032.00	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.	\$7,007,398.00	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.	\$475,000.00	Yes

# 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.	Equity Multiplier Focus Goal

State priorities address 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 is not anticipated. The planned action for this goal aims 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) prioritize enhancing support for parents and families to reduce chronic absenteeism, thereby improving student attendance and access to the core curriculum. They emphasize 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 are also beneficial in addressing absenteeism for some students.

Evaluation of progress will be 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.

## 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  Priority 5  Source: <a href="https://www.caschooldashboard.org/">https://www.caschooldashboard.org/</a>	2023 CA School Dashboard  All Students = 12.3% African American = 39.2% Asian = 2.2% Filipino = 5.7% Hispanic = 14.1% White = 16.0% English Learner = 10.0% Foster Youth = 24.1% Homeless = 18.3% Socioeconomically Disadvantaged = 13.1% Students with Disabilities = 20.2%			2026 CA School Dashboard  All Students = 3.0% African American = 9.6% Asian = 0.5% Filipino = 1.4% Hispanic = 3.4% White = 3.9% English Learner = 2.4% Foster Youth = 5.9% Homeless = 4.5% Socioeconomically Disadvantaged = 3.2% Students with Disabilities = 4.9%	
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## 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.

This prompt is not applicable for the 2024-25 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.

This prompt is not applicable for the 2024-25 LCAP.

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

This prompt is not applicable for the 2024-25 LCAP.

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.

**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.	\$57,894.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$28,004,398.00	\$3,517,928.00

## 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
37.88%	0.00%	\$0.00	37.88%

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 and 13	<p>The 2023 California School Dashboard's (Dashboard) Academic Indicator highlights a troubling performance gap within EMCSD. In English Language Arts, students fell short by 9.4 points, underscoring significant disparities among 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 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.</p> <p>Educational partner feedback 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 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 (TOSA) 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, and behavioral challenges that impact their academic achievement.</p>	<p>Action 1 and 13 are tailored to meet the distinctive academic needs of English learners, foster youth, and low-income students. Action 1 is aligned with EMCSD's Multi-tiered System of Support (MTSS) framework, prioritizing students' academic needs through core (Tier 1) instruction. This approach employs differentiation, language supports, supplemental materials, and universal design for learning to prevent the necessity for supplemental (Tier 2) and intensive (Tier 3) support. By empowering teachers with instructional planning and professional development centered on core (Tier 1) instruction, supplemented by materials supporting the core curriculum, we anticipate a reduction in the need for higher tiers of academic interventions. This will result in improved access to and comprehension of common core instruction and curriculum, ultimately leading to enhanced student achievement in English language arts and mathematics.</p> <p>In addressing Action 13, program specialists will conduct workshops for both staff and parents, focusing on early foundational literacy skills, reading comprehension, and the ability to discern between language differences and language acquisition challenges versus learning disabilities. By enhancing the capacity of parents and staff, we anticipate a rise in the academic achievement of English learners, foster youth, and low-income students. This equips staff and parents with the necessary tools to meet the diverse needs of these students through appropriate activities, strategies, and support mechanisms. This concerted effort aligns with EMCSD's overarching goal of increase student achievement.</p> <p>These actions are being implemented LEA-wide, recognizing that all students stand to benefit from enriched core instruction and professional development, consultation, and collaboration.</p>	<p>Metric 1: CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, Foster Youth, and Low-Income Students</p> <p>Metric 2: CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, Foster Youth, and Low-Income Students</p>

Goal 1: Action 2 and 6	<p>The 2023 California School Dashboard's (Dashboard) Academic Indicator highlights a troubling performance gap within EMCSd. In English Language Arts, students fell short by 9.4 points, underscoring significant disparities among 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 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. Results for long-term English learners were not represented on the 2023 Dashboard; however, results will be available for this group on the 2024 Dashboard.</p> <p>Educational partner feedback 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 teachers and Teachers on Special Assignment (TOSA) 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.</p>	<p>Action 2 and 6 are tailored to meet the distinctive academic needs of English learners, foster youth, low-income students, and long-term English learners. Within Action 2, the focus is on addressing the challenges these students face in accessing and comprehending grade-level common core instruction. Staff professional development will center on enhancing core (Tier 1) instruction, incorporating differentiated instruction, scaffolded language supports, explicit language instruction, and universal access strategies. Equipping staff with these tools ensures they can effectively meet the diverse learning needs of English learners, foster youth, and low-income students, enhancing their comprehension and engagement with the curriculum. By increasing access to core curriculum and instruction, we anticipate a notable increase in students meeting or surpassing academic standards.</p> <p>Action 6 revolves around Teachers on Special Assignment (TOSAs) who play a pivotal role in driving core (Tier 1) instruction. They provide coaching to teachers on best first instruction, differentiation, re-teaching, and monitoring of district instructional initiatives. TOSAs focus on monitoring 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. Through personalized support and professional learning communities, teachers receive tailored guidance on instructional strategies and interventions to meet the unique needs of these students. By fortifying teachers' instructional planning and providing targeted professional development in core (Tier 1) instruction, we aim to diminish the necessity for supplemental (Tier 2) and intensive (Tier 3) support.</p> <p>These actions are being implemented LEA wide, recognizing that all students stand to benefit from strengthened professional development as well as instructional coaching, modeling, and curriculum design.</p>	<p>Metric 1: CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, Foster Youth, Low-Income Students, and Long-Term English Learners</p> <p>Metric 2: CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, Foster Youth, Low-Income Students, and Long-Term English Learners</p>
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Goal 1: Action 3, 4, and 7	<p>The 2023 Dashboard's Academic Indicator highlights a troubling performance gap within EMCSD. In English Language Arts, students fell short by 9.4 points, underscoring significant disparities among 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 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.</p> <p>Educational partner feedback 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 increased need for supplemental (Tier 2) and intensive (Tier 3) support.</p>	<p>Action 3, 4, and 7 are specifically designed to address the unique academic needs of English learners, foster youth, and low-income students. Action 3 ensures access to updated technology and individualized online instructional programs is prioritized through a scheduled replenishment plan, accompanied by thorough technology training for staff, parents, and families. This plan guarantees the regular update of technology resources, ensuring students have access to the latest tools and resources for their learning needs. Educational partner input and research indicate that English learners, foster youth, and low-income students often face significant disparities in access to technology compared to their peers. These disparities hinder their educational opportunities and outcomes. Thus, this action will reduce this barrier.</p> <p>Moreover, Action 4 provides effective instructional practices and tiered support are supported by providing access to developmentally appropriate, culturally and linguistically relevant assessment measures, along with a robust data management system. These assessment measures provide valuable insights into students' academic progress and needs, allowing educators to tailor instruction accordingly.</p> <p>Additionally, the implementation of a library management system, Action 7, enhances library resources and supports student literacy by streamlining access to reading materials tailored to identified Lexile levels and allocating library media technicians for effective guidance. Together, these actions create an enriching learning environment that fosters academic success for English learners, foster youth, and low-income students. Implementing these actions will decrease the need for supplemental and targeted academic interventions and support for English learners, foster youth, and low-income students. As students gain better access to and understanding of common core instruction and curriculum, they will show an increase in academic achievement. This supports EMCSD's goal to increase student achievement.</p> <p>These actions are being implemented on an LEA-wide basis because all students benefit from technology, online instructional programs, supplemental materials, and assessment materials.</p>	<p>Metric 1: CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, Foster Youth, and Low-Income Students</p> <p>Metric 2: CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, Foster Youth, and Low-Income Students</p>
Goal 1: Action 8, 9, 10, and 16	<p>The 2023 Dashboard's Academic Indicator highlights a troubling performance gap within EMCSD. In English Language Arts, students fell short by 9.4 points, underscoring significant disparities among student subgroups. English learners lagged by 45 points, foster youth by 38.5 points, and low-income students by 16.5</p>	<p>Actions 8, 9, 10, and 16 are specifically designed to address the unique academic needs of English learners, foster youth, and low-income students. Action 9 focuses on intervention teachers who provide essential supplemental (Tier 2) and intensive (Tier 3) academic support tailored to students' individual needs, closely tracking their progress using culturally relevant measures. This targeted assistance is</p>	<p>Metric 1: CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, Foster Youth, and Low-Income Students</p> <p>Metric 2: CA School Dashboard Mathematics</p>

