

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	Roberto Lopez-Mena Director, Student Support Services	rlopez-mena@emcsd.org 626-453-3760

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

El Monte City School District has a unique history. From the 1770's when Spanish soldiers and missionaries first explored Southern California, El Monte has been seen as a resting place - a place of water, trees and rich soil. It has from its beginning drawn many a weary traveler to find safety, comfort and eventually a place to make a home. Since Southern California's first school was constructed here in 1852, El Monte has honored the education of its children and has grown into a thriving community of fourteen schools dedicated to preparing our students for the challenge of a 21st century education. El Monte City School District is a preschool through grade eight district located in the eastern part of Los Angeles County serving approximately 7,700 students. Presently, the El Monte City School District serves students of over 20 different language backgrounds. Along with English, the languages most commonly spoken include Spanish, Vietnamese, and Cantonese. Our programs and services reflect this heritage and one of the primary goals is to make sure that all children have access to Common Core State Standards and are able to achieve proficiency in mastering them. The district operates fourteen regular schools that are configured as Pre-K-6 or Pre-K-8 and one special setting at Thompson School with students being mainstreamed as appropriate into Durfee Elementary School's classes as share the same campus. The district also offers Federal Head Start/State Preschool classes and the Opportunity Program for students who require an alternative educational setting. The demographics of our District are: Hispanic 79.44%, Asian 17.73%, Black/African American 0.54%, Hawaiian/ Pacific Islander 0.12%, White 0.97%, and Multiple/Other: 1.2%.

The "story" of our district is about meeting the diverse needs of our students; of meeting a child where they are and of doing all we can to ensure that they embark on a successful journey to a purposeful, healthy and productive future. We do this work by focusing on three broad themes: Focus on a College-Going Culture El Monte City School District, in coordination with our neighboring districts, is part of the El Monte Pledge which insures that our students who meet A-G high school requirements can receive automatic enrollment into UC Irvine, Cal State Los Angeles and priority admittance to Rio Hondo Community College. In support of this college-readiness pipeline, a group of local educators and activists created the El Monte Promise to ensure that instruction in college-going strategies begins at the preschool level. The El Monte Promise has created lessons on fiscal literacy for students, workshops on fiscal literacy for parents, a document entitled Roadmap to College Kinder through 12 detailing key milestones on the path to college, and most impressively, incentive for parents to open college bank accounts that receive dollar for dollar matching through the Scholars Saving Plan. This program was recognized by the White House as a Bright Spot Award recipient. El Monte City School District is also an Arts for All District with a three-year Board adopted plan focusing on efforts to incorporate and support the arts throughout the district. With funding geared specifically toward music and visual arts, the evidence of these efforts can be seen throughout the district. A summer STEAM program with lessons built around science, engineering and the arts is another opportunity to build the skills our students will need for college and career. Musical Theater is offered in the spring as well as in the summer school program, in order to further enhance our students' experience with the arts. Focus on Wellness and the Whole Child El Monte City School District began hosting health clinics for students and families in the mid-1960's. From health clinics to dental clinics to the fully operational Jeff Seymour Family Center, which incorporates partners from over twenty agencies, we have for decades been focused on meeting the "wellness" needs of our students and families. Concern for our students' and families' physical and emotional wellness and nutrition is also evidenced through our efforts. With a Board adopted Wellness Policy, our work with Alliance for a Healthy Generation, and

Breakfast in the Classroom, the El Monte City School District has received many awards and accolades in the area of nutrition and wellness. Focus on Community El Monte City is a place where the district, the city and the police department work together to promote events and activities that focus on our children. This year, we collaborated with our community Parks and Recreation to offer El Monte Swims, a program designed to focus on pool safety for our students. With our annual Children's Day Parade, Fiesta of Books, Parks and Recreation programs, and 5K Run to Promote the Arts, just to name a few, the community is a big part of what happens around and within the district. Community partnerships with Kids Campus and LEARN provide a district-wide after-school program and tutoring program to focus on learning recovery. Our partnership with LEARN has allowed us to expand our after-school program at all sites and has supported our Kids Play Program which provides students a greater opportunity to participate in team sports. Our district's commitment to community is evidenced by the connection of our employees. One-quarter of our staff, including our Superintendent, reside in El Monte and a significant number of staff members, including many of our teachers, eleven of our site administrators, our Assistant Superintendent of Personnel and our Superintendent, are former El Monte City students. For more than 300 years El Monte has drawn travelers to settle within its boundaries, and in our district their children find a home.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Despite the pandemic, the El Monte City School District was able to provide ongoing, high-level instruction. Five of our schools were identified as California Distinguished Schools - Cherrylee, Cleminson, Durfee, Legore, and Wright. Because there was no California Dashboard for 2019-20 and 2020-21, the district used iReady to track and monitor progress of our students.

iReady uses a 5 band measure to examine student progress. The five bands are as follows: Mid on Grade or Above, Early on Grade, 1 Grade Below, 2 Grades Below, and 3 Grades Below. El Monte City School District's iReady data for Language Arts and Math for the 2020-21 school-year shows a progression in percentage of students scoring at the early on or mid on grade or above. For example, in Language Arts we were able to increase the percentage of students scoring at the highest bands from 32% in our initial iReady diagnostic test in September to 45% in our third and final diagnostic test in May. In Math, we had similar growth with the percentage of students scoring in the highest two bands increasing from 25% to 39%. Equally as important we were able to reduce the percentage of students scoring at two years and one year below grade level. For example, in Language Arts we reduce the percentage from the first diagnostic test from 35% to 28% and in Math from 44% to 38%. Student scoring at 1 grade below also decreased in Language Arts from 33% to 28% and in Math from 44% to 37%.

When comparing iReady data by grade level from a year ago based on the third diagnostic, EMCS D shows an increase in percentage of students scoring at the two highest bands from a year ago. For example, in ELA in 2020 on the third diagnostic, EMCS D's sixth grade class had an overall percentage of 36% of students scoring at Early or Mid Grade or Above and in 2021 the percentage increased by 5% to 41%. EMCS D's 7th grade percentage of students scoring at the highest two bands stayed the same at 43% and 8th grade increased from 46% to 47%. In Math, 7th grade increased from 38% to 41% and in 8th grade from 35% to 40%. Sixth grade showed a decrease from 48% to 40%. Additionally, when comparing the Spring 2020 diagnostic to the Spring 2021 diagnostic, our English Learners showed a 5% increase in ELA and a 1% increase in math.

Overall, despite the pandemic EMCS D shows a progression of growth from the first iReady diagnostic test to the third diagnostic test in both Language Arts and Math.

Considering that the local data analyzed was as a result of remote learning, we anticipate the successes mentioned above continuing as students engage in in-person tiered instructions and in-person intervention supports that address individualized gaps. Additionally, teachers will utilize small group instruction in ELA and Math to provide differentiated instruction and/or supports.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

When we analyzed our iReady data by comparing the third diagnostic in 2020 to the third diagnostic in 2021 it shows that as a school district our greatest learning loss was in grades 3-5 in Language Arts and in grades 3rd-6th in Math. Overall, we show an increase in students scoring at the two highest bands and a decrease in students scoring at the lowest two bands but when we analyze the data by grade level we see that the upper primary grades are the grades that distance learning impacted the most. For example, in Language Arts our biggest decrease of students scoring at the two highest bands was in 3rd grade. Third grade's percentage decreased from 60% in 2020 to 50% in 2021. EMCSD's biggest increase of students scoring at the two lowest bands in Language Arts was in 4th grade as it increased from 10% to 16%. In Math, EMCSD's biggest decrease in percentage of students scoring at the two highest two bands in Math was in fourth grade; the percentage decreased from 54% in 2020 to 33% in 2021. Fourth grade also showed the highest increase of students scoring at the lower two bands as it increased from 6% in 2020 to 15%. Additionally, when comparing our Spring 2020 diagnostic results to our Spring 2021 diagnostic results, our reclassified students showed a 1% decrease in ELA and a 5% decrease in math.

Although English Learners showed an increase in their overall ELA and math results on Spring 2021 i-Ready diagnostic assessment, they are performing lower than the district overall percentages for ELA and mathematics. In ELA, 27% of English learners performed early on grade level or above compared to 45% of the all students subgroup. In math, 25% of English learners performed early on grade level or above compared to 39% of the all students subgroup. Due to the change in reclassification criteria requiring that students score a 4 on the ELPAC to be considered for reclassification, our rates decreased from 17% in 18-19 where we reclassified students with an overall score of 3 or 4, to 10% in 19-20.

During the 2019-2020 and 2020-2021 school years, the El Monte City School District was found to be disproportionate in regards to the identification of Hispanic students in the area of Specific Learning Disability. While the ratio of Hispanic students being identified with a specific learning disability have decreased, the district remains above the 5.0 threshold. A root cause analysis determined the need to address our MTSS structures, including the need for systematic interventions, and the need for professional development in differentiated instruction, foundational literacy skills, EL supports, and cultural and linguistic differences.

Based on the information we gleaned from the root cause analysis for disproportionality, i-Ready diagnostic assessment data, and English learner progress and reclassification rates, it was determined that we need to focus on strengthening our Tier 1 instructional program by providing professional development teachers in explicit phonics instruction, differentiated instruction utilizing a Universal Design for Learning, small group instruction in math, and Guided Language Acquisition Design strategies. We also determined the need for providing systematic intensive interventions, including support in oral language development, in order to minimize the number of students being overidentified for special education services.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In-person instruction and distance learning in the 2020-21 school year challenged us to think creatively to provide students with the resources and supports they needed to be successful. Some of the lessons we learned from this year that have informed the development of the actions in our 2021-24 LCAP include the following: Teachers will continue to receive professional development and support in providing differentiated instruction and support as part of Tier 1 instruction, including professional development in GLAD strategies to support English learners and in Universal Design for Learning to support all students.

In order to maximize instructional time, teachers will provide targeted instruction by continuing to focus on Essential Standards. The key is "prioritization" and not "elimination." All standards will be addressed, however, prioritizing the most essential and foundational skills will help our students build their knowledge over time, be successful at each grade level, and be flexible enough to thrive regardless of their learning situation.

