LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

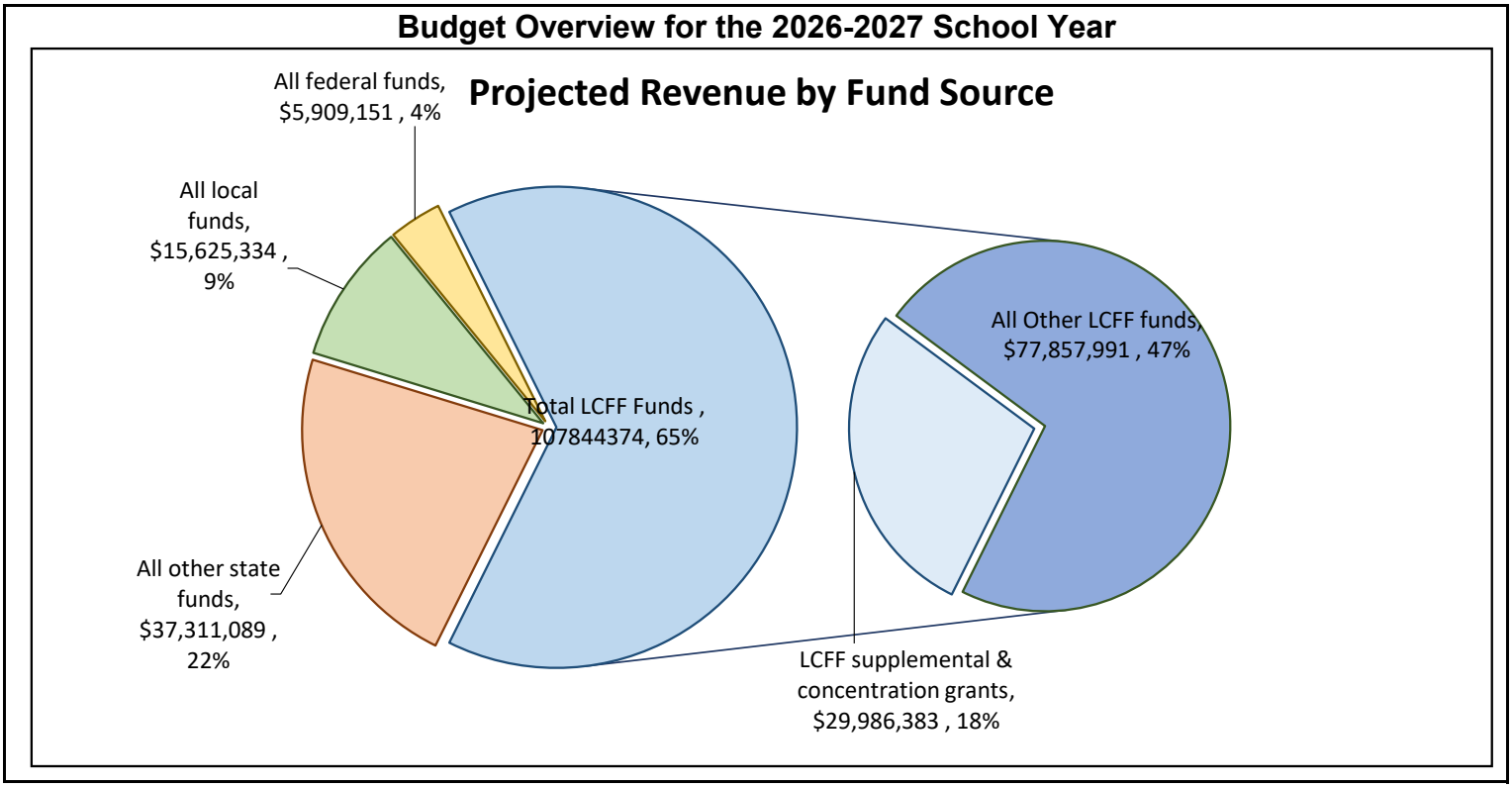
Local Educational Agency (LEA) Name: El Monte City School District

CDS Code: 1964501-0000000

School Year: 2026-2027

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

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

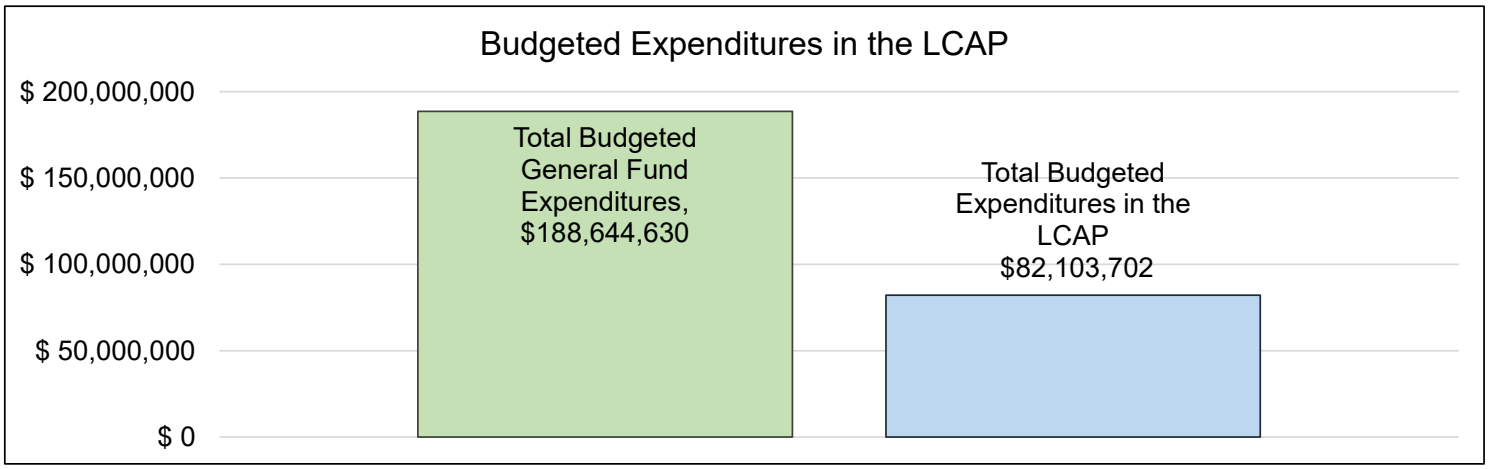


This chart shows the total general purpose revenue El Monte City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Monte City School District is $166,689,948.00, of which $107,844,374.00 is Local Control Funding Formula (LCFF), $37,311,089.00 is other state funds, $15,625,334.00 is local funds, and $5,909,151.00 is federal funds. Of the $107,844,374.00 in LCFF Funds, $29,986,383.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much El Monte City School District plans to spend for 2026-2027. 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 $188,644,630.00 for the 2026-2027 school year. Of that amount, $82,103,702.00 is tied to actions/services in the LCAP and $106,540,928.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

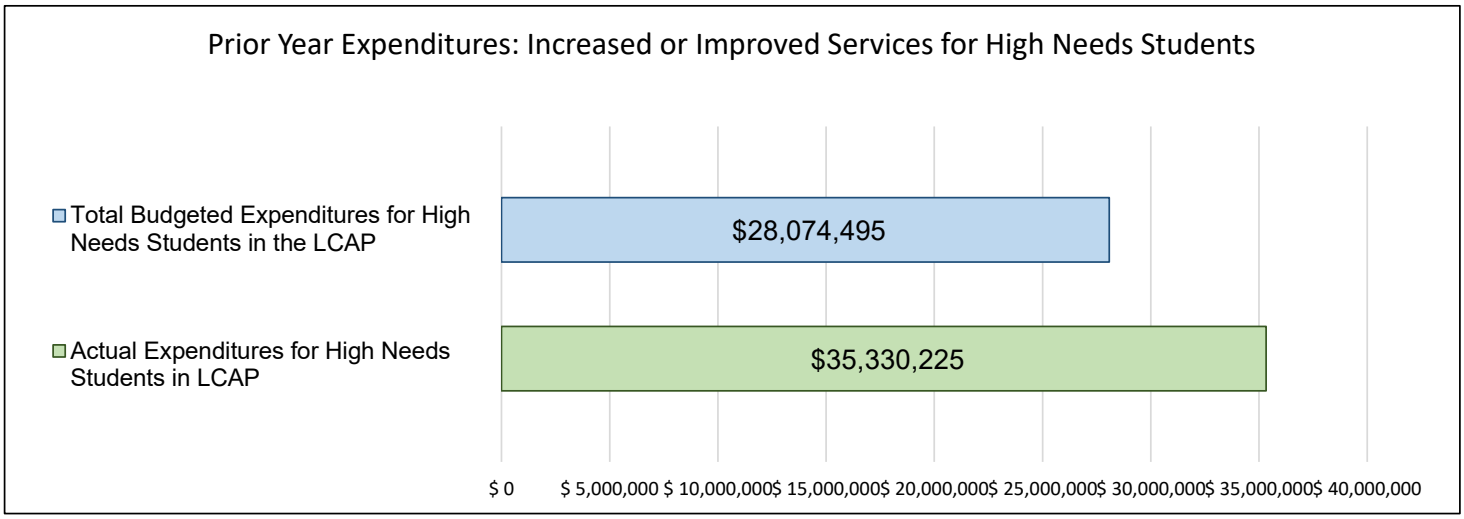
The General Fund resources not included in the LCAP includes the unrestricted resources that are used for the district base or day to day operations which includes but is not limited to special education teachers, principals, other district offices and school site staff. It also includes operating cost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

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, El Monte City School District is projecting it will receive $29,986,383.00 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 $29,986,383.00 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 2025-2026



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 2025-2026, El Monte City School District's LCAP budgeted $28,074,495.00 for planned actions to increase or improve services for high needs students. El Monte City School District actually spent $35,330,225.00 for actions to increase or improve services for high needs students in 2025-2026.

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 2026-2027

General Information

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

The El Monte City School District (EMCSD) is proud to be part of a community with a rich history and vibrant culture. Since the 1770s, when Spanish explorers first arrived in Southern California, El Monte has been known as a place of safety, comfort, and natural abundance. Today, that legacy continues through the strength, resilience, and diversity of the families we serve.

Last year, EMCSD partnered with students, families, staff, and community members to co-create a bold new vision and mission rooted in equity and shaped by the voices of our diverse community. This collaborative process ensured that our direction reflects the values, aspirations, and strengths of those we serve. This year marks the launch of Year 1 of our five-year strategic plan, signaling our commitment to turning that shared vision into meaningful action and lasting impact.

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

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

Currently, we serve approximately 6,670 students in Transitional Kindergarten (TK) through Grade 8. Of our students, 48.03% identify as female, and 51.98% identify as male. Approximately 78.37% are low-income, 0.46% are Foster Youth, and 12.61% are experiencing housing instability. While many school districts across California are experiencing declining enrollment, EMCSD has remained relatively stable, with only a slight decrease. The expansion of TK for all four-year-olds has helped maintain steady enrollment.

Our student population is culturally rich and diverse. Approximately 79.15% of our students identify as Hispanic, 17.18% as Asian, 1.54% as multi-ethnic, 0.85% as White, 0.64% as Filipino, 0.53% as Black/African American, and 0.11% as Pacific Islander. While these numbers provide an overview, we recognize that each student brings unique experiences, strengths, and perspectives that enrich our schools.

Our district serves families who speak more than 20 languages. After English, the most common languages are Spanish, Vietnamese, and Cantonese. In terms of language proficiency, 37.73% of students speak only English, 27.10% are English learners (ELs), 6.86% are initially fluent English proficient, 17.79% have been reclassified as fluent English proficient, and 1.79% are currently being assessed. This linguistic diversity is a strength, and we are committed to supporting all students in developing strong academic and language skills.

TRAILBLAZING TOGETHER
At EMCSD, we believe education goes beyond the classroom—it is about creating a welcoming and inclusive environment where every student feels seen, every family feels valued, and every staff member feels supported. Guided by our LCAP and strategic plan, we continue to focus on equity in action by ensuring every student has access to high-quality instruction, meaningful opportunities, and the support they need to succeed.

This year, our work focused on strengthening instruction, expanding student opportunities, deepening relationships, and using data to drive continuous improvement. To strengthen teaching and learning, we enhanced collaboration among teachers through Professional Learning Communities (PLCs). Teachers regularly used Common Formative Assessments (CFAs) to monitor student learning, identify areas of need, and adjust instruction to better support all students. In addition, district and site leaders engaged in monthly data chats to review student outcomes across feeder patterns, allowing us to identify trends, address disparities, and proactively plan supports.

We also made a significant investment in early literacy. All TK–2 teachers were trained in Orton-Gillingham, a research-based approach to reading instruction, and we launched the mCLASS literacy screening system districtwide. These efforts allow us to better understand each student's foundational literacy skills and provide targeted, timely support.

To expand access to meaningful and future-focused experiences, we launched Pathful, a platform that helps students explore their interests and learn about potential career pathways. This work was further supported by a $700,000 Strong Workforce Grant, which is helping us expand career awareness and exploration opportunities for all students.

We continued to prioritize inclusive systems of support and strong relationships. All TK–2 teachers and support staff were trained in Conscious Discipline, helping to create safe, consistent, and supportive classroom environments. Through our partnership with the Western Justice Center and a $100,000 Restorative Practices Grant, we expanded restorative practices and peer mediation programs, supporting students in building relationships, resolving conflicts, and developing a sense of belonging.

In addition, our counseling teams strengthened trauma-responsive support by implementing evidence-based programs such as Bounce Back and Cognitive Behavioral Intervention for Trauma in Schools. These programs help students understand their emotions, build coping skills, and navigate challenges.

We also made important investments in student health and wellness. We increased participation in breakfast and supper programs, hosted 15 children's farmers markets, invested approximately $4 million in kitchen modernization, and expanded our fresh fruit and vegetable program from two to seven schools. These efforts help ensure that students have access to nutritious meals that support their ability to learn and thrive.

Family engagement remained a key priority. This year, we offered 384 workshops to support families, provided 330 English as a Second Language (ESL) classes, and developed a district family engagement policy. These efforts are designed to ensure that all families feel informed, welcomed, and empowered as partners in their children's education.

Beyond the school day, our Expanded Learning Opportunities Program provided more than 35 clubs across the district, offering students safe and engaging opportunities to explore their interests. We also offered Spring Camp during spring break, which included both on-site enrichment activities and educational field trips. Students participated in additional learning experiences, including Sacramento study trips for fourth-grade students and Washington, D.C. trips for eighth-grade students.

Together, these efforts reflect our ongoing commitment to equity, inclusion, and opportunity for all students. At EMCSD, we are working every day to ensure every student feels supported, valued, and prepared for the future. Guided by our LCAP and strategic plan, we will continue to listen to our community, learn from our progress, and move forward—trailblazing together.

Reflections: Annual Performance

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

This school year, we have continued to deepen our commitment to creating supportive and inclusive learning environments by strengthening both our Multi-Tiered System of Supports (MTSS) and our Community Schools framework. Together, these efforts are designed to ensure that every student has what they need to learn, grow, and thrive.

One of the key tools that guides this work is the California School Dashboard (Dashboard). The Dashboard provides a comprehensive view of how our students are performing across multiple areas, including academics, attendance, and school climate. It allows us to look not only at overall student outcomes, but also at the experiences of different student groups, helping us better understand where we are making progress and where additional support is needed.

The Dashboard data reflects results over time. The 2023 Dashboard represents data from the 2022–23 school year, the 2024 Dashboard reflects the 2023–24 school year, and the 2025 Dashboard highlights results from last school year. The color-coded system—Blue, Green, Yellow, Orange, and Red—provides an accessible way to understand both current performance and growth over time, helping families, educators, and district leaders clearly identify areas of strength and opportunities for continued improvement.

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

Over the past three years:
- 2023: 62.3% made progress (Green)
- 2024: 44% made progress (Red)
- 2025: 53% made progress (Green)

This year's increase of 9 percentage points reflects important growth following last year's decline. While we are encouraged by this improvement, we recognize that we have not yet returned to 2023 levels.

Long-Term English Learners (LTELs) continue to show lower levels of progress overall, reinforcing the need for targeted language development and reclassification support. We will continue strengthening designated and integrated English Language Development (ELD) to ensure all students continue moving toward fluency.

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

ELA:
Over the past three years:
- 2023: 9.4 below the standard (Orange)
- 2024: 12.9 below the standard (Orange)
- 2025: 8.2 below the standard (Yellow)

This represents a 4.7-point improvement from 2024 and the strongest performance across the three years.

Some student groups are showing strong performance in 2025:
- Asian students: 51.6 points above the standard (Blue)
- White students: 29.7 points above the standard (No Performance Color)
- Filipino students: 22.1 points above the standard (Green)

Several student groups are showing improvement:
- ELs: 33.4 points below the standard (increased 6.6 points; Yellow)
- Hispanic students: 21.2 points below the standard (increased 5.4 points; Yellow)
- Socioeconomically Disadvantaged: 15.5 points before standard (increased 4.8 points; Yellow)

- Students with Disabilities: 89.2 points below the standard (increased 12.9 points; Orange)

At the same time, some groups continue to experience significant gaps:
- LTELs: 91.1 points below the standard (Red)
- African American students: 46.7 points below the standard (No Performance Color)
- Foster Youth: 36 points below the standard (Yellow)
- Homeless students: 33.3 points below the standard (Orange)

These results show meaningful improvement overall while also highlighting the continued need to accelerate learning for specific student groups.

Mathematics:
Over the past three years:
- 2023: 38.4 points below the standard (Yellow)
- 2024: 38.4 points below the standard (Orange)
- 2025: 38.4 points below the standard (Orange)

This indicates no overall change in mathematics performance over time.

Some student groups are demonstrating relative strengths:
- Asian students: 50.9 points above the standard (Blue)
- Filipino students: 11.5 points above the standard (Green)

Some student groups are showing small improvements:
- White students: 9.1 points below the standard (increased 10.2 points; No Performance Color)
- ELs: 54 points below the standard (increased 2.6 points; Orange)
- Students with Disabilities: 120.5 points below the standard (increased 7.1 points; Orange)

However, many groups continue to face significant challenges:
- LTELs: 147 points below the standard (largest gap, Red)
- African American students: 91.7 points below the standard (No Performance Color)
- Foster Youth: 77.7 points below the standard (Orange)
- Hispanic students: 58.5 points below the standard (Orange)
- Homeless students: 57.1 points below the standard (Orange)
- Socioeconomically Disadvantaged: 46.3 points below the standard (Orange)

These results highlight that mathematics remains a critical area of need, particularly for historically underserved student groups.

To support student success in ELA and mathematics, EMCSD continues to focus on high-quality instruction, targeted small-group support, and professional learning for staff. Our approach emphasizes acceleration—ensuring students gain access to grade-level content while receiving the support they need to succeed.

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

Over the past three years:
- 2023: 12.3% (Yellow)
- 2024: 10% (Green)
- 2025: 8.1% (Green)

This steady decline shows that EMCSD has made strong and consistent progress in improving attendance.

Some student groups are showing especially strong improvement:
- Foster Youth improved by 7.7% (17.3% chronically absent; Yellow)
- Students with Disabilities improved by 5.4% (11.8% chronically absent; Yellow)
- Hispanic students improved by 2.2% (9.5% chronically absent; Green)

At the same time, some groups continue to need additional support:
- African American students are 22.9% chronically absent (Red)
- LTELs are 14.6% chronically absent (Orange)

These results help us identify where to focus our efforts moving forward. EMCSD will continue providing targeted support to students and families to address barriers to attendance.

One important effort contributing to this progress is the Saturday Learning Academy, which provides students with opportunities to recover missed instructional time in a supportive and engaging environment.

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

Over the past three years:
- 2023: 1.2% (Yellow)
- 2024: 1.5% (Yellow)
- 2025: 1.2% (Green)

This shows that after an increase in 2024, suspension rates have improved and returned to previous levels.

Some student groups have shown positive progress:
- LTELs decreased to 4.9% (Yellow)
- Foster Youth decreased to 1.6% (Green)
- Students with Disabilities decreased to 1.8% (Green)

At the same time, some groups continue to need additional support:
- African American students increased to 5.6% (Orange), indicating a need for continued focus

To better support students' social-emotional and behavioral needs, EMCSD continues using proactive strategies to identify students who may need additional support early. This allows the district to respond with appropriate interventions and supports.

This year, EMCSD had 113 suspension incidents — 16 were in-school suspensions, and 97 were out-of-school suspensions. To help address students' social-emotional and behavioral needs before problems arise, we use a screening tool called the Behavior Assessment System for Children, Third Edition: Behavioral and Emotional Screening System (BASC-3 BESS). This tool helps identify students who may need additional support early.

Students in Grades PreK–8 participate in this screening during both the fall and winter. For our youngest learners (PreK–3), teachers complete the screening on their behalf. Older students (Grades 4–8) complete a self-assessment. Based on the most recent winter results, 17.55% of students were identified as being at an elevated level of risk, and 7.5% were identified as being at an extremely elevated level of risk for social, emotional, or behavioral concerns. This information helps us respond early and provide students with the appropriate support.

At EMCSD, we are committed to creating safe, welcoming, and inclusive schools. We focus on building strong relationships, using restorative practices, and providing engaging instruction that keeps students connected to school.

MOVING FORWARD
Overall, EMCSD continues to make progress across multiple areas. Over the past three years, we have seen:

- Improvement in EL progress after a decline
- Strong growth in ELA achievement
- Consistent reductions in chronic absenteeism
- Improvement in suspension rates

At the same time, we recognize the need to:

- Accelerate progress in mathematics
- Strengthen support for LTELs
- Continue closing achievement gaps for Students with Disabilities and other student groups

We will continue building on our strengths while refining our strategies to ensure that all students have the opportunity to succeed.

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

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

District Level:

- Chronic Absenteeism: African American students
- ELA: Students with Disabilities
- Mathematics: Students with Disabilities

School Level:

- Suspension Rate: Columbia School students

Student Group within a School:

- ELA:
  - Columbia School: Students with Disabilities
  - Durfee School: Students with Disabilities
  - Rio Hondo School: ELs and Students with Disabilities
  - Shirpser School: Students with Disabilities
  - Wright School: Students with Disabilities
- Mathematics:
  - Durfee School: Students with Disabilities
  - Rio Hondo School: ELs, Hispanic students, homeless students, and Students with Disabilities
  - Shirpser School: Students with Disabilities
  - Wright School: Students with Disabilities
- Chronic Absenteeism:
  - Cortada School: Homeless students
  - Durfee School: Students with Disabilities
  - Gidley School: Socioeconomically Disadvantaged students
  - Rio Hondo School: Homeless students
  - Shirpser School: Homeless students

- Suspension Rate:
  - Columbia School: Hispanic, homeless students, and Socioeconomically Disadvantaged students

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

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

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

To reduce suspension rates, we are taking targeted action. At Columbia School, we are implementing Actions 2.08 and 2.10 to support Socioeconomically Disadvantaged students by providing intensive academic, behavioral, and social-emotional support, as well as tiered behavior interventions. Additionally, to support students across Columbia School—particularly Hispanic and homeless students—we are implementing Action 2.11, which provides dedicated staff to address behavioral challenges, improve student well-being, and reduce suspensions.

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT
In response to the COVID-19 pandemic, school districts received one-time Learning Recovery Emergency Block Grant (LREBG) funds during the 2022-23 school year. These funds were provided to help students catch up academically and to support the well-being of both students and staff. As EMCSD enters the third year of its three-year LCAP cycle, we still have $7,954,577 in remaining LREBG funds to continue these important efforts.

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

- Action 1.02 - Improve Core (Tier 1) Instruction: A portion of our LREBG funds ($2,000,000) will be used to support this action. Through these funds, we are working to strengthen classroom instruction so that every student receives high-quality, inclusive teaching that meets their diverse needs. To support this effort, we are providing professional development for staff on the 2024 Mathematics Framework and the ELA/ELD Framework for California Public Schools. These training sessions will help staff implement research-based strategies that support language development, academic achievement, and personalized instruction for all students. Additionally, we are investing in instructional materials that support academic growth and English language development, ensuring every student receives the support needed to succeed.

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

Research shows that providing staff with high-quality training and delivering instruction tailored to each student's needs leads to improved outcomes, especially for historically underserved students. For example, when ELs receive the appropriate support, they develop both language skills and academic content knowledge more quickly. Foster youth and low-income students also benefit from targeted supports that strengthen academic achievement and prepare them for future success. By implementing these proven strategies, we are creating an environment that supports all students and provides them with opportunities to thrive.

A needs assessment identified ELs, Foster Youth, and low-income students as groups requiring additional support. ELs benefit from instructional strategies that strengthen language development and comprehension. Foster Youth receive stable and consistent support that helps address challenges such as frequent school transitions. Low-income students benefit from targeted interventions designed to close opportunity gaps and increase access to high-quality instruction. Together, these efforts help close achievement gaps and ensure all students receive the support they need to succeed.

To monitor the progress of this action, we will use the following: Metric 1.01 - CA School Dashboard ELA Academic Indicator, Metric 1.02 - CA Dashboard Mathematics Academic Indicator, and Metric 1.05 - CA School Dashboard English Learner Progress Indicator.

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

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

Research shows that targeted, data-driven interventions are among the most effective strategies for accelerating learning, especially for students disproportionately impacted by the pandemic. Studies have found that MTSS—which include Tier 2 and Tier 3 interventions—can significantly improve outcomes for English learners, foster youth, and low-income students when implemented with fidelity. By providing trained intervention teachers to deliver these supports using culturally and linguistically responsive practices, the district ensures that instruction is not only effective but also equitable and inclusive.

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

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

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

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

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

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

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

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

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

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

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

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

• Action 4.09 - Enhanced Learning Environments: A portion of our LREBG funds ($2,954,577) will be allocated to support this action. In alignment with the intent of LREBG and EMCSD's Inclusive Services Program—which provides equitable access to trauma-informed, social-emotional, and inclusive supports—we are enhancing learning environments through the provision of flexible, evidence-based instructional supplies, materials, and equipment. These resources are intentionally selected to support classrooms that respond to the diverse academic, behavioral, and emotional needs of students.

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

A comprehensive needs assessment identified a districtwide need to improve accessible learning conditions in order to maximize instructional time, reduce barriers to engagement, and accelerate learning. This need is especially critical for ELs, LTELs, Students with Disabilities, and low-income students. Research demonstrates that well-designed, adaptable learning environments—equipped with appropriate supplies, materials, and equipment—improve student regulation, focus, and collaboration, which are essential components of effective instruction and learning recovery.

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

These investments extend beyond foundational supports by creating the conditions necessary to accelerate progress for students disproportionately impacted by interrupted learning. In doing so, we are strengthening the district's capacity to close persistent achievement gaps and ensure every student can thrive academically, socially, and emotionally.

To monitor the impact of this action, we will use the following: Metric 4.05 - CA School Dashboard ELA Academic Indicator and Metric 4.06 - CA School Dashboard Mathematics Academic Indicator.

Reflections: Technical Assistance

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

EMCSD was identified for Differentiated Assistance during the 2024–25 school year based on the 2024 California School Dashboard and is currently in Year 2 of support. The district earned a Red performance level on both the ELA and Mathematics Indicators (Priority 4) for LTELs. EMCSD also earned a Red performance level on the Suspension Rate Indicator (Priority 6) for LTELs.

In response to the district's identification for Differentiated Assistance, we have continued shifting our focus toward creating the systems and conditions that support student success rather than placing blame on students. As we enter Year 2 of support, we remain committed to addressing disparities in student achievement by carefully analyzing data and identifying areas where additional support is needed. To do this, we examine data from three perspectives—satellite, helicopter, and street level—and apply improvement science to uncover the root causes of challenges impacting LTELs in ELA, mathematics, and suspension rates.

One key area of growth has been strengthening outreach and collaboration with educational partners. We have deepened partnerships with families, staff, community organizations, and local agencies to ensure a shared commitment to supporting the unique needs of students. Through family workshops, advisory groups, school-based meetings, and ongoing communication channels, educational partners remain informed and actively engaged in the improvement process. We continue creating opportunities for shared decision-making so families and community members can contribute meaningfully to the development of action plans and strategies that support LTELs and all students.

To ensure our process remains transparent, efficient, and responsive to student needs, we have continued streamlining data collection and reporting practices so information is accessible and actionable for staff and families. Schools implemented Common Formative Assessments (CFAs), and both school and district leadership teams participated in robust data chats to analyze student outcomes, monitor progress, and identify targeted supports. These practices help ensure instructional decisions are grounded in evidence and responsive to student needs.

At the satellite level, we examine districtwide trends such as assessment results, attendance, and discipline data to assess overall student performance. At the helicopter level, we analyze patterns across schools and grade levels to ensure supports are tailored to each site's unique context. At the street level, we gather feedback directly from students, families, and staff through surveys, focus groups, observations, and conversations to better understand students' daily experiences. By using these multiple perspectives, we ensure decisions are informed by both quantitative data and the lived experiences of those closest to our students.

As part of our commitment to continuous improvement, we have continued leveraging professional learning opportunities and partnerships to strengthen instructional and systemic practices. Kindergarten through Grade 3 teachers completed 30 hours of professional learning in Orton-Gillingham, a structured literacy approach designed to strengthen foundational reading, spelling, and writing instruction. Teachers in Grades 3–8 participated in professional learning through Project GLAD (Guided Language Acquisition Design), which supports an integrated approach to ELD by embedding language instruction throughout the school day and across all content areas. These efforts are intended to improve access to rigorous instruction and strengthen outcomes for all students, particularly LTELs.

Additionally, district and school leaders participated in a UCLA series focused on restorative practices and equity-centered leadership. This professional learning equipped leaders with practical strategies to design and facilitate restorative spaces that promote engaged dialogue, relationship-building, and continuous inquiry around equity. We also continued partnerships with the Los Angeles County Office of Education, 21CSLA, Solution Tree, the Western Justice Center, and Pacific Clinics to support ongoing work related to PLCs, restorative practices, equity, mental health, and systemic improvement efforts.

Through improvement science, we continue examining why disparities exist and focusing on creating the conditions necessary for student success. We recognize that success is achieved not by blaming students, but by removing barriers and building supportive learning environments that foster growth and belonging. By building on students' strengths, including their cultural and linguistic assets, we are implementing targeted supports, strengthening instructional practices, deepening family partnerships, and developing systems that ensure every student has the opportunity to thrive.

The following actions indicate the work underway to reduce disparities for LTELs:

- Action 1.02 - Professional Development Tailored to Students' Unique Needs: Special emphasis will be placed on the unique linguistic and academic needs of LTELs in Grades 6–8, with a focus on strategies for re-engaging disengaged learners, scaffolding complex academic tasks, and integrating language objectives across all content areas.

This includes research-based LTEL strategies such as academic language development and structured student interaction.

- Action 1.05 - Language Acquisition Support: This action includes access to supplemental supports tailored to LTELs, such as support related to academic vocabulary, syntax, and literacy across disciplines to address stagnation in language growth commonly experienced by LTELs and to emphasize language for academic success.
- Action 1.06 - Instructional Coaching, Modeling, and Curriculum Design: Teachers on special assignment (TOSAs) will provide curriculum design support and professional development for language acquisition programs specifically for LTELs in Grades 6–8, aligned to their learning needs to ensure meaningful access to grade-level standards while supporting language acquisition.
- Action 1.17 - Provide Academic Programming Support for Students Facing Disparate Outcomes: Dedicated staff will support the design of interventions that address LTELs' specific academic needs, including gaps in foundational literacy, sustained oral language development, and writing skills. Data disaggregation by LTEL status will guide program adjustments.
- Action 2.13 - Social-Emotional Skill Development Framework for Long-Term English Learners: This action supports LTELs in Grades 6–8 in developing self-awareness, social awareness, self-management, responsible decision-making, and relationship skills through a proactive framework that includes supplies and professional learning. Training and resources will address unique social-emotional experiences, including language-related anxiety, acculturation challenges, and disengagement. Practices will emphasize validating home language and culture, promoting identity development, and building resilience.s, and disengagement. Practices will emphasize validating home language and culture, promoting identity development, and building resilience.
- Action 2.14 - Tiered Behavior Support for Long-Term English Learners: This action supports positive behavior for LTELs through supplies and professional learning focused on proactive practices, staff collaboration, family workshops, and general education behavior plans. This includes training on the impact of language barriers and cultural differences, culturally inclusive family engagement, and behavior plans with targeted communication supports. We expanded Restorative Practices through our partnership with the Western Justice Center to four additional schools, and counselors, social workers, community liaisons, and community school leads participated in deeper training with IIRP. District and school leaders also participated in ongoing professional learning focused on restorative and relationship-centered practices.

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 (CSI); therefore, this section is not applicable to the district at this time.

Support for Identified Schools

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

EMCSD has not been identified for CSI; therefore, this section is not applicable to the district at this time.