points. Similar concerns were evident in Mathematics, with 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.

Educational partner feedback 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.

instrumental in helping English learners, foster youth, and low-income students overcome academic hurdles and unlock their full potential.

Action 16, centered on visual and performing arts, provides students with a platform for self-expression that can be particularly empowering and validating. It provides students with enhanced programming and increased access to itinerant music teachers and single-subject credential music teachers. Engaging in creative pursuits fosters critical thinking, perseverance, and discipline, all of which are valuable skills that contribute to success across various subjects.

Furthermore, Action 10 emphasizes the importance of supporting college and career readiness through access to Career Technical Education (CTE) courses and Advancement Via Individual Determination (AVID) strategies. These resources equip English learners, foster youth, and low-income students with the practical skills and academic support necessary for their post-secondary education and career endeavors.

Action 8 addresses the critical need for enrichment opportunities, especially for English learners, foster youth, and low-income students who may lack access due to financial constraints. Offering enrichment programs broadens students' awareness of potential career paths and provides valuable learning experiences. These opportunities are integral to ensuring that English learners, foster youth, and low-income students have equitable access to educational resources. The district's Multi-tiered System of Support (MTSS) framework, highlighted in Action 8, is designed to address the academic, behavioral, and social-emotional needs of all students, including those in need of enrichment opportunities. The Saturday GATE program, part of this framework, offers a stimulating curriculum focusing on 21st-century skills like communication, collaboration, creativity, and critical thinking, featuring activities such as robotics, coding, and computer science.

These actions are being implemented LEA-wide, recognizing that all students stand to benefit from strengthened intervention and enrichment.

Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, Foster Youth, and Low-Income Students

Goal 1: Action 14 and 15	<p>The 2023 Dashboard's Academic Indicator highlights a troubling performance gap within EMCSD. In English Language Arts, students fell short by 9.4 points below the standard with English learners 45 points below the standard and low-income students by 16.5 points. Similar concerns were evident in Mathematics, with 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.</p> <p>Educational partner feedback 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 (Tier 3) support.</p>	<p>Actions 14 and 15 address the academic needs of English learners and low-income students. To achieve this, Action 15 provides professional development in language acquisition, supplemented with additional resources and personnel, will ensure that students have access to core (Tier 1) instruction. It also provides curriculum and support specifically designed for newcomers, along with resources to promote language acquisition. To support biliteracy, bilingualism, and biculturalism, additional materials and dedicated staff to help English learners and low-income students to develop these skills is provided. According to the California Department of Education, English learners in dual language programs tend to outperform those in English-only programs by the time they reach high school. Furthermore, multilingualism offers cognitive benefits such as better executive function, increased focus, and enhanced working memory, which are crucial for academic success. Support staff play a vital role in this initiative, providing oral language assistance and serving as native language role models to create a supportive learning environment.</p> <p>Additionally, Action 14, speech and language pathologist assistants work with general education students in small groups to strengthen their oral language fluency through focused instruction and practice opportunities. This comprehensive approach ensures that students have the resources and support they need to academically thrive while also promoting broader language skills and cultural understanding.</p> <p>These actions are being provided on an LEA-wide basis because all students can benefit from language acquisition professional learning, oral language fluency support, and support to enhance biliteracy, bilingualism, and bi-culturalism.</p>	<p>Metric 1: CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, and Low-Income Students</p> <p>Metric 2: CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, and Low-Income Students</p>
Goal 2: Action 1, 2, 4, and 5	<p>Although the district'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 English learners is 10%, and the rates among specific groups are notably higher: foster youth at 24.1% and low-income students at 13.1%.</p> <p>Educational partner feedback highlighted concerns regarding learner engagement, emphasizing the need for additional attendance related support. Additionally, educational partners filled out the LCAP Feedback Form to</p>	<p>Action 1, 2, 4 and 5 are tailored to meet the distinctive attendance needs of English learners, foster youth, and low-income students to ensure learner engagement. Feedback from educational partners and research indicates that English learners, foster youth, and low-income students may already face educational disparities, and missing school exacerbates these challenges. These students may also experience challenges that contribute to poor school attendance. For example, English learners may face language barriers and cultural differences in healthcare practices and beliefs that influence their perceptions of health and willingness to seek care. Foster youth may experience gaps in health care due to changes in caregivers and trauma may impact their ability to attend school regularly. Low-income students may face barriers to accessing healthcare services due to financial</p>	<p>Metric 1: CA School Dashboard Chronic Absenteeism- Rate- All Students, English Learners, Foster Youth, and Low-Income Students</p>

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 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.”

constraints or lack of health insurance. They may experience limited transportation options, inadequate nutrition, or housing instability that impacts regular school attendance. By intervening to improve attendance, EMCSD can help these students stay on track academically and access learning opportunities.