Blended learning utilizing small group instruction in ELA and math will continue to be part of the daily instructional schedule to provide teachers with time for providing differentiated, targeted instruction based on student need as identified by the data. Additionally, online tools will continue to be utilized to support Blended Learning and to provide differentiated, personalized instruction for students. Blended Learning is a model developed to integrate technology and increase student agency in the learning process. Online tools and programs allow students some control over the time, place, and pace of their learning which increases student engagement and satisfaction. Most importantly, Blended Learning provides teachers more time to engage with their students during small group instruction and teacher-student social

emotional check-ins. Blended Learning is not only sound teaching but is the perfect model to keep students actively engaged in learning. Students' social emotional health and academic well-being must be prioritized in the coming years. The addition of counselors to be utilized throughout the district to provide students with academic and social emotional support. Intervention teachers will also be utilized to provide intensive academic intervention for our most vulnerable students.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The inclusion of all El Monte City School District(EMCSD) stakeholders in the development of the 2021-2024 Local Control Accountability Plan(LCAP) began in the summer of 2020 with the creation of a school reopening task force that involved teachers, parents, principals, district administrators, school and district support staff, and community partners. The objective of the taskforce was to determine what students and school staff needed to resume instruction in the fall of 2020 under three scenarios: in-person instruction, distance learning, and a hybrid of these two models. Additionally, the different task force subcommittees were responsible for identifying strategies that would address the identified needs.

Simultaneously, in 2020-2021, the district's Multi-Tiered System of Supports(MTSS) planning team continued the work it began two years before by focusing on the systematic identification of student needs across three areas: academic, behavior, and social, emotional learning. The MTSS planning team is a representative group that includes district administrators and principals, general and special education teachers and support personnel, certificated and classified bargaining unit representatives, as well as district level support staff members who support student attendance, student social-emotional well-being, student physical well-being, and parent involvement. MTSS's purpose is to employ a process for identifying student needs throughout the district and to develop proven strategies to meet these needs.

This comprehensive needs assessment process includes data analysis, using district benchmarks in English Language Arts and Mathematics, analysis of parent, student, and teacher surveys, and feedback resulting from on-going district level meetings as well as school staff meetings. Using this same process, the MTSS team is responsible for identifying multi-tiered strategies that are designed to support students at their individual levels of need.

EMCSD sought further stakeholder engagement with a series of district-level virtual parent town halls in which parents received information on several topics, including ways to support student use of technology at home, strategies to help with social-emotional issues, safety guidelines related to the Covid-19 pandemic, and effective use of technology to communicate with classroom teachers. These town hall meetings also provided a space for parents to share their concerns related to distance learning and the eventual return to in-person instruction. Through these presentations, district personnel were able to gain a stronger understanding of actions needed to take to address parent concerns.

Using the Professional Learning Community model, teachers met on a weekly basis for the purpose of reviewing student performance on district benchmark results and to review their performance in terms of completing classroom academic tasks. The findings of these collaborative conversations are shared with site administrators in order to further refine the actions the district needs to undertake in order to ensure student academic achievement and student social-emotional well being.

The results of these existing stakeholder engagement processes formed the basis for the initial draft version of the 2021-2023 LCAP. The strategies contained in the LCAP are selected to meet the Plan's four goals: to increase student achievement; to ensure learner engagement, to improve parent and family engagement, and to maintain foundational support. As importantly, the strategies were selected to reflect input given in various platforms by parents, teachers, principals, students, district administrators and other district level support staff, and community partners.

Feedback and consultation were sought from various stakeholder groups throughout the development of the LCAP. Following the presentations on May 20, 2021 and May 27, 2021 the Superintendent responded, in writing, to the comments from the Parent Advisory Committee and the DELAC. Below are the dates and groups the LCAP was shared with and feedback was sought.

LCAP CONSULTATION/FEEDBACK:

LCAP Advisory Committee - May 4, 2021 (Google Meet)
Teachers - May 7, 2021 (Online Feedback Form)
Site Administrators - May 4, 2021 (Management Meeting)
District Administrators - May 24, 2021 (Extended Cabinet Meeting)
Other School Personnel- May 7, 2021 (Online Feedback Form)
Parents (General) - May 7, 2021 (Online Feedback Form)
EMETA (certificated bargaining unit) - May 10, 2021 (Google Meet)
CSEA (classified bargaining unit) - May 10, 2021 (Google Meet)
SELPA Administrators- May 6, 2021 (Google Meet)
Key Communicators (Parent Advisory) - May 27, 2021
DELAC Presentation (EL Parent Advisory) - May 20, 2021

LCAP Draft Posted for Public Comments on district website - May 7, 2021 - May 28, 2021

LCAP Governing Board Public Hearing was held on June 14, 2021

A summary of the feedback provided by specific stakeholder groups.

The 2020-2021 LCAP consultation process consisted of two different approaches to secure feedback from all stakeholders: in person meetings, in which all the actions in the LCAP were reviewed and clarified, and the posting of the LCAP on the district website, which gave all stakeholders in the community the opportunity to review and comment on the content of the Plan. In both instances, EMCSD developed a feedback form which stakeholders used to provide formal input.

Parents provided in-person feedback through their representation on the LCAP Advisory Committee, through their participation on the District Advisory Committee(DAC), and through their participation on the District English Learner Advisory Committee(DELAC). Other feedback from parents was obtained through the LCAP Feedback

Form. Parents indicated the need to support students with accessing technology so that students would be able to access the curriculum when students remain in distance learning. Additionally, parents expressed a desire to hold students accountable for daily participation in instruction. These feedback pieces were based on parent experiences during continued school closures at the beginning of the 2020-2021 school year, and for those students who remained in Distance Learning settings even as some students returned to in-person instruction in mid-April. Parents also identified social, emotional learning support as an area of concern as they witnessed the effects of children who feel disconnected from school. Lastly, parents requested support for their own capacity to help students with learning at home.

Classroom teacher feedback was obtained primarily through the LCAP Feedback Form, through representative participation on the LCAP Advisory Committee, and through formal meetings with leadership of their bargaining unit. Classroom teachers identified four primary areas as priorities: classroom teacher support with academic intervention strategies, student support to adequately address social-emotional learning issues exacerbated by the Covid-19 Pandemic, support with students needing intensive behavior intervention, and to continue to maintain reduced class sizes. School principals provided feedback through representative participation of the LCAP Advisory Committee and through a consultation meeting scheduled for principals and district administrators during the May 2020 management meeting.

Principals identified support for first time instruction as a key component to increasing academic student achievement. They also identified the need for academic intervention support as an essential tier two strategy. Finally, principals indicated the need to provide counseling services to students for academic and social-emotional learning support. In a formal consultation meeting with SELPA, program administrators identified the need to expand general education tiered support to reduce the number of students identified for special education services. Additionally, it was recommended that special education students participating in general education instruction continue to receive tiered academic and social-emotional support.

A formal meeting was held with the local bargaining units in which the contents of the plans were shared with its representatives. Feedback forms indicate that priorities from these two stakeholder groups include continued use of data-driven decision-making, support for academic interventions at all schools, the need to provide a school counseling program, behavior intervention for students with severe behavior, continued offering of community liaisons at each school, continued funding to build parent capacity to support student learning, maintaining class-size reduction, and the continued offering of enrichment programs in music and the arts.

As a result of feedback from multiple stakeholders, including parents, the following actions were included in the LCAP:

- * Hiring of school counselors to address SEL and behavioral needs
- * Purchasing hardware, hot spots, and software to mitigate student, parent, and staff access needs
- * Training for parents on various platforms including academic applications to support students from home
- * Hiring of intervention teachers to provide tiered interventions and build classroom teacher intervention capacity
- * Continuing music instruction

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The development of the District's 2021-2024 LCAP represents the results of implementing a systematic approach that includes a comprehensive needs assessment, the identification of effective strategies to address these needs, and the inclusion of LCAP actions that are responsive to these two processes and to the input gathered from all EMCS D stakeholder groups.

The resulting analysis of this system creates the basis for the content in the 2021-2024 LCAP. Each of the four goals in the LCAP includes alignment between areas of need and actions strategically selected to demonstrate progress in meeting those needs. In goal 1, increasing student achievement, there is a clear need to improve first time instruction. This is especially true in the challenging instructional setting created by the Covid 19 pandemic and its resulting need to deliver most of the instruction virtually. Even as some students have returned to in-person instruction, the need to solidify first time quality instruction for students returning as well as for students learning virtually remains a clear area of growth. That the instructional setting for the beginning of the 2021-2022 is still unknown, highlights this need even more. To this end, the LCAP includes strategies that support quality Tier One instruction, in the form of added collaboration time, demonstration lessons by Teachers on Special Assignment, and added opportunities for Professional Development.

Along the same lines, given the amount of anticipated student learning loss created by the current pandemic conditions, points out the priority to support classroom teachers with implementation of intervention strategies. In order to address this need, the LCAP includes funding to provide intervention teachers who are strategically assigned to schools and students who are the most vulnerable.

In goal 2, ensuring learner engagement, EMCS D stakeholders have identified student daily engagement in classroom instruction and helping students cope with social-

emotional learning as a top priority. An essential piece to supporting students with social-emotional learning is the creation of a school counseling program that offers students multi-tiered level support in this area, as well as in the area of academics. These counselors will be strategically positioned across the district to ensure that students most affected by the effects of the last few months receive the support they need to feel safe and confident that they are capable of high academic achievement. Likewise, these counselors will help build teacher capacity to use trauma informed practices as part of their daily classroom routines.

To help students participate in daily instruction, the 2021-2024 LCAP expands resources to provide multiple-tiered support for regular school attendance. At the tier one level, there is an emphasis on building parent and student understanding of the importance of attending school and engaging in classroom instruction every day. At the tier two level, small groups of students and their families acquire more proactive skills that give them specific plans to maintain positive school attendance, and at the tier three level individual students and their families are made aware of the negative consequences of poor school attendance and chronic absenteeism.

Actions in goal 3, increasing parent and family engagement, recognize the unique needs parents face in helping their students learn at home and the challenges parents face in communicating with schools regularly. These two challenges have been exacerbated by the current pandemic. The LCAP reaffirms EMCSD's commitment to supporting parents by continuing to provide resources at each school so that parents have specific school personnel with whom they can connect daily. School community liaisons help connect parents to their schools as they seek to build capacity in different areas including the fostering of literacy skills in the home as well as learning effective parenting skills. Additionally, the LCAP maintains support of parent leadership skills development. These skills enable parents to provide effective feedback at their schools so that programming reflects the needs of parents and students at individual schools. In response to the growing need to effectively engage parents in the Asian American-Pacific Islander community, the LCAP provides resources to support parents who speak Vietnamese, Mandarin, and Cantonese.