Monitoring and Evaluating Effectiveness

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

EMCSD has not been identified for CSI; therefore, this section is not applicable to the district at this time.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	LCAP FOCUS GROUPS: EMCSD held student focus groups at all 14 schools, where 255 student leaders in grades 1–8 shared their perspectives between November 4, 2025, and January 15, 2026. During these sessions, students were asked six questions developed by the LCAP Advisory Committee that were aligned to each of the LCAP goals. SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY: EMCSD collected feedback from students through the CalSCHLS California Healthy Kids Survey (CHKS) in November 2025. A total of 467 fifth-grade students, 538 sixth-grade students, 883 seventh-grade students, and 736 eighth-grade students completed the survey.
Superintendent Student Council	EMCSD collaborated with the Superintendent Student Council on March 20, 2026, to gather feedback on the draft of the 2026-27 LCAP. A total of 24 students in grades 5–8 participated.
Parents and Families	LCAP FEEDBACK FORM: EMCSD used its LCAP Feedback Form, an online survey co-developed with input from the LCAP advisory committee, to gather feedback from parents and families between April 30, 2026, and May 12, 2026. We reached out through ParentSquare and the survey was available in English, Spanish, Vietnamese, and Simplified Chinese to ensure everyone could participate easily. We received 783 responses, which is an increase from the 255 responses we received last year (2024-25). SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY: EMCSD collected feedback from parents and families through the CalSCHLS California School Parent Survey (CSPS) in November 2025. Parents and families were informed about the survey via email and staff meetings. A total of 2,993 surveys were completed.
District English Learner Advisory Committee (DELAC)	EMCSD collaborated with DELAC on May 14, 2026. DELAC is composed of two elected representatives from each school's English Learner Advisory Committee (ELAC), along with staff and community members. During the meeting, feedback was gathered on the draft of the 2026-27 LCAP, including the draft goals, actions, metrics, and expenditures. The superintendent of the district provided a written response to the comments received on May 29, 2026.
Key Communicators (Parent Advisory Committee; PAC)	EMCSD collaborated with the Key Communicators (Parent Advisory Committee; PAC) on May 15, 2026. Feedback was sought on the draft of the 2026-27 LCAP, including the goals, actions, metrics, and expenditures. The superintendent of the district provided a written response to the comments received on May 29, 2026.
Teachers	LCAP FEEDBACK FORM: EMCSD used its LCAP Feedback Form, an online survey co-developed with input from the LCAP advisory committee, to gather feedback from teachers between April 21, 2026, and May 14, 2026. We reached out through emails and in-person, and the survey was available in English, Spanish, Vietnamese, and Simplified Chinese to ensure everyone could participate easily. We received 221 responses, which is an increase from the 173 responses we received last year (2024-25). SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY: EMCSD collected feedback from teachers through the CalSCHLS California School Staff Survey (CSSS) in November 2025. Teachers were informed about the survey via email and staff meetings. A total of 338 surveys were completed, with 64 identifying as teachers.
El Monte Elementary Teachers Association (EMETA)	EMCSD collaborated with EMETA on May 4, 2026. Feedback was sought on the draft of the 2026-27 LCAP, including the goals, actions, metrics, and expenditures.
Other School Personnel	LCAP FEEDBACK FORM: EMCSD used its LCAP Feedback Form, an online survey co-developed with input from the LCAP advisory committee, to gather feedback from other school personnel between April 21, 2026, and May 14, 2026. We reached out through emails and in-person, and the survey was available in English, Spanish, Vietnamese, and Simplified Chinese to ensure everyone could participate easily. We received 151 responses, which is an increase from the 96 responses we received last year (2024-25). SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY: EMCSD collected feedback from other school personnel through the CalSCHLS California School Staff Survey (CSSS) in November

	2025. Other school personnel were informed about the survey via email and staff meetings. A total of 338 surveys were completed, with 35 identifying as other school personnel.
California School Employees Association (CSEA)	EMCSD collaborated with CSEA on May 7, 2026. Feedback was sought on the draft of the 2026-27 LCAP, including the goals, actions, metrics, and expenditures.
Principals and Other Administrators	LCAP FEEDBACK FORM: EMCSD used its LCAP Feedback Form, an online survey co-developed with input from the LCAP advisory committee, to gather feedback from principals and other administrators between April 27, 2026, and May 14, 2026. We reached out through email and the survey was available in English, Spanish, Vietnamese, and Simplified Chinese to ensure everyone could participate easily. We received 13 responses, which is an increase from the 8 responses we received last year (2024-25). SCHOOL CLIMATE AND PARENT ENGAGEMENT SURVEY: EMCSD collected feedback from principals and other administrators through the CalSCHLS California School Staff Survey (CSSS) in November 2025. Principals and other administrators were informed about the survey via email and staff meetings. A total of 338 surveys were completed, with 3 identifying as other principals and other administrators.
West San Gabriel Valley Special Education Local Plan Area (SELPA)	EMCSD collaborated with the SELPA on May 12, 2026, to gather feedback on the draft of the 2026-27 LCAP.
LCAP Advisory Committee	EMCSD collaborated with the LCAP Advisory Committee on September 24, 2025, October 15, 2025, February 11, 2026, and May 13, 2026. Ongoing consultation and feedback were sought on the development of the LCAP Feedback Survey and 2025-26 Mid-Year LCAP as well as the initial draft of the 2026-27 LCAP.
Educational Partners (Students, Teachers, Other School Personnel, Principals and Other Administrators, Parents and Families, Community Members)	PUBLIC BOARD MEETINGS: EMCSD worked closely with educational partners (students, teachers, other school personnel, principals and other administrators, parents and families, and community members) through public Board meetings, including a detailed 2025-26 Mid-Year LCAP update on February 17, 2026. Educational partners could access meeting agendas on EMCSD's webpage and at the District Office and were encouraged to share their feedback during the Public Comment session. The Draft 2026-27 LCAP goals, actions, and budget details were made available in both English and Spanish on June 3, 2026, with an invitation for public comments until June 8, 2026. A public hearing for the LCAP took place on June 8, 2026, before the final approval meeting on June 15, 2026. Educational partners were informed about the opportunity to provide written feedback on the LCAP goals, actions, and budget through the San Gabriel Valley Tribune on May 20, 2026, and our website.

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

EMCSD's 2026–27 LCAP was shaped by ongoing feedback from our students, families, staff, and community members. Input gathered through surveys, focus groups, and other data sources directly informed our district's goals, actions, and resource decisions, with a focus on ensuring equitable access to opportunities and supports for all students—especially those with the greatest needs—using Dashboard data and our local measures to guide goals.

GOAL 1: INCREASE ACADEMIC ACHIEVEMENT

- Students: Students shared that academic success includes earning good grades, learning new things, and meeting goals, while also feeling supported, calm, and confident. Students consistently identified classroom distractions, noise, and challenging coursework—particularly in math—as barriers to learning. They also noted that unclear directions, inconsistent expectations, unprepared substitute teachers, and multiple assignments due at the same time can make it difficult to do their best. Students expressed that additional tutoring, clearer instruction, better coordination across classes, and increased access to academic support during and after the school day would help improve achievement. Students also shared interest in more engaging instruction, additional science learning, and opportunities for career exploration.
- Superintendent Student Council: Students shared that academic success is supported by access to extra help and strong instruction. Fifth and seventh grade students prioritized extra help, noting that some students are performing below grade level and need additional support to be successful. They expressed that extra help provides reassurance and strengthens understanding. Students also highlighted the importance of teachers and learning experiences, sharing that when teachers create enjoyable, engaging lessons and have fun alongside students, it positively impacts learning.
- Parents and Families: Parents and families shared many examples of feeling proud of their child's academic growth, confidence, and progress as learners. Families

frequently described improvement in reading and math achievement, including gains in i-Ready, ST Math, Accelerated Reader goals, classroom participation, and overall academic confidence. Some parents shared that they felt proud when their child began reading independently, solving math problems more confidently, improving grades, earning awards or certificates, or receiving positive feedback from teachers. Others highlighted growth in communication skills, language development, independence, and classroom behavior as important indicators of success. Families consistently connected student progress to supportive teachers, small group instruction, intervention programs, Saturday school, after-school tutoring, and enrichment opportunities such as Aspire/LEARN. Parents and families also emphasized the importance of teachers who provide encouragement, individualized support, patience, and regular communication regarding student progress. Several families specifically appreciated support for special education tudents, speech services, counseling, and other specialized learning needs. At the same time, some parents and families expressed a desire for additional academic intervention, more individualized support for struggling students, clearer communication regarding progress and academic expectations, and more guidance on how families can support learning at home.

- DELAC: Parent leaders emphasized the importance of continuing academic supports and learning opportunities that help students succeed. Parents specifically identified continuing ELD and language practice, tutoring, intervention classes in mathematics, additional support for students struggling in reading and math, and opportunities for students to practice for standardized tests as important actions to continue and strengthen. Parent leaders also highlighted the importance of ensuring student progress, supporting academic success, providing extra classes to prepare students for exams, and increasing support for children with disabilities. Additional feedback included requests for bilingual teachers to support ELs, teacher training and learning opportunities so teachers are better prepared to support students, technology access for students to complete programs such as ST Math and i-Ready, and continued access to technology and resource programs. Parents also identified extracurricular activities, music, sports, enrichment days, after-school programs, and art programs as important opportunities that help students develop talents, skills, and academic confidence.
- Key Communicators: Parent leaders emphasized the importance of maintaining and strengthening academic programs and learning opportunities that support student achievement and preparation for the future. Parent leaders specifically identified i-Ready reading and math, AR Reading, tutoring, additional academic help, and intervention supports as important programs to continue. Parents also requested increased support for students who are struggling academically, including additional classroom aides, 1:1 specialists, speech and language services, and extra instructional support for ELs and students needing intervention. Feedback also highlighted the importance of teaching and learning supports, life skills classes, dual language programs, and expanded learning opportunities such as music, art, mariachi, band, woodshop, home economics, cooking, and other electives that help students build real-world skills and develop their talents and interests. Parent leaders also requested additional gifted and talented education opportunities, academic enrichment programs, and technology access at home to support homework and learning.
- Teachers: Teachers shared that current LCAP programs, services, and support are effective in improving student achievement, with approximately34% rating them as Highly Effective, 48% as Effective, 17% as Somewhat Effective, and about 1% as Not Effective or Not Sure. Teachers consistently identified targeted instructional practices as key contributors to student success, including phonics instruction, writing support, math intervention, structured literacy, differentiated instruction, accommodations, visuals, sentence frames, and small-group instruction. Many teachers emphasized the importance of building consistent routines, using student data to guide instruction, holding students accountable, and collaborating with colleagues through planning and PLC structures. Teachers also highlighted the value of intervention support such as librarians, ISS support, music programs, and access to instructional materials and technology. At the same time, teachers shared concerns about wide gaps in student skill levels, inconsistent attendance, low motivation, behavioral challenges, and limited parent involvement, all of which can impact learning. Several teachers noted that competing initiatives, overlapping priorities, and inconsistent instructional practices across classrooms can create confusion and reduce instructional effectiveness. Teachers expressed that additiona intervention support, smaller instructional groups, increased staffing, stronger consistency in instructional expectations, and expanded academic support during and after the school day would further strengthen student achievement outcomes.
- EMETA: The District met with members of EMETA's Executive Board on May 4, 2026, to review the draft 2026–27 LCAP, including its goals, actions, metrics, and expenditures. During the meeting, EMETA requested additional time to review the draft and indicated that feedback would be provided by May 15, 2026. To support this process, the District sent follow-up reminder emails on May 27, 2026, and June 1, 2026. While formal feedback from the Executive Board was not received, the District did receive a substantial number of survey responses from EMETA members. When survey feedback was shared with the Executive Board on May 4, 2026, meeting participants appeared to be in alignment with the identified needs and priorities, including expanded tutoring opportunities, greater consistency in instructional and operational practices, reducing barriers to family engagement, and increasing collaboration time for staff.
- Other School Personnel: Other school personnel shared generally positive perceptions of LCAP programs, services, and support in improving student achievement, with approximately 44% rating them as Highly Effective, 40% as Effective, 12% as Somewhat Effective, 0% as Not Effective, and 3% as Not Sure. Staff consistently emphasized the importance of small group instruction, one-on-one support, and targeted interventions to address students' academic and behavioral needs, particularly in reading, mathematics, and social-emotional development. Many also highlighted the value of building strong relationships with students, providing consistent encouragement, supporting emotional regulation through counseling, daily check-ins, and individualized support, and using structured small group instruction to meet students' academic needs. Staff also noted the importance of strong classroom routines, collaboration with teachers, and ensuring students feel seen, supported, and connected throughout the school day. In addition to these strengths, staff identified several barriers that impact their ability to fully support student achievement, including limited time with students, assignments across multiple school sites, unclear classroom role expectations, inconsistent access to instructional programs, materials, and technology resources, and budget limitations that sometimes require staff to personally purchase supplies to meet student needs. Other school personnel expressed that increasing staffing, expanding intervention time, improving access to instructional tools and technology, and providing clearer role expectations would strengthen their ability to support student success.
- CSEA: CSEA representatives emphasized the need for increased professional learning and career development opportunities for instructional support specialists (ISS),

noon supervisors, attendance clerks, secretaries, custodians, and community liaisons. They also recommended cross-training to strengthen collaboration and flexibility across roles.

- Principals and other administrators: Principals and other administrators shared that LCAP programs, services, and support are largely effective in improving student achievement, with approximately 54% rating them as Highly Effective and 23% as Effective, while 23% identified them as Somewhat Effective. Principals and other administrators highlighted practices such as data analysis, classroom walkthroughs, and PLC time, noting the importance of creating planning spaces for teachers to discuss student progress. They also identified intervention teachers, ISS, and professional development as effective supports. At the same time, principals and other administrators noted challenges related to limited access to personnel, including having TOSAs and counselors available only a few days per week, which impacts consistency of services. They also pointed to the need for additional program expansion and training, including support for GATE students and implementation of programs such as AVID in lower grades.
- SELPA: SELPA staff expressed their desire for us to continue the positive practice of involving special education staff in general education trainings.

The adopted LCAP was directly shaped by educational partners' feedback, resulting in actions designed to strengthen academic achievement across the district. Students emphasized the need for clearer instruction, engaging lessons, additional tutoring and intervention support, stronger literacy and math instruction, more science and career exploration opportunities, and increased access to enrichment programs, which informed actions connected to improving core (Tier 1) instruction (Action 1.01), intervention teachers (Action 1.09), CTE and AVID opportunities (Action 1.10), school library access (Action 1.07), and Visual and Performing Arts (Action 1.16). Parent and family feedback highlighted the importance of individualized support, language development, technology access, enrichment opportunities, and specialized services, influencing actions related to professional development tailored to students' unique needs (Action 1.02), technology to support instruction (Action 1.03), data-based decision-making tools (Action 1.04), language acquisition support (Action 1.05), oral language development support (Action 1.14), biliteracy, bilingualism, and biculturalism support (Action 1.15), and Gifted and Talented student enrichment (Action 1.08). Teachers, staff, principals, and other administrators emphasized the importance of consistent instructional practices, small-group instruction, access to high-quality curriculum and instructional materials, instructional coaching, collaboration through PLCs, and expanded intervention and academic supports, which informed efforts to strengthen instructional coaching, modeling, and curriculum design (Action 1.06), core (Tier 1) curriculum access (Action 1.12), intervention teachers (Action 1.09), and ongoing professional learning opportunities (Action 1.02). Educational partners also highlighted the importance of equitable access to rigorous academics, enrichment, and student-centered learning opportunities that support both achievement and student confidence across all grade levels.

GOAL 2: ENSURE LEARNER ENGAGEMENT

- Students: Students emphasized that engagement is closely connected to feeling safe, valued, and connected at school. Positive relationships with peers and caring adults, along with access to clubs, sports, leadership opportunities, and schoolwide activities, were described as key factors supporting attendance and motivation. Students shared that stress, anxiety, tiredness, social conflict, and mental health challenges can interfere with learning. Classroom disruptions and inconsistent enforcement of expectations were also identified as barriers. Students noted that engagement increases when adults regularly check in, listen, apply expectations consistently, and create positive, supportive environments. Community circles, counseling supports, recognition systems, and adequate recess time were also identified as important supports.
- Superintendent Student Council: Students consistently emphasized music, arts, activities, and mental health supports as key to their engagement. Across all grade levels, music and activities emerged as the highest priority, with students sharing that these opportunities allow them to express their personality, build connections with peers, and collaborate with others, while also creating a sense of comfort and belonging. Students also identified mental health as the second most important area, noting that feeling safe, supported, and able to manage anxiety is critical to staying engaged and connected at school.
- Parents and Families: Parents and families shared that students feel happiest, most connected, and emotionally supported at school when they have positive relationships with teachers, staff, and peers and opportunities to participate in engaging activities. Families frequently mentioned sports such as soccer, volleyball, and cheer; clubs including robotics and gaming; music, theater, swimming, and after-school programs; and school activities such as assemblies, spirit weeks, countdown activities, field trips, and cultural celebrations as experiences that help students feel excited about school. Many parents noted that recognition programs, awards, and positive reinforcement help students feel valued and motivated. Families repeatedly highlighted the importance of caring teachers, supportive counselors, welcoming office staff, and friendships with peers in helping students feel safe, included, and connected. Several parents shared that their child enjoys coming to school because staff make them feel known, encouraged, and supported emotionally. At the same time, some families expressed concerns regarding bullying, peer conflicts, classroom behavior, lack of motivation, inconsistent behavior support, or students not always feeling emotionally safe or connected. A few parents also described concerns related to attendance or disengagement when students struggle socially or emotionally. Families expressed interest in expanded counseling services, stronger social-emotional supports, more relationship-building opportunities, and clearer communication and follow-up regarding behavioral or safety concerns to ensure all students feel safe, supported, and connected at school.
- DELAC: Parent leaders strongly emphasized the importance of mental health, socio-emotional support, counseling, and student wellness programs. Parents requested continued mental health and wellness supports, mental health workshops, socio-emotional support, counseling support for students with behavioral challenges or conditions such as ADHD or autism, and additional mental health help for students. Parents expressed concerns related to bullying, rude or disrespectful behavior, and the need for stronger student support systems, increased campus supervision, and improved bullying prevention efforts to help students feel safe and supported. Recommendations also included Saturday classes and make-up opportunities for absences to support attendance and student participation, as well as continuing to recognize students' achievements and positive behavior.

- Key Communicators: Parent leaders strongly valued programs and supports that keep students engaged, motivated, connected, and emotionally supported at school. Parents consistently emphasized the importance of mental health supports, counseling services, emotional regulation instruction, wellness programs, mediation support, and social-emotional learning opportunities for students. Parent leaders requested mental health classes beginning in the early grades, increased access to counselors during and after school, workshops focused on emotional regulation and conflict resolution, and continued student wellness supports. Attendance and safety were also frequently connected to learner engagement, with parents emphasizing the importance of safe campuses, bullying prevention, increased supervision, attendance recovery opportunities, and programs that help students feel safe, supported, and connected to school. Parent leaders also identified extracurricular activities, sports, and enrichment opportunities as important ways to keep students engaged and motivated in learning.
- Teachers: Teachers shared that LCAP programs, services, and support are generally effective in promoting student engagement, with approximately33% rating them as Highly Effective, 46% as Effective, 18% as Somewhat Effective, and about 3% as Not Effective. Teachers described relationship-building as one of the most important factors in student engagement, emphasizing the importance of creating safe, welcoming, and respectful classroom environments where students feel known and supported. Teachers identified strategies such as community circles, positive reinforcement, visuals, movement activities, brain breaks, hands-on learning, restorative practices, leadership opportunities, goal setting, peer collaboration, and opportunities for student voice and participation as effective engagement practices. Many teachers shared that simply taking time to know students personally and build trust positively impacts motivation and participation. Teachers also highlighted the importance of counselors, social-emotional supports, and structured routines in helping students remain engaged and emotionally regulated. However, teachers identified barriers including chronic absenteeism, low motivation, academic skill gaps, emotional and behavioral challenges, peer influence, distractions from technology, and inconsistent family support. Some teachers also expressed concern that overreliance on technology and artificial intelligence tools can reduce student thinking and persistence. Teachers shared that increasing engaging and student-centered learning opportunities, strengthening behavioral and counseling supports, reinforcing consistent expectations, and improving attendance and family involvement would further strengthen student engagement.
- EMETA: The District met with members of EMETA's Executive Board on May 4, 2026, to review the draft 2026–27 LCAP, including its goals, actions, metrics, and expenditures. During the meeting, EMETA requested additional time to review the draft and indicated that feedback would be provided by May 15, 2026. To support this process, the District sent follow-up reminder emails on May 27, 2026, and June 1, 2026. While formal feedback from the Executive Board was not received, the District did receive a substantial number of survey responses from EMETA members. When survey feedback was shared with the Executive Board on May 4, 2026, meeting participants appeared to be in alignment with the identified needs and priorities, including expanded tutoring opportunities, greater consistency in instructional and operational practices, reducing barriers to family engagement, and increasing collaboration time for staff.
- Other School Personnel: Other school personnel shared positive perceptions of LCAP programs, services, and support related to student engagement, with approximately 55% rating them as Highly Effective, 32% as Effective, 10% as Somewhat Effective, 1% as Not Effective, and 2% as Not Sure. Staff highlighted relationship-building practices as central to promoting engagement, including greeting students daily, conducting regular check-ins, learning about students' interests, maintaining visibility on campus, and creating safe, welcoming, and inclusive environments. Some respondents specifically identified programs such as Leader in Me, student leadership opportunities, schoolwide campaigns, and community school activities as helping students feel connected and engaged. Staff also identified the positive impact of small group counseling, classroom lessons, student clubs, incentives, and activities during recess and lunch in helping students feel connected to school. At the same time, staff identified ongoing barriers that affect student engagement and participation, including inconsistent attendance, low student motivation, limited confidence, and external factors such as trauma, home environment challenges, and limited community resources. Some staff also noted that being assigned across multiple sites or not having access to full-time counselors and support personnel reduces consistency and relationship-building opportunities for students. Other school personnel expressed that increasing mental health services, strengthening staffing consistency, and providing additional time for relationship-building and student support would further improve student engagement.
- Principals and other administrators: Principals and other administrators shared that LCAP programs, services, and support are effective in supporting student engagement, with approximately 46% rating them as Highly Effective and 31% as Effective, compared to 23% who identified them as Somewhat Effective. Principals and other administrators emphasized relationship-based strategies such as greeting students, taking an interest in students, being present and visible on campus, and building partnerships in learning. They also noted the use of student activities during recess and lunch, as well as schoolwide events led by student leadership, as effective in increasing engagement. However, they identified barriers including student motivation, attendance challenges, and staffing limitations, as well as inconsistent implementation of initiatives due to limited personnel availability and staff working across multiple sites.
- SELPA: SELPA staff shared that behavior concerns are a widespread issue across the state and emphasized the importance of providing proactive support.

The adopted LCAP was directly shaped by educational partners' feedback, resulting in actions designed to strengthen student engagement across the district. Students emphasized the importance of feeling safe, supported, connected, and valued at school, highlighting the positive impact of caring relationships, clubs, sports, leadership opportunities, music, arts, counseling supports, and engaging school activities. Students also identified barriers such as stress, anxiety, bullying, inconsistent expectations, behavioral disruptions, and attendance challenges, which informed actions connected to counselors and social workers (Action 2.07), comprehensive support for suspended students (Action 2.08), social-emotional skill development framework (Action 2.09), tiered behavior support (Action 2.10), supervision staff (Action 2.12), and social-emotional and behavioral supports for LTELs (Actions 2.13 and 2.14). Parent and family feedback reinforced the importance of safe campuses, mental health supports, counseling services, relationship-building opportunities, and programs that help students feel emotionally connected and motivated to attend school, which influenced actions related to outreach consultants and supplemental attendance supplies (Action 2.01), attendance clerks (Action 2.02), learning sessions to recoup absences (Action 2.03), nurses and

health assistants (Action 2.04), and supplemental instructional support for short- and long-term absences (Action 2.05). Educational partners also highlighted the importance of targeted support for vulnerable student groups, including Foster Youth and students experiencing behavioral or emotional challenges, reinforcing continued investment in Foster Youth support (Action 2.06), counseling and wellness services (Action 2.07), proactive behavior systems (Action 2.10), and expanded supervision and student support structures (Action 2.12). Teachers, staff, principals, and other administrators also emphasized the importance of relationship-building, restorative practices, social-emotional learning, consistent behavioral expectations, and proactive interventions to improve engagement, attendance, and student well-being across all school sites.

GOAL 3: INCREASE PARENT AND FAMILY INVOLVEMENT

- Students: Students shared that family involvement increases when schools offer welcoming, inclusive events that engage the whole family, especially activities that include food, student performances, and cultural celebrations. Clear communication and advance notice were identified as important for supporting family participation, though some families experience challenges accessing school messages. While ParentSquare was helpful for many families, students noted the importance of using multiple communication methods and reminders. Students also suggested offering events at varied times to better support working families and expanding opportunities for families to volunteer and participate in school communities, including through Parent-Teacher Association involvement.
- Superintendent Student Council: Students highlighted the importance of family and community support, particularly in fifth and sixth grades. They shared that investing in family support services and building strong relationships with families is important, recognizing that these connections contribute to student success and overall well-being.
- Parents and Families: Parents and families shared that they feel most connected to their child's school through consistent communication, welcoming school environments, and opportunities to participate in school activities and events. Families frequently mentioned Open House, Back-to-School Night, family nights, performances, art nights, movie nights, award ceremonies, cultural celebrations, classroom activities, and field trips as meaningful opportunities to engage with the school community. Many parents described feeling involved when teachers regularly communicated through ParentSquare, phone calls, messages, classroom updates, conferences, Student Success Team meetings, and quick responses to questions or concerns. Families appreciated staff members who are approachable, welcoming, and responsive, and many described schools as places where families feel valued and included. Parents also highlighted the importance of being able to volunteer, visit classrooms, and participate in school events alongside their children. At the same time, some families noted that communication can vary across classrooms or schools and expressed a need for more consistent updates, improved follow-up regarding concerns, additional multilingual communication support, and more flexible opportunities for participation that accommodate work schedules and family responsibilities. Families emphasized the importance of strong two-way communication and opportunities that help families remain actively involved in their child's education.
- DELAC: Parent leaders emphasized the importance of strengthening communication and partnerships between schools and families. Parents requested more workshops and presentations to help families support their children academically at home. Parent leaders also highlighted the importance of family programs, improving communication between school and home, and providing additional translators for other languages so parents feel informed and connected to the school community. Parents emphasized the importance of continuing programs that involve and support families.
- Key Communicators: Parent leaders emphasized the importance of maintaining strong communication and partnerships between schools, parents, and the community. Parents highlighted the importance of community liaisons, support for families, and access to information and resources that help parents support student learning at home. Parent leaders also requested increased technology access and internet service to support communication and homework completion. Several responses referenced the importance of strengthening support for parents and the community through additional activities, resources, and outreach efforts. These comments reflected the value parent leaders place on strong home-school-community connections and ongoing family support systems.
- Teachers: Teachers shared that LCAP programs, services, and support for family and parent involvement are effective overall, with approximately31% rating them as Highly Effective, 46% as Effective, 19% as Somewhat Effective, and about 3% as Not Effective or Not Sure. Teachers consistently identified ParentSquare as one of the most effective tools for communicating with families and keeping parents informed about school events, assignments, and student progress. Teachers also highlighted the value of family nights, open house, back-to-school night, student-led conferences, volunteering opportunities, phone calls, and regular communication between home and school. Several teachers noted the importance of translation support and community liaisons in helping families feel welcomed and connected. At the same time, teachers shared that family engagement remains inconsistent and can be impacted by work schedules, language barriers, changing contact information, limited volunteer clearances, and varying levels of parent participation. Some teachers noted that families do not always receive or regularly check ParentSquare messages, while others shared that schools are still learning how to build stronger partnerships with families beyond the primary grades. Teachers expressed that improving communication systems, expanding translation and outreach supports, increasing flexible opportunities for family participation, and strengthening partnerships between families and schools would help ensure more families remain connected to their child's education.
- EMETA: The District met with members of EMETA's Executive Board on May 4, 2026, to review the draft 2026–27 LCAP, including its goals, actions, metrics, and expenditures. During the meeting, EMETA requested additional time to review the draft and indicated that feedback would be provided by May 15, 2026. To support this process, the District sent follow-up reminder emails on May 27, 2026, and June 1, 2026. While formal feedback from the Executive Board was not received, the District did receive a substantial number of survey responses from EMETA members. When survey feedback was shared with the Executive Board on May 4, 2026, meeting participants appeared to be in alignment with the identified needs and priorities, including expanded tutoring opportunities, greater consistency in instructional and operational practices, reducing barriers to family engagement, and increasing collaboration time for staff.
- Other School Personnel: Other school personnel shared mixed but generally positive perceptions of LCAP programs, services, and support designed to increase parent and family involvement, with approximately 44% rating them as Highly Effective, 39% as Effective, 11% as Somewhat Effective, 3% as Not Effective, and 3% as Not Sure. Staff

identified family workshops, multilingual communication, ParentSquare messaging, direct in-person outreach, and relationship-building with families during drop-off, school events, and workshops as effective strategies for strengthening family engagement. Respondents also shared that workshops connected to parent interests, such as computer classes and literacy activities, help increase participation and strengthen school-home connections. Many emphasized that creating welcoming and interactive opportunities for families — including workshops, community events, food, and opportunities for relationship-building — increases participation and trust. Staff also identified several barriers that limit family involvement, including parent work schedules, language differences, transportation challenges, caregiving responsibilities, limited access to technology, and challenges navigating communication platforms. Some respondents expressed frustration with limitations in communication tools and emphasized the importance of flexible communication options that allow families to engage in ways that are accessible and meaningful for them. Some respondents noted the need for additional translation and interpretation support for languages beyond English and Spanish, as well as greater outreach to families who may feel disconnected from school systems. Other school personnel expressed that increasing flexible scheduling options, improving communication accessibility, and expanding culturally and linguistically responsive outreach efforts would strengthen family and parent involvement.

- Principals and other administrators: Principals and other administrators shared more mixed perceptions regarding LCAP programs, services, and support for family and parent involvement, with approximately 38% rating them as Highly Effective, 31% as Effective, and 31% as Somewhat Effective . Principals and other administrators noted that providing resources in multiple languages and offering family workshops are effective strategies. They also referenced ParentSquare as a key communication tool, while noting communication fatigue and the need to support families in using these systems. At the same time, principals and other administrators identified barriers such as parent work schedules, transportation challenges, and inconsistent access to community liaison support, including concerns that schools must share or compete for workshop opportunities. They suggested improving coordination through better alignment of workshops and stronger use of data (e.g., survey results) to guide engagement efforts.

The adopted LCAP was directly shaped by educational partners' feedback, resulting in actions designed to strengthen parent and family involvement across the district. Students, parents, and families emphasized the importance of welcoming school environments, inclusive events, cultural celebrations, performances, family nights, and opportunities for parents to volunteer and participate in school communities, which informed continued investment in workshops and activities for parents and families (Action 3.04). Educational partners consistently highlighted the importance of strong, consistent, and accessible communication between schools and families, including the use of ParentSquare, phone calls, multilingual communication, classroom updates, conferences, and outreach efforts, reinforcing the district's commitment to the home-school communication system (Action 3.03). Parents, staff, principals, and other administrators also emphasized the importance of community liaisons, translation and interpretation support, family workshops, relationship-building, and outreach efforts that help families feel welcomed, informed, and connected to their child's education, which informed continued support for district-level community liaisons (Action 3.01). Educational partners additionally identified barriers such as work schedules, language differences, transportation challenges, limited technology access, and inconsistent communication, reinforcing the need for flexible, culturally responsive, and inclusive engagement opportunities that strengthen home-school-community partnerships across all schools.

GOAL 4: ENSURE FOUNDATIONAL SUPPORTS

- Students: Students shared that foundational supports strongly impact their ability to focus and learn. Key needs included managing classroom noise, ensuring visibility of instructional materials, and maintaining safe, well-equipped learning and play spaces. Students requested additional recess equipment, shaded and seated areas, campus beautification, and attention to safety concerns. They also emphasized the importance of access to basic needs such as water, consistent supervision, and trusted adults, including counselors. Students noted that schedules and school-day structures, such as start times and recess, affect their energy and readiness to learn, highlighting the importance of maintaining supportive, well-resourced school environments.
- Superintendent Student Council: Students identified the need for updated technology, consistent support systems, and positive learning environments as important foundational supports. They noted that technology may be outdated and emphasized the importance of access to updated tools that prepare them for future changes. Students also reinforced that extra help and strong teacher-student relationships contribute to feeling supported, confident, and ready to learn.
- Parents and Families: Parents and families shared experiences of times when their child or family needed additional support, particularly related to academic challenges, emotional or behavioral concerns, health needs, and access to resources. Many families described seeking help when students were struggling academically, experiencing difficulties with behavior, needing counseling or emotional support, facing bullying concerns, or requiring specialized services such as special education support, speech therapy, occupational therapy, or intervention programs. Parents and families frequently expressed appreciation for teachers, counselors, office staff, administrators, and support personnel who listened, communicated, and responded with care and compassion during difficult situations. Families also highlighted the importance of after-school programs, tutoring, counseling services, meal programs, school supplies, and other supports that helped students and families during times of need. Some parents described needing support related to attendance concerns, social-emotional challenges, or family hardships and appreciated staff members who helped connect them with resources and services. At the same time, families identified continued needs for more academic intervention and tutoring, expanded counseling and mental health supports, stronger communication and follow-up, more consistent responses to bullying and behavioral concerns, and greater access to resources and support services for all students and families. Families emphasized the importance of ensuring students feel safe, supported, understood, and connected when challenges arise.
- DELAC: Parent leaders identified several foundational supports they believe are important for maintaining safe and supportive school environments. Parents emphasized the need for additional support staff, more support for assistants, trained campus supervisors, increased campus supervision, and first aid training for staff supervising students. Parent leaders also highlighted the importance of ensuring staff are qualified and properly trained for their roles, continuing support for teachers through additional help and

professional learning, and improving school facilities and campus appearance. Parents also emphasized the importance of maintaining and continuing existing programs and supports already being provided to students and schools.