Action 1 provides supplemental supplies and outreach consultants to facilitate attendance incentives and recognition activities, fostering a supportive school climate where students feel engaged and motivated to learn. Targeted Tier 2 and intensive Tier 3 support are offered for English learners, foster youth, and low-income students at risk of or experiencing chronic absenteeism.

In Action 2, attendance clerks monitor records daily, promptly contacting parents upon a student's absence to address reasons and take immediate action if needed. English learners, foster youth, and low-income students often face various barriers that can contribute to chronic absenteeism, such as transportation issues, health concerns, or family responsibilities. Attendance interventions aim to identify and address these barriers, providing necessary support to ensure students can regularly attend school without hindrance.

In Action 5, staff continue to connect with students and parents to offer individualized support in academics, technology, and social-emotional learning.

Action 4 provides nurses and health assistants to ensure the physical well-being of vulnerable students, aiming to reduce absences through medical care and early intervention. Additionally, professional development equips staff to identify students in need, while informative outreach to parents emphasizes scheduling medical appointments outside of instructional hours whenever feasible.

These actions are being provided on an LEA-wide basis because all students can benefit from outreach consultants, attendance clerks, supplemental instructional support for short and long term absences, and nurses and health assistants.

<p>Goal 2: Action 3 and 12</p>	<p>Although the district'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 rates among specific groups are notably higher: foster youth at 24.1% and low-income students at 13.1%.</p> <p>Educational partner feedback 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 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.</p>	<p>Action 3 and 12 are specifically designed to address the distinctive attendance needs of foster youth and low-income students, ensuring their engagement. Feedback from educational partners and research indicate that these students often face educational disparities, which are exacerbated by school absences. Foster youth, for instance, are more likely to experience adverse childhood experiences that impact their regular school attendance. Similarly, low-income students often encounter barriers such as housing instability and family responsibilities that interfere with their ability to attend school consistently.</p> <p>Action 3 continues to provide opportunities for students with short- and long-term absences to recoup missed learning through Saturday Learn Academy sessions. This action helps foster youth and low-income students stay on track academically and access essential learning opportunities despite their attendance challenges.</p> <p>Action 12 provides supervision staff before and after school, during lunch, recess, and nutrition breaks, with the aim is to foster connectedness among students and ensure their safety during unstructured times to reduce chronic absenteeism. This proactive approach not only creates a secure environment for foster youth and low-income students but also promotes positive social interactions and a sense of belonging. This is particularly important for low-income students and foster youth who may face additional challenges or vulnerabilities.</p> <p>These actions are being implemented on an LEA-wide basis because all students can benefit from methods to recoup absences and supervision during unstructured times.</p>	<p>Metric 1: CA School Dashboard Chronic Absenteeism- Rate- All Students, Foster Youth, and Low-Income Students</p>
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<p>Goal 2: Action 7 and 8</p>	<p>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%).</p> <p>Educational partner feedback 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."</p>	<p>Actions 7 and 8 are specifically designed to meet the unique social-emotional and behavioral needs of foster youth and low-income students, ensuring their engagement. By deploying school counselors and social workers, Action 7 provides students with essential support across academic, college and career, and social-emotional domains. English learners, foster youth, and low-income students benefit from access to schoolwide programs, activities, and a comprehensive counseling core curriculum. At Tier 2, supplementary services such as consultation, collaboration, and small group counseling are available to address specific needs such as anxiety and depression. Additionally, at Tier 3, intensive short-term, solution-focused individual counseling is offered, with referrals for long-term counseling services as needed to outside mental health agencies and EMCSD's intern counseling program.</p> <p>Many English learners, foster youth, and low-income students face adverse childhood experiences, trauma, and chronic stress due to factors such as poverty, family instability, or language barriers. Action 8 addresses these challenges by providing necessary supplies, professional learning for staff, and dedicated personnel to deliver intensive (Tier 3) support in academics, behavior, and social-emotional learning. Comprehensive support is also provided for students who have been suspended from school, with the goal of guiding them back to their regular classes upon meeting specific criteria.</p> <p>These actions are being implemented on an LEA-wide basis, recognizing 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.</p>	<p>Metric 4: CA School Dashboard Suspension Rate- All Students, English Learners, Foster Youth, and Low-Income Students</p>
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Goal 2: Action 9 and 10	<p>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%.</p> <p>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."</p>	<p>Actions 9 and 10 are specifically designed to address the unique social-emotional and behavioral needs of foster youth and low-income students, ensuring their engagement. Action 10 continues to offer tiered behavioral support, enabling schools to identify and implement targeted interventions for foster youth and low-income students facing challenges such as language barriers, trauma, or socioeconomic difficulties. By employing proactive measures like staff collaboration, workshops for staff and parents, and individualized behavior plans, the aim is to reduce classroom disruptions and minimize time spent out of class due to behavioral issues.</p> <p>Action 9 provides supplies and professional learning to support a social-emotional learning (SEL) framework that equips students with crucial coping mechanisms, resilience-building skills, and emotional regulation strategies to effectively handle these challenges. The SEL framework integrates culturally responsive practices that honor and celebrate the diverse backgrounds and experiences of foster youth and low-income students. This approach fosters a sense of belonging and validates students' identities, creating a supportive and inclusive learning environment where they feel valued and understood.</p> <p>These actions are being implemented on a LEA-wide basis, recognizing that all students can benefit from the development of social-emotional skills and tiered behavioral support.</p>	Metric 4: CA School Dashboard Suspension Rate- All Students, Foster Youth, and Low-Income Students