Goal 4, Maintain Foundational Support, includes actions that reflect stakeholders' priority of maintaining personalized small group instruction in grades K-3. As we anticipate returning to normal in-person instruction in the near future, it is crucial that classroom teachers have the ability to support the most vulnerable students. EMCSD stakeholders also recognize the priority to deliver a well rounded curriculum to all its students. In order to address this priority, the LCAP maintains its support for offering music programs across the district. Finally, the LCAP continues its on-going support for providing supplemental materials in all content areas, as well as supplemental materials for visual and performing arts, and to provide the resources for expanding study trip opportunities for students.

Goals and Actions

Goal

Goal #	Description
1	Increase Student Achievement

An explanation of why the LEA has developed this goal.

Student growth and academic achievement are at the center of the El Monte City School District's vision, mission, core values, and goals. Student growth, academic performance, and positive personal development are the highest measures of student and district success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
2019 SBAC ELA	English Language Arts:				English Language Arts: The percentage of All students

Annual Assessment Results	The percentage of All students Meeting or Exceeding Standards is 51.5%				Meeting or Exceeding Standards will be 57%
2019 SBAC Math Annual Results	Mathematics: The percentage of All students Meeting or Exceeding Standards is 40%				Mathematics: The percentage of all Students Meeting or Exceeding Standards will be 46%
English Language Arts: 2021 i-Ready Diagnostic Window 3 Results	English Language Arts: The percentage of All Students On Grade Level & Above is 41%				English Language Arts: The percentage of All Students On Grade Level & Above will be 61%
Mathematics: 2021 i-Ready Diagnostic Window 3 Results	Mathematics: The percentage of All Students On Grade Level & Above is 38%				Mathematics: The percentage of All Students On Grade Level & Above is 58%
El Monte City School District Reclassification Procedure	In 2019-2020, 10% of our English Learners were reclassified.				By 2023-2024, 16% of our English Learners will be reclassified.
2018-2019 - Summative ELPAC	The percentage of English Learner students making progress toward English language proficiency, including English learners with a disability, is 8.7%				The percentage of English Learner students making progress toward English language proficiency will be 24%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve Tier 1 Instruction	Ensure that all students have access to quality Tier 1 common core aligned instruction in all core subjects, including ELD, through differentiated supports and universal design. Teachers will be provided with professional development, substitute teachers for collaborative planning time, supplemental materials, and supplies to address the differentiated needs of students through differentiated supports.	\$965,272.00	Yes
2	Professional Development to Strengthen and Support Instruction to Meet	Ensure that general education and special education teachers receive quality professional development in providing universal access, differentiated supports, and language supports for English Learners, Foster Youth, and Low Income students.	\$831,201.00	Yes

	Differentiated Needs of Students			
3	Provide Technology to Support Instruction	Provide technology to enhance instruction for English learner, Foster Youth, and Low Income students. Students will utilize technology to access individualized online instructional programs and various supplemental district-supported online instructional programs. Devices will be updated on a rotating schedule based on the district's replenishment plan. Technology support personnel will be funded for all 14 school sites. Technology support staff will provide parent trainings, device and hotspot support for students, and computer lab hours before, during, or after school.	\$905,585.00	Yes
4	Data driven Decision Making	Utilize data to inform instruction and identify tiered supports for English learner, Foster Youth, and Low Income students through the use of diagnostic benchmark assessments, common formative assessments, a data management system, and an administrator on special assignment who utilizes data to support site administrators in identifying and addressing areas of need.	\$483,910.00	Yes
5	Support English Learners, Newcomers, and Migrant Education students	Support access to Tier 1 instruction for English learner, Newcomer, and Migrant Education students by providing and utilizing Asian language support personnel, supplemental CCSS aligned curricular materials, Newcomer curriculum, professional development, and extra duty assignments for instructional support staff to provide newcomer support.	\$703,675.00	Yes
6	Strengthen Instruction through Coaching/Modeling	Utilize Teachers on Special Assignment (TOSA) to strengthen Tier 1 Instruction of the MTSS framework by focusing on best first instruction, differentiation, and reteaching through instructional coaching, data analysis, English learner support, instructional planning, and professional development in all content areas. TOSAs will also provide support for lesson planning and modeling instruction. Differentiation strategies will focus on meeting the needs of English learner, Foster Youth, and Low Income students. By strengthening Tier 1 instruction, the number of students requiring Tier 2 and 3 intervention supports will decrease.	\$1,089,390.00	Yes
7	Support Long Term English learners and Students At-Risk of Becoming LTELs	Provide professional development and instructional coaching for teachers in the areas of addressing English learner needs and providing language supports for Tier 1 instruction in the content areas. Provide summer school opportunities for Long Term English learners, including interventions in ELA and math.	\$10,000.00	Yes
8	Provide Access to School Libraries	Provide funding for Librarians/Media Technicians and a library management system to support the literacy needs of English learner, Foster Youth, and Low Income students by providing reading material appropriate for their identified Lexile level.	\$722,909.00	Yes
9	Provide enrichment opportunity through the Gifted and Talented Program	Provide enrichment opportunity for our Low Income students through the implementation of the Gifted and Talented Program.	\$178,590.00	Yes
10	Provide Intervention Support	Fund 7 Intervention teachers to provide ELA and Math Tier 2/3 interventions for English learner, Foster Youth, and Low Income students during the school day for short term cycles. Intervention teachers will be assigned to schools showing the greatest need that are	\$870,079.00	Yes

		identified utilizing diagnostic data results. Provide extra duty assignments for after school intervention support. Students will be identified for Tier 2/3 intervention support through multiple data points in ELA and math, including students who are 2+ years below grade level in ELA and/or math.		
11	Provide Supplemental Intervention Instructional Materials	Purchase CCSS aligned ELA and math intervention materials that meet the differentiated needs of English Learners, Foster Youth, and Low Income students in Tiers 2 and 3 interventions before, during, or after school. Students will be identified to receive Tier 2/3 intervention support utilizing multiple data points, and will include students who are 2+ years below grade level in the district benchmark.	\$10,000.00	Yes
13	Support AVID classes	Support AVID classes at K-8 sites, including the expansion of AVID strategies to all 6-8 grade students at all sites to support college and career readiness. Expand AVID to include English learner students. When possible, priority enrollment into AVID classes will be given to Foster Youth and Low Income students.	\$93,185.00	No
14	Extended School Year	Provide extended school year (ESY) to students with Individualized Education Plans.	\$391,526.00	No
15	Access to Core Curriculum	Provide two, 3.75 hour instructional assistants to each site to increase the ability to differentiate instruction to meet students' needs of English learner and Low Income students in classrooms at each school site. Intervention services will be targeted to the neediest students in the subgroups specified.	\$1,586,020.00	Yes
16	Provide training to meet differentiated academic, behavioral, and social emotional needs	Utilize program specialists to facilitate and support the training of site administrators, teachers, and parents in the processes, strategies, and skills to meet the unique and differentiated Academic, Behavioral, and Social Emotional Tier 2/3 needs of English Learners, Foster Youth, and Low Income students.	\$284,143.00	Yes
17	Provide Additional Library Books	Provide funding to school sites for the purchase of additional library books to expand their collections to include high interest reading material and books that promote and celebrate diverse cultures and languages.	\$100,000.00	Yes
18	Provide oral language development support	Speech staff will provide support for English Learners and Low Income students with strategies to build language fluency.	\$281,978.00	Yes
19	Promote literacy	Provide 1-2 reading books at the appropriate reading levels for each TK - 8th grade student to promote literacy and build libraries at home.	\$59,556.00	Yes
20	Increase biliteracy, bilingualism, and bi-culturalism in Spanish and Mandarin	Provide support staff to support English Learners and Low Income students with oral language support and practice in the dual language program.	\$46,591.00	Yes
21	Provide a Summer School Intervention and Enrichment program	Provide a summer school intervention and enrichment program, including STEAM, musical theater, and advanced math classes for English learners, Foster Youth, and Low Income students. Students will be identified for summer school using multiple data points, including students who are 2+ years below grade level in ELA and mathematics and students who are Long Term English learners.	\$828,855.00	Yes

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Ensure Learner Engagement

An explanation of why the LEA has developed this goal.

In order to fully support student academic growth, it is important that we implement strategies that promote regular student attendance. Additionally, the district recognizes the need to create a positive school climate where students feel safe, encouraged, and motivated to maximize their academic potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
California School Dashboard Chronic Absenteeism Report	The percentage of students identified as chronically absent is 3.4%				The percentage of students identified as chronically absent will be 3.0%
El Monte City School District ADA Annual Report	Districtwide Attendance Rate is 96.47 %				Districtwide Attendance Rate will be 98.0%
Middle School Dropout Rates Report	The Middle School Dropout Rate is 0.0 %				The Middle School Dropout Rate will be 0.0 %

California School Dashboard Suspension Rate Report	The suspension rate is currently 0.5 %				The suspension rate will be 0.4%
EMCSD Expulsion Rate Report	The current expulsion rate is 0.0 %				The expulsion rate will be 0.0 %
California Healthy Kids Survey- Percentage of 5th/7th grade students who feel safe at school	Percentage of 5th grade students who feel safe at school is 82% Percentage of 7th grade students who feel safe at school is 79 %				Percentage of 5th grade students who feel safe at school will be 84 % Percentage of 7th grade students who feel safe at school will be 81 %
California Healthy Kids Survey	68% of 5th grade students feel connected to their school 61% of 7th grade students feel connected to their school				Percentage of 5th grade students who feel connected to school will be 70 % Percentage of 7th grade students who feel connected to school will be 63 %
California School Staff Survey	The percentage of staff who feel school is a safe place for staff is 94%				The percentage of staff who feel safe at school will increase to 95%
California School Staff Survey	The percentage of staff who feel connected as a result of a supportive and inviting place for staff to work is 88%				The percentage of staff who feel connected as a result of a supportive and inviting place for staff to work will increase to 89%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement Attendance Incentive System	Outreach Consultants will coordinate incentive strategies, principally directed at Low Income, Foster Youth, and English Learners, on a monthly basis, with good attendance, in order to improve access to a standards based curriculum that is rich in supporting language needs, while also improving district attendance rates.	\$42,000.00	Yes
2	Maintaining Personal Connections with Families	Attendance Clerks at all schools will monitor attendance on a daily basis. Students who are absent will be identified and parents of those students will be called on the same day as the absence occurs. Additionally, Attendance Clerks will monitor attendance on an on-going basis in order to identify students at risk of being identified as chronically absent. Consistent and systematic attendance monitoring has shown to positively impact attendance rates of unduplicated student groups in our district.	\$363,011.00	Yes