- Key Communicators: Parent leaders identified several foundational supports they believe are critical to maintaining safe, supportive, and effective learning environments for students. Parents emphasized the need for increased staffing support across schools, including afternoon supervisors, recess supervision, restroom supervision, classroom aides, intervention support staff, and consistent substitute teachers. Parent leaders also highlighted the importance of teacher support, equitable access to staffing and student services, and continued investment in systems that support teaching and learning across all schools. Parents expressed the importance of maintaining strong foundational supports to ensure students are supervised, supported, and provided with consistent learning environments throughout the school day.
- Teachers: Teachers shared more varied perceptions of LCAP programs, services, and support related to foundational systems, with approximately33% rating them as Highly Effective, 41% as Effective, 21% as Somewhat Effective, 6% as Not Effective, and about 2% as Not Sure. Teachers emphasized that staffing and personnel support are critical to effective teaching and learning, particularly the need for additional instructional aides, substitute aide coverage, intervention support, counseling support, supervision assistance, librarians, and technology support staff. Teachers also highlighted the importance of collaboration time, PLC structures, beginning teacher support programs, access to instructional materials and manipulatives, and reliable technology systems. Several teachers shared appreciation for site-level staff who provide responsive technology, translation, and intervention support. However, teachers also identified ongoing challenges related to limited collaboration time, inconsistent systems across classrooms and sites, large class sizes, competing initiatives, insufficient classroom support, and concerns about students misusing technology. Some teachers expressed that the pace of curriculum and assessment demands can limit opportunities for deeper learning and intervention. Teachers also noted concerns about students relying too heavily on technology or artificial intelligence tools instead of developing independent thinking skills. Teachers expressed that increasing staffing, improving consistency in systems and expectations, maintaining or expanding class size reduction, strengthening accountability systems for materials and technology, and expanding instructional and behavioral supports would better support both staff and students.
- EMETA: The District met with members of EMETA's Executive Board on May 4, 2026, to review the draft 2026–27 LCAP, including its goals, actions, metrics, and expenditures. During the meeting, EMETA requested additional time to review the draft and indicated that feedback would be provided by May 15, 2026. To support this process, the District sent follow-up reminder emails on May 27, 2026, and June 1, 2026. While formal feedback from the Executive Board was not received, the District did receive a substantial number of survey responses from EMETA members. When survey feedback was shared with the Executive Board on May 4, 2026, meeting participants appeared to be in alignment with the identified needs and priorities, including expanded tutoring opportunities, greater consistency in instructional and operational practices, reducing barriers to family engagement, and increasing collaboration time for staff.
- Other School Personnel: Other school personnel shared generally positive perceptions of LCAP programs, services, and support related to foundational systems for teaching and learning, with approximately 38% rating them as Highly Effective, 41% as Effective, 11% as Somewhat Effective, 1% as Not Effective, and 10% as Not Sure. Staff highlighted the importance of professional development, collaboration with colleagues, administrative support, and access to training and resources in helping them effectively perform their roles. Many also emphasized the value of teamwork, communication, administrative support, and collaboration among principals, district leaders, teachers, and site teams. Staff identified professional learning opportunities, technology support, and structured collaboration as especially valuable in helping them effectively carry out their responsibilities. However, staff also identified several systemic challenges that impact their ability to fully support students and school operations, including limited staffing, particularly the need for additional counselors, nurses, health aides, interns, and support personnel; inconsistent access to supplies, materials, and technology; limited time; and responsibilities spread across multiple roles or sites. Some staff also expressed the need for stronger systems, improved coordination across departments, and clearer communication structures. Other school personnel shared that increasing staffing, improving access to resources and technology, and strengthening coordination and communication across sites and departments would better support teaching, learning, and overall student success.
- CSEA: CSEA representatives expressed interest in greater staff involvement—particularly ISSs—in the PLC process and in opportunities for collaboration with teachers.
- Principals and other administrators: Principals and other administrators shared that LCAP programs, services, and support related to foundational systems are generally effective, with approximately 69% rating them as Effective and 8% as Highly Effective, while 15% identified them as Somewhat Effective and about 8% as Not Sure. Principals and other administrators highlighted PLC time as one of the most valuable supports, along with professional development and instructional support roles such as TOSAs. They noted that consistent TOSA presence on campus strengthens instructional support, and also emphasized the importance of the Beginning Teacher Program, while expressing a need for additional support for new teachers. At the same time, they identified the need for stronger systems to gather teacher feedback on implementation and improve consistency in program delivery across sites.

The adopted LCAP was directly shaped by educational partners' feedback, resulting in actions designed to strengthen the foundational systems across the district. Students emphasized the importance of safe, well-maintained campuses, updated technology, consistent supervision, access to trusted adults, and supportive school environments that help them feel ready to learn, which informed continued investment in supplemental instructional materials (Action 4.03), personalized small group instruction (Action 4.06), and technological support (Action 4.08). Parent and family feedback highlighted the importance of qualified staff and access to resources and programs that help students feel safe, supported, and connected during times of need. This feedback reinforced actions related to supplemental instructional materials (Action 4.03), personalized small group instruction (Action 4.06), and technological support systems (Action 4.08). Teachers, staff, principals, and other administrators emphasized the importance of staffing support, collaboration, instructional assistance, professional learning, consistent systems, and access to technology and instructional resources, which informed continued support for Beginning Teacher Program mentors (Action 4.02), PLC time (Action 4.07), personalized instructional support (Action 4.06), and expanded technological support systems

(Action 4.08). Educational partners also highlighted the importance of improving coordination, communication, consistency across sites, and access to instructional tools and support personnel to ensure all students and staff are supported in safe, effective, and well-resourced learning environments.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	EMCSD will increase student achievement. The effectiveness of actions in achieving this goal will be assessed using a range of primary data sources, including the CA School Dashboard, CA Science Test, CA Alternate Assessment for Science, CALPADS, master schedules, and the i-Ready Diagnostic Assessment. Metrics such as proficiency in ELA and mathematics, science proficiency, reclassification rates 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 these actions.	Broad Goal

State priorities addressed by this goal.

4, 2, 8, 7

An explanation of why the LEA has developed this goal.

Student achievement lies at the heart of EMCSD's vision, mission, and core values. While recognizing that success can take various forms, substantial evidence underscores the pivotal role of student achievement as a key indicator and predictor of future success. A thorough examination of metric outcomes, local data, and feedback from educational partners underscores the ongoing need and urgency for Goal 1, thus necessitating its continuation in the 2024–27 LCAP.

These actions aim to bolster EMCSD's pursuit of this goal through the provision of professional development, coaching, supplemental materials and supplies, as well as enrichment and intervention opportunities—all geared toward 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 toward 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: https://www.caschooldashboard.org/	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	2024 CA School Dashboard All Students = -12.9 points African American = -57.1 Asian = 52.2 points Filipino = 35.9 points Hispanic = -26.6 points White = 18.9 points English Learner = -40 points Long-Term English Learners = -83.5 points Foster Youth = -41.9 points Homeless = -33 points Socioeconomically Disadvantaged = -20.3 points Students with Disabilities = -102.1 points	2025 CA School Dashboard All Students = -8.2 points African American = -46.7 points Asian = 51.6 points Filipino = 22.1 points Hispanic = -21.2 points White = 29.7 points English Learners = -33.4 points Long-Term English Learners = -91.1 points Foster Youth = -36 points Homeless = -33.3 points Socioeconomically Disadvantaged = -15.5 points Students with Disabilities = -89.2 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 = -53.7 points Foster Youth = 6.2 points Homeless = 15.2 points Socioeconomically Disadvantaged = 28.2 points Students with Disabilities = -58.2 points	All Students = +1.2 points African American = -9.4 points Asian = -6.2 points Filipino = -14.2 points Hispanic = +2.2 points White = -3.2 points English Learners = +11.6 points Long-Term English Learners = -7.6 points Foster Youth = +2.5 points Homeless = -3.8 points Socioeconomically Disadvantaged = +1 points Students with Disabilities = +13.7 points

2	CA School Dashboard Mathematics Academic Indicator-Distance from Standard (DFS) Priority 4 Source: https://www.caschooldashboard.org/	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	2024 CA School Dashboard All Students = -38.4 points African American = -95.4 points Asian = 52.6 points Filipino = 24.3 points Hispanic = -57.5 points White = -19.3 points English Learner = -56.5 points Long-Term English Learners = -144.8 points Foster Youth = -66.1 points Homeless = -54.3 points Socioeconomically Disadvantaged = -46.1 points Students with Disabilities = -127.6 points	2025 CA School Dashboard All Students = -38.4 points African American = -91.7 points Asian = 50.9 points Filipino = 11.5 points Hispanic = -58.5 points White = -9.1 points English Learners = -54 points Long-Term English Learners = -147 points Foster Youth = -77.7 points Homeless = -57.1 points Socioeconomically Disadvantaged = -46.3 points Students with Disabilities = -120.5 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 = -115 points Foster Youth = -34.9 points Homeless = -18.9 points Socioeconomically Disadvantaged = -1.3 points Students with Disabilities = -84.6 points	All Students = +0 points African American = -22.8 points Asian = -8.8 points Filipino = +16.8 points Hispanic = -0.3 points White = +7.5 points English Learners = +8.1 points Long-Term English Learners = -2.2 points Foster Youth = +1.9 points Homeless = +6.5 points Socioeconomically Disadvantaged = -0.3 points Students with Disabilities = +8.8 points
3	CA Science Test Results-Met/Exceeded Standard Priority 4 Source: https://caaspp-elpac.ets.org/caaspp/	2022-23 CA Science Test Results 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%	2023-24 CA Science Test Results All Students = 26.95% Asian = 57.85% Black or African American = Data suppressed because fewer than 11 students tested Hispanic or Latino = 19.70% White = 80.00% English Learner = 1.80% Homeless = 16.79% Socioeconomically Disadvantaged = 23.81% Students with Disabilities = 2.07%	2024-25 CA Science Test Results All Students = 27.12% Asian = 50.21% Black or African American = Data suppressed because fewer than 11 students tested Hispanic or Latino = 22.38% White = Data suppressed because fewer than 11 students tested English Learners = 4.29% Homeless = 19.48% Socioeconomically Disadvantaged = 24.18% Students with Disabilities = 7.75%	2025-26 CA Science Test Results 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%	All Students = +0.35% Asian = -11.22% Black or African American = Data suppressed because fewer than 11 students tested Hispanic or Latino = +3.25% White = Data suppressed because fewer than 11 students tested English Learners = +0.26% Homeless = +2.05% Socioeconomically Disadvantaged = -0.26% Students with Disabilities = +3.25%

4	CA Alternative Science Test-Met Priority 4 Source: https://caaspp-elpac.ets.org/caaspp/	2022-23 CA Alternative Science Test All Students = 19.35% Hispanic or Latino = 23.81% English Learner = 25.00% Socioeconomically Disadvantaged = 20.00%	2023-24 CA Alternative Science Test All Students = 50.00% Hispanic or Latino = 45.45% English Learner = Data suppressed because fewer than 11 students tested Socioeconomically Disadvantaged = 47.06%	2024-25 CA Alternative Science Test All Students = 38.10% Hispanic or Latino = 43.75% English Learner = Data suppressed because fewer than 11 students tested Socioeconomically Disadvantaged = 44.44%	2025-26 CA Alternative Science Test All Students = 30.85% Hispanic or Latino = 34.68% English Learner = 35.70% Socioeconomically Disadvantaged = 31.41%	All Students = +18.75% Hispanic or Latino = +19.94% English Learners = Data suppressed because fewer than 11 students tested Socioeconomically Disadvantaged = +24.44%
5	CA School Dashboard English Learner Progress Indicator-Making Progress Priority 4 Source: https://www.caschooldashboard.org/	2023 CA School Dashboard All Students = 62.3%	2024 CA School Dashboard All Students = 44%	2025 CA School Dashboard All Students = 53%	2026 CA School Dashboard All Students = 72.42%	All Students = -9.3%
6	Reclassification Rate Priority 4 Source: CALPADS EOY3	2022-23 CALPADS EOY3 All Students = 16.0%	2023-24 CALPADS EOY3 All Students = 15.54%	2024-25 CALPADS EOY3 All Students = 13.51%	2025-26 CALPADS EOY3 All Students = 22.0%	All Students = -2.49%

7	CA School Dashboard Implementation of Academic Standards-Professional Development Priority 2 Source: https://www.caschooldashboard.org/ (Analysis of professional development records, qualitative information, and CalSCHLS California School Staff Survey (CSSS) Rating Scale 1 = Exploration and Research Phase 2 = Beginning Development 3 = Initial Implementation 4 = Full Implementation 5 = Full Implementation and Sustainability	2023 CA School Dashboard English Language Arts = 5 English Language Development = 5 Mathematics = 5 Next Generation Science Standards = 5 History-Social Studies = 5	2024 CA School Dashboard English Language Arts = 5 English Language Development = 5 Mathematics = 5 Next Generation Science Standards = 5 History-Social Studies = 5	2025 CA School Dashboard English Language Arts = 5 English Language Development = 5 Mathematics = 5 Next Generation Science Standards = 4 History-Social Studies = 5	2026 CA School Dashboard English Language Arts = 5 English Language Development = 5 Mathematics = 5 Next Generation Science Standards = 5 History-Social Studies = 5	English Language Arts = +0 English Language Development = +0 Mathematics = +0 Next Generation Science Standards = -1 History-Social Studies = +0

8	CA School Dashboard Implementation of Academic Standards-Instructional Materials Priority 2 Source: https://www.caschooldashboard.org/ (Analysis of instructional materials, qualitative information, and CSSS) Rating Scale 1 = Exploration and Research Phase 2 = Beginning Development 3 = Initial Implementation 4 = Full Implementation 5 = Full Implementation and Sustainability	2023 CA School Dashboard English Language Arts = 5 English Language Development = 5 Mathematics = 5 Next General Science Standards = 4 History-Social Studies = 5	2024 CA School Dashboard English Language Arts = 5 English Language Development = 5 Mathematics = 5 Next General Science Standards = 4 History-Social Studies = 5	2025 CA School Dashboard English Language Arts = 5 English Language Development = 5 Mathematics = 5 Next General Science Standards = 4 History-Social Studies = 5	2026 CA School Dashboard English Language Arts = 5 English Language Development = 5 Mathematics = 5 Next General Science Standards = 5 History-Social Studies = 5	English Language Arts = +0 English Language Development = +0 Mathematics = +0 Next General Science Standards = +0 History-Social Studies = +0

9	CA School Dashboard Implementation of Academic Standards- Policy and Program Support Priority 2 Source: https://www.caschooldashboard.org/ (Analysis of qualitative information, observation, CSSS, and quantitative academic data) Rating Scale 1 = Exploration and Research Phase 2 = Beginning Development 3 = Initial Implementation 4 = Full Implementation 5 = Full Implementation and Sustainability	2023 CA School Dashboard English Language Arts = 5 English Language Development = 5 Mathematics = 5 Next General Science Standards = 4 History-Social Studies = 5	2024 CA School Dashboard English Language Arts = 5 English Language Development = 5 Mathematics = 5 Next General Science Standards = 4 History-Social Studies = 5	2025 CA School Dashboard English Language Arts = 5 English Language Development = 5 Mathematics = 5 Next General Science Standards = 4 History-Social Studies = 5	2026 CA School Dashboard English Language Arts = 5 English Language Development = 5 Mathematics = 5 Next General Science Standards = 5 History-Social Studies = 5	English Language Arts = +0 English Language Development = +0 Mathematics = +0 Next General Science Standards = +0 History-Social Studies = +0

10	CA School Dashboard Implementation of Academic Standards- Implementation of Standards Priority 2 Source: https://www.caschooldashboard.org/ (Analysis of qualitative information, observation, CSSS, and quantitative academic data) Rating Scale 1 = Exploration and Research Phase 2 = Beginning Development 3 = Initial Implementation 4 = Full Implementation 5 = Full Implementation and Sustainability	2023 CA School Dashboard Career Technical Education = 3 Health Education Content Standards = 4 Physical Education Model Content Standards = 4 Visual and Performing Arts = 4 World Language = 4	2024 CA School Dashboard Career Technical Education = 3 Health Education Content Standards = 4 Physical Education Model Content Standards = 4 Visual and Performing Arts = 4 World Language = 0	2025 CA School Dashboard Career Technical Education = 3 Health Education Content Standards = 4 Physical Education Model Content Standards = 4 Visual and Performing Arts = 4 World Language = Not Applicable	2026 CA School Dashboard Career Technical Education = 4 Health Education Content Standards = 5 Physical Education Model Content Standards = 5 Visual and Performing Arts = 5 World Language = 5	Career Technical Education = +0 Health Education Content Standards = +0 Physical Education Model Content Standards = +0 Visual and Performing Arts = +0 World Language = Not Applicable

11	Percentage of 7th and 8th grade students enrolled in AVID courses Priority 7 Source: Master Schedule	2023-24 Master Schedule All Students = 13.88%	2024-25 Master Schedule All Students = 12.2%	2025-26 Master Schedule All Students = 8.27%	2026-27 Master Schedule All Students = 20.18%	All Students = -5.61%
12	Percentage of 7th and 8th grade students enrolled in CTE courses Priority 7 Source: Master Schedule	2023-24 Master Schedule All Students = 0.00%	2024-25 Master Schedule All Students = 4.6%	2025-26 Master Schedule All Students = 6.54%	2026-27 Master Schedule All Students = 10.97%	All Students = +6.54%
13	Percent of students on/above grade level in reading Priority 8 Source: i-Ready Diagnostic Assessment in Reading Window 3	2023-24 i-Ready Diagnostic Assessment in Reading Window 3 All Students = 44% English Learner = 17% Foster Youth = 30% Low-Income = 41%	2024-25 i-Ready Diagnostic Assessment in Reading Window 3 All Students = 45% English Learner = 17% Foster Youth = 26% Long-Term English Learners = 7% Low-Income = 42%	2025-26 i-Ready Diagnostic Assessment in Reading Window 3 All Students = 46% English Learner = 19% Foster Youth = 21% Long-Term English Learners = 10% Low-Income = 44%	2026-27 i-Ready Diagnostic Assessment in Reading Window 3 All Students = 61% English Learners = 42% Foster Youth = 51% Long-Term English Learners = 27% Low-Income = 59%	All Students = +2% English Learner = +2% Foster Youth = -9% Long-Term English Learners = +3% Low-Income = +3%

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%	2024-25 i-Ready Diagnostic Assessment in Math Window 3 All Students = 41% English Learner = 21% Foster Youth = 20% Long-Term English Learners = 9% Low-Income = 38%	2025-26 i-Ready Diagnostic Assessment in Math Window 3 All Students = 44% English Learner = 25% Foster Youth = 26% Long-Term English Learners = 14% Low-Income = 41%	2026-27 i-Ready Diagnostic Assessment in Math Window 3 All Students = 58% English Learners = 45% Foster Youth = 43% Long-Term English Learners = 28% Low-Income = 56%	All Students = +3% English Learner = +3% Foster Youth = +7% Long-Term English Learners = +5% Low-Income = +3%

Goal Analysis for 2025-2026

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

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

During the 2025–26 school year, all planned actions for Goal 1 were implemented in alignment with our adopted LCAP and within the allocated timelines and resources. Overall, implementation closely reflected what was planned, and there were no significant or substantive differences between planned actions and actual implementation. Across our district, systems were strengthened to support instructional alignment, data use, and professional learning. While implementation was strong overall, variation across sites, along with ongoing constraints related to time, staffing, and scheduling, impacted the consistency and depth of implementation.

Action 1.01 - Improve Core (Tier 1) Instruction and Action 1.13 - Program Specialists were implemented as planned. Teachers and site teams were provided dedicated collaboration time during the school day to develop CFAs and align instruction across grade levels and content areas. As a system, we also implemented Pear Assessment to aggregate and analyze mathematics data, supporting more consistent data collection and shared understanding of student progress. Monthly data chats with school administrators created space for collaborative review of feeder pattern data, monitoring of student outcomes, and proactive planning for supports. A key success was the establishment of shared structures for collaboration and data use. A continued challenge is ensuring that these structures are implemented consistently across all schools while balancing instructional time and competing priorities.

Action 1.02 - Professional Development Tailored to Students' Unique Needs and Action 1.06 - Instructional Coaching, Modeling, and Curriculum Design were implemented as planned through district-led professional learning and our partnership with Solution Tree. Together, we strengthened PLCs, including the development of CFAs in ELA and a shared focus on student learning. Eight TOSAs and three EL-focused TOSAs supported this work through coaching, modeling, and facilitation of professional learning. Differentiated professional development was provided across grade spans, including support for Grades 7–8 mathematics teachers in academic language and mathematical discourse, Grades 7–8 content teachers in integrated EL strategies, and Grades 3–6 teachers in leveraging language to support literacy and writing. A key success was the increased alignment of professional learning to educator needs and greater engagement in PLC practices. A challenge remains in sustaining consistent coaching cycles and follow-up support across all sites due to time and staffing limitations.

Action 1.03 - Technology to Support Instruction, Action 1.04 - Data-Based Decision Making Tools, and Action 1.07 - School Library Access were implemented as planned to expand access to instructional tools and data systems. Across our schools, students and teachers utilized a range of digital platforms, including i-Ready, ST Math, BrainPop, and Quizizz, and administered i-Ready assessments three times per year in Grades 3–8. We also launched the mCLASS Literacy Screener to establish shared baseline data for

foundational reading skills. In addition, Pathful was introduced to support college and career awareness, helping students explore areas of interest, informing school programming, strengthening Grades 7–8 CTE pathways, and integrating career exploration into TK–6 classrooms. A key success was the increased access to tools and shared data systems. A challenge is continuing to support consistent student engagement and strengthening how we collectively use data to inform instruction.

Action 1.08 - Gifted and Talented Student Enrichment, Action 1.09 - Intervention Teachers, Action 1.10 - Career Technical Education and AVID, and Action 1.16 - Visual and Performing Arts were implemented largely as planned, expanding both enrichment and intervention opportunities for students. Across our schools, students engaged in enrichment opportunities such as robotics and extended learning experiences, while Grades 7–8 students accessed CTE pathways through Paxton Patterson and Project Lead the Way, as well as AVID programming. Intervention teachers provided targeted support in reading and mathematics. We also began developing a Visual and Performing Arts (VAPA) progression matrix to support greater coherence across grade levels, representing an initial step in a longer-term effort. A key success was the breadth of opportunities available to students. A challenge was ensuring equitable access to these opportunities, as staffing and scheduling constraints limited participation for some students.

* Actual expenditures exceeded planned amounts by approximately 60.1%, primarily due to the unanticipated expansion of the CTE program to an additional school site. Specifically, the program was extended to Columbia School, allowing 7th and 8th grade students to participate in expanded CTE opportunities using the Project Lead The Way curriculum. The increased expenditures supported costs associated with implementing Project Lead The Way, including curriculum licensing, instructional materials, and program implementation at the additional site. This expansion resulted in a substantive increase in services by significantly broadening student access to a high-quality, hands-on STEM-focused CTE pathway that had not previously been available at that school site.

Action 1.14 - Oral Language Development Support and Action 1.15 - Biliteracy, Bilingualism, and Biculturalism Support were implemented as planned through Dual Language programs and targeted oral language development supports. In addition, all teachers participated in GLAD professional development, supporting a shift from a standalone ELD model to a more integrated approach across content areas. Across classrooms, teachers implemented shared strategies such as Notice and Wonder, Inquiry Charts (I-Charts), and Cooperative Strip Paragraphs to support language development. A key success was the growing use of common instructional practices to support multilingual learners. A continued focus is ensuring consistent and sustained implementation of these strategies across all classrooms and grade levels.

Action 1.05 - Language Acquisition Support was implemented as planned through newcomer programs, access to language development curriculum, and targeted professional learning. All TK–2 teachers were trained in Orton-Gillingham practices aligned to the Science of Reading, and mCLASS data was used to inform foundational literacy instruction. A key success was the strengthened alignment of early literacy practices across classrooms. A challenge is continuing to integrate these supports consistently within the instructional day across all schools.

Action 1.11 - Extended School Year (ESY) Services were implemented as planned to support Students with Disabilities in maintaining academic progress. A challenge across our system was securing sufficient specialized staff to fully meet program needs.

Action 1.12 - Core (Tier 1) Curriculum Access was implemented as planned through the support of Instructional Support Specialists (ISS), who partnered with teachers in classrooms to support inclusive practices and the use of Universal Design for Learning (UDL). A key success was increased access to grade-level curriculum for tudents with diverse needs. A challenge is that the high demand for ISS support has limited consistent availability across all classrooms.

Action 1.17 - Academic Programming for Students Facing Disparate Outcomes was implemented as planned to strengthen alignment of programs and data use across our schools. A key success was the increased coherence in how programs are implemented across sites. A continued area of growth is ensuring timely and consistent responses when student needs are identified.

Action 1.18 - Special Education Services, Accommodations, and Modifications were implemented as planned to support Students with Disabilities in accessing the general education curriculum. Ongoing professional learning supported staff in implementing accommodations and modifications. A continued focus is ensuring consistent

implementation across all sites through ongoing training and monitoring.

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 2025–26 school year, variances occurred between budgeted amounts and estimated actual expenditures.

The following actions reflected lower-than-anticipated expenditures. These variances can primarily be attributed to a reduction in the number of Personnel Action Forms (PAFs) submitted, largely due to staff fatigue and burnout. In addition, expenditures were offset through the use of supplemental funding sources, including the Educator Effectiveness Block Grant.

- Action 1.01 - (Tier 1) Instruction
- Action 1.02 - Professional Development Tailored to Students' Unique Needs

The following actions reflected higher-than-anticipated expenditures, which are attributable to negotiated salary increases that support employee compensation and retention efforts.

- Action 1.04 - Data-Based Decision Making Tools
- Action 1.07 - School Library Access
- Action 1.12 - Core (Tier 1) Curriculum Access
- Action 1.13 - Program Specialists
- Action 1.14 - Oral Language Development Support
- Action 1.15 - Biliteracy, Bilingualism, and Biculturalism Support

For this action, actual expenditures were $128,107, which exceeded the budgeted amount of $80,000 by $48,107 (60.1%). This increase was primarily due to the unanticipated expansion of the CTE program to an additional school site. As a result, more students gained access to rigorous CTE coursework and career exploration opportunities than originally planned, causing the actual level of improved services to exceed the level initially described in the LCAP. To support this expansion, the district utilized LCFF Supplemental and Concentration Carryover funds to cover additional curriculum, materials, and implementation costs. Please refer to the prompt above for additional details.

- Action 1.10 - Career Technical Education Courses and Advancement via Individual Determination

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

When we say an action was “effective,” we mean the degree to which it was successful in producing the desired result. If something was “ineffective,” it means it did not produce a significant or intended outcome. Goal 1 actions were analyzed holistically. While the effectiveness of these actions in increasing student achievement varied across student groups, it is important to note that this analysis reflects year 2 of implementation. Sustained effort and consistent implementation over the full three-year LCAP cycle are expected to yield improved results over time.

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

- Action 1.01 - (Tier 1) Instruction

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

The effectiveness of these actions in increasing and improving services—primarily for ELs, LTELs, Foster Youth, and low-income students, but also benefiting all students—was measured by Metric 1.01 - CA School Dashboard ELA and Metric 1.02 - CA School Dashboard Mathematics. Additionally, these actions were measured by Metric 1.07 - CA School Dashboard Implementation of Academic Standards—Professional Development, Metric 1.08 - CA School Dashboard Implementation of Academic Standards—Instructional Materials, Metric 1.09 - CA School Dashboard Implementation of Academic Standards—Policy and Program Support, and Metric 1.10 - CA School Dashboard—Implementation of Academic Standards.

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

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

- Action 1.05 - Language Acquisition Support

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

- Action 1.12 - Core (Tier 1) Curriculum Access
- Action 1.14 - Oral Language Development Support
- Action 1.15 - Biliteracy, Bilingualism, and Biculturalism Support

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

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

STUDENT PERFORMANCE OVERVIEW

- All Students: According to the 2025 Dashboard, 53% of ELs are making progress toward English proficiency, while the district's reclassification rate stands at 22%. In ELA, students are performing 8.2 points below the standard, showing an increase of 4.7 points from the previous year (2025 Dashboard). In mathematics, students remain 38.4 points below the standard, with a decrease of 0.1 points from last year (2025 Dashboard). Around 46% of students are performing at or above grade level in ELA, and 44% in

mathematics (i-Ready Diagnostic Spring 2025). Regarding science, 27.12% of students met or exceeded the standard on the California Science Test, showing an increase of 0.17% (2025). Around 38.1% met the standard on the California Alternative Science Test, showing a decline of 11.8% (2025). Overall, actions have been partially effective. Students show improvement in ELA and slight gains in science performance, while mathematics remains below the standard with minimal change. Despite some progress, overall performance continues to lag below the standard, and declines in alternative science outcomes indicate a need for continued and targeted support.

In terms of foundational support for student success, the district is meeting all local indicators on the 2025 Dashboard. Currently, 8.27% of 7th and 8th grade students are enrolled in AVID, while 6.54% are participating in CTE courses. According to the 2025-26 CalSCHLS School Staff Survey (CSSS), 97% of staff (increase of 1%) agreed or strongly agreed that objective data drives school improvement decisions, ensuring data-driven progress. Additionally, 90% of staff (increase of 5%) agreed that the school provides strong support for teaching culturally and linguistically diverse students, reflecting a commitment to equity and inclusivity. Parent involvement is also robust, with 95% of parents (increase of 1%) agreeing that their children are receiving adequate support from teachers.

- African American Students: In ELA, African American students are 46.7 points below the standard, showing an increase of 10.4 points from last year (2025 Dashboard). In mathematics, they are 91.7 points below the standard, with an increase of 3.8 points (2025 Dashboard). Overall, actions have been partially effective. African American students show improvement in both ELA and mathematics, as indicated by increases in points from the previous year; however, performance remains significantly below the standard in both areas, highlighting the need for continued and intensified support.
- Asian Students: Asian students are performing 51.6 points above the standard in ELA, with a decline of 0.6 points from last year (2025 Dashboard). In mathematics, they are 50.9 points above the standard, with a decline of 1.7 points (2025 Dashboard). In science, 50.21% of Asian students met or exceeded the standard, showing a decline of 57.85% (California Science Test, 2025). Overall, actions have been partially effective. While Asian students continue to perform well above the standard in ELA and mathematics, both areas show slight declines. More notably, there is a significant decrease in science performance, indicating a need for targeted attention and improvement in this area.
- ELs: ELs are 33.4 points below the standard in ELA, showing an increase of 6.6 points (2025 Dashboard). In mathematics, they are 54 points below the standard, with an increase of 2.6 points (2025 Dashboard). Around 19% of ELs are performing at or above grade level in ELA, and 25% in mathematics (i-Ready Diagnostic Spring 2025). However, only 4.29% met or exceeded the science standard, showing an increase of 2.49% (California Science Test, 2025). Overall, actions have been partially effective. ELs show improvement in both ELA and mathematics, as well as gains in science; however, performance remains below the standard across all areas, with particularly low outcomes in science, indicating a need for continued and intensified support. There was some growth in fluency, with 22% of ELs becoming fluent in English in 2024-25 (CALPADS EOY3).
- Filipino Students: Filipino students are performing 22.1 points above the standard in ELA, with a decline of 13.7 points from last year (2025 Dashboard). In mathematics, they are 11.5 points above the standard, showing a decline of 12.8 points (2025 Dashboard). Overall, actions have been partially effective. Filipino students continue to perform above the standard in both ELA and mathematics; however, the notable declines in both areas suggest a need to strengthen supports to prevent further decreases and sustain achievement.
- Foster Youth: Foster Youth are 36 points below the standard in ELA, with an increase of 5.9 points (2025 Dashboard). In mathematics, they are 77.7 points below the standard, showing a decline of 11.6 points (2025 Dashboard). Around 21% of Foster Youth are performing at or above grade level in ELA, and 26% in mathematics (i-Ready Diagnostic Spring 2025). Overall, actions have been minimally effective. Foster Youth show some improvement in ELA; however, performance remains well below the standard, and mathematics reflects a decline. Continued significant gaps in both areas indicate a need for intensified, targeted support.
- Hispanic Students: Hispanic students are 21.2 points below the standard in ELA, with an increase of 5.4 points (2025 Dashboard). In mathematics, they are 58.5 points below the standard, showing a decline of 1 point (2025 Dashboard). Around 22.38% of students met or exceeded the science standard, showing an increase of 2.68% (California Science Test, 2025). Also, 43.75% of Hispanic students met the standard on the California Alternative Science Test, showing a decline of 1.7% (2025). Overall, actions have been partially effective. Hispanic students show improvement in ELA and gains in science performance; however, mathematics reflects a slight decline and remains well below the standard. Mixed trends across subjects, including a decrease in alternative science performance, indicate a need for continued and targeted support.
- Homeless Students: Homeless students are 33.3 points below the standard in ELA, with a decline of 0.3 points (2025 Dashboard). In mathematics, they are 57.1 points below the standard, with a decline of 2.7 points (2025 Dashboard). Around 19.48% of homeless students met or exceeded the science standard, showing an increase of 2.69% (California Science Test, 2025). Overall, actions have been minimally effective. Homeless students remain below the standard in both ELA and mathematics, with slight declines in both areas; however, there is a modest improvement in science performance. Persistent gaps across subjects indicate a need for more targeted and comprehensive support.
- LTELs: LTELs are performing 91.1 points below the standard in ELA, with a decline of 7.7 points (2025 Dashboard). In mathematics, they are 147 points below the standard,

with a decline of 2.2 points (2025 Dashboard). Overall, actions have been ineffective. LTELs are performing significantly below the standard in both ELA and mathematics, with declines in both areas, indicating an urgent need for intensified and strategic support.