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<p>Goal 3: Action 1, 3, and 4</p>	<p>The 2023 Dashboard's Academic Indicator highlights a troubling performance gap within EMCSD. In English Language Arts, students fell short by 9.4 points, underscoring significant disparities among 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 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.</p> <p>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 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.”</p>	<p>Action 1, 3, and 4 address the needs to increase parent and family engagement for English learners, foster youth, and low-income students. At the district level, Action 1, community liaisons are employed to develop, implement, monitor, and coordinate a range of parent and family programs. Additionally, they oversee the annual school climate and parent engagement survey, the CalSCHLS California Parent Survey, gathering valuable insights from parents and families. The liaisons also serve as advocates for parents and families from diverse cultural and linguistic backgrounds, such as Hispanic/Latino, Vietnamese, and Chinese communities. They offer translation and interpretation.</p> <p>Effective communication between home and school is vital for enhancing student achievement. Action 3 continues to provide parents and families with direct access to staff, as well as a user-friendly digital platform that supports communication. This digital platform will automatically translate any message into parents and family’s preferred language supporting inclusivity and increased engagement. Staff can also use the digital platform to create specific groups and send flyers for workshops and topics geared for English learners, foster youth, and low-income students.</p> <p>To capitalize on the strengths of parents and families, encourage greater school engagement, and build their skills in parenting, volunteering, home-based learning, and decision-making, EMCSD will offer a wide range of workshops and activities tailored to their needs through Action 4. Workshops and activities provide a structured way for parents and families to engage with the school, fostering a sense of community and belonging. This connection can lead to increased support for school initiatives and a shared commitment to student success. They help align home-school expectations and bridge gaps in understanding, helping to bridge gaps in understanding. This inclusive approach ensures that all parents and families, regardless of language or culture, can actively participate in their child's education.</p> <p>These actions are being implemented on an LEA-wide basis because all students can benefit from increased parent and family engagement.</p>	<p>Metric 6: CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, Foster Youth, and Low-Income Students</p> <p>Metric 7: CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, Foster Youth, and Low-Income Students</p>
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<p>Goal 4: Action 2, 6, 7, and 8</p>	<p>The 2023 California School Dashboard's (Dashboard) Academic Indicator highlights a troubling performance gap within EMCSd. In English Language Arts, students fell short by 9.4 points, underscoring significant disparities among 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 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.</p> <p>Educational partner feedback 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).”</p>	<p>Actions 2, 6, 7, and 8 are specifically designed to meet the unique needs of English learners, foster youth, and low-income students to maintain foundational support. Action 8 provides technological support, giving English learners access to language development programs, aiding their proficiency and academic performance. Foster youth benefit from consistent access to educational tools, ensuring learning continuity despite relocations. Low-income students receive the necessary devices and internet access to fully participate in digital learning activities at school and home.</p> <p>By implementing personalized small group instruction, Action 6, students receive tailored attention and targeted instruction to enhance language development, guided reading, and intervention. Teachers work closely with students to improve vocabulary, grammar, and conversational skills in a supportive setting, contributing to more effective language acquisition. Students can collaborate and learn from each other, promoting peer-to-peer learning. Individualized learning plans are crafted based on various data points, ensuring that students are grouped according to their language and academic strengths and needs.</p> <p>Action 2 provides district mentors within the Beginning Teacher Program. Through regular coaching and professional development, teachers develop and refine instructional strategies tailored to the diverse needs of English learners, foster youth, and low-income students. This includes understanding their unique challenges and addressing them effectively in the classroom. For example, teachers learn strategies to improve English proficiency for English learners, support social-emotional learning for foster youth facing instability and trauma, and implement differentiated instruction to close the achievement gap for low-income students.</p> <p>Similarly, Action 7 ensures foundational supports through structured and purposeful PLC time. PLCs foster collaboration, allowing staff to share insights, strategies, and resources to effectively support English learners, foster youth, and low-income students. By working together, staff identify challenges and develop solutions, leading to more effective instructional practices tailored to these student groups.</p> <p>These actions are being provided on an LEA-wide basis because 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.</p>	<p>Metric 5: CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, Foster Youth, and Low-Income Students</p> <p>Metric 6: CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, Foster Youth, and Low-Income Students</p>
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## 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
Goal 1: Action 5	<p>The 2023 Dashboard's Academic Indicator highlights a troubling performance gap within EMCSD. In English Language Arts, students fell short by 9.4 points below the standard with English learners 45 points below the standard. Similar concerns were evident in Mathematics, with students falling 38.4 points below the standard. Again, disparities were stark, with English learners trailing by 62.1 points. Results for long-term English learners were not represented on the 2023 Dashboard; however, results will be available for this group on the 2024 Dashboard.</p> <p>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 and linguistically responsive teaching methods and need for resources to strengthen language acquisition support.</p>	<p>Action 5 is dedicated to enhancing English learner and long-term English learner access to core instruction through language acquisition, professional learning, supplemental supplies, and additional personnel support. By equipping teachers with targeted professional development in language acquisition, teachers can refine their instructional practices to better serve English learners and long-term English learners. This training empowers teachers to employ effective differentiation techniques, scaffold learning appropriately, and integrate language development activities seamlessly into core curriculum instruction. Moreover, Action 5 ensures English learners and long-term English learners have access to specialized newcomer and language acquisition curriculum, catering to diverse proficiency levels. These resources facilitate personalized learning experiences, addressing the unique needs of each English learner and long-term English learners, promoting their academic success.</p> <p>By guaranteeing English learners' access to the same core curriculum as their peers, Action 5 fosters inclusivity and academic equity. English learners are not marginalized or deprived of essential educational opportunities; instead, they are provided with the necessary support to thrive alongside their peers. It's important to note that while Action 5 is instrumental in addressing the needs of English learners, its implementation is currently limited, underscoring the imperative to prioritize resources for supporting ELs within existing constraints.</p>	<p>Metric 1: CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, and Long-Term English Learners</p> <p>Metric 2: CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, and Long-Term English Learners</p>