3	Provide Saturday School	Saturday School will be offered twelve times throughout the school year for students who wish to recoup learning opportunities lost as a result absences. Students participate in learning activities, with support from school staff, during each of the four-hour sessions. This increase in support is principally directed at Low Income and Foster Youth students as their financial circumstances may not permit instructional recoupment at home. To accommodate students that reside districtwide, the sessions are held at each of the six K-8 schools and any interested student may attend any of the six sites to participate.	\$136,180.00	Yes
4	Provide Outreach Consultants	Fund Six Outreach Consultants to work primarily with students who are at risk of being identified chronically absent. Outreach Consultants provide tier 2 support in small student group settings for students who have not responded to Tier 1 strategies to remedy poor attendance. As needed, Outreach Consultants provide Tier 3 support to individual students and their families. Attendance data for English learner, Foster Youth, and Low Income students support the use of Outreach Consultants to improve student attendance.	\$669,538.00	Yes
5	Provide Nurses and Health Assistants	Nurses and Health Assistants provide care to vulnerable student populations to ensure their physical well -being, in order to minimize absences and to avoid loss of instructional time. Additionally, they provide professional development to all staff in order to identify students who require support. Lastly, they provide information to parents to reinforce the need to schedule medical appointments for their children outside of the instructional day to the greatest degree possible. This action reduces the loss of instructional time for unduplicated students.	\$1,963,401.00	Yes
6	Supplemental Instructional Support for Students with Short and Long Term Absences	Classified and certificated staff connect with students and parents to provide individualized supports in the areas of academics, technology, and social emotional learning beyond the core provided by school sites. These services are an increase to the base supports provided by school sites and primarily directed to English Learners, Foster Youth, and Low Income students that otherwise would not have support systems in place, during short and long term absences, to successfully demonstrate academic growth.	\$196,399.00	Yes
7	Provide support to Homeless and Foster Youth.	Fund a Homeless Education/Foster Youth Liaison to provide academic and social-emotional support to homeless and foster youth students. These students are identified as part of the school enrollment process in order to conduct timely outreach to these students and their families. Additionally, the support extends to transportation needs and to collaborating with families in order to determine best placement.	\$119,829.00	No
8	Provide Transportation to Saturday School Program	Offer transportation services, as needed, to Homeless Education students as well as to Foster Youth students.	\$3,500.00	Yes
9	Provide School Counselors	Fund six school Counselors to support academic and social-emotional needs of students districtwide. High Needs students such as English learner, Foster Youth, and Low Income students often live in conditions where they experience trauma, which impacts academic performance. Using EMCSO MTSS systematic approach, students will receive support support at the appropriate tiered level.	\$768,198.00	Yes
10	Provide Tier 3 Interventions for Academic, Behavioral, and	The Opportunity Program provides tier 3 intervention in the areas of academic, behavior and social-emotional learning to students who are suspended from the regular school. Staff is trained to provide tier 3 support with the goal of returning students to regular	\$352,467.00	Yes

	social-emotional learning.	schools once they have met criteria for exiting the Opportunity Program. Students in the Opportunity Program receiving counseling support and reengagement curriculum.		
11	Implement Leader in Me program	Provide support for a proactive system-wide framework for creating and maintaining safe and effective learning environments where students have the social skills and resiliency needed for success at school. Although this benefits all students, it is principally directed at Foster Youth and Low Income students to intentionally improve social skills and resiliency that may otherwise not be provided at home due to financial constraints at home not allowing for intentional role modeling.	\$627,160.00	Yes
12	Expand After School Sports Program	Support the expansion of after-school sports teams at all school sites by partnering with after-school service providers, to fund the Kids Play Program and Soccer for Success to promote increased learner engagement for English learner, Foster Youth, and Low Income students.	\$150,000.00	Yes
13	Provide Tiered Positive Behavior Supports	Tiered behavior supports will be principally directed at Foster Youth and Low Income students that face trauma as a result of the lack of financial resources to successfully mitigate traumatic experiences. Such tiered supports via direct services to students and/or staff training will allow for constructive learning engagement while minimize time spent outside of the classroom as a result of students unable to regulate behaviors.	\$634,662.00	Yes
14	Provide Jeff Seymour Family Center staff	The Jeff Seymour Family Center will facilitate the expansion of service providers to meet the needs of families throughout the district.	\$19,474.00	No

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
--------	-------------

An explanation of why the LEA has developed this goal.

EMCSD believes that engaged parents and families are able to provide on-going support to their students, outside of the school setting. A strong school to home collaboration plan is essential in building parent capacity to support academic progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
California Parent Survey	Percentage of parents reporting schools seeks input in decision-making: Agree/ Strongly Agree 80 %				Percentage of parents reporting schools seeks input in decision-making: Agree/ Strongly Agree 85 %
California Parent Survey	Percent of parents who provide feedback on participation in school programs is 80%				Percent of parents who provide feedback on participation in school programs will be 85%
California Parent Survey-	How well does the school let you know how your child is doing in school between report cards: Very Well 65%				How well does the school let you know how your child is doing in school between report cards: Very Well 75%
California Parent Survey	How well does the school provide information about how to help your child with homework: Very Well 57%				How well does the school provide information about how to help your child with homework: Very Well 70%
California Parent Survey	Percentage of parents reporting school is a safe place for students is 93%				Percentage of parents reporting school is a safe place for students will increase to 94%
California Parent Survey	Percentage of parents reporting that their school encourages them to be active partners with their school in educating their child is 90%				Percentage of parents reporting that their school encourages them to be active partners with their school in educating their child will increase to 91%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide District Level Community Liaison	The District Community Liaison is responsible for developing, implementing, monitoring, and coordinating parent programming at all schools. To meet the state priorities, parent programming focuses on two major areas: Improving School to Home communication, and Supporting Learning at Home. Programming emphasizes the needs of English learner, Foster Youth, and Low Income students.	\$76,631.00	No
2	Provide School Level Community Liaisons	Under the direction of the District Community Liaison, these positions are responsible for engaging parents in a variety of parent-building capacity programming to support student academic, social-emotional, and classroom behavior areas. The principal emphasis of all parent programming is to ensure that the needs of English learner, Foster Youth, and Low Income students are adequately met.	\$603,736.00	No
3	Support California Parent Survey participation	The California Parent Survey is administered to all parents in the district once a year. The survey contains information related to parent engagement at the school level, to student learning environment, to student risk behavior and prevention, and to discipline and school counseling. Results of this survey are used to identify and to evaluate programming opportunities for parents	\$5,000.00	Yes
4	Provide Parent Square access	Effective school to home communication positively impacts student achievement. Parent Square offers the capability to communicate with parents in a platform that is easy to understand, that is accessible by parents of Low Income students, that can offer communication in multiple languages so that parents of English learner students can access the information, and that is also available to the parents of Foster Youth students.	\$31,000.00	Yes
5	Provide Learning at Home focused workshops	Research by Dr. Joyce Epstein indicates that supporting learning at home is an effective parent involvement strategy to improve student academic performance. Research-based strategies to support the needs of English learner, Foster Youth, and Low Income students will be implemented at all schools.	\$6,700.00	No
6	Provide Foster Youth focused training	A parent workshop series will be offered to parents of Foster Youth students, focusing on the specific needs related to Foster Youth as it relates to academic, social-emotional, and behavior areas. Training will be offered at the Jeff Seymour Family Center Parent Resource Room. The parent workshop series will be held monthly and it will cover the following topics: Mental Health, Anxiety, Housing, Immigration, Community Resources, Internet Safety, and other topics.	\$5,000.00	Yes
7	Provide Literacy Skills and Effective Parenting workshops	Building strong literacy skills in children at all grade levels at all grade levels is essential in allowing English learner, Foster Youth, and Low Income students have access to the academic curriculum.	\$26,053.00	No
8	Provide Google Suite training	Building capacity in the use of different Google applications enables parents to support student learning at home. Enables Parents of low income, foster youth, and English Learner with access to all district virtual/on-line platforms. We want to be able to build the capacity of parents to support their kids as we have become a 1 to 1 district. Technology support	\$16,000.00	Yes

		was an area of need as measured by the number of support tickets tracked by the Instructional Technology Department.		
9	Provide Parent Leadership/Communication Workshop	In order to build parent leadership at all schools, selected parents will participate in the PTA School Smarts Training workshops. Each school will identify parents that have shown potential for leadership.	\$12,500.00	No
10	Provide Chinese/Vietnamese Community Liaisons	To adequately communicate in a language they understand, two district level community liaisons(Chinese-speaking/Vietnamese -speaking) plan, coordinate, implement, and monitor strategies to improve parent engagement in the AAPI community.	\$69,085.00	No

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	Maintain Foundational Supports

An explanation of why the LEA has developed this goal.