- Socioeconomically Disadvantaged Students: Socioeconomically Disadvantaged students are 15.5 points below the standard in ELA, with an increase of 4.8 points (2025 Dashboard). In mathematics, they are 46.3 points below the standard, showing a decline of 0.2 points (2025 Dashboard). Around 44% of Socioeconomically Disadvantaged students are performing at or above grade level in ELA, and 41% in mathematics (i-Ready Diagnostic Spring 2025). Around 24.18% of Socioeconomically Disadvantaged students met or exceeded the science standard, showing an increase of 0.37% (California Science Test, 2025). Also, 44.44% met the standard on the California Alternative Science Test, showing a decline of 2.62% (2025). Overall, actions have been partially effective. Socioeconomically Disadvantaged students show improvement in ELA and slight gains in science performance; however, mathematics shows a slight decline and remains well below the standard. Mixed trends across subjects, including a decrease in alternative science performance, indicate a need for continued and targeted support.
- Students with Disabilities: Students with Disabilities are 89.2 points below the standard in ELA, with an increase of 12.9 points from last year (2025 Dashboard). In mathematics, they are 120.5 points below the standard, with an improvement of 7.1 points (2025 Dashboard). Around 7.75% of Students with Disabilities met or exceeded the science standard, showing an increase of 5.68% (California Science Test, 2025). Overall, actions have been partially effective. Students with Disabilities show improvement across ELA, mathematics, and science; however, performance remains significantly below the standard in both ELA and mathematics, indicating a continued need for intensified and targeted support.
- White Students: White students are 29.7 points above the standard in ELA, with an increase of 10.7 points from last year (2025 Dashboard). In mathematics, they are 9.1 points below the standard, with an increase of 10.2 points (2025 Dashboard). Overall, actions have been partially effective. White students show improvement in both ELA and mathematics, with ELA performance well above the standard and mathematics demonstrating growth; however, mathematics remains slightly below the standard, indicating a continued need for targeted support.

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

After a thorough review of data, outcomes, and input from students, staff, families, and community partners, the no changes were made to our 2026–27 LCAP goals or metrics. These components remain aligned to identified needs and continue to support student success.

However, the following revisions were made:

- Metric 1.03 - CA Science Test Results: The Year 3 outcome target year was corrected from 2026–27 to 2025–26 to address a technical error.
- Metric 1.04 - CA Alternative Science Test: The Year 3 outcome target year was corrected from 2026–27 to 2025–26 to address a technical error.
- Action 1.13 - Program Specialists: This action has been reclassified as a non-contributing action. The action will continue to be implemented as written. Moving forward, recouped funds from the LEA Medi-Cal Billing Option Program will be used to support two Program Specialist positions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve Core (Tier 1) Instruction	Ensure students have access to evidence-based, culturally and linguistically responsive core (Tier 1) instruction in all subjects, including English Language Development (ELD), through differentiated support and Universal Design for Learning. Provide professional development for	$1,700,000.00	Yes

		staff, allocate substitute coverage to support collaborative planning time, and provide supplemental materials tailored to the unique needs of students. * The 2023 Dashboard identified a Red performance level in ELA and mathematics for English learners at Rio Hondo School. In response, this action is designed to support the academic needs of these students.		
2	Professional Development Tailored to Students' Unique Needs	Provide classified and certificated staff with high-quality, differentiated professional development to ensure universal access, differentiated support, explicit language instruction, and language acquisition to meet the culturally and linguistically diverse needs of English learners, foster youth, and low-income students. Special emphasis will be placed on the unique linguistic and academic needs of Long-Term English Learners in grades 6–8, with a focus on strategies for re-engaging disengaged learners, scaffolding complex academic tasks, and integrating language objectives across all content areas. This will include research-based strategies for Long-Term English Learners, such as academic language development and structured student interaction. * This action will address professional development needs for educators serving English learners and Long-Term English Learners. ** The 2023 California School Dashboard identified a Red performance level in ELA and mathematics for English learners at Rio Hondo School. In response, this action is designed to support the academic needs of these students. *** A portion of LREBG funds ($2,000,000) will be used to enhance and expand this action, supplementing existing support provided through LCFF funding. Progress will be monitored using the following metrics: 1.01 (Dashboard ELA Academic Indicator), 1.02 (Dashboard Mathematics Academic Indicator), and 1.05 (Dashboard English Learner Progress Indicator). Research shows that providing staff with high-quality training and delivering instruction tailored to each student's needs leads to improved outcomes, especially for students who have been historically underserved. For example, when English learners receive the right support, they develop both language skills and academic content knowledge more quickly. Our foster youth and low-income students also benefit from targeted support that strengthens their academic success and prepares them for the future. By using these proven strategies, we are creating an environment that supports all of our students and provides them with the opportunity to thrive. **** EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's ELA and mathematics Indicators for Long-Term English Learners. In response, this action was intentionally developed to directly address the specific linguistic and academic needs of this student group. Rather than relying on a generalized or pre-existing approach, the district prioritized targeted, research-based strategies to build staff capacity in re-engaging Long-Term English Learners, scaffolding complex tasks, and integrating language objectives across content areas.	$3,505,728.00	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, provide technology training to staff, parents, and families, and provide dedicated technology staff.	$1,130,242.00	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 provide tiered support to meet the needs of English learners, foster youth, and low-income students.	$338,405.00	Yes
5	Language Acquisition Support	Provide language acquisition professional development, supplemental supplies, and personnel to ensure access to and enhance core (Tier 1) instruction. Provide access to newcomer and language acquisition curriculum and programs for English learners and Long-Term English Learners. This includes access to supplemental supports tailored to Long-Term English Learners,	$723,338.00	Yes

		such as support related to academic vocabulary, syntax, and literacy across disciplines to address the stagnation in language growth typical among Long-Term English Learners and emphasize language for academic success. * This action will support language acquisition programs for English learners and Long-Term English Learners and provide targeted professional development for educators. ** The 2023 Dashboard's Academic Indicator showed a Red performance level in ELA and mathematics for English learners at Rio Hondo School. Therefore, this action will specifically target the needs of English learners and Long-Term English Learners. *** EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's ELA and mathematics Indicators for Long-Term English Learners. In response, this action was intentionally designed to address the persistent language development challenges faced by Long-Term English Learners. Through curriculum, programs, and access to supplemental supports focused on academic vocabulary, syntax, and disciplinary literacy, this action strengthens Tier 1 instruction and provides Long-Term English Learners with the tools needed for sustained academic growth.		
6	Instructional Coaching, Modeling, and Curriculum Design	Provide Teachers on Special Assignment to offer instructional coaching and modeling, aimed at enhancing core (Tier 1) instruction through a focus on best first instruction, Universal Design for Learning, and differentiation to meet the needs of English learners, Long-Term English Learners, foster youth, and low-income students. Additionally, they will provide support for curriculum design and professional development for language acquisition programs for English learners and specifically for Long-Term English Learners in grades 6–8 aligned with their learning needs to ensure meaningful access to grade-level standards while supporting language acquisition. * This action will address professional development needs for educators serving English learners and Long-Term English Learners. ** The 2023 Dashboard identified a Red performance level in ELA and mathematics for English learners at Rio Hondo School. In response, this action is designed to support the academic needs of these students. *** EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's ELA and Mathematics Indicators for Long-Term English Learners. This action directly responds to those performance gaps by providing sustained, targeted instructional support in grades 6–8—where many LTELs are concentrated.	$611,200.00	Yes
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.	$719,933.00	Yes
8	Gifted and Talented Student Enrichment	Provide enrichment opportunities for students identified as Gifted and Talented.	$100,000.00	Yes
9	Intervention Teachers	Provide Intervention Teachers to deliver supplemental (Tier 2) and intensive (Tier 3) academic interventions to meet the needs of English learners, foster youth, and low-income students identified through data. They will monitor student progress using developmentally appropriate and culturally and linguistically relevant measures. * The 2023 Dashboard identified a Red performance level in ELA and mathematics for English learners at Rio Hondo School. In response, this action is designed to support the academic needs of these students. ** A portion of LREBG funds ($1,000,000) will be used to enhance and expand this action, supplementing existing support provided through LCFF funding. Progress will be monitored using	$3,111,360.00	Yes

		the following metrics: 1.01 (CA School Dashboard ELA Academic Indicator) and 1.02 (CA School Dashboard Mathematics Academic Indicator). Research shows that targeted, data-driven interventions are among the most effective strategies for accelerating learning, especially for students disproportionately impacted by the pandemic. Studies have found that MTSS—which include Tier 2 and Tier 3 interventions—can significantly improve outcomes for English learners, foster youth, and low-income students when implemented with fidelity. By providing trained intervention teachers to deliver these supports using culturally and linguistically responsive practices, the district ensures that instruction is not only effective but also equitable and inclusive.		
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.	$60,000.00	Yes
11	Extended School Year Services	Provide extended school year (ESY) services for special education students with ESY identified within their Individualized Education Program. * The 2023 Dashboard showed a red performance level in ELA district-wide for students with disabilities. Similarly, individual schools like Columbia, Durfee, Rio Hondo, Shirpser, and Wright also displayed a red performance level for students with disabilities. Moreover, the Dashboard showed a red performance level in Mathematics district-wide for students with disabilities. Similarly, individual schools like Durfee, Rio Hondo, Shirpser, and Wright displayed red performance levels for students with disabilities. This action is also specifically directed toward these student groups to address disparities in outcomes.	$521,905.00	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 the core curriculum for English learners and low-income students.	$1,716,355.00	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.	$420,475.00	No
14	Oral Language Development Support	Provide Speech and Language Pathologist Assistants to provide general education students identified as English learners and low-income students with strategies to strengthen oral language fluency through short-term group instruction.	$311,730.00	Yes
15	Biliteracy, Bilingualism, and Biculturalism Support	Provide supplemental materials, supplies, and dedicated personnel to enhance biliteracy, bilingualism, and biculturalism to support English learners and low-income students. * The 2023 Dashboard's Academic Indicator showed a red performance level in ELA and Mathematics for English Learners at Rio Hondo. Therefore, this action will be directed toward these student subgroups and low-income students.	$98,417.00	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 credentialed music teachers. Additionally, ensure access to related curriculum and instruments to support comprehensive visual and performing arts education.	$1,112,776.00	Yes
17	Provide Academic Programming Support for Students Facing Disparate Outcomes	Provide dedicated staff to support the development, execution, monitoring, and coordination of academic programming across the district, specifically focusing on addressing disparate outcomes in ELA and mathematics. This includes designing interventions that address Long-Term English Learners' specific academic needs, such as gaps in foundational literacy, sustained oral language development, and writing skills. Data disaggregation by Long-Term English Learner status will guide program adjustments.	$55,317.00	No

		* The 2023 Dashboard showed a Red performance level in mathematics for Rio Hondo School for Hispanic and homeless students. This action will address the needs of these students. ** EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's ELA and mathematics Indicators for Long-Term English Learners. This action addresses those disparities by providing dedicated staff to lead the design, implementation, and continuous improvement of academic programming across the district.		
18	Provide Support for Special Education Services, Accommodations, and Modifications	Provide dedicated special education staff to oversee and provide guidance for the services, accommodations, and modifications provided to reduce student disparities in ELA and mathematics. The 2023 Dashboard showed a Red performance level in ELA district-wide for students with disabilities. Similarly, individual schools like Columbia, Durfee, Rio Hondo, Shirpser, and Wright also displayed red performance levels for students with disabilities. Moreover, the Dashboard showed a Red indicator in mathematics district-wide for students with disabilities. Similarly, individual schools like Durfee, Rio Hondo, Shirpser, and Wright displayed Red performance levels for students with disabilities. This action is also specifically directed toward these student groups to address disparities in outcomes.	$242,162.00	No

Goal

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

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

Learner engagement stands at the forefront of EMCSD's vision, mission, and core values. A positive school climate is imperative for meeting students' fundamental needs for safety, as well as their physical and psychological well-being. 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 support EMCSD in achieving this goal by providing a continuum of proactive supports, targeted interventions, professional development, and resource linkages. The identified metrics will serve as a foundation for reflective action, aiding EMCSD in assessing the effectiveness of the stated actions in advancing progress toward 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

1	CA School Dashboard Chronic Absenteeism-Rate Priority 5 Source: https://www.caschooldashboard.org/	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%	2024 CA School Dashboard All Students = 10% African American = 22% Asian = 1.5% Filipino = 3.7% Hispanic = 11.7% White = 13.3% English Learner = 8.3% Long-Term English Learner = 13.8% Foster Youth = 25% Homeless = 12.9% Socioeconomically Disadvantaged = 10.9% Students with Disabilities = 17.3%	2025 CA School Dashboard All Students = 8.1% African American = 22.9% Asian = 1.9% Filipino = 0% Hispanic = 9.5% White = 1.7% English Learner = 6.8% Long-Term English Learner = 14.6% Foster Youth = 17.3% Homeless = 9.5% Socioeconomically Disadvantaged = 8.8% Students with Disabilities = 11.8%	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% Long-Term English Learner = 5.4% Foster Youth = 5.9% Homeless = 4.5% Socioeconomically Disadvantaged = 3.2% Students with Disabilities = 4.9%	All Students = -4.2% African American = -16.3% Asian = -0.3% Filipino = -5.7% Hispanic = -4.6% White = -14.3% English Learners = -3.2% Long-Term English Learners = +0.8% Foster Youth = -6.8% Homeless = -8.8% Socioeconomically Disadvantaged = -4.3% Students with Disabilities = -8.4%
2	Attendance Rate Priority 5 Source: ADA Second Principal Apportionment (P-2)	2023-24 ADA P-2 All Students = 95.07%	2024-25 ADA P-2 All Students = 96.13%	2025-26 ADA P-2 All Students = 95.21%	2026-27 ADA P-2 All Students = 98.00%	All Students = +0.14%
3	Middle School Dropout Rate Priority 5 Source: CALPADS EOY3	2022-23 CALPADS EOY3 All Students = 0%	2023-24 CALPADS EOY3 All Students = 0%	2024-25 CALPADS EOY3 All Students = 0%	2025-26 CALPADS EOY3 All Students = 0%	All Students = +0%

4	CA School Dashboard Suspension Rate Priority 6 Source: https://www.caschooldashboard.org/	2023 CA School Dashboard 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%	2024 CA School Dashboard All Students = 1.5% African American = 4.9% Asian = 0.5% Filipino = 0% Hispanic = 1.7% White = 0% English Learner = 1.4% Long-Term English Learners = 7.4% Foster Youth = 3.2% Homeless = 1.9% Socioeconomically Disadvantaged = 1.6% Students with Disabilities = 2.4%	2025 CA School Dashboard All Students = 1.2% African American = 5.6% Asian = 0.5% Filipino = 0.0% Hispanic = 1.3% White = 1.6% English Learner = 1.1% Long-Term English Learners = 4.9% Foster Youth = 1.6% Homeless = 1.4% Socioeconomically Disadvantaged = 1.3% Students with Disabilities = 1.8%	2026 CA School Dashboard All Students = 0.4% African American = 0.0% Asian = 0.0% Filipino = 0.6% Hispanic = 0.5% White = 0.7% English Learner = 0.2% Long-Term English Learners = 3.37% Foster Youth = 0.2% Homeless = 0.6% Socioeconomically Disadvantaged = 0.4% Students with Disabilities = 0.4%	All Students = -0.1% African American = +5.6% Asian = +0.4% Filipino = -1.9% Hispanic = -0.2% White = -0.8% English Learner = +0.3% Long-Term English Learners = -2.5% Foster Youth = -1.3% Homeless = -0.7% Socioeconomically Disadvantaged = -0.1% Students with Disabilities = +0.6%
5	Expulsion Rate Priority 6 Source: CALPADS EOY3	2022-23 CALPADS EOY3 All Students = 0%	2023-24 CALPADS EOY3 All Students = 0%	2024-25 CALPADS EOY3 All Students = 0%	2025-26 CALPADS EOY3 All Students = 0%	All Students = 0%

6	School connectedness (in-school only)- Average percent of respondents reporting “yes, most of the time” or “yes, all of the time” Priority 6 Source: CalSCHLS California Healthy Kids Survey (CHKS) Elementary (Grade 5)	2023-24 CalSCHLS CHKS Elementary (Grade 5) All Students = 66% Asian or Asian American = 66% Hispanic or Latinx = 66% White = 71%	2024-25 CalSCHLS CHKS Elementary (Grade 5) All Students = 69% Asian or Asian American = 71% Hispanic or Latinx = 70% White = 68%	2025-26 CalSCHLS CHKS Elementary (Grade 5) All Students = 71% Asian or Asian American = 70% Hispanic or Latinx = 72% White = 76%	2026-27 CalSCHLS CHKS Elementary (Grade 5) All Students = 72% Asian or Asian American = 72% Hispanic or Latinx = 72% White = 76%	All Students = +5% Asian or Asian American = +4% Hispanic or Latinx = +6% White = +5%
7	Feel safe at school- Average percent of respondents reporting “yes, most of the time” or “yes, all of the time” Priority 6 Source: CalSCHLS California Healthy Kids Survey (CHKS) Elementary (Grade 5)	2023-24 CalSCHLS CHKS Elementary (Grade 5) All Students = 68% Asian or Asian American = 79% Hispanic or Latinx = 64% White = 85%	2024-25 CalSCHLS CHKS Elementary (Grade 5) All Students = 70% Asian or Asian American = 81% Hispanic or Latinx = 68% White = 67%	2025-26 CalSCHLS CHKS Elementary (Grade 5) All Students = 74% Asian or Asian American = 80% Hispanic or Latinx = 74% White = No data; fewer than 10 respondents	2026-27 CalSCHLS CHKS Elementary (Grade 5) All Students = 84% Asian or Asian American = 89% Hispanic or Latinx = 82% White = 92%	All Students = +6% Asian or Asian American = +1% Hispanic or Latinx = +10% White = No data; fewer than 10 respondents

8	School connectedness (in-school only)- Average percent of respondents reporting “agree” or “strongly agree” Priority 6 Source: CalSCHLS California Healthy Kids Survey (CHKS) Secondary (Grade 7)	2023-24 CalSCHLS CHKS Secondary (Grade 7) 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%	2024-25 CalSCHLS CHKS Secondary (Grade 7) All Students = 59% Asian or Asian American = 57% Hispanic or Latinx = 60% White = 64% English Learner = 58% Homeless = 62% Long-Term English Language Learner = 65% Students with Disabilities = 56%	2025-26 CalSCHLS CHKS Secondary (Grade 7) All Students = 59% Asian or Asian American = 58% Hispanic or Latinx = 60% White = No data; less than 10 respondents English Learner = 62% Homeless = No data; less than 10 respondents Long-Term English Language Learner = 60% Students with Disabilities = 71%	2026-27 CalSCHLS CHKS Secondary (Grade 7) 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%	All Students = +2% Asian or Asian American = -7% Hispanic or Latinx = +5% White = No data; less than 10 respondents English Learner = +3% Homeless = No data; less than 10 respondents Long-Term English Language Learner = -5% Students with Disabilities = +8%
9	School perceived as very safe or safe Priority 6 Source: CalSCHLS California Healthy Kids Survey (CHKS) Secondary (Grade 7)	2023-24 CalSCHLS CHKS Secondary (Grade 7) 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%	2024-25 CalSCHLS CHKS Secondary (Grade 7) All Students = 64% Asian or Asian American = 65% Hispanic or Latinx = 63% White = No Available Score English Learner = 59% Homeless = 82% Long-Term English Language Learner = 68% Students with Disabilities = 67%	2025-26 CalSCHLS CHKS Secondary (Grade 7) All Students = 64% Asian or Asian American = 66% Hispanic or Latinx = 64% White = No data; less than 10 respondents English Learner = 67% Homeless = No data; less than 10 respondents Long-Term English Language Learner = 70% Students with Disabilities = 64%	2026-27 CalSCHLS CHKS Secondary (Grade 7) 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%	All Students = +6% Asian or Asian American = -2% Hispanic or Latinx = +8% White = No data; less than 10 respondents English Learner = +5% Homeless = No data; less than 10 respondents Long-Term English Language Learner = +2% Students with Disabilities = -5%

10	Is a safe place for staff (including teachers) - Average percent of respondents reporting "agree" or "strongly agree" Priority 6 Source: CalSCHLS California School Staff Survey (CSSS)	2023-24 CalSCHLS CSSS All Staff = 91%	2024-25 CalSCHLS CSSS All Staff = 90%	2025-26 CalSCHLS CSSS All Staff = 92%	2026-27 CalSCHLS CSSS All Staff = 96%	All Staff = +1%
11	Is a supportive and inviting place for staff (including teachers) to work- Average percent of respondents reporting "agree" or "strongly agree" Priority 6 Source: CalSCHLS California School Staff Survey (CSSS)	2023-24 CalSCHLS CSSS All Staff: 90%	2024-25 CalSCHLS CSSS All Staff = 91%	2025-26 CalSCHLS CSSS All Staff: 90%	2026-27 CalSCHLS CSSS All Staff = 96%	All Staff: +0%

12	School is a safe place for my child- Average percent of respondents reporting "agree" or “strongly agree” Priority 6 Source: CalSCHLS California School Parent Survey (CSPS)	2023-24 CalSCHLS CSPS All Parents = 95%	2024-25 CalSCHLS CSPS All Parents = 97%	2025-26 CalSCHLS CSPS All Parents = 96%	2026-27 CalSCHLS CSPS All Parents = 97%	All Parents = +1%
13	Parents feel welcome to participate at this school- Average percent of respondents reporting "agree" or "strongly agree" Priority 6 Source: CalSCHLS California School Parent Survey (CSPS)	2023-24 CalSCHLS CSPS All Parents = 95%	2024-25 CalSCHLS CSPS All Parents = 94%	2025-26 CalSCHLS CSPS All Parents = 96%	2026-27 CalSCHLS CSPS All Parents = 97%	All Parents = +1%

14	Academic motivation- Average percent of respondents reporting “yes, most of the time” or “yes, all of the time” Priority 6 Source: CalSCHLS California Healthy Kids Survey (CHKS) Elementary (Grade 5)	2023-24 CalSCHLS CHKS Elementary (Grade 5) All Students = 76% Asian or Asian American = 87% Hispanic or Latinx = 75% White = 79%	2024-25 CalSCHLS CHKS Elementary (Grade 5) All Students = 82% Asian or Asian American = 87% Hispanic or Latinx = 84% White = 85%	2025-26 CalSCHLS CHKS Elementary (Grade 5) All Students = 81% Asian or Asian American = 87% Hispanic or Latinx = 81% White = 70%	2026-27 CalSCHLS CHKS Elementary (Grade 5) All Students = 83% Asian or Asian American = 91% Hispanic or Latinx = 82% White = 85%	All Students = +5% Asian or Asian American = +0% Hispanic or Latinx = +6% White = -9%
15	Academic motivation- Average percent of respondents reporting “agree" or "strongly agree" Priority 6 Source: CalSCHLS California Healthy Kids Survey (CHKS) Secondary (Grade 7)	2023-24 CalSCHLS CHKS Secondary (Grade 7) 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%	2024-25 CalSCHLS CHKS Secondary (Grade 7) All Students = 68% Asian or Asian American = 65% Hispanic or Latinx = 69% White = 65% English Learner = 70% Homeless = 61% Long-Term English Language Learner = 70% Students with Disabilities = 55%	2024-25 CalSCHLS CHKS Secondary (Grade 7) All Students = 66% Asian or Asian American = 67% Hispanic or Latinx = 66% White = No data; less than 10 respondents English Learner = 70% Homeless = No data; less than 10 respondents Long-Term English Language Learner = 70% Students with Disabilities = 65%	2026-27 CalSCHLS CHKS Secondary (Grade 7) 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%	All Students = +1% Asian or Asian American = -1% Hispanic or Latinx = +2% White = No data; less than 10 respondents English Learner = +2% Homeless = No data; less than 10 respondents Long-Term English Language Learner = +0% Students with Disabilities = +1%

Goal Analysis for 2025-2026

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

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

During the 2025–26 school year, all the planned actions for Goal 2 were completed in full alignment with our adopted LCAP. These efforts were focused on ensuring learner engagement. Everything was carried out on time and with the resources set aside in the plan.

To support consistent attendance and remove barriers to engagement, several key actions were implemented, including Action 2.01 - Outreach Consultants and Supplemental Attendance Supplies, Action 2.02 - Attendance Clerks, Action 2.04 - Nurses and Health Assistants, and Action 2.05 - Supplemental Instructional Support for Short- and Long-Term Absences. Outreach consultants conducted home visits, supported residency verification, connected families to essential resources, and collaborated with families to develop individualized attendance plans. In total, 234 Attendance Collaboration Team (ACT), 30 School Attendance Review Team (SART), 14 School Attendance Review Board (SARB) meetings and 53 District Attendance Review Board (DARB) meetings were held, strengthening family-school partnerships and helping identify systemic barriers such as housing instability and transportation challenges. Attendance clerks played a critical role in monitoring daily attendance and initiating timely follow-up, allowing for earlier intervention. Nurses and health assistants supported 64,973 health office visits addressing medical needs that may otherwise have resulted in absences. While these efforts improved attendance systems, increasing complexity of student needs and staffing limitations presented ongoing challenges.

To mitigate lost instructional time, supplemental academic supports were provided to students experiencing absences, and Action 2.03 - Learning Sessions to Recoup Absences helped recover absences. While these efforts supported academic continuity, consistent participation remained a challenge for some families due to transportation and scheduling barriers. The addition of Action 2.12 - Supervision staff contributed to improved campus safety and increased opportunities for positive adult-student interactions, although recruitment and retention challenges sometimes impacted consistency.

The district also strengthened its focus on social-emotional development and relationship-centered school environments through the full implementation of Action 2.09 - Social-Emotional Skill Development Framework, Action 2.10 - Tiered Behavior Supports, Action 2.13 - Social-Emotional Skill Development Framework for Long-Term English Learners, and Action 2.14 - Tiered Behavior Support for Long-Term English Learners. All schools maintained Leader in Me Lighthouse status, reinforcing leadership development, student voice, and a shared language of empowerment across the district.

Building on this foundation, the district made significant progress in strengthening adult capacity to create emotionally safe, connected classrooms. All TK–2 teachers, counselors, and social workers participated in two days of Conscious Discipline training focused on co-regulation, belonging, and trust. In addition, relationship-centered practices were expanded through a partnership with the Western Justice Center. This work supported four schools, trained 53 teachers, modeled restorative circles in 167 classrooms, and trained 13 ISS, 14 supervision assistants, and 12 community liaisons. These efforts promoted consistent relationship-building practices and restorative approaches throughout the school day, contributing to improved student engagement, reduced disciplinary incidents, and stronger connections between students and adults. At the same time, the district invested in building relational leadership and strengthening family partnerships by training community liaisons and community school leads in Listening Circles through the International Institute of Restorative Practices. This work deepened trust, strengthened communication, and increased meaningful engagement with students, families, and the broader community.

* For Action 2.10, actual expenditures were 53.5% lower than budgeted. This material difference was primarily due to the successful implementation of strengthened Tier 1 and Tier 2 behavioral and social-emotional supports across school sites, which reduced the need for intensive contracted one-on-one behavioral support services.

This represents a substantive difference from what was originally planned in the LCAP. Because student needs were effectively addressed through universal and targeted interventions, the District experienced a decreased reliance on contracted one-on-one behavioral support services than initially anticipated. While actual expenditures were significantly lower, this difference reflects improved effectiveness and efficiency in service delivery rather than a reduction in services. Students continued to receive appropriate behavioral and social-emotional supports, with needs being met through a strengthened continuum of Tier 1 and Tier 2 interventions.

To further support students' behavioral and mental health needs, tiered interventions were implemented across all schools, including specialized services from a Board-Certified Behavior Analyst (BCBA) for students requiring intensive support. Action 2.07 - Counselors and Social Workers and Action 2.08 - Comprehensive Support for Suspended Students were also fully implemented. Counselors and social workers facilitated schoolwide initiatives focused on mental health, belonging, and attendance, delivering classroom presentations, facilitating group support for students, and conducting individual check-ins. The district further strengthened trauma-responsive, relationship-based counseling support by training all counselors, social workers, and social work interns in the evidence-based Bounce Back and Cognitive Behavioral Intervention for Trauma programs. These efforts equipped staff to build trust, address trauma, and provide consistent, student-centered care. Additionally, structured reentry support for suspended students incorporated restorative practices, reflection, and goal-setting, supporting successful reintegration into the school community.

Action 2.06 - Foster Youth Support was also fully implemented. The Foster Youth liaison provided individualized case management, transportation assistance, uniform vouchers, and connections to community resources, helping to build stability and strengthen engagement. However, frequent changes in student placement continued to present challenges in maintaining continuity of support.

Finally, Action 2.11 - Support for Students Facing Disparate Outcomes focused on addressing inequities among African American, Hispanic or Latino, homeless students, and Students with Disabilities. Using disaggregated data, the district identified gaps and implemented targeted supports, including culturally responsive and restorative approaches to discipline. Staff engaged in consultations to shift practices away from punitive responses toward approaches that emphasize reflection, accountability, and growth. While these efforts increased awareness and led to some improvements, continued work is needed to address root causes and ensure sustained, systemic change.

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 2025–26 school year, variances occurred between budgeted amounts and estimated actual expenditures.

For Action 2.10, actual expenditures totaled $605,143, which is $694,857 (53.5%) below the budgeted amount of $1,300,000. This variance is primarily due to the successful implementation of strengthened Tier 1 and Tier 2 behavioral supports, which reduced the need for one-on-one contracted behavioral support services. Because student needs were effectively addressed through universal and targeted interventions, the district relied less on contracted one-on-one behavioral support services, resulting in lower-than-budgeted expenditures. This reduction reflects improved efficiency and effectiveness in service delivery rather than a decrease in services. Students continued to receive appropriate behavioral and social-emotional supports through a strengthened Tier 1 and Tier 2 continuum of interventions.

- Action 2.10 - Tiered Behavior Support

The following actions reflected higher-than-anticipated expenditures, which are attributable to negotiated salary increases that support employee compensation and retention efforts.

- Action 2.04 - Nurses and Health Assistants
- Action 2.05 - Supplemental Instructional Support for Short and Long Term Absences
- Action 2.06 - Foster Youth Support
- Action 2.07 - Counselors and Social Workers
- Action 2.08 - Comprehensive Support for Suspended Students
- Action 2.12 - Supervision Staff

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

When we say an action was "effective," we mean the degree to which it was successful in producing the desired result. If something was "ineffective," it means it did not produce a significant or intended outcome. Goal 2 actions were analyzed holistically. While the effectiveness of these actions in increasing student achievement varied across student

groups, it is important to note that this analysis reflects year 2 of implementation. Sustained effort and consistent implementation over the full three-year LCAP cycle are expected to yield improved results over time.

The effectiveness of these actions in increasing and improving services—primarily for ELs, Foster Youth, and low-income students, but also benefiting all students—was measured by Metric 2.01 - CA School Dashboard Chronic Absenteeism. Additionally, these actions were measured by Metric 2.02 - Attendance Rate.

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

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

- Action 2.03 - Learning Sessions to Recoup Absences
- Action 2.12 - Supervision Staff

The effectiveness of these actions in increasing and improving services—primarily for ELs, Foster Youth, and low-income students, but also benefiting all students—was measured by Metric 2.04 - CA School Dashboard Suspension Rate. Additionally, these actions were measured by Metric 2.03 - Middle School Dropout Rate.

- Action 2.07 - Counselors and Social Workers
- Action 2.08 - Comprehensive Support for Suspended Students

The effectiveness of these actions in increasing and improving services—primarily for Foster Youth and low-income students, but also benefiting all students—was measured by Metric 2.04 - CA School Dashboard Suspension Rate. Additionally, these actions were measured by Metric 2.06 - 5th-Grade School Connectedness, Metric 2.07 - 5th-Grade School Safety, Metric 2.08 - 7th-Grade School Connectedness, Metric 2.09 - 7th-Grade School Safety, Metric 2.05 - Expulsion Rate, Metric 2.10 - Staff Safety, Metric 2.11 - Supportive and Inviting Place for Staff, Metric 2.12 - School Safety (Parent Response), Metric 2.13 - Welcoming School (Parent Response), Metric 2.14 - 5th-Grade Academic Motivation, and Metric 2.15 - 7th-Grade Academic Motivation.

- Action 2.09 - Social-Emotional Skill Development Framework
- Action 2.10 - Tiered Behavior Support

The effectiveness of these actions in increasing and improving services—primarily for Foster Youth, but also benefiting all students—was measured by Metric 2.01 - CA School Dashboard Chronic Absenteeism and Metric 2.04 - CA School Dashboard Suspension Rate.