Goal 1: Action 12	<p>The Dashboard's Academic Indicator highlights a troubling performance gap within EMCSD. In English Language Arts, students fell short by 9.4 points below the standard with English learners 45 points below the standard and low-income students by 16.5 points. Similar concerns were evident in Mathematics, with 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.</p> <p>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."</p>	<p>Action 12 deploys instructional support specialists (ISS) to facilitate differentiated instruction and implement Universal Design for Learning (UDL), thereby enhancing access to the core curriculum for English learners and low-income students. ISSs offer support to teachers to ensure that instruction is tailored to meet the diverse needs of these students. ISSs collaborate with teachers to address the unique learning requirements of English learners and low-income students. Through personalized guidance, they can together adapt teaching methods and materials to better suit the needs of individual learners, fostering an inclusive learning environment.</p> <p>By implementing UDL principles, Action 12 promotes personalized learning experiences that empower students to choose how they engage with educational materials. This approach acknowledges and respects students' cultural backgrounds, linguistic diversity, and personal interests, cultivating a sense of belonging and motivation to learn among English learners and low-income students. It's 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.</p>	<p>Metric 1: CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, and Low Income Students</p> <p>Metric 2: CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS)- All Students, English Learners, and Low Income Students</p>
Goal 2: Action 6	<p>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%. Although the district'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 foster youth is 24.1%.</p> <p>Educational partner feedback highlighted concerns regarding learner engagement, emphasizing the need for additional support for foster students who experience additional challenges from their often unstable and traumatic backgrounds, as well as systemic issues within the foster care.</p>	<p>Action 6 addresses the need to increase learner engagement for foster youth by establishing a dedicated Foster Youth Liaison. This liaison plays a crucial role in providing academic, behavioral, and social-emotional support to these vulnerable student populations. By identifying them during the enrollment process, timely outreach is conducted to ensure their needs are addressed promptly. Working closely with families, the liaison addresses transportation challenges and logistical concerns, thereby facilitating seamless transitions to and from school. Additionally, collaborative efforts with families help determine the most suitable educational placement for each student, taking into account their individual circumstances and requirements. This holistic approach aims to create a supportive environment that promotes the academic success and overall well-being of foster youth students. However, it's important to note that the implementation of Action 6 is currently limited, highlighting the need to prioritize resources for supporting foster youth students.</p>	<p>Metric 1: CA School Dashboard Chronic Absenteeism- Rate- All Students and Foster Youth</p> <p>Metric 4: CA School Dashboard Suspension Rate- All Students and Foster Youth</p>

Goal 4: Action 3	<p>The 2023 California School Dashboard's (Dashboard) Academic Indicator highlights a troubling performance gap within EMCSD. In English Language Arts, students fell short by 9.4 points, underscoring significant disparities among student subgroups. English learners lagged by 45 points. Similar concerns were evident in Mathematics, with students falling 38.4 points below the standard. Again, disparities were stark, with English learners trailing by 62.1 points.</p> <p>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.”</p>	<p>Action 3 ensures that English learners have access to supplemental grade-level, standards-aligned instructional materials in English language arts, English language development, mathematics, history-social sciences, and science, aligning with common core adoptions. This provision addresses the unique needs of English learners, who often encounter obstacles in accessing curriculum content due to language barriers. By providing English learners access to grade-level instructional materials, Action 3 facilitates their engagement with rigorous academic content that adheres to state standards. This proactive measure prevents academic regression and fosters their academic advancement and proficiency.</p> <p>Supplemental materials are beyond the instructional core materials and cater to the distinctive linguistic requirements of English learners, expediting their language acquisition and proficiency development. Furthermore, Action 3 institutes a systematic process for annually inventorying and distributing these supplemental materials. This ensures timely access for English learners, empowering educators to plan and deliver tailored instruction that meets their needs effectively. It's worth noting that this action is implemented on a limited basis, acknowledging the importance of prioritizing support for English learners within available resources.</p>	<p>Metric 5: CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS)- All Students and English Learners</p> <p>Metric 6: CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS)- All Students and English Learners</p>
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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 use additional concentration grant add-on funding to increase the number of staff providing direct services to students at schools that have a high concentration of English learners, foster youth, and low-income students. EMCSD's unduplicated student rate is 87.4%- Cherrylee is 82%, Cleminson is 75%, Columbia is 92.2%, Cortada is 95.4%, Durfee is 78.2%, Gidley is 85.2%, LeGore is 90.3%, New Lexington is 90.2%, Potrero is 96.1%, Rio Hondo is 80.9%, Rio Vista is 85%, Shirpsen is 94.7%, Wilkerson is 93.9%, and Wright is 90%. EMCSD will maintain the following added positions: instructional support specialists, program specialists, district-level community liaisons, itinerant music teachers, single-subject credential music teacher, outreach consultants, attendance clerks, nurses and health assistants, foster youth liaison, and counselors and social workers. These positions fall beneath the following actions:

- Goal 1, Action 12: Core (Tier 1) Curriculum Access
- Goal 1, Action 16: Visual and Performing Arts
- Goal 2, Action 1: Outreach Consultants and Supplemental Attendance Supplies
- Goal 2, Action 2: Attendance Clerks
- Goal 2, Action 4: Nurses and Health Assistants
- Goal 2, Action 6: Foster Youth Support
- Goal 2, Action 7: Counselors and Social Workers
- Goal 2, Action 12: Supervision Staff
- Goal 3, Action 1: 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: Home-School Communication System
- Goal 4, Action 6: Personalized Small Group Instruction

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	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

## 2024-2025 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 %)		
2024-2025	\$73,935,296.00	\$28,004,398.00	37.88%	0.00%	37.88%		
Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$71,243,481.00	\$829,966.00	\$0.00	\$1,536,769.00	\$73,610,216.00	\$69,929,558.00	\$3,680,658.00

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	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	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	English learner (EL), Foster Youth, Low Income	All Schools	July 2024-June 2027	\$1,300,000	\$0	\$1,300,000	\$0	\$0	\$0	\$1,300,000	0.00%
1	3	Technology to Support Instruction	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	July 2024-June 2027	\$780,000	\$0	\$780,000	\$0	\$0	\$0	\$780,000	0.00%