Foundational supports positively impacts students academic progress by ensuring that school environments are safe and conducive to learning. Student academic achievement is further strengthened by assigning fully and appropriately credentialed teachers to all classroom, and by guaranteeing that all students will have access to instructional materials that are aligned to the California Content Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CALPADS and HRS Report	100 % of Teachers are Fully Credentialed and Appropriately Assigned				100 % of Teachers will be Fully Credentialed and Appropriately Assigned
Williams Standards-Aligned Materials	100 % of students have standards-aligned materials.				100 % of students will have standards-aligned materials.
School Accountability Report Card- School Facilities in "Good Repair".	100% Schools in good repair-clean, safe, and functional.				100% Schools will be in good repair-clean, safe, and functional.
Master Schedule	100%-Students have access and are enrolled in a broad course of study (ELA, Math, HSS, Sci, VAPA, Health, PE)				100%-Students have access and are enrolled in a broad course of study (ELA, Math, HSS, Sci, VAPA, Health, PE)
California Healthy Kids Survey	68% of 5th grade students feel connected to their school 61% of 7th grade students feel connected to their school				Percentage of 5th grade students who feel connected to school will be 70 % Percentage of 7th grade students who feel connected to school will be 63 %

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attract quality Certificated staff	Attract and retain appropriately assigned fully credentialed teachers in order to meet the academic needs of primarily English learner, Foster Youth, and Low Income students.	\$32,447,333.00	No
2	Provide BTP program	BTP District Mentors will support the capacity of new and veteran teachers through mentoring and professional development opportunities to better meet the needs of English learner, Reclassified Fluent English Proficient, and Low Income students. BTP Mentors will meet with their mentees regularly and create action plans to created a focused approach to improving the education needs of their students.	\$84,941.00	Yes
3	Provide supplemental materials	The Office of Instruction will provide additional components of the standards-aligned English Language Arts/ELD, Math and History-Social Science and Science instructional materials as part of the common core adoptions to meet the needs of English learner, Reclassified Fluent English Proficient, and non-proficient Low Income students. At the end of each school-year the Office of Instruction and school site principal will complete an inventory of standards based instructional material needed for the upcoming school-year.	\$56,000.00	Yes

		Supplemental instructional material will be distributed prior to the beginning of the school year.		
4	Support well-maintained facilities	The Director of Facilities will oversee and support site custodians in maintaining school sites. The director of facilities will walk campuses regularly to inspect that sites are well-maintained, there is sufficient staffing and appropriate repairs are done regularly to maintain a safe, welcoming, and secure campus.	\$1,237,609.00	No
5	Provide increased security	The Director of Facilities will oversee and support site custodians in maintaining school sites. The director of facilities will walk campuses regularly to inspect that sites are well-maintained, there is sufficient staffing and appropriate repairs are done regularly to maintain a safe, welcoming, and secure campus. Increased security of the campus will be conducted by the school site custodian who will verify that school gates are locked after the school bell rings at the beginning of the school-day and at the end of the school-day. All site custodians will participate in school planned safety drills.	\$322,104.00	No
6	Provide Student Information Portal access	Access to a parent portal through the student information system that provides academic achievement and support information enabling a broad course of study. Student information system will provide technological support in order to supplement core instruction by ensuring that students have online access to intervention diagnostic tools, intervention instructional programs, and to access supplemental on-line components of adopted textbooks in English Language Arts and Mathematics. Additionally, provide technological support to improve School to Home communication through the parent portal. Office of Instruction and the IT Department will ensure that parents and students have access to the parent portal and school principals will use it as the communication tool to for school to home communication.	\$396,972.00	No
7	Personalized Small Group Instruction	Personalized small group instruction will increase the amount of language rich time teachers have with unduplicated pupils who are unable to have such an improved instructional structure outside of school as a result of financial constraints. This increased service to the base, and principally directed at our unduplicated pupil count, is a way to provide Low Income, Foster Youth, and English Learners with additional individualized attention in addressing language academic needs. Personalized small group instruction will enable teachers in grades K-3 to offer guided reading time and math intervention time in small groups of 3 to 5 students. Students will be grouped based on their language and academic needs and the teacher will create personalized learning plans based on iReady standard reports and diagnostic results to provide students with a strategic and specific plan to assist students in meeting grade level standards. The effectiveness of small group instruction will be measured by an increase in ELPAC and iReady diagnostic assessment in both ELA and Math.	\$5,639,240.00	Yes
8	Ensure a safe school environment that supports school connectedness	A safe environment that also supports school connectedness for unduplicated pupils will be addressed via the support from staff before school, during morning recess, during lunch time, and after school. Foster Youth and Low Income students have before and after school safety supervision needs that due to financial constraints cannot be provided outside of the school environment by parent, guardian, or caregiver. Additionally, both subgroup of	\$939,067.00	Yes

		students mentioned face school connectedness gaps, as outlined in the annual Healthy Kids Survey. Consequently, this increased support will be fulfilled by staff that provides in-person and direct supervision as well as addressing school connectedness gaps via Leader in Me strategies implemented during supervised opportunities.		
9	Provide PLC time	An increased and direct service to unduplicated pupils that helps improve service delivery of core instruction in addition to pinpointing the coordination of a tiered response to student needs via a structured and intentional Professional Learning Community (PLC) process. This process is supportive and supplemental to a school's traditional parent/teacher approach to identifying needs and prescribing solutions. PLCs rely on a unified data driven approach to eliminating academic, social, emotional, and behavioral barriers to students, especially for Low Income, Foster Youth, and English Learners due to financial and language circumstances that may not be addressed and/or supported in the home. These collaborative and constructive meetings place emphasis and are principally directed in supporting unduplicated pupils in the areas of language development, academics, social, emotional, and behavior.	\$1,749,396.00	Yes
10	Expand Visual Performing Arts	Expand access to the arts for historically underserved students by providing additional opportunities in visual and performing arts. The visual and performing arts program provides instruction to students in grades TK-8th. Our music program consists of seven itinerant music teachers who provide music instruction to students in TK-6th grade, and single subject credential music teachers for 7th and 8th grade students at the K-8 schools. Music curriculum and instruments are purchased for all school sites.	\$1,744,339.00	Yes
11	Expand Study Trip opportunities	Explore the expansion of study trip opportunities for all grades to enhance a college and career going culture. Site principals will meet with grade level and approve designation of study trip sites based on our criteria to enhance a college and career going culture for our historically underserved students. Funding field trips provides our students from unduplicated student groups to experience academic field trips that they typically would not participate in unless the school district is able to offer these study trip opportunities to our unduplicated student groups: low income, foster youth, and English Learners.	\$5,000.00	Yes
12	Provide Technological Support	Office of Instruction will provide technological support in order to supplement core instruction by ensuring that students have online access to intervention diagnostic tools, intervention instructional programs, and to access supplemental on-line components of adopted textbooks in English Language Arts and Mathematics to our historically underserved students. Additionally, provide technological support to improve School to Home communication through the parent portal.	\$396,616.00	Yes

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.78%	\$25,181,478.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1, Action 1: Improve Tier I Instruction

A review of i-Ready diagnostic scores indicate that over 50% of our English Learner and Foster Youth students are two or more years below grade level in ELA and math and over 30% of our Low Income students are two years or more below grade level in ELA and math. Data analysis and classroom observations indicate that students in these three subgroups are having difficulty accessing and understanding grade level common core instruction, leading to an increased need for intervention support and services. The district's academic MTSS plan prioritizes meeting students' academic needs through Tier 1 instruction utilizing differentiation, language supports, supplemental materials, and universal access and focuses on preventing the need for higher tiers of support. By supporting teachers in their instructional planning and professional development around Tier 1 instruction, and by providing supplemental materials that support the core curriculum, the need for higher tiers of academic interventions and support for our EL, LI, and FY groups will decrease as students gain better access and understanding of common core instruction and curriculum, and show an increase in student achievement in ELA and math as demonstrated on state and local assessments.

Goal 1, Action 2: Professional Development to Strengthen and Support Instruction to Meet Differentiated Needs of Students

A review of i-Ready diagnostic scores indicate that over 50% of our English Learner and Foster Youth students are two or more years below grade level in ELA and math and over 30% of our Low Income students are two years or more below grade level in ELA and math. Students in these three subgroups are having difficulty accessing and understanding grade level common core instruction. Professional development for teachers will focus on the strengthening of Tier 1 instruction by including a focus on differentiated instruction, scaffolded language supports, and universal access. By intentionally planning instruction with differentiation, language supports, and universal access in mind, teachers will be better prepared to meet the individualized learning needs of our EL, LI, and FY students. EL, LI, and FY students will gain an increased understanding of the content as their access to the instruction is differentiated to meet their needs. With greater access to core curriculum and instruction, there will be an increase of students performing Early On Grade level or above on the i-Ready diagnostic in English language arts and mathematics, and a decrease of EL, LI, and FY students achieving two grade levels below or more.

Goal 1, Action 3: Provide Technology to Support Instruction

Based on the results of a technology needs survey completed by our stakeholders, including parents and teachers, our English Learners, Low Income students, and Foster Youth have limited to no access to updated devices (Chromebooks) and/or Internet. Providing devices and Internet access will close the digital divide experienced by our English learners, Low Income, and Foster Youth students and will provide them with access to more intervention programs, online books and reading material, and various other district-provided online resources that will support their learning and social emotional needs in school and at home. Additionally, staff will support LI, EL, and FY students' access to online programs and provide hardware and software support that may better assist the in accessing the curriculum. During distance learning, EL, FY, and LI students successfully accessed digital supports, including differentiated instruction and resources with support from teachers and District staff. Therefore, parents and teachers have requested that our EL, FY, and LI students continue to be provided with technology support by providing district managed devices, Internet services, and hardware and software support. Support will be provided to EL, FY, and LI students by technology support staff will also supervise computer lab hours before, during, or after school to give access and show an increase in EL, LI, FY student achievement in ELA and math demonstrated on state and local assessments. This action also assists ELs with making progress to reaching reclassification and annual progress toward English fluency as measured by the ELPAC.

Goal 1, Action 4: Data driven Decision Making

Low Income and Foster Youth students have social, emotional and behavioral needs as a result of trauma related to environmental and community factors, including the high rate of COVID infections and deaths in the community. El Monte students and families continue to experience one of the highest COVID related death rates in the the county. Data is crucial to the implementation of EMCS D's MTSS framework that is designed to identify resources that will help meet the academic, social emotional, and behavior needs of EL, LI, and FY students. Data is utilized for determining targeted instruction and intervention, as well as social emotional and behavior supports, necessary to meet the needs of our English Learners, Low Income students, and Foster Youth. The use of a district wide diagnostic benchmark administered 3-4 times a year assists in monitoring the progress of students in these three subgroups and identifies instructional groupings and targeted instructional strategies to assist teachers in developing small group instruction, including instructional supports/resources. A data management system assists in organizing data from multiple measures, including state and local measures, to provide a full picture of students' achievement, monitor student progress and identify areas of need. Additionally, an administrator on special assignment coaches site administrators in analyzing student data and identifying and addressing student needs. The use of these data management tools and supports help to monitor our EL, LI, and FY students on a frequent basis throughout the year. These tools will allow us to strategically assign resources and provide targeted interventions to support these students as well as provide preventative measures in decreasing the need for more intensive interventions. This strategic use of multiple data points will result in increasing student achievement and engagement in these three student groups. Successful implementation of data driven decision making will demonstrate an increase in student achievement in ELA and Math as demonstrated on state and local assessments. Being a district that prioritizes data driven decision making has shown positive increases in proficiency and decreases in the percentage of EL, LI, and FY students working below grade level on state and local assessments; therefore this action is being continued. We expect this action to result in decreasing the gap in suspension rates for LI, and FY students as compared to other students.