- Action 2.06 - Foster Youth Support

The effectiveness of this action in supporting Students with Disabilities, as well as African American, Hispanic or Latino, and homeless students, was measured using multiple metrics, including: Metric 2.06 - 5th-Grade School Connectedness, Metric 2.07 - 5th-Grade School Safety, Metric 2.08 - 7th-Grade School Connectedness, Metric 2.09 - 7th-Grade School Safety, Metric 2.10 - Staff Safety, Metric 2.11 - Supportive and Inviting Place for Staff, Metric 2.12 - School Safety (Parent Response), Metric 2.13 - Welcoming School

(Parent Response), Metric 2.14 - 5th-Grade Academic Motivation, and Metric 2.1 - 7th-Grade Academic Motivation.

- Action 2.11 - Support for Students Facing Disparate Outcomes

The effectiveness of these actions in increasing and improving services—primarily for ELs and LTELs but also benefiting all students—was measured by Metric 2.04 - CA School Dashboard Suspension Rate. Additionally, these actions were measured by Metric 2.03 - Middle School Dropout Rate.

- Action 2.13 - Social-Emotional Skill Development Framework for Long-Term English Learners
- Action 2.14 - Tiered Behavior Support for Long-Term English Learners

STUDENT PERFORMANCE OVERVIEW

- All Students: Chronic absenteeism is 8.1%, showing a decline of 1.9% from last year (2025 Dashboard). EMCSD's P-2 ADA reached 95.2%. The 2024-25 CALPADS EOY3 data reported a 0% middle school dropout rate. The suspension rate is 1.2%, showing a decline of 0.3% (2025 Dashboard). In Grade 5, school connectedness is 71% (increase of 2%), and perceptions of feeling safe increased is 74% (increase of 4%; 2025-26 CalSCHLS). In Grade 7, school connectedness is 59% (no change), and perceptions of safety is 64% (no change; 2025-26 CalSCHLS). Academic motivation is 81% in Grade 5 (decrease of 1%) and is 66% in Grade 7 (decrease of 2%; (2025-26 CalSCHLS). Staff and parent perception data remained strong. Overall, actions have been effective. Students show improvement in chronic absenteeism and suspension rates, along with gains in Grade 5 school connectedness and safety, and stable outcomes in Grade 7. While academic motivation shows slight declines across grade levels, overall conditions, including strong staff and parent perceptions, reflect positive progress.
- African American Students: Chronic absenteeism is 22.9%, an increase of 0.9% from last year (2025 Dashboard). The suspension rate is 5.6%, a rise of 0.7% (2025 Dashboard). Overall, actions have been ineffective. African American students show increases in both chronic absenteeism and suspension rates, indicating worsening conditions and a need for more targeted and proactive support to address engagement and discipline.
- Asian Students: Chronic absenteeism increased slightly to 1.9%, a 0.4% increase in the undesired direction from last year (2025 Dashboard). The suspension rate was 0.5%, an increase of 0.1% (2025 Dashboard). In Grade 5, school connectedness is 70% (decrease of 1%), safety is 80% (decrease of 1%), and academic motivation is 87% (no change; 2025-26 CalSCHLS). In Grade 7, school connectedness is 58% (increase of 1%), safety is 66% (increase of 1%), and academic motivation is 67% (increase of 2%; 2025-26 CalSCHLS). Overall, actions have been partially effective. Asian students show slight increases in chronic absenteeism and suspension rates, along with minor declines in Grade 5 connectedness and safety; however, improvements in Grade 7 connectedness, safety, and academic motivation indicate some positive trends alongside areas needing attention.
- ELs: Chronic absenteeism is 6.8%, showing a decline of 1.6% from last year (2025 Dashboard). The suspension rate is 1.1%, showing a decline of 0.3% (2025 Dashboard). In Grade 7, school connectedness is 62% (increase of 4%), safety is 67% (increase of 8%), and academic motivation is 70% (no change; 2025-26 CalSCHLS). Overall, actions have been effective. ELs show improvement in both chronic absenteeism and suspension rates, along with gains in school connectedness and safety, while academic motivation remains stable.
- Filipino Students: Chronic absenteeism is 0%, a 3.7% improvement from last year (2025 Dashboard). The suspension rate has remained at 0% (2025 Dashboard). Overall, actions have been effective. Filipino students show improvement in chronic absenteeism, now at 0%, and suspension rates remain at 0%, indicating strong outcomes in both attendance and behavior.
- Foster Youth: Chronic absenteeism is 17.3%, a 7.7% improvement from last year (2025 Dashboard). The suspension rate is 1.6%, showing a decline of 1.6% (2025 Dashboard). Overall, actions have been effective. Foster Youth show improvement in both chronic absenteeism and suspension rates, indicating positive progress in attendance and behavior outcomes.
- Hispanic Students: Chronic absenteeism is 9.5%, showing a decline of 2.2% from last year (2025 Dashboard). The suspension rate is 1.3%, showing a decline of 0.4% (2025 Dashboard). In Grade 5, school connectedness is 72% (increase of 2%), safety is 74% (increase of 6%), and academic motivation is 81% (decrease of 3%; 2025-26 CalSCHLS). In Grade 7, school connectedness is 60% (no change), safety is 64% (increase of 1%), and academic motivation is 66% (decrease of 3%; 2025-26 CalSCHLS). Overall, actions have been effective. Hispanic students show improvement in both chronic absenteeism and suspension rates, along with gains in school connectedness and safety; however, declines in academic motivation across grade levels indicate an area for continued attention.

- Homeless Students: Chronic absenteeism is 9.5%, showing a decline of 3.3% from last year (2025 Dashboard). The suspension rate is 1.4%, showing a decline of 0.5% (2025 Dashboard). Overall, actions have been effective. Homeless students show improvement in both chronic absenteeism and suspension rates, indicating positive progress in attendance and behavior outcomes.
- LTELs: Chronic absenteeism is 14.6%, showing an increase of 0.8% from last year (2025 Dashboard). The suspension rate is 4.9% showing a decline of 2.5% (2025 Dashboard). In Grade 7, school connectedness is 60% (decline of 5%), safety is 70% (increase of 2%), and academic motivation is 70% (no change; 2025-26 CalSCHLS).Overall, actions have been partially effective. LTELs show improvement in suspension rates and a slight increase in safety; however, increases in chronic absenteeism and declines in school connectedness indicate areas needing targeted support, while academic motivation remains unchanged.
- Socioeconomically Disadvantaged Students: Chronic absenteeism is 8.8%, showing a decline of 2% from last year (2025 Dashboard). The suspension rate is 1.3%, showing a decline of 0.3% (2025 Dashboard). Overall, actions have been effective. Socioeconomically Disadvantaged students show improvement in both chronic absenteeism and suspension rates, indicating positive progress in attendance and behavior outcomes.
- Students with Disabilities: Chronic absenteeism is 11.8%, showing a decline of 5.4% from last year (2025 Dashboard). The suspension rate is 1.8%, showing a decline of 0.7% (2025 Dashboard). In Grade 7, school connectedness is 71% (increase of 15%), safety is 64% (decline of 3%), and academic motivation is 65% (increase of 10%; 2025-26 CalSCHLS). Overall, actions have been effective. Students with Disabilities show improvement in both chronic absenteeism and suspension rates, along with increased school connectedness and academic motivation; however, the slight decline in safety indicates an area for continued attention.
- White Students: Chronic absenteeism is 1.7%, showing a decline of 11.7% from last year (2025 Dashboard). The suspension rate is 1.6%, showing an increase of 1.6% (2025 Dashboard). In Grade 5, school connectedness is 76% (increase of 8%; 2025-26 CalSCHLS). Overall, actions have been partially effective. White students show significant improvement in chronic absenteeism and increased school connectedness; however, the rise in suspension rates indicates a need for targeted attention to behavior and discipline.

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

After a thorough review of data, outcomes, and input from students, staff, families, and community partners, no changes were made to our 2026–27 LCAP goals and targeted outcomes. These components remain aligned to identified needs and continue to support student success. The following changes were made to our 2026–27 metrics and actions:

- Metric 2.10 - Is a safe place for staff (including teachers): Added "(including teachers)" to clarify and make the metric description more specific.
- Metric 2.11 - Is a supportive and inviting place for staff (including teachers) to work: Added "(including teachers)" to clarify and make the metric description more specific.
- Action 2.14 - Tiered Behavior Support for Long-Term English Learners: While the action will be carried out as written with no changes to the action description, budgeted expenditures increased from $20,640 to $181,623. The increase reflects a shift in how the action is supported. During the prior school year, contracted services were used to implement this action; moving forward, the action will be supported by in-house personnel, resulting in increased personnel costs being budgeted under this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Outreach Consultants and Supplemental Attendance Supplies	Provide supplemental supplies and outreach consultants to facilitate attendance incentives and recognition activities that 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 of or are experiencing chronic absenteeism.	$807,528.00	Yes

		* The 2023 Dashboard showed a Red performance level in Chronic Absenteeism for Gidley School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students.		
2	Attendance Clerks	Provide attendance clerks who will monitor attendance records daily and contact parents on the same day if their child is absent, in order 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 absences, allowing for swift action if necessary. They will monitor attendance patterns to proactively identify students who are showing signs of potential chronic absenteeism. * The 2023 Dashboard showed a Red performance level in Chronic Absenteeism for Gidley School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students.	$320,541.00	Yes
3	Learning Sessions to Recoup Absences	Provide learning sessions outside of the typical school day to help students recover missing learning opportunities due to absences. This action is directed toward foster youth and low-income students. * The 2023 Dashboard showed a red performance level in Chronic Absenteeism for Gidley School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students.	$250,000.00	Yes
4	Nurses and Health Assistants	Provide nurses and health assistants to support vulnerable students to ensure their physical well-being, aiming to ensure their physical well-being and reduce absences. By providing medical care and early intervention, the service minimizes the loss of instructional time for unduplicated students. They will provide professional development to all staff to identify students who require support. They will also provide information to parents and families to reinforce the need to schedule medical appointments for their children outside of the instructional day to the greatest degree possible. * The 2023 Dashboard showed a Red performance level in Chronic Absenteeism for Gidley School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students. ** A portion of LREBG funds ($1,000,000) will be used to enhance and expand this action which is also supported by LCFF funding. To monitor the impact of this action, the following metric will be used: 2.01 (CA School Dashboard Chronic Absenteeism). Research shows that access to school-based health services leads to better attendance, improved academic performance, and overall well-being. Schools with dedicated health professionals experience fewer absences and more instructional time. Early intervention strategies help students maintain focus, reduce disruptions, and stay engaged in learning.	$2,566,924.00	Yes
5	Supplemental Instructional Support for Short and Long Term Absences	Provide staff to connect with students and parents to offer individualized support in academics, technology, and social-emotional learning. These supports are directed toward English learners, foster youth, and low-income students, and they are designed to supplement core instruction, ensuring that students have access to the resources they need to succeed, even during periods of short- and long-term absences. * The 2023 Dashboard showed a Red performance level in Chronic Absenteeism for Gidley School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students.	$183,826.00	Yes
6	Foster Youth Support	Provide a dedicated foster youth liaison to provide academic, behavior, and social-emotional	$22,219.00	Yes

		support to foster youth. These students are identified as part of the school enrollment process in order to conduct timely outreach to these students and their families. The liaison will work closely with families to address transportation needs and other logistical concerns, facilitating smooth transitions to and from school. Additionally, they will collaborate with families to determine the best educational placement for each student, considering their unique circumstances and needs.		
7	Counselors and Social Workers	Provide school counselors and social workers to support students' academic, college and career, and social-emotional development. English learners, foster youth, and low-income students will have access (Tier 1) school-wide programs, activities, and counseling core curriculum. They will provide supplemental (Tier 2) consultation, collaboration, and small group counseling. They will also provide intensive (Tier 3) short-term, solution-focused individual counseling and referrals for long-term counseling services.	$1,274,192.00	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. * The 2023 Dashboard showed a Red performance level in Suspension Rate for Columbia School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students.	$479,828.00	Yes
9	Social-Emotional Skill Development Framework	Provide supplies and professional learning to support a proactive, universal framework to foster students' self-awareness, social awareness, self-management, responsible decision-making, and relationship skills. This is directed toward foster youth and low-income students.	$787,634.00	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 performance level in Suspension Rate for Columbia School for socioeconomically disadvantaged students. Therefore, this action will address the needs of these students. ** A portion of LREBG funds ($1,000,000) will be used to enhance and expand this action which is also supported by LCFF funding. To monitor the impact of this action, the following metric will be used: 2.04 (CA School Dashboard Suspension Rate). Research shows that proactive, trauma-informed behavior management strategies improve student outcomes. Studies show that structured behavior interventions that strengthen students' social-emotional skills lead to fewer classroom disruptions, better self-regulation, and higher academic achievement.	$1,345,906.00	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 performance level in Chronic Absenteeism district-wide for African American students. Furthermore, specific schools such as Cortada, Rio Hondo, and Shirpser displayed red performance levels for homeless students. Additionally, Durfee showed the same performance level for students with disabilities. This action is specifically directed toward these student groups to address disparities in outcomes. Moreover, the Dashboard also showed a red performance level in Suspension Rate for Columbia School. Columbia showed a red performance level for Hispanic and homeless students. This action is also specifically directed	$60,544.00	No

		toward these student groups to address disparities in outcomes.		
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.	$1,370,850.00	Yes
13	Social-Emotional Skill Development Framework for Long-Term English Learners	Support Long-Term English Learners in grades 6–8 with self-awareness, social awareness, self-management, responsible decision-making, and relationship skills through a proactive framework that includes supplies and professional learning. Training and resources will address their unique social-emotional experiences, including language-related anxiety, acculturation challenges, and disengagement. Practices will emphasize validating home language and culture, promoting identity development, and building resilience. * EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's Suspension Rate Indicator for Long-Term English Learners, and this action will focus on addressing their unique needs.	$175,000.00	Yes
14	Tiered Behavior Support for Long-Term English Learners	Support positive behavior for Long-Term English Learners through supplies and professional learning with a focus on proactive practices, staff collaboration, family workshops, and general education behavior plans. This includes training on the impact of language barriers and cultural differences, culturally inclusive family engagement, and behavior plans with targeted communication support. * EMCSD was identified for Differentiated Assistance based on the 2024 Dashboard's Suspension Rate Indicator for Long-Term English Learners, and this action will focus on addressing their unique needs.	$181,623.00	Yes

Goal

Goal #	Description	Type of Goal
3	EMCSD will increase parent and family involvement. The effectiveness of actions in meeting this goal will be measured using the CalSCHLS CA School Parent Survey, including 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 using the CA School Dashboard to assess students' proficiency in ELA and mathematics.	Broad Goal

State priorities addressed by this goal.

3, 4, 6

An explanation of why the LEA has developed this goal.

Parent and family involvement stands as a cornerstone of EMCSD's vision, mission, and core values, recognizing their pivotal role in supporting students' learning and development both at home and within the community. EMCSD acknowledges that a one-size-fits-all approach to home-school collaboration is inadequate. Therefore, a comprehensive review of metric outcomes, local data, and feedback from educational partners emphasizes the ongoing need and urgency for Goal 3, warranting its continuation in the 2024–27 LCAP.

These actions will support EMCSD in achieving this goal by amplifying parent and family voices, fostering mutually beneficial partnerships, and providing culturally responsive and sustaining supports. The identified metrics will serve as a foundation for reflective action, enabling EMCSD to assess the effectiveness of the stated actions in advancing progress toward increasing parent and family involvement.

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	Parental involvement in school- Average percent of respondents reporting "yes" Priority 3 Source: CalSCHLS California School Parent Survey (CSPS)	2023-24 CalSCHLS CSPS All Parents = 49%	2024-25 CalSCHLS CSPS All Parents = 49%	2025-26 CalSCHLS CSPS All Parents = 49%	2026-27 CalSCHLS CSPS All Parents = 56%	All Parents = +0%
2	School actively seeks the input of parents before making important decisions- Average percent of respondents reporting "agree" or "strongly agree" Priority 3 Source: CalSCHLS California School Parent Survey (CSPS)	2023-24 CalSCHLS CSPS All Parents = 85%	2024-25 CalSCHLS CSPS All Parents = 86%	2025-26 CalSCHLS CSPS All Parents = 87%	2026-27 CalSCHLS CSPS All Parents = 89%	All Parents = +2%

3	School encourages me to be an active partner with educating my child- Average percent of respondents reporting "agree" or "strongly agree" Priority 3 Source: CalSCHLS California School Parent Survey (CSPS)	2023-24 CalSCHLS CSPS All Parents = 94%	2024-25 CalSCHLS CSPS All Parents = 94%	2025-26 CalSCHLS CSPS All Parents = 94%	2026-27 CalSCHLS CSPS All Parents = 96%	All Parents = +0%
4	Communication with parents about school- Average percent of respondents reporting "agree," "just okay," "strongly agree," or "very well" Priority 3 Source: CalSCHLS California School Parent Survey (CSPS)	2023-24 CalSCHLS CSPS All Parents = 89%	2024-25 CalSCHLS CSPS All Parents = 89%	2025-26 CalSCHLS CSPS All Parents = 89%	2026-27 CalSCHLS CSPS All Parents = 92%	All Parents = +0%

5	School is a safe place for my child- Average percent of respondents reporting "agree" or “strongly agree” Priority 6 Source: CalSCHLS California School Parent Survey (CSPS)	2023-24 CalSCHLS CSPS All Parents = 95%	2024-25 CalSCHLS CSPS All Parents = 97%	2025-26 CalSCHLS CSPS All Parents = 96%	2026-27 CalSCHLS CSPS All Parents = 97%	All Parents = +1%
6	CA School Dashboard English Language Arts (ELA) Academic Indicator- Distance from Standard (DFS) Priority 4 Source: https://www.caschooldashboard.org/	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	2024 CA School Dashboard All Students = -12.9 points African American = -57.1 Asian = 52.2 points Filipino = 35.9 points Hispanic = -26.6 points White = 18.9 points English Learner = -40 points Long-Term English Learners = -83.5 points Foster Youth = -41.9 points Homeless = -33 points Socioeconomically Disadvantaged = -20.3 points Students with Disabilities = -102.1 points	2025 CA School Dashboard All Students = -8.2 points African American = -46.7 points Asian = 51.6 points Filipino = 22.1 points Hispanic = -21.2 points White = 29.7 points English Learners = -33.4 points Long-Term English Learners = -91.1 points Foster Youth = -36 points Homeless = -33.3 points Socioeconomically Disadvantaged = -15.5 points Students with Disabilities = -89.2 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 = -53.7 points Foster Youth = 6.2 points Homeless = 15.2 points Socioeconomically Disadvantaged = 28.2 points Students with Disabilities = -58.2 points	All Students = +1.2 points African American = -9.4 points Asian = -6.2 points Filipino = -14.2 points Hispanic = +2.2 points White = -3.2 points English Learners = +11.6 points Long-Term English Learners = -7.6 points Foster Youth = +2.5 points Homeless = -3.8 points Socioeconomically Disadvantaged = +1 points Students with Disabilities = +13.7 points

7	CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS) Priority 4 Source: https://www.caschooldashboard.org/	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	2024 CA School Dashboard All Students = -38.4 points African American = -95.4 points Asian = 52.6 points Filipino = 24.3 points Hispanic = -57.5 points White = -19.3 points English Learner = -56.5 points Long-Term English Learners = -144.8 points Foster Youth = -66.1 points Homeless = -54.3 points Socioeconomically Disadvantaged = -46.1 points Students with Disabilities = -127.6 points	2025 CA School Dashboard All Students = -38.4 points African American = -91.7 points Asian = 50.9 points Filipino = 11.5 points Hispanic = -58.5 points White = -9.1 points English Learners = -54 points Long-Term English Learners = -147 points Foster Youth = -77.7 points Homeless = -57.1 points Socioeconomically Disadvantaged = -46.3 points Students with Disabilities = -120.5 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 = -115 points Foster Youth = -34.9 points Homeless = -18.9 points Socioeconomically Disadvantaged = -1.3 points Students with Disabilities = -84.6 points	All Students = +0 points African American = -22.8 points Asian = -8.8 points Filipino = +16.8 points Hispanic = -0.3 points White = +7.5 points English Learners = +8.1 points Long-Term English Learners = -2.2 points Foster Youth = +1.9 points Homeless = +6.5 points Socioeconomically Disadvantaged = -0.3 points Students with Disabilities = +8.8 points

Goal Analysis for 2025-2026

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

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

During the 2025–26 school year, all the planned actions for Goal 3 were completed in full alignment with our adopted LCAP. These efforts were focused on increasing parent and family involvement. Everything was carried out on time and with the resources set aside in the plan.

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

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

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

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

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

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

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

Although all Goal 3 actions were fully implemented during the 2025–26 school year, variances occurred between budgeted amounts and estimated actual expenditures.

The following action reflects lower-than-anticipated expenditures. The variances in expenditures can be attributed to a reduction in the number of PAFs submitted, largely due to staff fatigue and burnout. Additionally, increased family participation in workshops—such as those offered through the California Association for Bilingual Education and Leader in Me—contributed to cost savings, as these sessions were facilitated without the need for third-party providers.

- Action 3.03 - Home-School Communication System

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

When we say an action was "effective," we mean the degree to which it was successful in producing the desired result. If something was "ineffective," it means it did not produce a significant or intended outcome. Goal 3 actions were analyzed holistically. While the effectiveness of these actions in increasing student achievement varied across student groups, it is important to note that this analysis reflects year 2 of implementation. Sustained effort and consistent implementation over the full three-year LCAP cycle are expected to yield improved results over time.

The effectiveness of these actions in increasing and improving services—primarily for ELs, Foster Youth, and low-income students, but also benefiting all students—was measured by Metric 3.06 - CA School Dashboard ELA and Metric 3.07 - CA School Dashboard Mathematics. Additionally, these actions were measured by Metric 3.01 - Parental Involvement in School, Metric 3.02 - School Actively Seeks the Input of Parents Before Making Important Decisions, Metric 3.03 -School Encourages Me to Be an Active Partner, Metric 3.04 - Communication with Parents about School, and Metric 3.05 - School Is a Safe Place for My Child.

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

The effectiveness of this action was measured by Metric 3.01 - Parental Involvement in School, Metric 3.02 - School Actively Seeks the Input of Parents Before Making Important Decisions, Metric 3.03 - School Encourages Me to Be an Active Partner, Metric 3.04 - Communication with Parents about School, Metric 3.05 - School Is a Safe Place for My Child, Metric 3.06 - CA School Dashboard ELA, and Metric 3.07 - CA School Dashboard Mathematics.

- Action 3.02 - School-Level Community Liaisons

STUDENT PERFORMANCE OVERVIEW

- All Students: In ELA, students are performing 8.2 points below the standard, showing an increase of 4.7 points from the previous year (2025 Dashboard). In mathematics, students remain 38.4 points below the standard, with a decrease of 0.1 points from last year (2025 Dashboard). Around 46% of students are performing at or above grade level in ELA, and 44% in (i-Ready Diagnostic Spring 2025). Overall, actions have been partially effective. Students show improvement in ELA performance, while mathematics remains below the standard with minimal change. In the 2025-26 CalSCHLS CSPS, 49% of families shared that they were involved at their child's school—consistent with last year's results. When it came to being part of school decisions, 87% of families agreed or strongly agreed that their school actively sought out their input—a 1% increase from the previous year (2025-26 CalSCHLS CSPS). Additionally, 94% (no change) said their school encouraged them to be partners in their child's education, showing continued commitment to family engagement (2025-26 CalSCHLS CSPS). Families also expressed strong feelings about school safety: 96% agreed or strongly agreed that their child's school is a safe place to learn, a decrease of 1% (2025-26 CalSCHLS CSPS).
- African American Students: In ELA, African American students are 46.7 points below the standard, showing an increase of 10.4 points from last year (2025 Dashboard). In mathematics, they are 91.7 points below the standard, with an increase of 3.8 points (2025 Dashboard). Overall, actions have been partially effective. African American students show improvement in both ELA and mathematics, as indicated by increases in points from the previous year; however, performance remains significantly below the standard in

both areas, highlighting the need for continued and intensified support.

- Asian Students: Asian students are performing 51.6 points above the standard in ELA, with a decline of 0.6 points from last year (2025 Dashboard). In mathematics, they are 50.9 points above the standard, with a decline of 1.7 points (2025 Dashboard). Overall, actions have been partially effective. While Asian students continue to perform well above the standard in ELA and mathematics, both areas show slight declines.
- ELs: ELs are 33.4 points below the standard in ELA, showing an increase of 6.6 points (2025 Dashboard). In mathematics, they are 54 points below the standard, with an increase of 2.6 points (2025 Dashboard). Around 19% of ELs are performing at or above grade level in ELA, and 25% in mathematics (i-Ready Diagnostic Spring 2025). Overall, actions have been partially effective. ELs show improvement in both ELA and mathematics; however, performance remains below the standard across all areas, indicating a need for continued and intensified support.
- Filipino Students: Filipino students are performing 22.1 points above the standard in ELA, with a decline of 13.7 points from last year (2025 Dashboard). In mathematics, they are 11.5 points above the standard, showing a decline of 12.8 points (2025 Dashboard). Overall, actions have been partially effective. Filipino students continue to perform above the standard in both ELA and mathematics; however, the notable declines in both areas suggest a need to strengthen supports to prevent further decreases and sustain achievement.
- Foster Youth: Foster Youth are 36 points below the standard in ELA, with an increase of 5.9 points (2025 Dashboard). In mathematics, they are 77.7 points below the standard, showing a decline of 11.6 points (2025 Dashboard). Around 21% of Foster Youth are performing at or above grade level in ELA, and 26% in mathematics (i-Ready Diagnostic Spring 2025). Overall, actions have been minimally effective. Foster Youth show some improvement in ELA; however, performance remains well below the standard, and mathematics reflects a decline. Continued significant gaps in both areas indicate a need for intensified, targeted support.
- Hispanic Students: Hispanic students are 21.2 points below the standard in ELA, with an increase of 5.4 points (2025 Dashboard). In mathematics, they are 58.5 points below the standard, showing a decline of 1 point (2025 Dashboard). Overall, actions have been partially effective. Hispanic students show improvement in ELA; however, mathematics reflects a slight decline and remains well below the standard. Mixed trends across subjects indicate a need for continued and targeted support.
- Homeless Students: Homeless students are 33.3 points below the standard in ELA, with a decline of 0.3 points (2025 Dashboard). In mathematics, they are 57.1 points below the standard, with a decline of 2.7 points (2025 Dashboard). Overall, actions have been minimally effective. Homeless students remain below the standard in both ELA and mathematics, with slight declines in both areas. Persistent gaps across subjects indicate a need for more targeted and comprehensive support.
- LTELs: LTELs are performing 91.1 points below the standard in ELA, with a decline of 7.7 points (2025 Dashboard). In mathematics, they are 147 points below the standard, with a decline of 2.2 points (2025 Dashboard). Overall, actions have been ineffective. LTELs are performing significantly below the standard in both ELA and mathematics, with declines in both areas, indicating an urgent need for intensified and strategic support.
- Socioeconomically Disadvantaged Students: Socioeconomically Disadvantaged students are 15.5 points below the standard in ELA, with an increase of 4.8 points (2025 Dashboard). In mathematics, they are 46.3 points below the standard, showing a decline of 0.2 points (2025 Dashboard). Around 44% of Socioeconomically Disadvantaged students are performing at or above grade level in ELA, and 41% in mathematics (i-Ready Diagnostic Spring 2025). Overall, actions have been partially effective. Socioeconomically Disadvantaged students show improvement in ELA; however, mathematics shows a slight decline and remains well below the standard. Mixed trends across subjects indicates a need for continued and targeted support.
- Students with Disabilities: Students with Disabilities are 89.2 points below the standard in ELA, with an increase of 12.9 points from last year (2025 Dashboard). In mathematics, they are 120.5 points below the standard, with an improvement of 7.1 points (2025 Dashboard). Overall, actions have been partially effective. Students with Disabilities show improvement across ELA, and mathematics; however, performance remains significantly below the standard in both ELA and mathematics, indicating a continued need for intensified and targeted support.
- White Students: White students are 29.7 points above the standard in ELA, with an increase of 10.7 points from last year (2025 Dashboard). In mathematics, they are 9.1 points below the standard, with an increase of 10.2 points (2025 Dashboard). Overall, actions have been partially effective. White students show improvement in both ELA and mathematics, with ELA performance well above the standard and mathematics demonstrating growth; however, mathematics remains slightly below the standard, indicating a continued need for targeted support.

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

After a thorough review of data, outcomes, and input from students, staff, families, and community partners, no changes were made to our 2026–27 LCAP goals, metrics, targeted outcomes, or actions. These components remain aligned to identified needs and continue to support student success.

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

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.	$229,374.00	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.	$797,517.00	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.	$150,576.00	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.	$50,000.00	Yes

Goal

Goal #	Description	Type of Goal
4	EMCSD will maintain foundational support. The effectiveness of actions in meeting this goal will be assessed through multiple primary data sources, including the Williams Textbook Sufficiency Report, the School Accountability Report Card (SARC), master schedules, CALPADS/HRS, and the CA School Dashboard. Metrics will include access to standards-aligned instructional materials, school facility conditions, availability of a comprehensive course of study, appropriate assignment of fully credentialed teachers, and proficiency in ELA and mathematics.	Broad Goal

State priorities addressed by this goal.

1, 7, 4

An explanation of why the LEA has developed this goal.

EMCSD's vision, mission, and core values are grounded in creating school environments that are safe and conducive to learning. A comprehensive analysis of metric outcomes, local data, and feedback from educational partners highlights the ongoing need and urgency for Goal 4, confirming its continuation in the 2024–27 LCAP.

These actions will support EMCSD in maintaining 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 serve as a foundation for reflective action, enabling EMCSD to assess the effectiveness of these actions in advancing progress toward maintaining foundational support.

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	Access to Standards-Aligned Instructional Materials Priority 1 Source: Williams' Textbook Sufficiency Report Fall	2023-24 Williams' Textbook Sufficiency Report Fall All Students = 100%	2024-25 Williams' Textbook Sufficiency Report Fall All Students = 100%	2025-26 Williams' Textbook Sufficiency Report Fall All Students = 100%	2026-27 Williams' Textbook Sufficiency Report Fall All Students = 100%	All Students = +0%
2	School Facility Good Repair Status Priority 1 Source: School Accountability Report Card (SARC)	2023-24 SARC All Schools = 100%	2024-25 SARC All Schools = 100%	2025-26 SARC All Schools = 100%	2026-27 SARC All Schools = 100%	All Schools = +0%
3	Access to a Broad Course of Study- English Language Development, English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education Priority 7 Source: Master Schedule	2023-24 Master Schedule All Students = 100%	2024-25 Mater Schedule All Students = 100%	2025-26 Mater Schedule All Students = 100%	2026-27 Master Schedule All Students = 100%	All Students = +0%

4	Fully Credentialed and Appropriately Assigned Teachers Priority 1 Source: CALPADS Fall 2	2023-24 CALPADS Fall 2 All Teachers = 98.52%	2024-25 CALPADS Fall 2 All Teachers = 100%	2025-26 CALPADS Fall 2 All Teachers = 99.48%	2026-27 CALPADS Fall 2 All Teachers = 100%	All Teachers = +0.96%
5	CA School Dashboard English Language Arts (ELA) Academic Indicator-Distance from Standard (DFS) Priority 4 Source: https://www.caschooldashboard.org/	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	2024 CA School Dashboard All Students = -12.9 points African American = -57.1 Asian = 52.2 points Filipino = 35.9 points Hispanic = -26.6 points White = 18.9 points English Learner = -40 points Long-Term English Learners = -83.5 points Foster Youth = -41.9 points Homeless = -33 points Socioeconomically Disadvantaged = -20.3 points Students with Disabilities = -102.1 points	2025 CA School Dashboard All Students = -8.2 points African American = -46.7 points Asian = 51.6 points Filipino = 22.1 points Hispanic = -21.2 points White = 29.7 points English Learners = -33.4 points Long-Term English Learners = -91.1 points Foster Youth = -36 points Homeless = -33.3 points Socioeconomically Disadvantaged = -15.5 points Students with Disabilities = -89.2 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 = -53.7 points Foster Youth = 6.2 points Homeless = 15.2 points Socioeconomically Disadvantaged = 28.2 points Students with Disabilities = -58.2 points	All Students = +1.2 points African American = -9.4 points Asian = -6.2 points Filipino = -14.2 points Hispanic = +2.2 points White = -3.2 points English Learners = +11.6 points Long-Term English Learners = -7.6 points Foster Youth = +2.5 points Homeless = -3.8 points Socioeconomically Disadvantaged = +1 points Students with Disabilities = +13.7 points

6	CA School Dashboard Mathematics Academic Indicator- Distance from Standard (DFS) Priority 4 Source: https://www.caschooldashboard.org/	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	2024 CA School Dashboard All Students = -38.4 points African American = -95.4 points Asian = 52.6 points Filipino = 24.3 points Hispanic = -57.5 points White = -19.3 points English Learner = -56.5 points Long-Term English Learners = -144.8 points Foster Youth = -66.1 points Homeless = -54.3 points Socioeconomically Disadvantaged = -46.1 points Students with Disabilities = -127.6 points	2025 CA School Dashboard All Students = -38.4 points African American = -91.7 points Asian = 50.9 points Filipino = 11.5 points Hispanic = -58.5 points White = -9.1 points English Learners = -54 points Long-Term English Learners = -147 points Foster Youth = -77.7 points Homeless = -57.1 points Socioeconomically Disadvantaged = -46.3 points Students with Disabilities = -120.5 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 = -115 points Foster Youth = -34.9 points Homeless = -18.9 points Socioeconomically Disadvantaged = -1.3 points Students with Disabilities = -84.6 points	All Students = +0 points African American = -22.8 points Asian = -8.8 points Filipino = +16.8 points Hispanic = -0.3 points White = +7.5 points English Learners = +8.1 points Long-Term English Learners = -2.2 points Foster Youth = +1.9 points Homeless = +6.5 points Socioeconomically Disadvantaged = -0.3 points Students with Disabilities = +8.8 points

Goal Analysis for 2025-2026

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

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

During the 2025–26 school year, all the planned actions for Goal 4 were completed in full alignment with our adopted LCAP. These efforts were focused on ensuring foundational support. Everything was carried out on time and with the resources set aside in the plan.