1	4	Data-Based Decision Making Tools	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	July 2024-June 2027	\$0	\$685,000	\$685,000	\$0	\$0	\$0	\$685,000	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	\$575,000	\$0	\$575,000	\$0	\$0	\$0	\$575,000	0.00%
1	6	Instructional Coaching, Modeling, and Curriculum Design	English learner (EL), Foster Youth, Low Income, Long-term English learner	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	July 2024-June 2027	\$743,000	\$0	\$457,000	\$0	\$0	\$286,000	\$743,000	0.00%
1	7	School Library Access	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	July 2024-June 2027	\$835,000	\$100,000	\$935,000	\$0	\$0	\$0	\$935,000	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	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	July 2024-June 2027	\$1,350,000	\$0	\$1,350,000	\$0	\$0	\$0	\$1,350,000	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	\$50,000	\$100,000	\$150,000	\$0	\$0	\$0	\$150,000	0.00%
1	11	Extended School Year Services	Student with Disabilities (SWD)	No				July 2024-June 2027	\$547,039	\$0	\$0	\$547,039	\$0	\$0	\$547,039	0.00%

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	\$1,250,000	\$0	\$1,250,000	\$0	\$0	\$0	\$1,250,000	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	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	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	\$85,000	\$0	\$85,000	\$0	\$0	\$0	\$85,000	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	\$1,150,000	\$150,000	\$1,300,000	\$0	\$0	\$0	\$1,300,000	0.00%
1	17	Provide Academic Programming Support for Students Facing Disparate Outcomes	All	No				July 2024-June 2027	\$52,099	\$0	\$52,099	\$0	\$0	\$0	\$52,099	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	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	July 2024-June 2027	\$783,383	\$49,273	\$400,000	\$0	\$0	\$432,656	\$832,656	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	\$400,000	\$0	\$400,000	\$0	\$0	\$0	\$400,000	0.00%
2	3	Learning Sessions to Recoup Absences	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	July 2024-June 2027	\$0	\$250,000	\$250,000	\$0	\$0	\$0	\$250,000	0.00%

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	\$1,350,000	\$0	\$1,350,000	\$0	\$0	\$0	\$1,350,000	0.00%
2	5	Supplemental Instructional Support for Short and Long Term Absences	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	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 2025	\$1,450,000	\$0	\$1,450,000	\$0	\$0	\$0	\$1,450,000	0.00%
2	8	Comprehensive Support for Suspended Students	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	July 2024-June 2027	\$530,000	\$0	\$530,000	\$0	\$0	\$0	\$530,000	0.00%
2	9	Social-Emotional Skill Development Framework	Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, Low Income	All Schools	July 2024-June 2027	\$539,950	\$110,050	\$650,000	\$0	\$0	\$0	\$650,000	0.00%
2	10	Tiered Behavior Support	Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth	All Schools	July 2024-June 2027	\$200,000	\$0	\$200,000	\$0	\$0	\$0	\$200,000	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	\$57,587	\$0	\$57,587	\$0	\$0	\$0	\$57,587	0.00%
2	12	Supervision Staff	Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, Low Income	All Schools	July 2024-June 2027	\$1,160,000	\$0	\$1,160,000	\$0	\$0	\$0	\$1,160,000	0.00%

3	1	District-Level Community Liaisons	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	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	\$818,113	\$0	\$0	\$0	\$0	\$818,113	\$818,113	0.00%
3	3	Home-School Communication System	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	July 2024-June 2027	\$115,000	\$35,000	\$150,000	\$0	\$0	\$0	\$150,000	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	\$100,000	\$100,000	\$0	\$0	\$0	\$100,000	0.00%
4	1	Certificated Staff Recruitment, Equitable Assignments, and Core Curriculum	All	No				July 2024-June 2027	\$39,023,284	\$150,000	\$39,173,284	\$0	\$0	\$0	\$39,173,284	0.00%
4	2	Beginning Teacher Program Mentors	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	July 2024-June 2027	\$120,000	\$0	\$120,000	\$0	\$0	\$0	\$120,000	0.00%
4	3	Supplemental Instructional Materials	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	July 2024-June 2027	\$0	\$125,000	\$125,000	\$0	\$0	\$0	\$125,000	0.00%
4	4	Safe, Clean, and Well-Maintained Facilities	All	No				July 2024-June 2027	\$3,388,081	\$0	\$3,388,081	\$0	\$0	\$0	\$3,388,081	0.00%
4	5	Student Information System Access	All	No				July 2024-June 2027	\$0	\$568,032	\$568,032	\$0	\$0	\$0	\$568,032	0.00%
4	6	Personalized Small Group Instruction	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	July 2024-June 2027	\$7,007,398	\$0	\$7,007,398	\$0	\$0	\$0	\$7,007,398	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	\$475,000	\$0	\$475,000	\$0	\$0	\$0	\$475,000	0.00%
5	1	Early Identification and Whole Child Support	All	No				July 2024-June 2025	\$45,297	\$12,597	\$0	\$57,894	\$0	\$0	\$57,894	0.00%

# 2024-2025 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
\$73,935,296.00	\$28,004,398.00	37.88%	0.00% - No Carryover	37.88%	\$28,004,398.00	0.00%	37.88%	Total:	\$28,004,398.00
								LEA-wide Total:	\$26,034,398.00
								Limited Total:	\$1,970,000.00
								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	English learner (EL), Low Income, Foster Youth	All Schools	\$1,700,000.00	0.00%
1	2	Professional Development Tailored to Students' Unique Needs	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,300,000.00	0.00%
1	3	Technology to Support Instruction	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$780,000.00	0.00%
1	4	Data-Based Decision Making Tools	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$685,000.00	0.00%
1	5	Language Acquisition Support	Yes	Limited	English learner (EL)	All Schools	\$575,000.00	0.00%

1	6	Instructional Coaching, Modeling, and Curriculum Design	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$457,000.00	0.00%
1	7	School Library Access	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$935,000.00	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	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,350,000.00	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	\$150,000.00	0.00%
1	12	Core (Tier 1) Curriculum Access	Yes	Limited	English learner (EL), Low Income	All Schools	\$1,250,000.00	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	Low Income, English learner (EL)	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	\$85,000.00	0.00%
1	16	Visual and Performing Arts	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$1,300,000.00	0.00%
2	1	Outreach Consultants and Supplemental Attendance Supplies	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$400,000.00	0.00%
2	2	Attendance Clerks	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$400,000.00	0.00%
2	3	Learning Sessions to Recoup Absences	Yes	LEA-wide	Low Income, Foster Youth	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	\$1,350,000.00	0.00%
2	5	Supplemental Instructional Support for Short and Long Term Absences	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	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	\$1,450,000.00	0.00%