Goal 1, Action 6: Strengthen Instruction through Coaching/Modeling

A review of i-Ready diagnostic scores indicate that over 50% of our English Learner and Foster Youth students are two or more years below grade level in ELA and math and over 30% of our Low Income students are two years or more below grade level in ELA and math. Data analysis and classroom observations indicate that students in these three subgroups are having difficulty accessing and understanding grade level common core instruction, leading to an increased need for intervention support and services. The district's academic MTSS plan prioritizes meeting students' academic needs through Tier 1 instruction utilizing differentiation, language supports, and universal access and focuses on preventing the need for higher tiers of support. Teachers on Special Assignment (TOSAs) serve as drivers of Tier 1 instruction by coaching teachers in best first instruction, differentiation, reteaching, monitoring of district instructional initiatives, and data analysis of student achievement. TOSAs specifically monitor our three subgroups, EL, LI, and FY, through data analysis, classroom visits, and student goal setting for reclassification with EL students. They meet with teachers 1:1 and in professional learning communities to identify supports, resources, instructional strategies, and interventions to meet the needs of our EL/LI/FY subgroups. By supporting teachers in their instructional planning and providing professional development around Tier 1 instruction, the

need for higher tiers of academic interventions and support for our EL, LI, and FY groups will decrease and student achievement will increase in ELA and math as demonstrated on state and local assessments.

This action is being continued due to the data collected via classroom observations, walkthroughs, and PLC agendas indicating an increase in teachers implementing the instructional strategies and PLC processes provided by the TOSAs to increase access to grade level content for our EL, FY, and LI students.

Goal 1, Action 8: Provide Access to School Libraries

Our English Learner, Low Income, and Foster Youth scores significantly lower on our state and local assessments in ELA. Each of these student groups have limited access to reading material in their home. Research has shown that student achievement grows (especially with LI populations) when a strong library program is in place to support literacy. The purpose of this action is to provide access to school libraries by staffing school librarians and increased selection of books before, during, and after school. Librarians are instrumental literacy partners in our schools. They assist our EL, LI, and FY students in identifying books with topics of interest and are at each student's Lexile levels; including an interest in primary language reading materials. They provide literacy events for families, participate in read alouds, and partner with teachers to select reading materials that include topics of interest and celebrate linguistic and cultural diversity. Our libraries allow for our students to access books as needed, rather than waiting for their class's library time. By addressing the lack of access to community libraries and reading material experienced by our LI, EL, and FY students and by providing a strong library program and reading material for them, their ELA achievement on state and local assessments will increase. This action is being continued due to the increase of books being checked out of the library by our students and an increase in EL, LI, and FY student achievement in ELA demonstrated on state and local assessments.

Goal 1, Action 9: Provide enrichment opportunity through the Gifted and Talented Program

Our Low Income students do not typically have the resources to access extracurricular opportunities in enrichment programs and parents have indicated a desire for these opportunities. It is important for our LI students to have enrichment opportunities in order to broaden their awareness of career opportunities. The district's MTSS framework was created to meet the academic, behavioral, and social emotional needs of LI students, including those who require enrichment opportunities. The district's Saturday GATE program provides a challenging and enriching program that focuses on the 21st century skills of communication, collaboration, creativity and critical thinking, including robotics, coding, and computer science. Low Income student achievement will increase in ELA and Math as demonstrated on state and local assessments. Additionally, the percentage of Low Income students who feel connected to school will increase.

Goal 1, Action 10: Provide Intervention Support

Based on the work conducted in the creation of EMCSD's MTSS framework, an area of need that was identified was to provide more intensive interventions for the 15-20% of our LI, EL, and FY students in Tiers 2 and 3 of our framework. In order to address the intensive ELA and math needs of our students who are 2 years or more behind grade level, we have identified the need for intervention teachers who will provide intensive interventions 3-5 times per week for ELA and/or math. In order to ensure sustainability of our tiered approach to intervention, the intervention teachers will take on the responsibilities of developing the intervention groups, planning the intervention lessons, monitoring students' progress, and working with instructional support staff on how to support EL, LI, and FY students. Based on our state and local assessment data, our EL, LI, and FY students comprise the largest portion of students performing 2+ years below grade level. Intervention teachers will prioritize students within our three subgroups to decrease the number of students who are receiving intensive interventions. Intervention teachers will be assigned to the sites with the highest number of our subgroup students performing 2+ years below grade level. Student achievement will increase in ELA and Math as demonstrated on state and local assessments for EL, LI and FY.

Goal 1, Action 11: Provide Supplemental Intervention Instructional Materials

Our English Learners, Low Income, and Foster Youth comprise the largest portion of students performing 2+ years below grade level. In order to provide Tier 2/3 supplemental intervention, this action serves to provide materials that will meet the differentiated needs of students in the three subgroups. Local diagnostic assessment data will be utilized to identify intervention instructional groupings and materials will be purchased based on the needs identified in our diagnostic data. Progress monitoring and local diagnostic data will be utilized to determine the effectiveness of the intervention materials at engaging students and supporting their learning during small groups. EL, LI, FY student achievement will increase in ELA and math as demonstrated on state and local assessments. This action is being continued based on the percentage of EL, LI, FY students working below grade level.

Goal 1, Action 12: Provide a Summer School Intervention and Enrichment program

Based on stakeholder feedback from parents, students, and teachers, our summer school intervention and enrichment program has supported our EL, FY, and LI students both academically and social emotionally. Stakeholder surveys have indicated a desire for this action to continue because many of our families lack resources to support continued learning during the summer and providing language enrichment opportunities; including to build language fluency in reading, speaking, and writing. Our EL, LI, and FY students have thrived in this program as it encourages collaboration, critical thinking, creativity, and communication. Surveys have indicated that students feel more connected to their school and peers and teachers have noted an increase in participation and communication from these students after

participating in our summer school program. Program effectiveness is monitored through student, parent, and teacher surveys as well as participation rates in our summer program. Furthermore, we will see an increase in the percentage of EL, LI, FY students who feel connected to school.

Goal 1, Action 16: Provide training to meet differentiated academic, behavioral, and social emotional needs

In 2019-2020, the El Monte City School District was identified as being a district with significant disproportionality in identifying English Learners for special education services. An audit of district initiatives determined the need for providing additional training for parents, site administrators, and teachers in the processes, strategies, and skills needed to support the Tier 2/3 needs of English Learners. Program specialists will provide workshops for school staff and parents in early foundational literacy skills, reading comprehension, and training to distinguish the difference between a language difference and language acquisition from a learning disability. By building the capacity of parents and school staff, there will be an increase in student achievement in ELA on state and local assessments and an increase in summative ELPAC scores. We expect this action to also reduce the number of EL, LI, FY students being over-referred and overidentified for special education services. We expect teachers and parents to be better prepared in meeting the language needs of EL students by providing appropriate activities and supports.

Goal 1, Action 17: Provide Additional Library Books

English Learner, Low Income, and Foster Youth subgroups have limited access to reading material in their homes. Research has shown that student achievement grows (especially with LI populations) when a strong library program is in place to support literacy and when students have access to high interest reading material at their reading level, and provide access to a diverse library collection by funding the purchase of books that cover high interest topics, are at students' Lexile levels, and promote ethnic and cultural diversity. Our libraries allow for our students to access books as needed, rather than waiting for their class's library time. And provides students in our three subgroups with high interest reading material at their reading levels. Student achievement will increase in ELA and math as demonstrated on state and local assessments. This action is being continued based on an increase in ELA scores in state and local assessments.

Goal 1, Action 18: Provide oral language development support

English Learners and Low Income students often lack role models who can demonstrate standardized English. Speech and language staff will work with teachers and students to provide strategies to build oral language fluency. Speech and Language staff will work with teachers to build lessons that model standard oral language and provide opportunities for student practice in all content areas. Progress monitoring will occur to determine effectiveness of implementation of these strategies in classrooms and the district will observe a decrease in speech and language referrals for English Learners and Low Income Students.

Goal 1, Action 19: Promote literacy

Student and parent survey data has indicated that our English Learner, Low Income, and Foster Youth subgroups have limited to no personal home libraries. National data from the NAEP indicated that students who report having more books in their homes performed better academically. While less than 15% of students with between 0-10 books scored proficient on the NAEP in 2015, 50% of students with more than 100 books did score proficient. The data and research are clear - children who have access to print reading materials have better literacy outcomes. Students in our three subgroups lack access to high interest, developmentally appropriate, and culturally and linguistically diverse reading material. In addition to opening school libraries and providing a budget for the purchase of books annually, the El Monte City School District has made a commitment to fund the purchase of 1-2 reading books per student each year to build and enrich their personal home libraries. Students in our subgroups will benefit personally and academically from building a personal library in their homes. English language arts achievement grades will increase as students have access to more reading materials and more importantly, students will develop a love of literacy. This action is being continued based on an increase for EL, LI, FY in ELA scores on state and local assessments and stakeholder requests to continue to provide reading material for our students.

Goal 1, Action 20: Increase biliteracy, bilingualism, and biculturalism in Spanish and Mandarin

According to the California Department of Education, English Learners who participate in dual language programs surpass the academic achievement of English-only program participants by the time they reach high school. Low Income students also benefit from multilingualism as they develop greater control over the executive function of the brain, which is associated with heightened attention in learning tasks and greater working memories - two things that can have significant benefits for learning. Support staff provide oral language support and serve as native language role models to EL and LI students. Local assessment data has indicated that students who participate in our dual language programs outperform their peers in ELA. Student achievement will increase in ELA and math as demonstrated on state and local assessments. This action is being continued based on an increase in EL, and LI ELA scores in state and local assessments.