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

* For Action 4.02, actual expenditures were 47.6% lower than budgeted. This variance is primarily due to a smaller number of new teachers requiring mentor support than originally anticipated.

As a result, fewer mentoring services and associated supports were needed, leading to reduced expenditures. This represents a difference in anticipated utilization rather than a reduction in the availability of support. All new teachers who required mentorship continued to receive appropriate induction support aligned with district expectations.

Action 4.03 - Supplemental Instructional Materials and Action 4.09 - Enhanced Learning Environments were fully implemented to support ELs. We provided extra materials that helped these students access the curriculum in a way that was more understandable and engaging for them. This included additional resources in their primary language and visual aids to reinforce learning. The challenge was ensuring that all classrooms had enough of these supplemental materials and that they were consistently used to meet the specific needs of each student.

* For Action 4.09, there were some differences between the planned action and actual implementation. The primary variance was in the timeline for identifying and procuring evidence-based instructional supplies, materials, and equipment. This process took longer than anticipated due to the intentional inclusion of educational partner feedback, which extended the review and selection process. Despite this adjustment in timeline, implementation remained aligned with the intended action. A key success was the meaningful engagement of educational partners in the selection process, which strengthened the relevance and appropriateness of the materials being considered. A primary challenge was the resulting delay in finalizing purchases, which contributed to lower-than-anticipated expenditures within the reporting period.

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

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

Although all Goal 4 actions were fully implemented during the 2025–26 school year, variances occurred between budgeted amounts and estimated actual expenditures.

The following action reflected lower-than-anticipated expenditures. The variance in expenditures can be attributed to a smaller number of new teachers requiring mentor support than originally anticipated.

- Action 4.02 - Beginning Teacher Program Mentors

The following action reflected lower-than-anticipated expenditures. This variance is primarily due to a longer-than-expected timeline for identifying and procuring evidence-based instructional supplies, materials, and equipment, as the process included gathering and incorporating feedback from educational partners.

- Action 4.09 - Enhanced Learning Environments

The following actions reflected higher-than-anticipated expenditures, which are attributable to negotiated salary increases that support employee compensation and retention efforts.

- Action 4.03 - Supplemental Instructional Materials
- Action 4.04 - Safe, Clean, and Well-Maintained Facilities
- Action 4.06 - Personalized Small Group Instruction
- Action 4.07 - Professional Learning Community Time
- Action 4.08 - Technological Support

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

When we say an action was “effective,” we mean the degree to which it was successful in producing the desired result. If something was “ineffective,” it means it did not produce a significant or intended outcome. Goal 4 actions were analyzed holistically. While the effectiveness of these actions in increasing student achievement varied across student groups, it is important to note that this analysis reflects year 2 of implementation. Sustained effort and consistent implementation over the full three-year LCAP cycle are expected to yield improved results over time.

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

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

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

- Action 4.03 - Supplemental Instructional Materials

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

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

STUDENT PERFORMANCE OVERVIEW

- All Students: In ELA, students are performing 8.2 points below the standard, showing an increase of 4.7 points from the previous year (2025 Dashboard). In mathematics, students remain 38.4 points below the standard, with a decrease of 0.1 points from last year (2025 Dashboard). Around 46% of students are performing at or above grade level in ELA, and 44% in (i-Ready Diagnostic Spring 2025). Overall, actions have been partially effective. Students show improvement in ELA performance, while mathematics remains below the standard with minimal change. I

The 2024-25 Williams' Textbook Sufficiency Report showed that 100% of students had access to sufficient textbooks, ensuring all students had the resources they needed for their studies. Similarly, the 2025-26 School Facility Good Repair Status confirmed that all schools in the district were in good repair, with 100% of facilities meeting the required standards. All students had access to a broad course of study, including ELD, English, mathematics, social sciences, science, visual and performing arts, health, and physical education, as evidenced by a 100% rating. Furthermore, the district maintained a 99.48% rate for fully credentialed and appropriately assigned teachers, ensuring all educators met the necessary qualifications to support student learning. Despite well-established learning conditions, overall student achievement (as outlined in the preceding paragraph) remains consistently below standard—pointing to the need for deeper inquiry and more targeted actions to address underlying academic challenges.

The 2025-26 CalSCHLS CSSS highlighted positive staff feedback. A strong 88% of staff (decrease of 1% from last year) agreed or strongly agreed that the school promoted trust and collegiality among staff, fostering a positive work environment. Additionally, 93% of staff (decrease of 1%) agreed or strongly agreed that adults in the school collaborated regularly, reflecting a culture of teamwork and shared responsibility. Furthermore, 93% of staff (increase of 8%) felt that the school’s facilities and property were clean and well-maintained, contributing to a conducive learning environment (2025-26 CalSCHLS CSSS). The 2025-26 CalSCHLS CSPS showed similar satisfaction from parents, with 92% (no change) agreeing or strongly agreeing that the school’s facilities were clean and well-maintained, reinforcing the district's commitment to providing a safe and welcoming environment for students. Again, while these data points highlight areas of strength, the academic outcomes above demonstrate limited action effectiveness—suggesting a need to examine the root causes more deeply.

- African American Students: In ELA, African American students are 46.7 points below the standard, showing an increase of 10.4 points from last year (2025 Dashboard). In mathematics, they are 91.7 points below the standard, with an increase of 3.8 points (2025 Dashboard). Overall, actions have been partially effective. African American students show improvement in both ELA and mathematics, as indicated by increases in points from the previous year; however, performance remains significantly below the standard in both areas, highlighting the need for continued and intensified support.
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- Socioeconomically Disadvantaged Students: Socioeconomically Disadvantaged students are 15.5 points below the standard in ELA, with an increase of 4.8 points (2025 Dashboard). In mathematics, they are 46.3 points below the standard, showing a decline of 0.2 points (2025 Dashboard). Around 44% of Socioeconomically Disadvantaged students are performing at or above grade level in ELA, and 41% in mathematics (i-Ready Diagnostic Spring 2025). Overall, actions have been partially effective. Socioeconomically Disadvantaged students show improvement in ELA; however, mathematics shows a slight decline and remains well below the standard. Mixed trends across subjects indicates a need for continued and targeted support.
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staff Recruitment, Equitable	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-	$37,331,825.00	No

	Assignments, and Core Curriculum	aligned English Language Arts, English Language Development, Mathematics, History-Social Sciences, and Science core instructional material.		
2	Beginning Teacher Program Mentors	Provide district mentors within the Beginning Teacher Program will provide regular coaching, professional development, and assistance in creating action plans. These efforts aim to enhance the capacity of both new and veteran teachers to meet the needs of English learners, foster youth, and low-income students.	$80,000.00	Yes
3	Supplemental Instructional Materials	The Instruction Department will provide access to grade-level, standards-aligned English Language Arts, English Language Development, Mathematics, History-Social Sciences, and Science supplemental instructional materials as part of the common core adoptions to meet the needs of English learners. At the conclusion of each academic year, supplemental instructional materials will undergo inventory for the subsequent year and will be distributed ahead of the new school year.	$80,000.00	Yes
4	Safe, Clean, and Well-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.	$4,076,485.00	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.	$106,000.00	No
6	Personalized Small Group Instruction	Implement personalized small group instruction to enhance language-rich experiences, offer individualized attention, and provide targeted instruction to address language needs, guided reading, and intervention through personalized learning plans. This will be implemented to meet the needs of English learners, foster youth, and low-income students. Students will be grouped based on their language and academic strengths and needs based on a variety of data.	$7,111,573.00	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.	$2,268,944.00	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.	$560,873.00	Yes
9	Enhanced Learning Environments	Provide flexible, evidence-based instructional supplies, materials, and equipment to enrich classroom environments that promote student engagement, collaboration, and differentiated instruction. These resources will maximize instructional time and address the diverse academic, behavioral, and emotional needs of English learners, Long-Term English Learners, students with disabilities, and low-income students. * A portion of LREBG funds ($2,954,577) will be allocated to establish this new action, which will be exclusively funded by LREBG. To monitor the impact of this action, the following metric will be used: 4.05 (CA School Dashboard English Language Arts Indicator) and 4.06 (CA School Dashboard Mathematics Academic Indicator). By equipping classrooms with tools that support small-group instruction, structured movement, sensory regulation, and differentiated engagement, we are intentionally integrating social-emotional learning and trauma-informed practices into everyday teaching. Grounded in research on how children learn best—particularly those impacted	$2,954,577.00	No

		by adversity—these supports create more equitable conditions for learning and allow staff to deliver timely, targeted interventions that directly address skill gaps.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$29,986,383.00	$3,835,329.00

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
39.16%	0.00%	$0.00	39.16%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1: Action 1.01	2023 Dashboard: In ELA, students were 9.4 points below the standard (1.2-point increase), ELs 45 points below (2.6-point decline), low-income 16.5 points below (2.6-point decline), and Foster Youth 38.5 points below (41.7-point increase). In mathematics, students were 38.4 points below the standard (3.9-point increase), ELs 62.1 points below (1.2-point increase), low-income 46 points below (no change), and Foster Youth 79.6 points below (21.7-point increase).	Action 1.01 strengthens core instruction (Tier 1) within EMCSD's MTSS framework. By enhancing Tier 1 through intentional planning, differentiation, language development supports, and the use of UDL, this action ensures that high-quality, accessible instruction serves as the foundation for all learners. Strengthening the core reduces reliance on more intensive interventions (Tiers 2 and 3), which have historically and disproportionately impacted ELs, Foster Youth, and students from low-income households. Providing professional development and supplemental	Metric 1.01: CA School Dashboard ELA Academic Indicator- Distance from Standard (DFS)- All students, ELs, Foster Youth, and low-income students Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, ELs, Foster Youth, and low-income students

2024 Dashboard: In ELA, students were 12.9 points below the standard (3.5-point decline), ELs 40 points below (5-point increase), low-income 20.3 points below (3.8-point decline), and Foster Youth 41.9 points below (3.3-point decline). In mathematics, students were 38.4 points below the standard (no change), ELs 56.5 points below (5.6-point increase), low-income 46.1 points below (0.1-point decline), and Foster Youth 66.1 points below (13.5-point increase).

2025 Dashboard: In ELA, students are 8.2 points below the standard (4.7-point increase), ELs 33.4 points below (6.6-point increase), low-income 15.5 points below (4.8-point increase), and Foster Youth 36 points below (5.9-point increase). In mathematics, students are 38.4 points below the standard (0.1-point decline), ELs 54 points below (2.6-point increase), low-income 46.3 points below (0.2-point decline), and Foster Youth 77.7 points below (11.6-point decline).

2023–24 Educational Partner Feedback: Feedback highlighted concerns regarding the growth and achievement of ELs, Foster Youth, and low-income students. Educational partners emphasized the need to strengthen core instruction, expand professional development, and increase consultation and collaboration among staff and parents to better address students' unique academic, behavioral, and social-emotional needs.

Through engagement with students, parents, teachers, and administrators, the LCAP Feedback Form helped identify programs and services perceived as most effective in enhancing student achievement. Notably, 6.1% emphasized the importance of training for teachers and TOSAs in fostering effective instructional practices.

Qualitative data further revealed a need for additional collaborative planning time, as well as increased access to supplies and supplemental materials to better support ELs, Foster Youth, and low-income students. Across all feedback, there was a clear call for ongoing professional learning, consultation, and collaboration to

instructional materials at the core level equips educators to design learning experiences that are both accessible and academically rigorous, particularly for students who may have had fewer opportunities to access enrichment outside of school. Research demonstrates that investing in strong Tier 1 instruction is one of the most effective and equitable strategies for addressing opportunity gaps early, before they widen over time (Center on MTSS, 2019). This action was prioritized over alternatives, such as expanding Tier 2 supports first, because district data and professional experience indicate that proactively strengthening core instruction is more sustainable, preventative, and aligned with equity-centered practices.

This action is being implemented districtwide in recognition that all students benefit from strong, inclusive core instruction, as well as ongoing professional learning, collaboration, and partnership with families.

	strengthen core instruction. This need was especially important given that many of these students experience overlapping challenges, including trauma, mental health needs, and behavioral concerns, which impact academic achievement. 2024–25 Educational Partner Feedback: Feedback continued to highlight the need for Actions 1.01. Students expressed a desire for more engaging and challenging instruction, particularly in reading, science, and the arts. Parents and teachers emphasized the importance of consistent support and recognition, while also identifying the need for strong, high-quality Tier 1 classroom instruction. Administrators noted an overreliance on intervention teachers and an underutilization of instructional support specialists, indicating a need to clarify roles and responsibilities. Strengthening Tier 1 instruction through targeted support from program specialists emerged as a key priority. 2025–26 Educational Partner Feedback: Feedback emphasized the need to strengthen core (Tier 1) instruction through engaging, differentiated teaching practices, increased academic support, and stronger consistency across classrooms. Educational partners also highlighted the importance of ongoing professional learning for teachers and TOSAs, expanded collaboration, and targeted support to better meet the academic needs of all students.		
Goal 1: Action 1.02 and 1.06	2023 Dashboard: In ELA, students were 9.4 points below the standard (1.2-point increase), ELs 45 points below (2.6-point decline), low-income 16.5 points below (2.6-point decline), and Foster Youth 38.5 points below (41.7-point increase). In mathematics, students were 38.4 points below the standard (3.9-point increase), ELs 62.1 points below (1.2-point increase), low-income 46 points below (no change), and Foster Youth 79.6 points below (21.7-point increase). 2024 Dashboard: In ELA, students were 12.9 points below the standard (3.5-point decline), ELs 40 points below (5-point increase), LTELs	Action 1.02 focuses on addressing the barriers that ELs, Foster Youth, low-income students, and LTELs face in accessing and comprehending grade-level Common Core instruction. This action emphasizes professional learning for staff to enhance their capacity to deliver high-quality, differentiated Tier 1 instruction. Key elements include incorporating scaffolded language supports, explicit language instruction, and universal access strategies into core instruction. By equipping staff with these essential tools, this action aims to improve student engagement and comprehension of the core curriculum, ultimately increasing the number of students who meet or exceed academic standards. This approach ensures that all students, regardless of background, have equitable access to rigorous, grade-level	Metric 1.01: CA School Dashboard ELA Academic Indicator- DFS- All students, ELs, Foster Youth, low-income students, and LTELs Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, ELs, Foster Youth, low-income students, and LTELs

83.5 points below (11.1-point decline), low-income 20.3 points below (3.8-point decline), and Foster Youth 41.9 points below (3.3-point decline). In mathematics, students were 38.4 points below the standard (no change), ELs 56.5 points below (5.6-point increase), LTELs 144.8 points below (19.2-point decline), low-income 46.1 points below (0.1-point decline), and Foster Youth 66.1 points below (13.5-point increase).

2025 Dashboard: In ELA, students are 8.2 points below the standard (4.7-point increase), ELs 33.4 points below (6.6-point increase), LTELs 91.1 points below (7.7-point decline), low-income 15.5 points below (4.8-point increase), and Foster Youth 36 points below (5.9-point increase). In mathematics, students are 38.4 points below the standard (0.1-point decline), ELs 54 points below (2.6-point increase), LTELs 147 points below (2.2-point decline), low-income 46.3 points below (0.2-point decline), and Foster Youth 77.7 points below (11.6-point decline).

2023–24 Educational Partner Feedback: Feedback highlighted concerns regarding the growth and achievement of ELs, Foster Youth, low-income students, and LTELs, emphasizing the need to strengthen professional development, instructional coaching, modeling, and curriculum design. Through engagement with students, parents, teachers, and administrators, the LCAP Feedback Form helped identify programs and services perceived as most effective in enhancing student achievement. Notably, 6.1% of respondents emphasized the importance of training for TOSAs in fostering effective instructional practices.

Qualitative data further revealed a need for differentiated professional development to ensure both universal access and targeted support for ELs, Foster Youth, low-income students, and Long-Term ELs. The importance of coaching and modeling to strengthen core instruction was consistently emphasized, particularly given that many of these students experience interconnected challenges such as trauma, mental health needs, and behavioral concerns that impact academic achievement.

content.

Action 1.06 centers on TOSAs, who play a critical role in supporting and strengthening core (Tier 1) instruction. TOSAs provide targeted coaching to staff, focusing on best practices for differentiation, re-teaching, and the monitoring of instructional practices. They work closely with educators to track the progress of ELs, Foster Youth, low-income students, and LTELs through data analysis, classroom observations, and student goal-setting aligned to reclassification. By facilitating personalized support and fostering professional learning communities, TOSAs ensure that staff receive ongoing guidance and resources to implement effective instructional strategies. This support reduces the need for supplemental (Tier 2) and intensive (Tier 3) interventions by ensuring that core instruction is accessible and effective for all students.

These actions are implemented districtwide in recognition that all students benefit from enhanced professional learning, instructional coaching, modeling, and strengthened curriculum design.

	Additionally, support for curriculum design—especially within language acquisition programs—emerged as a key area of need. 2024–25 Educational Partner Feedback: Feedback continued to support the need for Actions 1.02 and 1.06 by emphasizing the importance of meeting students' diverse learning needs and strengthening classroom instruction. Students expressed a desire for more engaging, hands-on learning experiences and access to materials in multiple languages, while parents highlighted the value of specialized supports and programs such as dual immersion and CTE pathways. Teachers and administrators identified the need for greater consistency in instructional practices, improved curriculum, and clearer delineation of support roles. In response, differentiated professional development and targeted instructional coaching were identified as critical strategies to support teachers in delivering high-quality, inclusive instruction and designing lessons that reflect the diverse needs and interests of all learners. 2025–26 Educational Partner Feedback: Feedback highlighted the need for ongoing professional development, instructional coaching, and curriculum support to strengthen instructional practices and better meet students' unique academic, behavioral, and social-emotional needs. Students, families, teachers, and administrators emphasized the importance of engaging and consistent instruction, differentiated supports, collaboration, stronger instructional routines, and additional teacher training to improve outcomes for all students		
Goal 1: Action 1.03, 1.04, and 1.07	2023 Dashboard: In ELA, students were 9.4 points below the standard (1.2-point increase), ELs 45 points below (2.6-point decline), low-income 16.5 points below (2.6-point decline), and Foster Youth 38.5 points below (41.7-point increase). In mathematics, students were 38.4 points below the standard (3.9-point increase), ELs 62.1 points below (1.2-point increase), low-income 46 points below (no change), and Foster Youth 79.6 points below (21.7-point increase).	Action 1.03 prioritizes providing ELs, Foster Youth, and low-income students with updated technology and individualized online instructional programs. This action is supported by a scheduled replenishment plan to ensure that technology resources remain current and accessible. In addition, comprehensive technology training for staff, parents, and families ensures that all educational partners are equipped to effectively utilize these resources. Research and feedback from educational partners indicate that ELs, Foster Youth, and low-income students often experience disparities in access to	Metric 1.01: CA School Dashboard ELA Academic Indicator- DFS- All students, ELs, Foster Youth, and low-income students Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, ELs, Foster Youth, and low-income students

2024 Dashboard: In ELA, students were 12.9 points below the standard (3.5-point decline), ELs 40 points below (5-point increase), low-income 20.3 points below (3.8-point decline), and Foster Youth 41.9 points below (3.3-point decline). In mathematics, students were 38.4 points below the standard (no change), ELs 56.5 points below (5.6-point increase), low-income 46.1 points below (0.1-point decline), and Foster Youth 66.1 points below (13.5-point increase).

2025 Dashboard: In ELA, students are 8.2 points below the standard (4.7-point increase), ELs 33.4 points below (6.6-point increase), low-income 15.5 points below (4.8-point increase), and Foster Youth 36 points below (5.9-point increase). In mathematics, students are 38.4 points below the standard (0.1-point decline), ELs 54 points below (2.6-point increase), low-income 46.3 points below (0.2-point decline), and Foster Youth 77.7 points below (11.6-point decline).

2023-24 Educational Partner Feedback: Feedback highlighted concerns regarding student growth and achievement among ELs, 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 ELs, 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.

2024-25 Educational Partner Feedback: Feedback continued to highlight a clear need for Actions 1.03, 1.04, and 1.07. Students asked for more engaging and challenging learning, including access to books at their AR level and materials in multiple languages, which technology, which can limit their ability to fully engage with digital learning tools. By addressing this disparity, this action reduces barriers to educational opportunities—particularly for unduplicated pupils—and promotes more equitable access to learning resources.

Action 1.04 focuses on providing access to developmentally appropriate, culturally and linguistically relevant assessment measures, along with a robust data management system. These tools enable staff to effectively monitor student progress, identify academic needs, and tailor instruction accordingly. For ELs, Foster Youth, and low-income students, access to assessments that accurately reflect their academic capabilities ensures that instructional practices are aligned with their needs, promoting more personalized and effective learning experiences. By strengthening the data system and providing these assessment tools, this action supports the ongoing improvement of Tier 1 instruction and reduces the need for supplemental interventions.

Action 1.07 introduces a library management system designed to streamline access to reading materials and support student literacy development. The system provides students with access to texts aligned to their identified Lexile levels, ensuring that ELs, Foster Youth, and low-income students can engage with materials that support their literacy growth. In addition, the allocation of library media technicians helps guide students in selecting appropriate materials, enhancing their ability to explore resources that foster academic success. This action strengthens the learning environment and reinforces EMCSD’s goal of improving student achievement through increased access to high-quality reading materials.

These actions are implemented districtwide in recognition that all students benefit from enhanced technology, online instructional programs, supplemental materials, and assessment systems.

underscores the importance of expanding school library access (Action 1.07). Teachers and staff noted that tools like Achieve3000 and KidBiz help engage students and track progress, supporting the continued investment in technology for instruction (Action 1.03). Additionally, feedback from teachers, staff, and administrators points to the need for better use of data to identify student needs, improve instruction, and ensure the effective use of instructional roles—reinforcing the need for strong data-based decision-making tools (Action 1.04).

2023–24 Educational Partner Feedback: Feedback from educational partners highlighted concerns regarding student growth and achievement among ELs, Foster Youth, and low-income students, emphasizing the need for expanded access to technology, online instructional programs, supplemental materials, and assessment tools. Through the LCAP Feedback Form, educational partners also identified the programs and services they found most impactful in increasing student achievement. Notably, 6.5% of respondents selected school libraries and access to books at a variety of reading levels.

Additionally, input from educational partners, along with data analysis, indicated that ELs, Foster Youth, and low-income students experience challenges in accessing and understanding grade-level Common Core instruction. This has led to an increased need for targeted supplemental (Tier 2) and intensive (Tier 3) supports to address learning gaps and promote academic success.

2024–25 Educational Partner Feedback: Feedback from educational partners continued to highlight the need for Actions 1.03, 1.04, and 1.07. Students expressed a desire for more engaging and challenging learning experiences, including access to books at their Accelerated Reader (AR) levels and materials in multiple languages, reinforcing the importance of expanding school library access (Action 1.07).

Teachers and staff noted that instructional tools

	such as Achieve3000 and KidBiz support student engagement and progress monitoring, underscoring the importance of continued investment in instructional technology (Action 1.03). Additionally, feedback from teachers, staff, and administrators emphasized the need to strengthen data use practices to better identify student needs, improve instruction, and maximize the effectiveness of instructional roles—reinforcing the importance of robust data-based decision-making systems (Action 1.04). 2025–26 Educational Partner Feedback: Feedback emphasized the importance of technology, data-based tools, and library access to support student achievement and engagement. Families, teachers, and staff highlighted the value of instructional technology programs such as i-Ready and ST Math, access to instructional materials and resources, the use of student data to guide instruction, and expanded library and literacy supports to strengthen reading, intervention, and academic success for all students.		
Goal 1: Action 1.08, 1.09, 1.10, and 1.16	2023 Dashboard: In ELA, students were 9.4 points below the standard (1.2-point increase), ELs 45 points below (2.6-point decline), low-income 16.5 points below (2.6-point decline), and Foster Youth 38.5 points below (41.7-point increase). In mathematics, students were 38.4 points below the standard (3.9-point increase), ELs 62.1 points below (1.2-point increase), low-income 46 points below (no change), and Foster Youth 79.6 points below (21.7-point increase). 2024 Dashboard: In ELA, students were 12.9 points below the standard (3.5-point decline), ELs 40 points below (5-point increase), low-income 20.3 points below (3.8-point decline), and Foster Youth 41.9 points below (3.3-point decline). In mathematics, students were 38.4 points below the standard (no change), ELs 56.5 points below (5.6-point increase), low-income 46.1 points below (0.1-point decline), and Foster Youth 66.1 points below (13.5-point increase). 2025 Dashboard: In ELA, students are 8.2 points below the standard (4.7-point increase), ELs 33.4 points below (6.6-point increase), low-	Action 1.08 addresses the need for enrichment opportunities, particularly for ELs, Foster Youth, and low-income students who may face financial or systemic barriers to participation. Through EMCSD's MTSS framework, this action ensures that students' academic, behavioral, and social-emotional needs are addressed comprehensively. A key component, the Saturday Gifted and Talented Education (GATE) program, provides project-based, hands-on learning experiences that emphasize 21st-century skills such as collaboration, creativity, and critical thinking. Students engage in areas such as robotics, coding, and computer science, promoting innovation and sparking interest in future career pathways. Action 1.09 focuses on intervention teachers who provide essential supplemental (Tier 2) and intensive (Tier 3) academic support. These educators deliver individualized instruction based on student need and monitor progress using culturally and linguistically relevant measures. This targeted support is instrumental in helping ELs, Foster Youth, and low-income students address learning gaps and build foundational skills necessary for success in core academic subjects. Action 1.10 supports college and career readiness through access to CTE pathways and the integration of AVID strategies. These opportunities develop both academic and	Metric 1.01: CA School Dashboard ELA Academic Indicator- DFS- All students, ELs, Foster Youth, and low-income students Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, ELs, Foster Youth, and low-income students

income 15.5 points below (4.8-point increase), and Foster Youth 36 points below (5.9-point increase). In mathematics, students are 38.4 points below the standard (0.1-point decline), ELs 54 points below (2.6-point increase), low-income 46.3 points below (0.2-point decline), and Foster Youth 77.7 points below (11.6-point decline).

2023–24 Educational Partner Feedback: Feedback highlighted significant concerns regarding the growth and academic achievement of ELs, Foster Youth, and low-income students, emphasizing the need for targeted intervention and enrichment opportunities. Through the LCAP Feedback Form, educational partners also identified the programs and services they found most impactful in supporting student achievement. Notably, 30.8% of respondents identified intervention teachers as critical in supporting students performing below grade level, while 5.3% highlighted the importance of enrichment opportunities for gifted and talented students.

Qualitative data further emphasized the need to prioritize acceleration over remediation and revealed that many students lack access to essential background knowledge. These findings underscore the importance of comprehensive, responsive instructional approaches that both address learning gaps and provide opportunities for advanced learning.

2024–25 Educational Partner Feedback: Feedback continued to highlight the need for Actions 1.08, 1.09, 1.10, and 1.16. Students expressed a desire for more engaging, hands-on learning experiences, particularly in science and the arts, reinforcing the importance of expanding visual and performing arts programs (Action 1.16).

Parents emphasized the need to provide intellectually stimulating experiences and greater course variety for gifted and talented students, aligning with the goals of Gifted and Talented Student Enrichment (Action 1.08). Teachers and staff highlighted the critical role of intervention teachers in supporting academic growth and practical skills, empowering ELs, Foster Youth, and low-income students to explore postsecondary education options and viable career pathways. AVID and CTE are particularly impactful for students who may have limited exposure to college-going expectations or career readiness supports outside of school.

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

These actions are implemented districtwide in recognition that all students benefit from strengthened intervention and enrichment opportunities.

	called for more consistent access to these supports, underscoring the importance of sustaining and expanding intervention services (Action 1.09). Additionally, parents advocated for earlier exposure to career-focused learning opportunities, including areas such as computer science and gardening. This feedback aligns with the goals of Career Technical Education (CTE) and AVID programs (Action 1.10), which aim to provide relevant, future-focused learning experiences and prepare students for college and career pathways. 2025–26 Educational Partner Feedback: Feedback emphasized the importance of expanding enrichment, intervention, career exploration, and visual and performing arts opportunities to support student engagement and achievement. Students and families highlighted the value of tutoring, intervention support, engaging learning experiences, career exploration, music, art, electives, and enrichment programs that help students build confidence, develop talents, and prepare for future success. Educational partners also expressed the need for additional support for struggling students and expanded opportunities for gifted and talented students.		
Goal 1: Action 1.14 and 1.15	2023 Dashboard: In ELA, students were 9.4 points below the standard (1.2-point increase), ELs 45 points below (2.6-point decline), and low-income 16.5 points below (2.6-point decline). In mathematics, students were 38.4 points below the standard (3.9-point increase), ELs 62.1 points below (1.2-point increase), and low-income 46 points below (no change). 2024 Dashboard: In ELA, students were 12.9 points below the standard (3.5-point decline), ELs 40 points below (5-point increase), and low-income 20.3 points below (3.8-point decline). In mathematics, students were 38.4 points below the standard (no change), ELs 56.5 points below (5.6-point increase), and low-income 46.1 points below (0.1-point decline). 2025 Dashboard: In ELA, students are 8.2 points	Action 1.14 focuses on providing SLPAs to work with ELs and low-income students in small groups, enhancing their oral language fluency. These assistants provide targeted instruction and structured practice opportunities that support students' ability to communicate effectively. This focused language intervention plays a critical role in fostering academic achievement, particularly in language acquisition and content mastery. By strengthening oral language skills, Action 1.14 ensures that ELs and low-income students receive the support needed to develop the broader language abilities essential for academic success. Action 1.15 focuses on professional learning in language acquisition, equipping staff with the knowledge and skills necessary to effectively support ELs and low-income students. This effort is supplemented with additional resources and personnel to ensure equitable access to core instruction. Specialized curriculum and supports are provided for newcomer students, along with resources that promote	Metric 1.01: CA School Dashboard ELA Academic Indicator- DFS- All students, ELs, and low-income students Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, ELs, and low-income students

below the standard (4.7-point increase), ELs 33.4 points below (6.6-point increase), and low-income 15.5 points below (4.8-point increase). In mathematics, students are 38.4 points below the standard (0.1-point decline), ELs 54 points below (2.6-point increase), and low-income 46.3 points below (0.2-point decline).

2023–24 Educational Partner Feedback: Feedback highlighted concerns regarding student growth and achievement, emphasizing the need to strengthen language acquisition through professional learning, oral language development, and supports that promote biliteracy, bilingualism, and biculturalism. Through the LCAP Feedback Form, educational partners also identified the programs and services they found most impactful in increasing student achievement. Notably, 2.6% of respondents selected speech and language pathologist assistants (SLPAs) as instrumental in improving students' language skills, while 15.2% identified staff support, teacher training, and access to necessary supplies as critical for effectively implementing dual language programs.

Additionally, input from educational partners, along with data analysis, indicated that ELs and low-income students experience challenges in accessing and understanding grade-level Common Core instruction. This has led to an increased need for targeted supplemental (Tier 2) and intensive (Tier 3) supports to address learning gaps and improve academic outcomes.

2024–25 Educational Partner Feedback: Feedback continued to demonstrate the need for Actions 1.14 and 1.15 by highlighting the diverse language needs of students and the value families place on dual immersion and English language intervention programs. Students expressed a desire for learning materials in multiple languages to better support their academic progress, reinforcing the importance of strengthening oral language development (Action 1.14).

Parents emphasized the need to expand dual immersion programs and provide greater support

language development and help build both English proficiency and content knowledge. This action also emphasizes biliteracy, bilingualism, and biculturalism, recognizing that multilingualism offers significant cognitive benefits, including enhanced executive functioning, improved focus, and stronger working memory—all of which contribute to academic success. According to the California Department of Education, students in dual language programs tend to outperform their peers in English-only programs by the time they reach high school. Support staff, including native language role models, provide essential oral language assistance, helping to create a supportive and inclusive learning environment.