2	8	Comprehensive Support for Suspended Students	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$530,000.00	0.00%
2	9	Social-Emotional Skill Development Framework	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$650,000.00	0.00%
2	10	Tiered Behavior Support	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$200,000.00	0.00%
2	12	Supervision Staff	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$1,160,000.00	0.00%
3	1	District-Level Community Liaisons	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$200,000.00	0.00%
3	3	Home-School Communication System	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$150,000.00	0.00%
3	4	Workshops and Activities for Parents and Families	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$100,000.00	0.00%
4	2	Beginning Teacher Program Mentors	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$120,000.00	0.00%
4	3	Supplemental Instructional Materials	Yes	Limited	English learner (EL)	All Schools	\$125,000.00	0.00%
4	6	Personalized Small Group Instruction	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$7,007,398.00	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	\$475,000.00	0.00%

## 2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$74,887,136.00	\$80,285,047.00

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 Tier 1 Instruction	Yes	\$1,700,000.00	\$1,251,148.00
1	2	Professional Development to	Yes	\$1,656,964.00	\$1,983,701.00

		Strengthen and Support Instruction to Meet Differentiated Needs of Students			
1	3	Provide Technology to Support Instruction	Yes	\$1,074,017.00	\$1,058,921.00
1	4	Data Driven Decision Making	Yes	\$550,000.00	\$859,737.00
1	5	Support English Learners, Newcomers, and Migrant Education students	Yes	\$492,826.00	\$613,344.00
1	6	Strengthen Instruction through Coaching/Modeling	Yes	\$727,483.00	\$776,084.00
1	7	Provide Access to School Libraries	Yes	\$1,011,528.00	\$935,350.00
1	8	Provide enrichment opportunity through the Gifted and Talented Program	Yes	\$100,000.00	\$86,757.00
1	9	Provide Intervention Support	Yes	\$1,434,150.00	\$1,684,193.00
1	10	Support AVID classes	Yes	\$100,000.00	\$103,917.00
1	11	Extended School Year	No	\$411,731.00	\$547,039.00
1	12	Access to Core Curriculum	Yes	\$1,667,153.00	\$1,474,885.00
1	13	Provide training to meet differentiated academic, behavioral, and social emotional needs	Yes	\$337,009.00	\$378,854.00
1	14	Provide oral language development support	Yes	\$274,885.00	\$258,964.00
1	15	Increase biliteracy, bilingualism, and bi-culturalism in Spanish and Mandarin	Yes	\$109,388.00	\$203,804.00
1	16	Provide a Summer School Intervention and Enrichment program	Yes	\$173,731.00	\$0.00
2	1	Implement Attendance Incentive System	Yes	\$42,000.00	\$24,579.00
2	2	Maintaining Personal Connections with Families	Yes	\$430,758.00	\$410,056.00
2	3	Provide Saturday School	Yes	\$230,637.00	\$314,447.00
2	4	Provide Outreach Consultants	Yes	\$838,434.00	\$677,151.00

2	5	Provide Nurses and Health Assistants	Yes	\$2,102,654.00	\$3,439,345.00
2	6	Supplemental Instructional Support for Students with Short and Long Term Absences	Yes	\$161,260.00	\$177,985.00
2	7	Provide support to Homeless and Foster Youth.	Yes	\$146,922.00	\$139,955.00
2	8	Provide School Counselors and Social Workers	Yes	\$1,650,130.00	\$1,610,921.00
2	9	Provide Tier 3 Interventions for Academic, Behavioral, and social-emotional learning.	Yes	\$424,377.00	\$620,452.00
2	10	Implement Leader in Me program	Yes	\$736,688.00	\$832,392.00
2	11	Provide Tiered Positive Behavior Supports	Yes	\$486,512.00	\$1,380,252.00
2	12	Provide Jeff Seymour Family Center staff	No	\$85,000.00	\$96,250.00
3	1	Provide District Level Community Liaison	Yes	\$92,957.00	\$98,650.00
3	2	Provide School Level Community Liaisons	No	\$742,476.00	\$690,514.00
3	3	Support California Parent Survey participation	Yes	\$10,104.00	\$1,092.00
3	4	Provide ParentSquare access	Yes	\$31,000.00	\$33,557.00
3	5	Provide Parent Leadership, Communication, Parenting, Literacy, Technology and at Home Focused Workshops	Yes	\$100,000.00	\$41,507.00
3	6	Provide Chinese/Vietnamese Community Liaisons	Yes	\$108,202.00	\$91,816.00
4	1	Attract quality Certificated staff	No	\$36,807,907.00	\$37,483,976.00
4	2	Provide the Beginning Teacher Program	Yes	\$125,000.00	\$97,138.00
4	3	Provide supplemental materials	Yes	\$150,000.00	\$166,903.00
4	4	Support well-maintained and secure facilities	No	\$3,106,695.00	\$3,026,031.00
4	5	Provide Student Information	No	\$441,404.00	\$405,772.00

		Portal access			
4	6	Personalized Small Group Instruction	Yes	\$8,179,898.00	\$10,374,678.00
4	7	Ensure a safe school environment that supports school connectedness	Yes	\$1,450,301.00	\$1,157,654.00
4	8	Provide Professional Learning Community time	Yes	\$2,070,640.00	\$2,144,082.00
4	9	Expand Visual Performing Arts	Yes	\$1,818,938.00	\$2,086,459.00
4	10	Provide Technological Support	Yes	\$495,377.00	\$444,735.00

## 2023-2024 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)
\$30,267,952.00	\$32,610,741.00	\$32,826,304.00	(\$215,563.00)	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 Tier 1 Instruction	Yes	\$1,700,000.00	\$1,251,148.00	0.00%	0.00%
1	2	Professional Development to Strengthen and Support Instruction to Meet Differentiated Needs of Students	Yes	\$1,656,964.00	\$1,983,701.00	0.00%	0.00%
1	3	Provide Technology to Support Instruction	Yes	\$1,074,017.00	\$1,058,921.00	0.00%	0.00%
1	4	Data Driven Decision Making	Yes	\$550,000.00	\$675,300.00	0.00%	0.00%