Goal 2, Action 1: Implement Attendance Incentive System

Attending school daily provides EL, LI, and FY the opportunity to develop academic, social, and emotional skills that they may not experience outside of the supportive school system due to lack of financial resources and academic experiences of learning another language. Therefore our Attendance Incentive System is essential for consistent academic progress particularly for vulnerable groups of students such as Low Income, English Learners, and Foster Youth. There is a strong correlation between regular attendance and maximizing EL, LI, and FY student academic success and college readiness that other family members may have not experienced. Internal data shows that the average attendance rate has remained just under 96.4 percent districtwide, indicating that attendance recovery strategies are proving to be

effective in maintaining such a high attendance rate. This continuing action will help maintain or increase the District's attendance rate for EL, LI, and FY.

Goal 2, Action 2: Maintaining Personal Connections with Families

The chronic absenteeism rate for El Monte City School District was reported at 4.0 percent by the California School Dashboard in 2018. The same report indicated that three significant student groups: Foster Youth, and Homeless were included in the orange tier, with an additional three student groups included in the yellow tier: English Learners, Hispanic, and Low Income students. These results caused a change in the role of the attendance clerks. Beginning in 2019, the attendance clerks, in addition to making daily calls to all students who are absent, began monitoring absences more closely to identify when students were at risk of becoming chronically absent. Identifying these students allowed the Outreach Consultants to organize Tier 2 activities with small groups of students who reached a ten percent absence rate at any point during the academic year. The results of these strategies are a decrease of 0.6 percent in the district's chronic absenteeism rate, and the absences of EL, LI, and students. Attendance Clerks will continue to monitor those students who are at risk of being chronically absent so that appropriate interventions can be implemented in a timely manner. As a result of this strategy, the district's expectation is that its chronic absenteeism rate will continue to decline in the upcoming year for EL, LI, and FY.

Goal 2, Actions 3:

Provide Saturday School, Action 4: Provide Outreach Consultants, Action 6: Supplemental Instructional Support for Students with Short Term and Long Term Absences, Action 10: Provide Tier 3 Interventions for Academic, Behavioral, and Social Emotional Learning, Action 12: Expand After School Sports Program
Parent surveys of LI, FY, and EL students indicated that students need before and after-school supervision and programming because adult support is inconsistent where parents, guardians, and caretakers have varied work schedules that create barriers to consistent adult support. Outreach consultants offer a tiered level of support by reaching out to families and coordinating their participation so LI, FY, and EL students can participate in before and after school supervision, Saturday school, and our KidsPlay Youth Program. These actions are focused on increasing programming and services that foster needed positive adult support before school, during school, after school, and during Saturday offerings along with exposing students to language rich opportunities from peers and adults alike. As a result, EMCS expects to maintain a low suspension rate for EL, LI, and FY students while increasing the percentage of EL, LI, and FY students feeling connected to school.

Goal 2, Action 5: Provide Nurses and Health Assistants

Our data indicates that the number of Low Income, English Learner, and Foster Youth students who are sent home as a result of visiting the nurse's office during the instructional day, decreases when either a school nurse or a health assistant is present at the school. The data indicates that front office staff do not possess the training to adequately support students who are not feeling well. Leaving school before the end of the instructional day results in cumulative, significant loss of learning time for the most vulnerable groups of students, even when the students are, otherwise, officially present at the school. Nurses and health assistants will continue to support students so they can return to the classroom as quickly as possible. Nurses and health assistants provide parents with medical and dental community resources, and communicate the importance of scheduling medical and dental appointments for their children outside of the instructional day. EL, FY, LI students will maximize instructional time by returning to the classroom in non-emergency situations. This action will help maintain or increase the District's attendance rate for EL, FY, LI students.

Goal 2, Action 9: Provide School Counselors

Demographic data indicates that approximately ninety percent of parents of Low-Income, English Learners, and Foster Youth in the El Monte City School District do not possess a college degree. Additionally, a high percentage of parents in our district did not attain a high school diploma. A comprehensive school counselor program will focus on providing activities/ lessons around Academic, Social Emotional and College & Career Exploration utilizing the ASCA (American School Counselor Association) model. Counselors will meet with small groups of students as well as push into classrooms to support engaging students in learning, to assist in developing organizational skills, bullying prevention, and substance abuse prevention. As a result, we expect our Low Income, English Learners, and Foster Youth will improve overall academic classroom performance as measured by classroom grades, i-Ready diagnostic scores in ELA and Math. Additionally, our LI, FY, EL students will increase knowledge of college and career readiness.

Goal 2, Action 11: Implement Leader in Me Program, Action 13: Provide Tiered Positive Behavior Supports

Low Income and Foster Youth students have social, emotional and behavioral needs as a result of trauma related to environmental and community factors, including the high rate of COVID infections and deaths in the community. El Monte students and families continue to experience one of the highest COVID related death rates in the county. LI and FY students are provided with support to maintain school connectivity and build on skills necessary to navigate through social stresses, stigma, and trauma that these students face on a daily basis. This CASEL (Collaborative for Academic, Social and Emotional Learning) approved program, The Leader in Me, is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. We expect this will result in a decrease in behavioral and counseling referrals and an increase in the percentage of LI and FY students who feel connected to school.

Goal 3, Action 3: Support California Parent Survey participation

We are continuing with this action because offering parent survey participation support is essential to getting feedback from our key stakeholder groups in determining which resources are needed for students and families. Typically, most schools send out surveys and send phone call reminders to remind parents to fill out the survey. Most of the time these are the only steps necessary to receive feedback from most parents. At EMCSD, we use a tiered system to receive feedback from our English Learners, Foster youth, and low income families because we know that not all families have the same access. Community Liaisons reach out to our families that need language support to help them fill out the survey. The outreach continues to our low income and foster youth as the community Liaisons reach out to the families and support them if they are having difficulty filling out the survey. For unduplicated student groups that are unable to fill out the survey the community liaisons print out a paper copy and have the families come to the school site and walk them through how to fill out the survey resulting in an increase of parent feedback. We will see an increase in completion of surveys from LI, EL, and FY families. California Parent Survey will show an increase in percentage of parents reporting that the school encourages them to be active partners in seeking input in their decision making.

Goal 3, Action 4: Provide Parent Square Access

We are continuing this action because providing ParentSquare access will continue to improve effective communication between our families and our schools and also between our school district and our families. This communication will be especially important for our English Learners, Foster Youth, and Low Income Families. ParentSquare will automatically translate any message into a parent's preferred language resulting in the families of our English Learners being able to communicate with school personnel in their preferred language via message or through school related posts. This will help our low income families and foster youth as the school district can now create specific groups in ParentSquare and send flyers on workshops focused on topics specifically geared for our unduplicated student groups such as supporting our foster youth, financial community resources, and immigration sessions. Effectiveness of this action will be measured by an increase in the number of families accessing messages via ParentSquare. We will see an increase of parents in our UDP enrolling in and using Parentsquare. We expect an increase in the percentage of English Learners, Foster Youth, and Low Income parents reporting that their school encourages them to be active partners with their school and educating their child.

Goal 3, Action 8: Provide Google Suite training

Parents of Low Income, Foster Youth, and English Learners need access to all virtual/online platforms and they may lack experience navigating technology applications. When schools were closed in March 2020, a district support line was created and the majority of requests for support came from unduplicated pupils. Building capacity in different Google applications enables parents to support student learning at home, since we are a 1 to 1 district. The percentage of English Learners, Foster Youth, and Low Income parents reporting that their school encourages them to be acting partners in educating their child will increase on the California School Parent Survey.

Goal 4, Action 7: Personalized Small Group Instruction

iReady diagnostic scores indicate 50% of our unduplicated students are working below grade level compared to the state average. Personalized small group instruction will provide individualized support in Language Art in the form of guided reading where students will be divided into groups of 3 to 5. iReady Diagnostic data will be used to create lessons based on the student and the group's academic needs. Small group instruction in Math will consist of support using iReady Data to pre-teach and review mathematical concepts where students will be divided into groups of 3 to 5 students. The impact of personalized small group instruction will be measured by an improvement of our Low Income, English Learners, and Foster Youth iReady Diagnostic results in ELA and Math as well as improvement on the SBAC.

Goal 4, Action 8:

Ensure a safe school environment that supports school connectedness

Many of our families have work schedules that require before school and after school childcare. We will continue to offer additional supervision assistants to provide increased supervision, improved safety and the modeling of proactive conflict resolution strategies through the use of Leader in Me for EL, LI, and FY students. We will measure success by showing a decrease in the number of office referrals and an increase in the percentage of LI, EL, and FY students that feel connected to their school.

Goal 4, Action 9: Provide PLC time

A review of i-Ready diagnostic scores indicate that over 50% of our English Learner and Foster Youth students are two or more years below grade level in ELA and math, and over 30% of our Low Income students are two years or more below grade level in ELA and math. An increased service to unduplicated pupils that helps improve instruction in addition to coordinating a tiered response to student needs will be provided through a structured and intentional Professional Learning Community (PLC) process. This process is supportive and supplemental to a school's traditional parent/teacher approach to identifying needs and prescribing solutions. PLCs rely on a unified data driven approach to eliminating academic, social, emotional, and behavioral barriers to students, especially for Low Income, Foster Youth, and English Learners due to financial and language circumstances that may not be addressed and/or supported in the home. These collaborative and

constructive meetings place an emphasis on data, differentiated instruction, and connect EL, LI, and FY students to increased counseling, enrichment and academic supports beyond the school day. We have seen and expect to continue to see an increase in iReady data as a result of strategically using PLCs to analyze data and group students for personalized instruction, and we will continue this action.

Goal 4, Action 10: Expand Visual Performing Arts

Expand access to the arts for historically underserved students by providing additional opportunities in visual and performing arts. The visual and performing arts program provides instruction to students in grades TK-8th. Our music program consists of seven itinerant music teachers who provide music instruction to students in TK-6th grade, and single subject credential music teachers for 7th and 8th grade students at the K-8 schools. Music curriculum and instruments are purchased for all school sites. Mariachi groups will continue at two of our K-8 sites, and instruments and uniforms will be purchased. A District-wide honor band and Music Festival will be supported through extra duty assignments for music teachers to instruct students after-school, to provide busing for students to practices and to purchase needed instructional materials. Arts Lead Teachers at all school sites will provide access to the arts to our English Learner, Foster Youth, and Low Income students by providing professional development on art integration in the core curriculum and by providing support by creating lessons and assisting with the purchase of materials needed for art and drama classes. The implementation of arts curriculum has enabled El Monte City School District to provide access and instruction in the area of visual arts to our unduplicated student groups that typically do not enroll in after school enrichment classes unless they are offered by our school district. The Conga Kids Dance Program for all 5th graders will continue to be implemented districtwide. Musical theater productions will continue at all sites since EMCSO received the Golden Bell Award in this area. This action will increase the percentage of EL, LI, and FY students that feel connected to their school.