These actions are implemented districtwide in recognition that all students benefit from strengthened language acquisition, professional learning, oral language fluency support, and opportunities to develop biliteracy, bilingualism, and biculturalism.

	for non-Spanish-speaking students, directly aligning with efforts to promote biliteracy, bilingualism, and biculturalism (Action 1.15). Additionally, the emphasis on inclusive and engaging instruction for all learners further underscores the need for intentional, well-structured language development strategies across instructional settings. 2025–26 Educational Partner Feedback: Feedback emphasized the importance of strengthening oral language development, bilingualism, biliteracy, and culturally responsive learning opportunities for students, particularly ELs. Families, DELAC, and parent leaders highlighted the need for continued ELD support, bilingual teachers, dual language programs, language practice opportunities, and instructional supports that help students build communication skills, academic confidence, and cultural pride.		
Goal 2: Action 2.01, 2.02, 2.04, and 2.05	2023 Dashboard: For all students, the chronic absenteeism rate is 12.3% (6.2% decline), ELs 10% (6.9% decline), low-income 13.1% (6% decline), and Foster Youth 24.1% (8.8% decline). 2024 Dashboard: For all students, the chronic absenteeism rate is 10% (2.3% decline), ELs 8.3% (1.7% decline), low-income 10.9% (2.2% decline), and Foster Youth 25% (0.9% increase). 2025 Dashboard: For all students, the chronic absenteeism rate is 8.1% (1.9% decline), ELs 6.8% (1.6% decline), low-income 8.8% (2% decline), and Foster Youth 17.3% (7.7% decline). 2023–24 Educational Partner Feedback: Feedback highlighted concerns regarding student engagement, emphasizing the need for increased attendance-related supports. Through the LCAP Feedback Form, educational partners also identified the programs and services they found most impactful in improving learner engagement. Notably, 21.26% of respondents identified attendance clerks as critical in monitoring attendance and providing same-day notifications to parents, guardians, and caregivers.	Action 2.01 provides supplemental supplies and employs outreach consultants to support attendance incentives and recognition activities. These strategies are designed to foster a positive and supportive school climate in which ELs, Foster Youth, and low-income students feel welcomed and motivated to attend regularly. Tiered support systems are implemented, with Tier 2 and Tier 3 interventions specifically targeting students at risk of or experiencing chronic absenteeism. These supports include personalized check-ins, family outreach, and connections to additional services. Action 2.02 strengthens early identification and communication through dedicated attendance clerks who monitor attendance records daily. When a student is absent, immediate contact with families is made to determine the reason and provide necessary support. ELs, Foster Youth, and low-income students may face barriers such as transportation challenges, family obligations, or limited access to healthcare. Attendance clerks play a critical role in connecting families to resources that address these barriers and prevent further absences. Action 2.04 addresses health-related barriers that contribute to absenteeism. By providing additional school nurses and health assistants, this action ensures that ELs, Foster Youth, and low-income students receive timely medical care and interventions that can prevent minor illnesses from leading to prolonged absences. Professional learning equips staff to recognize early signs of health concerns, while outreach to	Metric 2.01: CA School Dashboard Chronic Absenteeism- Rate- All students, ELs, Foster Youth, and low-income students

	Additionally, 16.80% highlighted the implementation of attendance incentive systems to encourage consistent attendance. Other supports identified included outreach consultants who assist students with excessive absences (8.1%), teachers who provide instructional support for students with short- and long-term absences (7.49%), and nurses and health assistants who support students' physical well-being (3.04%). 2024–25 Educational Partner Feedback: Feedback continued to highlight the need for increased supports to improve attendance, engagement, and overall student well-being. Educational partners identified the importance of strengthening systems to monitor attendance and provide timely interventions, aligning with Actions 2.01 (Outreach Consultants and Supplemental Attendance Supplies) and 2.02 (Attendance Clerks). Additionally, feedback emphasized the need for greater support for students experiencing health and emotional challenges, particularly among younger learners, reinforcing the importance of Action 2.04 (Nurses and Health Assistants). Teachers and administrators also raised concerns about learning loss due to absences and the need for continuity of instruction, directly aligning with Action 2.05 (Supplemental Instructional Support for Short- and Long-Term Absences). 2025–26 Educational Partner Feedback: Feedback emphasized the importance of attendance outreach, health services, and supplemental instructional support to help students remain engaged, connected, and successful in school. Students, families, and staff highlighted the need for stronger relationship-building, mental health and wellness supports, attendance interventions, safe and supportive school environments, and additional support for students experiencing absences, emotional challenges, or disengagement from school.	families emphasizes the importance of scheduling medical appointments outside of instructional time. This approach supports student well-being while maximizing access to instruction. Action 2.05 ensures continued connection with students and families by providing individualized academic support, access to technology, and SEL resources. These supports are particularly important for ELs, Foster Youth, and low-income students whose attendance may be affected by family or emotional challenges. By maintaining engagement during periods of absence and easing transitions back to school, this action promotes continuity in learning and sustained participation. These actions are implemented across the LEA in recognition that all students benefit from outreach consultants, attendance clerks, supplemental instructional supports for short- and long-term absences, and access to nurses and health assistants.	
Goal 2: Action 2.03 and 2.12	2023 Dashboard: For all students, the chronic absenteeism rate is 12.3% (6.2% decline), low-income 13.1% (6% decline), and Foster Youth	Action 2.03 provides opportunities for students with both short- and long-term absences to make up missed learning through Saturday Learn Academy sessions. This intervention is critical	Metric 2.01: CA School Dashboard Chronic Absenteeism- Rate- All students, Foster Youth, and low-income students

24.1% (8.8% decline). 2024 Dashboard: For all students, the chronic absenteeism rate is 10% (2.3% decline), low-income 10.9% (2.2% decline), and Foster Youth 25% (0.9% increase). 2025 Dashboard: For all students, the chronic absenteeism rate is 8.1% (1.9% decline), low-income 8.8% (2% decline), and Foster Youth 17.3% (7.7% decline). 2023–24 Educational Partner Feedback: Feedback highlighted concerns regarding student engagement, emphasizing the continued need for structured learning sessions to recoup absences, as well as adequate supervision during designated times. In response to absenteeism, EMCSD implemented initiatives such as the Saturday Learn Academy, which significantly reduced total absences. Across 10 sessions held at seven sites, 6,594 absences were recouped—comparable to the 2020–21 and 2022–23 school years, during which 7,027 and 7,614 absences were recouped, respectively. Through the LCAP Feedback Form, educational partners also identified the programs and services they found most impactful in maintaining foundational support. Notably, 11.5% of respondents identified supervision assistants as essential in supporting student engagement and maintaining safe, structured environments. 2024–25 Educational Partner Feedback: Feedback continued to demonstrate the need for Action 2.03: Learning Sessions to Recoup Absences and Action 2.12: Supervision Staff. Across students, families, teachers, staff, and administrators, educational partners highlighted the impact of absences, inconsistent attendance, and limited communication about programs such as Saturday Academy on overall student engagement. Teachers and staff identified attendance recovery opportunities and incentives as beneficial but emphasized the need for increased structure and clearer communication to maximize their effectiveness, reinforcing the importance of	in supporting Foster Youth and low-income students, enabling them to stay on track academically despite attendance challenges. By offering dedicated time outside of regular school hours, Saturday Learn Academy ensures that students can access the academic support needed to meet learning objectives and address gaps in their education. This approach is grounded in the belief that targeted support for students facing attendance barriers is essential to fostering equitable educational opportunities. Research from the National Center for Children in Poverty (NCCP) further indicates that extended learning time can help reduce achievement gaps for low-income students and Foster Youth by providing additional opportunities for remediation and enrichment. Action 2.12 focuses on providing supervision during unstructured times, such as before and after school, as well as during lunch, recess, and nutrition breaks. These periods can present increased vulnerability for Foster Youth and low-income students, including the risk of isolation or unsafe situations. Supervision during these times fosters a sense of safety, connectedness, and community—factors that are critical in supporting attendance and overall well-being. This action is aligned with research grounded in Attachment Theory and trauma-informed practices, which emphasize that strong, trusting relationships and consistent, safe environments significantly influence student engagement and attendance. Providing supervision during these times ensures that students feel supported both academically and emotionally, encouraging regular school attendance. These actions are implemented across the LEA in recognition that all students benefit from opportunities to recover missed learning and from structured supervision during unstructured times.

	dedicated learning sessions. At the same time, families and advisory groups called for increased supervision during unstructured times, such as breaks and high-traffic areas, underscoring the need to strengthen campus supervision to ensure safe, supportive, and engaging learning environments. 2025–26 Educational Partner Feedback: Feedback emphasized the importance of attendance recovery opportunities and increased campus supervision to help students remain engaged, supported, and connected to school. Students, families, and staff highlighted the need for safe and welcoming environments, stronger relationship-building, increased supervision, mental health supports, and additional opportunities such as Saturday classes and make-up learning sessions to address attendance challenges and support student success.		
Goal 2: Action 2.07 and 2.08	2023 Dashboard: For all students, the suspension rate is 1.3% (0.4% increase), ELs 0.8% (no change), low-income 1.4% (0.5% increase), and Foster Youth 2.9% (1.5% decline). 2024 Dashboard: For all students, the suspension rate is 1.5% (0.3% increase), ELs 1.4% (0.6% increase), low-income 1.6% (0.2% increase), and Foster Youth 3.2% (0.2% increase). 2025 Dashboard: For all students, the suspension rate is 1.2% (0.3% decline), ELs 1.1% (0.3% decline), low-income 1.3% (0.3% decline), and Foster Youth 1.6% (1.6% decline). 2023–24 Educational Partner Feedback: Feedback highlighted concerns regarding student engagement, emphasizing the continued need for school counselors, social workers, and intensive (Tier 3) supports in academics, behavior, and social-emotional learning. Through the LCAP Feedback Form, educational partners also identified the programs and services they found most impactful in increasing learner engagement. Notably, 18.83% of respondents identified	Action 2.07 focuses on providing critical support through school counselors and social workers, offering services across academic, college and career, and social-emotional domains. ELs, Foster Youth, and low-income students benefit from schoolwide programs and a comprehensive counseling curriculum. At Tier 2, students have access to supplemental services, such as small-group counseling, to address needs including anxiety and depression. At Tier 3, intensive, solution-focused counseling is provided, with referrals for long-term services when necessary. These supports are essential for students who may experience trauma, family instability, or language-related barriers that impact their emotional well-being and academic engagement. Action 2.08 strengthens these efforts by providing the necessary supplies, professional learning, and dedicated staff to ensure intensive support in academics, behavior, and social-emotional learning for ELs, Foster Youth, and low-income students. This action also includes targeted services for students who have been suspended, with the goal of supporting successful reintegration into their regular classroom settings once specific criteria are met. These actions are implemented districtwide in recognition that all students benefit from access to counselors and social workers, as well as intensive (Tier 3) supports in academics, behavior, and social-emotional learning.	Metric 2.04: CA School Dashboard Suspension Rate- All students, ELs, Foster Youth, and low-income students

counselors and social workers as critical in addressing students' academic and social-emotional needs, while 1.62% highlighted staff supporting the Opportunity Program as essential in providing intensive academic, behavioral, and social-emotional support for suspended students.

2024–25 Educational Partner Feedback: Feedback continued to strongly support the need for Action 2.07: Counselors and Social Workers and Action 2.08: Comprehensive Support for Suspended Students. Educational partners consistently highlighted students' social-emotional needs, behavioral challenges, and the impact of these factors on overall engagement.

Students, staff, and families emphasized the importance of positive relationships, supportive environments, and consistent access to mental health and behavioral supports. Teachers and administrators specifically identified the need for dedicated, full-time counselors to address students' social-emotional needs, particularly for those experiencing trauma or behavioral challenges that interfere with learning.

Additionally, staff and administrators noted that disruptive behaviors and inconsistent social-emotional supports can reduce overall engagement, reinforcing the need for more structured, responsive interventions. Supports outlined in Action 2.08 were identified as critical in helping students re-engage following suspension and remain on track academically and behaviorally.

2025–26 Educational Partner Feedback: Feedback emphasized the importance of counselors, social workers, and comprehensive student supports to help students feel safe, connected, and emotionally supported at school. Students, families, and staff highlighted the need for expanded mental health services, counseling supports, relationship-building opportunities, behavioral interventions, and proactive social-emotional supports to address challenges related to anxiety, behavior, bullying, disengagement, and attendance, including additional support for students experiencing suspension or behavioral difficulties.

Goal 2: Action 2.09 and 2.10	2023 Dashboard: For all students, the suspension rate is 1.3% (0.4% increase), low-income 1.4% (0.5% increase), and Foster Youth 2.9% (1.5% decline). 2024 Dashboard: For all students, the suspension rate is 1.5% (0.3% increase), low-income 1.6% (0.2% increase), and Foster Youth 3.2% (0.2% increase). 2025 Dashboard: For all students, the suspension rate is 1.2% (0.3% decline), low-income 1.3% (0.3% decline), and Foster Youth 1.6% (1.6% decline). 2023–24 Educational Partner Feedback: Feedback highlighted concerns regarding student engagement, emphasizing the need for a comprehensive SEL framework and tiered behavior supports. Through the LCAP Feedback Form, educational partners also identified the programs and services they found most impactful in increasing learner engagement. Qualitative data reinforced the need for a well-defined SEL framework that includes self-awareness, social awareness, self-management, responsible decision-making, and relationship skills. Additionally, 8.91% of respondents identified behavior support specialists and behavior aides as critical in supporting students with intensive behavioral needs, while 5.06% highlighted the implementation of the Leader in Me program as effective in fostering students' social-emotional skills and leadership development. 2024–25 Educational Partner Feedback: Feedback continued to demonstrate the need for Action 2.09: Social-Emotional Skill Development Framework and Action 2.10: Tiered Behavior Support. Educational partners highlighted ongoing behavioral and emotional challenges among students, along with a need for more consistent and proactive support systems. Teachers, staff, and administrators emphasized the importance of addressing students' social-emotional needs, noting that limited access to	Action 2.09 supports the implementation of a comprehensive social-emotional learning (SEL) framework by providing supplies and professional learning to assist Foster Youth and students from low-income households in developing coping skills, emotional regulation strategies, and resilience. This framework incorporates culturally responsive practices that affirm students' diverse backgrounds and experiences, fostering a sense of belonging and creating a supportive environment in which students feel valued and understood. Action 2.10 provides tiered behavioral supports to assist schools in identifying and implementing targeted interventions for Foster Youth and students from low-income households who may be impacted by trauma or socioeconomic factors. Proactive strategies—including staff collaboration, workshops for staff and families, and individualized behavior plans—are designed to reduce classroom disruptions and minimize lost instructional time. These actions are implemented districtwide in recognition that all students benefit from the development of social-emotional skills and access to tiered behavioral supports.	Metric 2.04: CA School Dashboard Suspension Rate- All students, Foster Youth, and low-income students

	counselors and behavior specialists has negatively impacted engagement and learning. Teachers also called for increased training in inclusive practices and positive behavior strategies, while administrators underscored the value of integrating SEL and behavior supports into professional development. In addition, feedback from families emphasized the importance of strong, supportive relationships with school staff to help students feel connected and engaged. Overall, the implementation of a structured SEL framework and tiered behavior supports emerged as essential strategies to address these needs and create a more inclusive, supportive, and engaging school environment for all students. 2025–26 Educational Partner Feedback: Feedback emphasized the importance of strengthening social-emotional learning and tiered behavior supports to help students feel safe, connected, and engaged at school. Students, families, and staff highlighted the need for positive relationships, consistent behavioral expectations, counseling supports, emotional regulation strategies, restorative practices, mental health services, and proactive interventions to address challenges related to behavior, anxiety, bullying, attendance, and student well-being.		
Goal 3: Action 3.01, 3.03, and 3.04	2023 Dashboard: In ELA, students were 9.4 points below the standard (1.2-point increase), ELs 45 points below (2.6-point decline), low-income 16.5 points below (2.6-point decline), and Foster Youth 38.5 points below (41.7-point increase). In mathematics, students were 38.4 points below the standard (3.9-point increase), ELs 62.1 points below (1.2-point increase), low-income 46 points below (no change), and Foster Youth 79.6 points below (21.7-point increase). 2024 Dashboard: In ELA, students were 12.9 points below the standard (3.5-point decline), ELs 40 points below (5-point increase), low-income 20.3 points below (3.8-point decline), and Foster Youth 41.9 points below (3.3-point decline). In mathematics, students were 38.4 points below the standard (no change), ELs 56.5	Action 3.01 strengthens family engagement by employing community liaisons to develop, coordinate, monitor, and support parent and family programs across the district. Community liaisons oversee the administration of annual school climate and family engagement surveys, including the California Healthy Kids Survey (CalSCHLS) California Parent Survey, to gather meaningful feedback that informs continuous improvement efforts. In addition, liaisons serve as advocates and connectors for families across diverse cultural and linguistic communities, including Hispanic/Latino, Vietnamese, and Chinese families, by providing translation, interpretation, and navigation support. These efforts increase access to information, participation, and decision-making opportunities, particularly for families of ELs, students in foster care, and students from low-income households. Action 3.03 enhances two-way communication between schools and families through a user-friendly digital	Metric 3.06: CA School Dashboard ELA Academic Indicator- DFS- All students, ELs, Foster Youth, and low-income students Metric 3.07: CA School Dashboard Mathematics Academic Indicator- DFS- All students, EL, Foster Youth, and low-income students

points below (5.6-point increase), low-income 46.1 points below (0.1-point decline), and Foster Youth 66.1 points below (13.5-point increase).

2025 Dashboard: In ELA, students are 8.2 points below the standard (4.7-point increase), ELs 33.4 points below (6.6-point increase), low-income 15.5 points below (4.8-point increase), and Foster Youth 36 points below (5.9-point increase). In mathematics, students are 38.4 points below the standard (0.1-point decline), ELs 54 points below (2.6-point increase), low-income 46.3 points below (0.2-point decline), and Foster Youth 77.7 points below (11.6-point decline).

2023–24 Educational Partner Feedback: Feedback highlighted concerns regarding limited parent and family engagement, emphasizing the need for additional support staff, improved home–school communication, and expanded workshops and activities. Input from educational partners, along with data analysis, further revealed that disparities have a compounding negative impact on ELs, Foster Youth, and low-income students.

Through the LCAP Feedback Form, educational partners also identified the programs and services they found most impactful in increasing parent and family engagement. Notably, 51.21% of respondents identified access to ParentSquare as essential for improving communication between home and school. Additionally, 14.78% highlighted workshops for parents, guardians, and caregivers to strengthen their skills and leadership capacity, while 7.89% identified district community liaisons as critical in providing language support (Spanish, Vietnamese, and Chinese) and facilitating family engagement opportunities.

2024–25 Educational Partner Feedback: Feedback continued to underscore the need to strengthen parent and family engagement. Students highlighted the importance of family participation in events held outside of school hours, while parents emphasized the value of workshops that help them better understand and support their children's education.

communication platform. This platform includes translation features that support families' preferred languages, ensuring that information is accessible and inclusive. Staff use the platform to create targeted communication groups and share timely, relevant information—such as workshop invitations and school updates—in ways that promote engagement among families of ELs, students in foster care, and students from low-income households, while strengthening connections with all families.

Action 3.04 builds on the strengths, knowledge, and cultural assets of parents and families by offering workshops and engagement opportunities aligned to their interests and needs. These opportunities focus on parenting, volunteering, home-based learning, and shared decision-making, empowering families to actively support student learning and school initiatives. By creating welcoming, culturally responsive spaces for engagement, this action fosters trust, community, and strong home–school partnerships that support the academic and social success of ELs, students in foster care, and students from low-income households.

Together, Actions 3.01, 3.03, and 3.04 are implemented districtwide in recognition that meaningful family partnerships strengthen school communities and contribute to positive outcomes for all students.

	Teachers and staff identified barriers such as work schedules and language differences that limit broader participation, reinforcing the need for more accessible and inclusive engagement opportunities. Additionally, principals emphasized the importance of offering relevant workshops and strengthening communication structures to support consistent and meaningful parent and family involvement. 2025–26 Educational Partner Feedback: Feedback emphasized the importance of strengthening communication, outreach, and family engagement to ensure families feel informed, welcomed, and connected to their child's education. Students, families, and staff highlighted the value of community liaisons, multilingual communication, ParentSquare, family workshops, and inclusive school events that build strong home-school partnerships and provide families with resources and opportunities to support student success.		
Goal 4: Action 4.02, 4.06, 4.07, and 4.08	2023 Dashboard: In ELA, students were 9.4 points below the standard (1.2-point increase), ELs 45 points below (2.6-point decline), low-income 16.5 points below (2.6-point decline), and Foster Youth 38.5 points below (41.7-point increase). In mathematics, students were 38.4 points below the standard (3.9-point increase), ELs 62.1 points below (1.2-point increase), low-income 46 points below (no change), and Foster Youth 79.6 points below (21.7-point increase). 2024 Dashboard: In ELA, students were 12.9 points below the standard (3.5-point decline), ELs 40 points below (5-point increase), low-income 20.3 points below (3.8-point decline), and Foster Youth 41.9 points below (3.3-point decline). In mathematics, students were 38.4 points below the standard (no change), ELs 56.5 points below (5.6-point increase), low-income 46.1 points below (0.1-point decline), and Foster Youth 66.1 points below (13.5-point increase). 2025 Dashboard: In ELA, students are 8.2 points below the standard (4.7-point increase), ELs 33.4 points below (6.6-point increase), low-income 15.5 points below (4.8-point increase),	Action 4.02 strengthens instructional capacity through the Beginning Teacher Program by providing coaching and professional learning led by district mentors. This support focuses on effective instructional practices that increase access to learning for diverse student populations, including ELs, students in foster care, and students from low-income households. Through mentoring and targeted professional learning, educators refine strategies for integrating language development, supporting social-emotional learning, and differentiating instruction within the core curriculum to promote equitable learning outcomes. Action 4.06 provides personalized, small-group instructional opportunities that support language development and academic growth. Through guided reading, language-focused instruction, and targeted intervention, students engage in collaborative learning environments that strengthen vocabulary development, oral language, and comprehension. This approach supports ELs, students in foster care, and students from low-income households by delivering responsive instruction that builds on students' strengths while accelerating access to grade-level learning. Action 4.07 establishes structured and intentional PLC time to support collaborative instructional planning and continuous improvement. PLCs create opportunities for educators to	Metric 4.05: CA School Dashboard ELA Academic Indicator- DFS- All students, ELs, Foster Youth, and low-income students Metric 4.06: CA School Dashboard Mathematics Academic Indicator- DFS- All students, ELs, Foster Youth, and low-income students

and Foster Youth 36 points below (5.9-point increase). In mathematics, students are 38.4 points below the standard (0.1-point decline), ELs 54 points below (2.6-point increase), low-income 46.3 points below (0.2-point decline), and Foster Youth 77.7 points below (11.6-point decline).

2023–24 Educational Partner Feedback: Feedback highlighted needs related to staff participation in professional learning time, Beginning Teacher Program mentorship, personalized small-group instruction, and technological support to maintain foundational services. Through the LCAP Feedback Form, educational partners also identified the programs and services they found most impactful in maintaining foundational support.

Notably, 28.95% of respondents identified maintaining class size reduction in grades K–3 as critical for facilitating personalized small-group instruction. Additionally, 8.10% highlighted the importance of dedicated collaboration time through Professional Learning Communities (PLCs), 6.88% identified technological support as essential for ensuring access to online instructional programs and tools, and 4.05% emphasized the value of a Beginning Teacher Program to build the capacity of new and veteran teachers.

2024–25 Educational Partner Feedback: Feedback continued to strongly support the need for Actions 4.02, 4.06, 4.07, and 4.08. Educational partners raised concerns about increasing class sizes and the need for individualized attention, particularly in the primary grades, reinforcing the importance of small-group instruction (Action 4.06) to support student learning.

Teachers emphasized the value of professional development and collaboration time (Action 4.07), noting the need for increased planning time and structured opportunities to address site- and grade-level needs. Feedback also highlighted the importance of reliable technological support (Action 4.08), particularly in response to disruptions that impact instruction.

analyze student work, share effective practices, and co-develop strategies that increase access to learning for ELs, students in foster care, and students from low-income households. This collaborative structure strengthens instructional coherence and supports the implementation of inclusive, high-quality teaching practices across the LEA.

Action 4.08 enhances access to learning through equitable technology supports. ELs are provided with digital language development tools that support academic engagement across content areas, while students in foster care are supported through consistent access to instructional technology during transitions. Students from low-income households receive devices and connectivity to ensure full participation in digital learning at school and at home, reducing barriers and promoting continuity of learning.

Together, Actions 4.02, 4.06, 4.07, and 4.08 are implemented districtwide in recognition that all students benefit from strong instructional systems, collaborative professional learning, responsive small-group instruction, and equitable access to technology. These foundational supports strengthen teaching and learning conditions, contributing to improved student engagement, access, and academic outcomes.

	In addition, educational partners underscored the importance of mentorship for new teachers (Action 4.02) to support retention and strengthen instructional practice. Calls for additional staff and resources—including custodial services and expanded intervention supports—further reinforced the need to maintain strong foundational systems that support effective teaching and learning environments. 2025–26 Educational Partner Feedback: Feedback emphasized the importance of strong foundational supports for teaching and learning, including mentoring for new teachers, small group instruction, collaboration time, and technology support. Teachers, administrators, families, and staff highlighted the need for increased instructional support, professional collaboration, responsive technology systems, intervention services, and ongoing professional learning to strengthen instructional effectiveness, consistency across sites, and student support.		

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 1.05	2023 Dashboard: In ELA, students were 9.4 points below the standard (1.2-point increase), and ELs 45 points below (2.6-point decline). In mathematics, students were 38.4 points below the standard (3.9-point increase), and ELs 62.1 points below (1.2-point increase). 2024 Dashboard: In ELA, students were 12.9 points below the standard (3.5-point decline), ELs 40 points below (5-point increase), and LTELs 83.5 points below (11.1-point decline). In mathematics, students were 38.4 points below the standard (no change), ELs 56.5 points below (5.6-point increase), and LTELs 144.8 points below (19.2-point decline).	Action 1.05 is designed to expand equitable access to core instruction for ELs and LTELs by strengthening language development supports within the instructional program. This action includes targeted professional learning for educators, supplemental instructional materials, and additional staffing to support language acquisition across content areas. Through focused professional development, staff build capacity to differentiate instruction, scaffold learning, and intentionally integrate language development into core instruction, ensuring that students are supported in accessing grade-level content. In addition, this action provides students with access to specialized language development curricula aligned to a range of language proficiency levels. Newcomer and language acquisition resources are designed to build upon students'	Metric 1.01: CA School Dashboard ELA Academic Indicator- DFS- All students, ELs, and LTELs Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, ELs, and LTELs

2025 Dashboard: In ELA, students are 8.2 points below the standard (4.7-point increase), ELs 33.4 points below (6.6-point increase), and LTELs 91.1 points below (7.7-point decline). In mathematics, students are 38.4 points below the standard (0.1-point decline), ELs 54 points below (2.6-point increase), and LTELs 147 points below (2.2-point decline). 2023–24 Educational Partner Feedback: Feedback highlighted concerns regarding the growth and achievement of ELs, emphasizing the need to strengthen language acquisition support. Qualitative data further reinforced this need, pointing to the importance of culturally and linguistically responsive teaching practices, as well as additional resources to support language development and improve student outcomes. 2024–25 Educational Partner Feedback: Feedback continued to underscore the need for Action 1.05, particularly in response to the district's linguistic diversity and the importance of targeted support for ELs. Students expressed a desire for learning materials in multiple languages, highlighting the need for scaffolds and resources that address varying levels of language proficiency. Parents emphasized the importance of sustaining and expanding English language intervention programs, especially within dual immersion settings, to ensure that all students—including non-Spanish speakers—can thrive. Teachers and administrators also identified gaps in foundational language skills, particularly in reading and writing, reinforcing the need for structured and coherent language acquisition strategies that support academic success across content areas. In addition to academic support, feedback from educational partners emphasized the role of extracurricular opportunities, SEL, and behavioral support in fostering student engagement. Students expressed interest in more activities and cultural celebrations, while families supported the expansion of non-	linguistic assets while supporting growth in both language development and academic content knowledge. By embedding these supports within the core instructional program, Action 1.05 reinforces an inclusive approach in which ELs and LTELs actively participate in grade-level learning alongside their peers. While Action 1.05 plays a critical role in strengthening language access and instructional equity, its current scope is limited by available resources. This limitation underscores the ongoing need to strategically prioritize and align staffing, materials, and professional learning to ensure sustained and effective support for ELs and LTELs within existing constraints.	

	academic programs to strengthen connection and motivation. Teachers and staff noted the need for consistent programming, increased behavioral supports, and additional counseling services to address students' SEL needs, particularly in the early grades. Principals and administrators echoed these concerns, emphasizing the impact of limited counseling support on overall student engagement and success. 2025–26 Educational Partner Feedback: Feedback emphasized the importance of strengthening language acquisition supports for ELs through continued ELD instruction, language practice opportunities, bilingual supports, differentiated instruction, and targeted academic intervention. Families, teachers, and parent advisory groups highlighted the need for additional instructional support, small group learning opportunities, and trained staff to help students build language proficiency, academic confidence, and overall achievement.		
Goal 1: Action 1.12	2023 Dashboard: In ELA, students were 9.4 points below the standard (1.2-point increase), ELs 45 points below (2.6-point decline), and low-income 16.5 points below (2.6-point decline). In mathematics, students were 38.4 points below the standard (3.9-point increase), ELs 62.1 points below (1.2-point increase), and low-income 46 points below (no change). 2024 Dashboard: In ELA, students were 12.9 points below the standard (3.5-point decline), ELs 40 points below (5-point increase), and low-income 20.3 points below (3.8-point decline). In mathematics, students were 38.4 points below the standard (no change), ELs 56.5 points below (5.6-point increase), and low-income 46.1 points below (0.1-point decline). 2025 Dashboard: In ELA, students are 8.2 points below the standard (4.7-point increase), ELs 33.4 points below (6.6-point increase), and low-income 15.5 points below (4.8-point increase). In mathematics, students are 38.4 points below the standard (0.1-point decline), ELs 54 points below (2.6-point increase), and low-income 46.3 points below (0.2-point decline).	Action 1.12 is designed to strengthen equitable access to the core curriculum through the deployment of ISS. These specialists partner with teachers to support high-quality instruction by facilitating differentiation and the intentional use of Universal Design for Learning (UDL) principles, ensuring that core instruction is responsive to the diverse strengths, identities, and learning needs of all students, including ELs and those from low-income households. ISSs collaborate with educators to co-plan, model, and reflect on instructional practices that increase access to grade-level content. This collaboration supports teachers in adapting instructional strategies, materials, and assessments in ways that honor students' linguistic resources, cultural backgrounds, and varied learning pathways. By embedding UDL practices within core instruction, this action promotes flexible and personalized learning experiences that enable students to engage meaningfully with content and demonstrate their learning in multiple ways. Through this inclusive instructional approach, Action 1.12 supports not only academic growth but also student engagement, agency, and a sense of belonging. UDL's emphasis on choice, flexibility, and multiple means of representation, engagement, and expression helps remove barriers to learning while building the skills students need to	Metric 1.01: CA School Dashboard ELA Academic Indicator- DFS- All students, ELs, and low-income students Metric 1.02: CA School Dashboard Mathematics Academic Indicator- DFS- All students, ELs, and low-income students

	2023–24 Educational Partner Feedback: Feedback highlighted concerns regarding the growth and achievement of ELs and low-income students, emphasizing the need to improve access to the core (Tier 1) curriculum. Through engagement with students, parents, teachers, and administrators, the LCAP Feedback Form helped identify programs and services perceived as most effective in enhancing student achievement. Notably, 17.21% of respondents identified ISS as instrumental in helping students access the core curriculum. 2024–25 Educational Partner Feedback: Feedback continued to support the need for Action 1.12 by highlighting gaps in the consistency and quality of foundational instruction across classrooms. Teachers and administrators expressed concerns about disruptions to learning routines and an overreliance on intervention teachers, signaling potential weaknesses in Tier 1 instruction. Additionally, staff noted that foundational reading and writing skills remained underdeveloped for some students, indicating a need for stronger and more accessible core curriculum materials. Calls for more hands-on, engaging instruction in science, reading, and the arts—as well as for differentiated resources such as leveled texts and multilingual materials—further emphasized the importance of ensuring all students can access and benefit from high-quality, inclusive Tier 1 instruction. 2025–26 Educational Partner Feedback: Feedback emphasized the importance of ensuring students have access to high-quality core curriculum, instructional materials, and engaging learning experiences that support academic success. Students, families, teachers, and administrators highlighted the need for clearer instruction, consistent instructional practices, differentiated supports, intervention resources, and access to instructional technology and materials to better meet the needs of all learners.	succeed academically. At present, Action 1.12 is implemented on a limited scale, reflecting the need to strategically prioritize and align resources to support equitable access to high-quality instruction within existing constraints.	
Goal 2: Action	2023 Dashboard: For all students, the chronic	Action 2.06 is designed to strengthen engagement, continuity,	Metric 2.01: CA School Dashboard Chronic