1	5	Support English Learners, Newcomers, and Migrant Education students	Yes	\$492,826.00	\$613,344.00	0.00%	0.00%
1	6	Strengthen Instruction through Coaching/Modeling	Yes	\$727,483.00	\$776,084.00	0.00%	0.00%
1	7	Provide Access to School Libraries	Yes	\$1,011,528.00	\$935,350.00	0.00%	0.00%
1	8	Provide enrichment opportunity through the Gifted and Talented Program	Yes	\$100,000.00	\$86,757.00	0.00%	0.00%
1	9	Provide Intervention Support	Yes	\$1,434,150.00	\$1,484,193.00	0.00%	0.00%
1	10	Support AVID classes	Yes	\$100,000.00	\$103,917.00	0.00%	0.00%
1	12	Access to Core Curriculum	Yes	\$1,667,153.00	\$1,474,885.00	0.00%	0.00%
1	13	Provide training to meet differentiated academic, behavioral, and social emotional needs	Yes	\$337,009.00	\$378,854.00	0.00%	0.00%
1	14	Provide oral language development support	Yes	\$274,885.00	\$258,964.00	0.00%	0.00%
1	15	Increase biliteracy, bilingualism, and bi-culturalism in Spanish and Mandarin	Yes	\$109,388.00	\$203,804.00	0.00%	0.00%
1	16	Provide a Summer School Intervention and Enrichment program	Yes	\$173,731.00	\$0.00	0.00%	0.00%
2	1	Implement Attendance Incentive System	Yes	\$42,000.00	\$24,579.00	0.00%	0.00%
2	2	Maintaining Personal Connections with Families	Yes	\$430,758.00	\$410,056.00	0.00%	0.00%
2	3	Provide Saturday School	Yes	\$230,637.00	\$314,447.00	0.00%	0.00%
2	4	Provide Outreach Consultants	Yes	\$546,242.00	\$399,206.00	0.00%	0.00%
2	5	Provide Nurses and Health Assistants	Yes	\$1,841,484.00	\$1,947,490.00	0.00%	0.00%
2	6	Supplemental Instructional Support for Students with Short and Long Term Absences	Yes	\$161,260.00	\$177,985.00	0.00%	0.00%
2	7	Provide support to Homeless and Foster Youth.	Yes	\$19,102.00	\$18,195.00	0.00%	0.00%
2	8	Provide School Counselors and Social Workers	Yes	\$1,650,130.00	\$1,610,921.00	0.00%	0.00%

2	9	Provide Tier 3 Interventions for Academic, Behavioral, and social-emotional learning.	Yes	\$424,377.00	\$587,288.00	0.00%	0.00%
2	10	Implement Leader in Me program	Yes	\$736,688.00	\$832,392.00	0.00%	0.00%
2	11	Provide Tiered Positive Behavior Supports	Yes	\$486,512.00	\$680,252.00	0.00%	0.00%
3	1	Provide District Level Community Liaison	Yes	\$92,957.00	\$98,650.00	0.00%	0.00%
3	3	Support California Parent Survey participation	Yes	\$10,104.00	\$1,092.00	0.00%	0.00%
3	4	Provide ParentSquare access	Yes	\$31,000.00	\$33,557.00	0.00%	0.00%
3	5	Provide Parent Leadership, Communication, Parenting, Literacy, Technology and at Home Focused Workshops	Yes	\$100,000.00	\$41,507.00	0.00%	0.00%
3	6	Provide Chinese/Vietnamese Community Liaisons	Yes	\$108,202.00	\$91,816.00	0.00%	0.00%
4	2	Provide the Beginning Teacher Program	Yes	\$125,000.00	\$97,138.00	0.00%	0.00%
4	3	Provide supplemental materials	Yes	\$150,000.00	\$166,903.00	0.00%	0.00%
4	6	Personalized Small Group Instruction	Yes	\$8,179,898.00	\$8,374,678.00	0.00%	0.00%
4	7	Ensure a safe school environment that supports school connectedness	Yes	\$1,450,301.00	\$1,157,654.00	0.00%	0.00%
4	8	Provide Professional Learning Community time	Yes	\$2,070,640.00	\$2,044,082.00	0.00%	0.00%
4	9	Expand Visual Performing Arts	Yes	\$1,818,938.00	\$1,986,459.00	0.00%	0.00%
4	10	Provide Technological Support	Yes	\$495,377.00	\$444,735.00	0.00%	0.00%

## 2023-2024 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)
\$76,613,879.00	\$30,267,952.00	3.29%	42.80%	\$32,826,304.00	0.00%	42.85%	\$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:	\$1,250,769.00		\$286,000.00			

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	6	Instructional Coaching, Modeling, and Curriculum Design			\$286,000.00				\$743,000.00
2	1	Outreach Consultants and Supplemental Attendance Supplies	\$432,656.00						\$832,656.00
3	2	School-Level Community Liaisons	\$818,113.00						\$818,113.00

# 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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

### *General Information*

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

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

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

### *Reflections: Annual Performance*

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

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

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

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

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

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

### ***Reflections: Technical Assistance***

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

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

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

### ***Comprehensive Support and Improvement***

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

#### **Schools Identified**

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

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

#### **Support for Identified Schools**

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

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

#### **Monitoring and Evaluating Effectiveness**

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

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

## **Engaging Educational Partners**

# Purpose

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

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

## Requirements

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

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

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

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

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

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

- Students

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

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

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

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

## Instructions

### ***Respond to the prompts as follows:***

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

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

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

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

### ***Complete the table as follows:***

Educational Partners

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

### Process for Engagement

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

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

## Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

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

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## ***Broad Goal***

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

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

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

## ***Maintenance of Progress Goal***

### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

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

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

### ***Measuring and Reporting Results:***

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

***LEA-wide and Schoolwide Actions***

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

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

***For School Districts Only***

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

#### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### ***LEA-wide and Schoolwide Actions***

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

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

## ***Contributing Actions Annual Update Table***

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## ***LCFF Carryover Table***

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

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