2.06	absenteeism rate is 12.3% (6.2% decline), and Foster Youth 24.1% (8.8% decline). For all students, the suspension rate is 1.3% (0.4% increase), and Foster Youth 2.9% (1.5% decline). 2024 Dashboard: For all students, the chronic absenteeism rate is 10% (2.3% decline), and Foster Youth 25% (0.9% increase). For all students, the suspension rate is 1.5% (0.3% increase), and Foster Youth 3.2% (0.2% increase). 2025 Dashboard: For all students, the chronic absenteeism rate is 8.1% (1.9% decline), and Foster Youth 17.3% (7.7% decline). For all students, the suspension rate is 1.2% (0.3% decline), and Foster Youth 1.6% (1.6% decline). 2023–24 Educational Partner Feedback: Feedback from educational partners highlighted concerns regarding student engagement, emphasizing the need for additional support for Foster Youth. Educational partners noted that Foster Youth often face unique challenges related to unstable and traumatic experiences, as well as systemic barriers within the foster care system, which can impact their ability to fully engage in school. 2024–25 Educational Partner Feedback: Feedback continued to highlight the need for Action 2.06: Foster Youth Support, emphasizing the importance of consistent social-emotional supports, safe and inclusive environments, and equitable access to engagement opportunities. Teachers, staff, and administrators identified the need for full-time counselors, behavioral specialists, and targeted intervention supports to better serve students experiencing emotional and behavioral challenges, particularly those impacted by trauma. Foster Youth were frequently identified within this group and were noted as being disproportionately affected by inconsistent support systems. Ensuring reliable access to counseling services, inclusive enrichment opportunities, and strong, positive adult relationships directly aligns with the concerns raised and supports Foster Youth engagement,	and support for students in foster care through the establishment of a dedicated Foster Youth Liaison. This role plays a critical part in coordinating academic, behavioral, and social-emotional supports in ways that respond to the experiences and strengths of students in foster care, who may encounter frequent transitions and system-level barriers to educational stability. By identifying students in foster care early in the enrollment process, the liaison facilitates timely outreach and coordination with school sites, enabling proactive responses that support consistent attendance, engagement, and access to learning. The liaison partners with caregivers, child welfare agencies, and school staff to address transportation and logistical factors that may impact school stability and to support smooth transitions between placements or school settings. In addition, the liaison collaborates with families and educators to support educational placement decisions grounded in each student's individual context, strengths, and needs. This coordinated, whole-child approach emphasizes relationship-building, continuity, and advocacy, recognizing that stable, supportive systems and trusted adults are essential conditions for students in foster care to thrive academically and socially. At this time, Action 2.06 is implemented on a limited basis, underscoring the ongoing need to strategically prioritize and align resources to support students in foster care within existing capacity.	Absenteeism- Rate- All students and Foster Youth Metric 2.04: CA School Dashboard Suspension Rate- All students and Foster Youth

	stability, and overall success in school. 2025–26 Educational Partner Feedback: Feedback emphasized the importance of providing Foster Youth with safe, supportive, and relationship-centered school environments that promote engagement, attendance, and emotional well-being. Students, families, and staff highlighted the need for counseling, mental health supports, consistent relationship-building, behavioral supports, and additional interventions to help students experiencing social-emotional, attendance, or behavioral challenges remain connected and successful in school.		
Goal 2: Action 2.13 and 2.14	2023 Dashboard: For all students, the suspension rate is 1.3% (0.4% increase), and ELs 0.8% (no change). 2024 Dashboard: For all students, the suspension rate is 1.5% (0.3% increase), ELs 1.4% (0.6% increase), and LTELs 7.4% (2.9% increase). 2025 Dashboard: For all students, the suspension rate is 1.2% (0.3% decline), ELs 1.1% (0.3% decline), and LTELs 4.9% (2.5% decline). 2023–24 Educational Partner Feedback: Feedback highlighted concerns regarding student engagement, emphasizing the need for a comprehensive SEL framework and tiered behavior supports. Through the LCAP Feedback Form, educational partners also identified the programs and services they found most impactful in increasing learner engagement. Qualitative data pointed to the need for a well-defined SEL framework that includes self-awareness, social awareness, self-management, responsible decision-making, and relationship skills. Additionally, 8.91% of respondents identified behavior support specialists and behavior aides as critical in supporting students with intensive behavioral needs, while 5.06% highlighted the implementation of the Leader in Me program as effective in fostering students' social-emotional skills and leadership development.	Action 2.13 centers the social-emotional well-being of Long-Term ELs by implementing targeted supports that are responsive to their experiences and strengths. Through dedicated resources and professional learning, educators are equipped to support students in developing self-awareness, emotional regulation, resilience, and positive coping strategies. This action emphasizes culturally responsive and affirming practices that value students' home languages, cultural identities, and lived experiences, fostering a sense of belonging, confidence, and identity development. Professional learning and instructional resources are intentionally aligned to the contexts commonly experienced by Long-Term ELs, including navigating multilingual learning environments, managing language-related stress, and maintaining engagement over time. By ensuring that social-emotional supports are relevant and affirming, this action promotes meaningful connection, persistence, and academic engagement. Action 2.14 strengthens tiered behavioral supports through proactive, culturally responsive approaches designed to improve access to learning for LTELs. Schools implement targeted interventions through collaborative problem-solving, professional learning for staff, culturally inclusive workshops for families, and individualized support plans grounded in students' linguistic and cultural assets. Training emphasizes the impact of language development, cultural context, and communication on student behavior, supporting staff in responding thoughtfully and effectively. By prioritizing communication supports and culturally responsive practices, this action reduces barriers to participation, minimizes lost instructional time, and supports positive behavior in ways that promote dignity, understanding,	Metric 2.04: CA School Dashboard Suspension Rate- All students, ELs, and LTELs

	2024–25 Educational Partner Feedback: Feedback continued to demonstrate the need for Action 2.13: Social-Emotional Skill Development Framework for Long-Term ELs and Action 2.14: Tiered Behavior Support for LTELs. Educational partners highlighted ongoing behavioral and emotional challenges among students, along with a need for more consistent and proactive support systems. Teachers, staff, and administrators emphasized the importance of addressing students' social-emotional needs, noting that limited access to counselors and behavior specialists has negatively impacted student engagement and learning. Teachers also called for increased training in inclusive practices and positive behavior strategies, while administrators underscored the value of embedding SEL and behavior supports into professional development. In addition, feedback from families emphasized the importance of strong, supportive relationships with school staff to help students feel connected and engaged. Overall, the implementation of a structured SEL framework and tiered behavior supports emerged as essential strategies to address these needs and create a more inclusive, supportive, and engaging school environment for all students. 2025–26 Educational Partner Feedback: Feedback emphasized the importance of strengthening social-emotional learning and tiered behavioral supports for LTELs to help students feel safe, connected, and engaged at school. Students, families, and staff highlighted the need for relationship-building, counseling supports, emotional regulation strategies, positive behavior supports, and proactive interventions to address challenges related to anxiety, behavior, attendance, and student well-being while creating inclusive and supportive learning environments.	and engagement for LTELs. At this time, Actions 2.13 and 2.14 are implemented on a limited scale, underscoring the need to strategically prioritize and align resources to expand comprehensive social-emotional and behavioral supports for LTELs within existing capacity.	
Goal 4: Action 4.03	2023 Dashboard: In ELA, students were 9.4 points below the standard (1.2-point increase), and ELs 45 points below (2.6-point decline). In mathematics, students were 38.4 points below	Action 4.03 strengthens access to grade-level, standards-aligned instruction for ELs by ensuring the availability of supplemental instructional materials across core content areas, including ELAs, ELD, Mathematics, History–Social	Metric 4.05: CA School Dashboard ELA Academic Indicator- DFS- All students and ELs

	the standard (3.9-point increase), and ELs 62.1 points below (1.2-point increase). 2024 Dashboard: In ELA, students were 12.9 points below the standard (3.5-point decline), and ELs 40 points below (5-point increase). In mathematics, students were 38.4 points below the standard (no change), and ELs 56.5 points below (5.6-point increase). 2025 Dashboard: In ELA, students are 8.2 points below the standard (4.7-point increase), and ELs 33.4 points below (6.6-point increase). In mathematics, students are 38.4 points below the standard (0.1-point decline), and ELs 54 points below (2.6-point increase). 2023–24 Educational Partner Feedback: Feedback highlighted concerns regarding the need to sustain foundational supports for ELs, emphasizing the importance of access to supplemental instructional materials. Through engagement with students, parents, teachers, and administrators, the LCAP Feedback Form helped identify programs and services perceived as most effective in enhancing student achievement. Notably, 6.88% of respondents identified supplemental instructional materials aligned with learning standards as a key support for student success. 2024–25 Educational Partner Feedback: Feedback continued to emphasize the need for Action 4.03, as both students and teachers identified gaps in resources that impact learning. Students expressed a need for additional materials to support their academic growth, including books at appropriate Accelerated Reader levels and hands-on science resources, highlighting the importance of supplemental materials to enhance engagement and understanding. Teachers also noted shortages in classroom supplies, specialized literacy training, and access to technology, underscoring the need for expanded instructional resources to meet diverse student needs and sustain engagement. In addition, feedback from parents emphasized the importance of individualized support and	Science, and Science. These resources are designed to complement core curricula by providing additional language development supports that expand access to rigorous content and promote meaningful engagement with grade-level standards. By intentionally selecting and providing supplemental materials that support language development within content instruction, this action enables ELs to sustain academic progress while continuing to develop proficiency in English. These resources help prevent learning interruptions, support continuity across subject areas, and promote growth in both language acquisition and content understanding. In addition, Action 4.03 establishes a systematic, annual process for reviewing, inventorying, and distributing supplemental instructional materials. This process ensures that educators have timely access to resources that can be effectively integrated into lesson planning and instruction. With consistent access to high-quality materials, staff are better equipped to tailor instruction in ways that reflect students' linguistic assets, respond to varied proficiency levels, and increase engagement and successful learning outcomes. At this time, Action 4.03 is implemented on a limited scale, reflecting the need to strategically prioritize and align resources to expand equitable access to instructional materials for ELs within existing capacity.	Metric 4.06: CA School Dashboard Mathematics Academic Indicator- DFS- All students and ELs

	enrichment opportunities, further reinforcing the need to broaden access to high-quality instructional materials across subject areas. 2025–26 Educational Partner Feedback: Feedback emphasized the importance of providing supplemental instructional materials and resources to support safe, engaging, and effective learning environments. Students, families, teachers, and staff highlighted the need for updated instructional tools, technology, manipulatives, school supplies, intervention resources, and well-equipped classrooms to better support academic success, student engagement, and differentiated learning opportunities for all students.		

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 to our district.

Additional Concentration Grant Funding

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

EMCSD plans to utilize additional concentration grant funding to expand the number of staff providing direct services to students at schools with a high concentration of ELs, Foster Youth, and low-income students. With an unduplicated student rate of 89.91%, EMCSD is committed to supporting schools like Cherrylee 91.15%, Cleminson 77.97%, Columbia 93.46%, Cortada 97.11%, Durfee 76.75%, Gidley 90.19%, LeGore 94.56%, New Lexington 88.75%, Potrero 97.81%, Rio Hondo 90.76%, Rio Vista 91.54%, Shirpser 98.50%, Wilkerson 93.36%, and Wright 92.87% by providing targeted staffing support. To enhance student outcomes, the district will maintain key positions, including instructional support specialists, program specialists, district-level community liaisons, itinerant music teachers, single-subject credential music teachers, outreach consultants, attendance clerks, nurses and health assistants, Foster Youth liaison, and counselors and social workers. These positions align with the following actions:

- Action 1.12 - Core (Tier 1) Curriculum Access
- Action 1.16 - Visual and Performing Arts
- Action 2.01 - Outreach Consultants and Supplemental Attendance Supplies
- Action 2.02 - Attendance Clerks
- Action 2.04 - Nurses and Health Assistants
- Action 2.06 - Foster Youth Support
- Action 2.07 - Counselors and Social Workers
- Action 2.12 - Supervision Staff

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:

- Action 3.03 - Home-School Communication System
- Action 4.06 - Personalized Small Group Instruction

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
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

2026-2027 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 %)
2026-2027	$76,582,552.00	$29,986,383.00	39.16%	0.00%	39.16%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$71,858,716.00	$8,476,482.00	$420,475.00	$1,348,029.00	$82,103,702.00	$70,126,122.00	$11,977,580.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Improve Core (Tier 1) Instruction	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	July 2024-June 2027	$504,294	$1,195,706	$1,700,000	$0	$0	$0	$1,700,000	0.00%
1	2	Professional Development Tailored to Students' Unique Needs	English learner (EL), Long-term English learner, Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	July 2024-June 2027	$1,505,728	$2,000,000	$1,505,728	$2,000,000	$0	$0	$3,505,728	0.00%
1	3	Technology to Support Instruction	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	July 2024-June 2027	$1,130,242	$0	$1,130,242	$0	$0	$0	$1,130,242	0.00%

1	4	Data-Based Decision Making Tools	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	July 2024-June 2027	$0	$338,405	$338,405	$0	$0	$0	$338,405	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	$723,338	$0	$723,338	$0	$0	$0	$723,338	0.00%
1	6	Instructional Coaching, Modeling, and Curriculum Design	Long-term English learner, English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	July 2024-June 2027	$390,660	$220,540	$390,660	$0	$0	$220,540	$611,200	0.00%
1	7	School Library Access	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	July 2024-June 2027	$619,933	$100,000	$719,933	$0	$0	$0	$719,933	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	$75,000	$25,000	$100,000	$0	$0	$0	$100,000	0.00%
1	9	Intervention Teachers	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	July 2024-June 2027	$2,111,360	$1,000,000	$2,111,360	$1,000,000	$0	$0	$3,111,360	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	$0	$60,000	$60,000	$0	$0	$0	$60,000	0.00%
1	11	Extended School Year Services	Student with Disabilities (SWD)	No				July 2024-June 2027	$0	$521,905	$0	$521,905	$0	$0	$521,905	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	$1,716,355	$0	$1,716,355	$0	$0	$0	$1,716,355	0.00%
1	13	Program Specialists	English learner (EL), Foster Youth, Low Income	No				July 2024-June 2027	$0	$420,475	$0	$0	$420,475	$0	$420,475	0.00%
1	14	Oral Language Development Support	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	All Schools	July 2024-June 2027	$311,730	$0	$311,730	$0	$0	$0	$311,730	0.00%
1	15	Biliteracy, Bilingualism, and Biculturalism Support	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	July 2024-June 2027	$98,417	$0	$98,417	$0	$0	$0	$98,417	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	$962,776	$150,000	$1,112,776	$0	$0	$0	$1,112,776	0.00%
1	17	Provide Academic Programming Support for Students Facing Disparate Outcomes	All	No				July 2024-June 2027	$55,317	$0	$55,317	$0	$0	$0	$55,317	0.00%
1	18	Provide Support for Special Education Services, Accommodations, and Modifications	Student with Disabilities (SWD)	No				July 2024-June 2027	$242,162	$0	$242,162	$0	$0	$0	$242,162	0.00%
2	1	Outreach Consultants and Supplemental Attendance Supplies	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	July 2024-June 2027	$477,556	$329,972	$477,556	$0	$0	$329,972	$807,528	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	$320,541	$0	$320,541	$0	$0	$0	$320,541	0.00%
2	3	Learning Sessions to Recoup Absences	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	July 2024-June 2027	$0	$250,000	$250,000	$0	$0	$0	$250,000	0.00%

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	$1,566,924	$1,000,000	$1,566,924	$1,000,000	$0	$0	$2,566,924	0.00%
2	5	Supplemental Instructional Support for Short and Long Term Absences	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	July 2024-June 2027	$183,826	$0	$183,826	$0	$0	$0	$183,826	0.00%
2	6	Foster Youth Support	Foster Youth	Yes	Limited	Foster Youth	All Schools	July 2024-June 2027	$22,219	$0	$22,219	$0	$0	$0	$22,219	0.00%
2	7	Counselors and Social Workers	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	July 2024-June 2027	$1,274,192	$0	$1,274,192	$0	$0	$0	$1,274,192	0.00%
2	8	Comprehensive Support for Suspended Students	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	July 2024-June 2027	$479,828	$0	$479,828	$0	$0	$0	$479,828	0.00%
2	9	Social-Emotional Skill Development Framework	Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth	All Schools	July 2024-June 2027	$787,634	$0	$787,634	$0	$0	$0	$787,634	0.00%
2	10	Tiered Behavior Support	Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, Low Income	All Schools	July 2024-June 2027	$345,906	$1,000,000	$345,906	$1,000,000	$0	$0	$1,345,906	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	$60,544	$0	$60,544	$0	$0	$0	$60,544	0.00%
2	12	Supervision Staff	Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, Low Income	All Schools	July 2024-June 2027	$1,370,850	$0	$1,370,850	$0	$0	$0	$1,370,850	0.00%
2	13	Social-Emotional Skill Development Framework for Long-Term English Learners	Long-term English learner	Yes	Limited	English learner (EL)	All Schools	July 2025-June 2027	$0	$175,000	$175,000	$0	$0	$0	$175,000	0.00%

2	14	Tiered Behavior Support for Long-Term English Learners	Long-term English learner	Yes	Limited	English learner (EL)	All Schools	July 2025-June 2027	$181,623	$0	$181,623	$0	$0	$0	$181,623	0.00%
3	1	District-Level Community Liaisons	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	July 2024-June 2027	$229,374	$0	$229,374	$0	$0	$0	$229,374	0.00%
3	2	School-Level Community Liaisons	All	No				July 2024-June 2027	$797,517	$0	$0	$0	$0	$797,517	$797,517	0.00%
3	3	Home-School Communication System	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	July 2024-June 2027	$150,576	$0	$150,576	$0	$0	$0	$150,576	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	July 2024-June 2027	$0	$50,000	$50,000	$0	$0	$0	$50,000	0.00%
4	1	Certificated Staff Recruitment, Equitable Assignments, and Core Curriculum	All	No				July 2024-June 2027	$37,331,825	$0	$37,331,825	$0	$0	$0	$37,331,825	0.00%
4	2	Beginning Teacher Program Mentors	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	July 2024-June 2027	$80,000	$0	$80,000	$0	$0	$0	$80,000	0.00%
4	3	Supplemental Instructional Materials	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	July 2024-June 2027	$0	$80,000	$80,000	$0	$0	$0	$80,000	0.00%
4	4	Safe, Clean, and Well-Maintained Facilities	All	No				July 2024-June 2027	$4,076,485	$0	$4,076,485	$0	$0	$0	$4,076,485	0.00%
4	5	Student Information System Access	All	No				July 2024-June 2027	$0	$106,000	$106,000	$0	$0	$0	$106,000	0.00%
4	6	Personalized Small Group Instruction	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	July 2024-June 2027	$7,111,573	$0	$7,111,573	$0	$0	$0	$7,111,573	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	$2,268,944	$0	$2,268,944	$0	$0	$0	$2,268,944	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	$560,873	$0	$560,873	$0	$0	$0	$560,873	0.00%
4	9	Enhanced Learning Environments	English learner (EL), Low Income, Student with Disabilities (SWD), Long-term English learner	No				July 2025-June 2027	$0	$2,954,577	$0	$2,954,577	$0	$0	$2,954,577	0.00%

2026-2027 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
$76,582,552.00	$29,986,383.00	39.16%	0.00% - No Carryover	39.16%	$29,986,383.00	0.00%	39.16%	**Total:**	$29,986,383.00
								LEA-wide Total:	$27,087,848.00
								Limited Total:	$2,898,535.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Improve Core (Tier 1) Instruction	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$1,700,000.00	0.00%
1	2	Professional Development Tailored to Students' Unique Needs	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,505,728.00	0.00%
1	3	Technology to Support Instruction	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,130,242.00	0.00%
1	4	Data-Based Decision Making Tools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$338,405.00	0.00%
1	5	Language Acquisition Support	Yes	Limited	English learner (EL)	All Schools	$723,338.00	0.00%

1	6	Instructional Coaching, Modeling, and Curriculum Design	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$390,660.00	0.00%
1	7	School Library Access	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$719,933.00	0.00%
1	8	Gifted and Talented Student Enrichment	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$100,000.00	0.00%
1	9	Intervention Teachers	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,111,360.00	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	$60,000.00	0.00%
1	12	Core (Tier 1) Curriculum Access	Yes	Limited	English learner (EL), Low Income	All Schools	$1,716,355.00	0.00%
1	14	Oral Language Development Support	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$311,730.00	0.00%
1	15	Biliteracy, Bilingualism, and Biculturalism Support	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$98,417.00	0.00%
1	16	Visual and Performing Arts	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$1,112,776.00	0.00%
2	1	Outreach Consultants and Supplemental Attendance Supplies	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$477,556.00	0.00%
2	2	Attendance Clerks	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$320,541.00	0.00%
2	3	Learning Sessions to Recoup Absences	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$250,000.00	0.00%
2	4	Nurses and Health Assistants	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,566,924.00	0.00%
2	5	Supplemental Instructional Support for Short and Long Term Absences	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$183,826.00	0.00%
2	6	Foster Youth Support	Yes	Limited	Foster Youth	All Schools	$22,219.00	0.00%
2	7	Counselors and Social Workers	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,274,192.00	0.00%
2	8	Comprehensive Support for Suspended Students	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$479,828.00	0.00%

2	9	Social-Emotional Skill Development Framework	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$787,634.00	0.00%
2	10	Tiered Behavior Support	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$345,906.00	0.00%
2	12	Supervision Staff	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$1,370,850.00	0.00%
2	13	Social-Emotional Skill Development Framework for Long-Term English Learners	Yes	Limited	English learner (EL)	All Schools	$175,000.00	0.00%
2	14	Tiered Behavior Support for Long-Term English Learners	Yes	Limited	English learner (EL)	All Schools	$181,623.00	0.00%
3	1	District-Level Community Liaisons	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$229,374.00	0.00%
3	3	Home-School Communication System	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$150,576.00	0.00%
3	4	Workshops and Activities for Parents and Families	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$50,000.00	0.00%
4	2	Beginning Teacher Program Mentors	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$80,000.00	0.00%
4	3	Supplemental Instructional Materials	Yes	Limited	English learner (EL)	All Schools	$80,000.00	0.00%
4	6	Personalized Small Group Instruction	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$7,111,573.00	0.00%
4	7	Professional Learning Community Time	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$2,268,944.00	0.00%
4	8	Technological Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$560,873.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$85,419,098.00	$86,265,717.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Improve Core (Tier 1) Instruction	Yes	$1,700,000.00	$1,462,340.00
1	2	Professional Development Tailored to Students' Unique Needs	Yes	$3,200,000.00	$1,660,035.00
1	3	Technology to Support Instruction	Yes	$1,000,000.00	$1,091,138.00
1	4	Data-Based Decision Making Tools	Yes	$500,000.00	$570,852.00
1	5	Language Acquisition Support	Yes	$700,000.00	$738,906.00
1	6	Instructional Coaching, Modeling, and Curriculum Design	Yes	$609,885.00	$624,758.00
1	7	School Library Access	Yes	$900,000.00	$1,035,508.00
1	8	Gifted and Talented Student Enrichment	Yes	$100,000.00	$106,038.00
1	9	Intervention Teachers	Yes	$2,400,000.00	$2,157,253.00
1	10	Career Technical Education Courses and Advancement via Individual Determination	Yes	$80,000.00	$128,107.00
1	11	Extended School Year Services	No	$700,000.00	$623,954.00
1	12	Core (Tier 1) Curriculum Access	Yes	$1,300,000.00	$1,780,836.00
1	13	Program Specialists	Yes	$350,000.00	$416,926.00
1	14	Oral Language Development Support	Yes	$250,000.00	$318,433.00
1	15	Biliteracy, Bilingualism, and Bi-Culturalism Support	Yes	$80,000.00	$100,479.00
1	16	Visual and Performing Arts	Yes	$1,200,000.00	$1,088,736.00
1	17	Provide Academic Programming Support for Students Facing Disparate Outcomes	No	$55,180.00	$56,554.00
1	18	Provide Support for Special Education Services, Accommodations, and	No	$225,033.00	$247,533.00

		Modifications			
2	1	Outreach Consultants and Supplemental Attendance Supplies	Yes	$837,226.00	$847,017.00
2	2	Attendance Clerks	Yes	$450,000.00	$493,414.00
2	3	Learning Sessions to Recoup Absences	Yes	$250,000.00	$266,052.00
2	4	Nurses and Health Assistants	Yes	$2,200,000.00	$2,923,870.00
2	5	Supplemental Instructional Support for Short and Long Term Absences	Yes	$150,000.00	$187,942.00
2	6	Foster Youth Support	Yes	$20,000.00	$22,694.00
2	7	Counselors and Social Workers	Yes	$1,300,000.00	$1,679,492.00
2	8	Comprehensive Support for Suspended Students	Yes	$600,000.00	$675,599.00
2	9	Social-Emotional Skill Development Framework	Yes	$778,855.00	$802,810.00
2	10	Tiered Behavior Support	Yes	$1,300,000.00	$605,143.00
2	11	Provide Support for Students Facing Disparate Outcomes	No	$58,404.00	$61,884.00
2	12	Supervision Staff	Yes	$1,200,000.00	$1,403,933.00
2	13	Social-Emotional Skill Development Framework for Long-Term English Learners	Yes	$175,000.00	$162,500.00
2	14	Tiered Behavior Support for Long-Term English Learners	Yes	$20,640.00	$20,640.00
3	1	District-Level Community Liaisons	Yes	$200,000.00	$220,707.00
3	2	School-Level Community Liaisons	No	$848,227.00	$808,135.00
3	3	Home-School Communication System	Yes	$180,000.00	$153,979.00
3	4	Workshops and Activities for Parents and Families	Yes	$80,000.00	$74,207.00
4	1	Certificated Staff Recruitment, Equitable Assignments, and Core Curriculum	No	$38,477,833.00	$38,209,001.00
4	2	Beginning Teacher Program	Yes	$80,000.00	$41,946.00

		Mentors			
4	3	Supplemental Instructional Materials	Yes	$80,000.00	$105,250.00
4	4	Safe, Clean, and Well-Maintained Facilities	No	$4,217,815.00	$4,740,518.00
4	5	Student Information System Access	No	$115,000.00	$108,705.00
4	6	Personalized Small Group Instruction	Yes	$7,000,000.00	$9,084,226.00
4	7	Professional Learning Community Time	Yes	$2,000,000.00	$2,293,770.00
4	8	Technological Support	Yes	$450,000.00	$567,873.00
4	9	Enhanced Learning Environments	No	$7,000,000.00	$5,496,024.00
5	1	Early Identification and Whole Child Support	No	$0.00	$0.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$28,860,209.00	$28,074,495.00	$35,330,225.00	($7,255,730.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Improve Core (Tier 1) Instruction	Yes	$1,700,000.00	$1,462,340.00	0.00%	0.00%
1	2	Professional Development Tailored to Students' Unique Needs	Yes	$1,200,000.00	$1,660,035.00	0.00%	0.00%

1	3	Technology to Support Instruction	Yes	$1,000,000.00	$1,091,138.00	0.00%	0.00%
1	4	Data-Based Decision Making Tools	Yes	$500,000.00	$570,852.00	0.00%	0.00%
1	5	Language Acquisition Support	Yes	$700,000.00	$738,906.00	0.00%	0.00%
1	6	Instructional Coaching, Modeling, and Curriculum Design	Yes	$350,000.00	$399,330.00	0.00%	0.00%
1	7	School Library Access	Yes	$900,000.00	$1,035,508.00	0.00%	0.00%
1	8	Gifted and Talented Student Enrichment	Yes	$100,000.00	$106,038.00	0.00%	0.00%
1	9	Intervention Teachers	Yes	$1,400,000.00	$2,157,253.00	0.00%	0.00%
1	10	Career Technical Education Courses and Advancement via Individual Determination	Yes	$80,000.00	$128,107.00	0.00%	0.00%
1	12	Core (Tier 1) Curriculum Access	Yes	$1,300,000.00	$1,780,836.00	0.00%	0.00%
1	13	Program Specialists	Yes	$350,000.00	$416,926.00	0.00%	0.00%
1	14	Oral Language Development Support	Yes	$250,000.00	$318,433.00	0.00%	0.00%
1	15	Biliteracy, Bilingualism, and Bi-Culturalism Support	Yes	$80,000.00	$100,479.00	0.00%	0.00%
1	16	Visual and Performing Arts	Yes	$1,200,000.00	$1,088,736.00	0.00%	0.00%
2	1	Outreach Consultants and Supplemental Attendance Supplies	Yes	$450,000.00	$509,901.00	0.00%	0.00%
2	2	Attendance Clerks	Yes	$450,000.00	$493,414.00	0.00%	0.00%
2	3	Learning Sessions to Recoup Absences	Yes	$250,000.00	$266,052.00	0.00%	0.00%
2	4	Nurses and Health Assistants	Yes	$1,200,000.00	$2,923,870.00	0.00%	0.00%
2	5	Supplemental Instructional Support for Short and Long Term Absences	Yes	$150,000.00	$187,942.00	0.00%	0.00%
2	6	Foster Youth Support	Yes	$20,000.00	$22,694.00	0.00%	0.00%
2	7	Counselors and Social Workers	Yes	$1,300,000.00	$1,679,492.00	0.00%	0.00%
2	8	Comprehensive Support for Suspended Students	Yes	$600,000.00	$675,599.00	0.00%	0.00%
2	9	Social-Emotional Skill Development Framework	Yes	$778,855.00	$802,810.00	0.00%	0.00%

2	10	Tiered Behavior Support	Yes	$300,000.00	$605,143.00	0.00%	0.00%
2	12	Supervision Staff	Yes	$1,200,000.00	$1,403,933.00	0.00%	0.00%
2	13	Social-Emotional Skill Development Framework for Long-Term English Learners	Yes	$175,000.00	$162,500.00	0.00%	0.00%
2	14	Tiered Behavior Support for Long-Term English Learners	Yes	$20,640.00	$0.00	0.00%	0.00%
3	1	District-Level Community Liaisons	Yes	$200,000.00	$220,707.00	0.00%	0.00%
3	3	Home-School Communication System	Yes	$180,000.00	$153,979.00	0.00%	0.00%
3	4	Workshops and Activities for Parents and Families	Yes	$80,000.00	$74,207.00	0.00%	0.00%
4	2	Beginning Teacher Program Mentors	Yes	$80,000.00	$41,946.00	0.00%	0.00%
4	3	Supplemental Instructional Materials	Yes	$80,000.00	$105,250.00	0.00%	0.00%
4	6	Personalized Small Group Instruction	Yes	$7,000,000.00	$9,084,226.00	0.00%	0.00%
4	7	Professional Learning Community Time	Yes	$2,000,000.00	$2,293,770.00	0.00%	0.00%
4	8	Technological Support	Yes	$450,000.00	$567,873.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$74,964,706.00	$28,860,209.00	0.00%	38.50%	$35,330,225.00	0.00%	47.13%	$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:	$1,127,489.00	$0.00	$220,540.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Improve Core (Tier 1) Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,700,000.00
1	2	Professional Development Tailored to Students' Unique Needs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,505,728.00
1	3	Technology to Support Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,130,242.00
1	4	Data-Based Decision Making Tools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$338,405.00
1	5	Language Acquisition Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$723,338.00
1	6	Instructional Coaching, Modeling, and Curriculum Design	$0.00	$0.00	$220,540.00	$0.00	$0.00	$0.00	$611,200.00

1	7	School Library Access	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$719,933.00
1	8	Gifted and Talented Student Enrichment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
1	9	Intervention Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,111,360.00
1	10	Career Technical Education Courses and Advancement via Individual Determination	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$60,000.00
1	11	Extended School Year Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$521,905.00
1	12	Core (Tier 1) Curriculum Access	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,716,355.00
1	13	Program Specialists	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$420,475.00
1	14	Oral Language Development Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$311,730.00
1	15	Biliteracy, Bilingualism, and Biculturalism Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$98,417.00
1	16	Visual and Performing Arts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,112,776.00
1	17	Provide Academic Programming Support for Students Facing Disparate Outcomes	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$55,317.00
1	18	Provide Support for Special Education Services, Accommodations, and Modifications	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$242,162.00
2	1	Outreach Consultants and Supplemental Attendance Supplies	$329,972.00	$0.00	$0.00	$0.00	$0.00	$0.00	$807,528.00
2	2	Attendance Clerks	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$320,541.00

2	3	Learning Sessions to Recoup Absences	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$250,000.00
2	4	Nurses and Health Assistants	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,566,924.00
2	5	Supplemental Instructional Support for Short and Long Term Absences	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$183,826.00
2	6	Foster Youth Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$22,219.00
2	7	Counselors and Social Workers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,274,192.00
2	8	Comprehensive Support for Suspended Students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$479,828.00
2	9	Social-Emotional Skill Development Framework	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$787,634.00
2	10	Tiered Behavior Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,345,906.00
2	11	Provide Support for Students Facing Disparate Outcomes	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$60,544.00
2	12	Supervision Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,370,850.00
2	13	Social-Emotional Skill Development Framework for Long-Term English Learners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$175,000.00
2	14	Tiered Behavior Support for Long-Term English Learners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$181,623.00
3	1	District-Level Community Liaisons	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$229,374.00
3	2	School-Level Community Liaisons	$797,517.00	$0.00	$0.00	$0.00	$0.00	$0.00	$797,517.00
3	3	Home-School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$150,576.00

		Communication System							
3	4	Workshops and Activities for Parents and Families	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$50,000.00
4	1	Certificated Staff Recruitment, Equitable Assignments, and Core Curriculum	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,331,825.00
4	2	Beginning Teacher Program Mentors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$80,000.00
4	3	Supplemental Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$80,000.00
4	4	Safe, Clean, and Well-Maintained Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,076,485.00
4	5	Student Information System Access	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$106,000.00
4	6	Personalized Small Group Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,111,573.00
4	7	Professional Learning Community Time	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,268,944.00
4	8	Technological Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$560,873.00
4	9	Enhanced Learning Environments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,954,577.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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