Goal 4, Action 11: Expand Study Trip opportunities

Student study trips provide students from unduplicated student groups the opportunity to experience academic and college field trips that would not typically be available to them, primarily our Low Income, Foster Youth, and English Learners. This is a continuing action and has offered the opportunity for these students to participate in study trips, designed to enhance a college and career going culture for our historically underserved students, and connect real life experiences to academic standards. This action will increase the percentage of EL, LI, and FY students that feel connected to their school.

Goal 4, Action 12: Provide Technological Support

Parents of Low Income, Foster Youth, and English Learners need access to all district virtual/on-line platforms. When schools closed in March 2020, a district support line was created and the majority of requests for support came from LI, FY, and ELs. Building capacity in different Google applications enables parents to support student learning at home. A series of parent workshops will be provided to parents, that may include on-site or virtual opportunities for participation. The percentage of LI, FY and EL parents reporting that their school encourages them to be acting partners in educating their child will increase in the California School Parent Survey.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Collectively, the contributing actions in our plan increase and improve services for LI, EL, and FY in proportion to the additional funds apportioned for these students. The services for English Learners, Foster Youth, and Low Income students In Goal 1 have been increased and improved in the following areas: Capacity building for teachers in improving instructional pedagogies and data analysis to meet the differentiated needs of our ELs, FY, and LI students. Providing technology access through hardware, software, Internet access and technology staff support before, during, and after school. Providing Intervention support from intervention teachers who will target the Tier 2/3 needs of our unduplicated pupils as well as intervention programs before, during, and after school and during the summer. Providing additional language supports to build oral language development and language fluency for our English Learner and Low Income students. Building literacy by providing additional reading material and staff support to assist unduplicated pupils with accessing reading materials that align with their interests and reading levels. Providing opportunities for enrichment through the Saturday gifted and talented program and summer STEAM programs. The prioritization of differentiated instruction, additional language support, additional intervention and enrichment are key to providing our LI, EL, and FY with improved and additional opportunities for learning. English Learners, Newcomers, and Migrant Education students receive native language assistants through individualized small group instruction and support, supplemental CCSS aligned curricular materials, Newcomer curriculum, professional development, and extra duty assignments for instructional support staff to provide newcomer support. Providing additional professional development and instructional coaching for teachers in the areas of addressing English learner needs and providing additional language supports for Tier 1 instruction in the content areas improves opportunities for learning. Additionally, our long-term English learners receive summer school opportunities and interventions in ELA and Math beyond the school day.

Actions in Goal 2 are similarly designed to provide additional strategic support to Low Income, English Learner, and Foster Youth students in order to maintain or improve regular school attendance and to support students with their social and emotional well-being. During the past fourteen months, the pandemic has brought into

focus the need to address the numerous barriers these students face in both distance learning and in-person instructional settings. Multi-tiered strategic support is essential in ensuring that these three student groups remain academically engaged in daily instruction. EMCSD recognizes that daily classroom attendance, virtually and physically, is a key benchmark in helping predict student academic success. The strategies included in Goal 2 are designed to provide support at the Tier 1 level by emphasizing the importance of attendance in classroom and schoolwide settings, by differentiating instruction for small groups of students who need additional support, and by providing individual assistance to students at risk of being identified as being chronically absent. The implementation of school counseling services are an increase that will provide the district the ability to coordinate resources to meet social and emotional learning needs. These resources include professional development training for staff in the area of trauma informed practices, the utilization of counseling interns for small group support, and the ability to provide individual services, as appropriate by school personnel, or by collaborating with mental health agencies in the community. This past academic year has also been challenging to parents in our district, as a result of the pandemic. The need to support student learning at home was more evident than it has been in past years. Transportation services are provided to, as needed, Homeless Education students as well as to Foster Youth students so that they may participate in additional supports during Saturday and extended day programs.

Goal 3 actions are designed for the continued additional support for parents of Low Income, English Learners, and Foster Youth. Parents of unduplicated pupils need particular support in accessing the virtual platforms teachers use to provide classroom instruction and to provide school to home communication. Community liaisons provide parents a stable connection to their schools. These individuals are able to provide additional support to families in many forms, from school wide communication, small group support, to individual assistance as necessary. Additionally, EMCSD provides additional electronic devices, as well as granting access to internet services to district families, which will continue to increase access to additional technology applications for our EL, LI, and FY. Parents will receive on-going support to acquire the skills necessary to support students in utilizing these devices, and will receive training in the use of electronic devices, the use of classroom and districtwide platforms, and additional strategies that will result in improved support of student learning at home and improved school to home communication. A parent workshop series will be offered to parents of Foster Youth students, focusing on the specific needs related to Foster Youth as it relates to academic, social-emotional, and behavior areas. Training will be offered at the Jeff Seymour Family Center Parent Resource Room. The parent workshop series will be held monthly and it will cover the following topics: Mental Health, Anxiety, Housing, Immigration, Community Resources, Internet Safety, and other topics.

Goal 4 services are directed to Low Income, Foster Youth and English Learner students who receive additional instructional materials beyond the core to ensure their success, as well as personalized small group instruction. Teacher collaboration via Professional Learning Communities in a unified data driven approach is used to eliminate academic, social, emotional, and behavioral barriers to unduplicated students. We are enhancing safety and security at all school sites by increasing supervision before and after school while improving opportunities for EL, LI, and FY students to feel connected at school. Additionally in Goal 4, the Beginning Teacher Program is an additional professional opportunity that supports teachers to improve through our PLC process that identifies the quality of instructional delivery, including intentional supports for language acquisition and small group instruction for EL and LI students. Also, ELs are provided with additional supplemental resources from our district adopted ELA and Math series that are intended to assist and accelerate their language acquisition.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$59,604,970.00	\$918,352.00	\$0.00	\$1,835,284.00	\$62,358,606.00	\$58,902,875.00	\$3,455,731.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Improve Tier 1 Instruction	Foster Youth, Low Income, English learner (EL)	\$965,272.00	\$0.00	\$0.00	\$0.00	\$965,272.00
1	2	Professional Development to Strengthen and Support Instruction to Meet Differentiated Needs of Students	English learner (EL), Foster Youth, Low Income	\$831,201.00	\$0.00	\$0.00	\$0.00	\$831,201.00
1	3	Provide Technology to Support Instruction	English learner (EL), Foster Youth, Low Income	\$905,585.00	\$0.00	\$0.00	\$0.00	\$905,585.00
1	4	Data driven Decision Making	Foster Youth, Low Income, English learner (EL)	\$483,910.00	\$0.00	\$0.00	\$0.00	\$483,910.00
1	5	Support English Learners, Newcomers, and Migrant Education students	English learner (EL)	\$703,675.00	\$0.00	\$0.00	\$0.00	\$703,675.00
1	6	Strengthen Instruction through Coaching/Modeling	English learner (EL), Foster Youth, Low Income	\$750,333.00	\$0.00	\$0.00	\$339,057.00	\$1,089,390.00
1	7	Support Long Term English learners and Students At-Risk of Becoming LTELs	English learner (EL)	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	8	Provide Access to School Libraries	Low Income, English learner (EL), Foster Youth	\$722,909.00	\$0.00	\$0.00	\$0.00	\$722,909.00
1	9	Provide enrichment opportunity through the Gifted and Talented Program	Low Income	\$178,590.00	\$0.00	\$0.00	\$0.00	\$178,590.00
1	10	Provide Intervention Support	English learner (EL), Foster Youth,	\$870,079.00	\$0.00	\$0.00	\$0.00	\$870,079.00

			Low Income					
1	11	Provide Supplemental Intervention Instructional Materials	Foster Youth, Low Income, English learner (EL)	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	13	Support AVID classes	All	\$0.00	\$0.00	\$0.00	\$93,185.00	\$93,185.00
1	14	Extended School Year	Student with Disabilities (SWD)	\$0.00	\$391,526.00	\$0.00	\$0.00	\$391,526.00
1	15	Access to Core Curriculum	Low Income, English learner (EL)	\$1,586,020.00	\$0.00	\$0.00	\$0.00	\$1,586,020.00
1	16	Provide training to meet differentiated academic, behavioral, and social emotional needs	English learner (EL)	\$284,143.00	\$0.00	\$0.00	\$0.00	\$284,143.00
1	17	Provide Additional Library Books	English learner (EL), Foster Youth, Low Income	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
1	18	Provide oral language development support	Low Income, English learner (EL)	\$281,978.00	\$0.00	\$0.00	\$0.00	\$281,978.00
1	19	Promote literacy	English learner (EL), Low Income, Foster Youth	\$59,556.00	\$0.00	\$0.00	\$0.00	\$59,556.00
1	20	Increase biliteracy, bilingualism, and bi-culturalism in Spanish and Mandarin	Low Income, English learner (EL)	\$46,591.00	\$0.00	\$0.00	\$0.00	\$46,591.00
1	21	Provide a Summer School Intervention and Enrichment program	Foster Youth, English learner (EL), Low Income	\$828,855.00	\$0.00	\$0.00	\$0.00	\$828,855.00
2	1	Implement Attendance Incentive System	English learner (EL), Low Income, Foster Youth	\$42,000.00	\$0.00	\$0.00	\$0.00	\$42,000.00
2	2	Maintaining Personal Connections with Families	English learner (EL), Low Income, Foster Youth	\$363,011.00	\$0.00	\$0.00	\$0.00	\$363,011.00
2	3	Provide Saturday School	Low Income	\$136,180.00	\$0.00	\$0.00	\$0.00	\$136,180.00
2	4	Provide Outreach	Low Income,	\$181,030.00	\$0.00	\$0.00	\$488,508.00	\$669,538.00

		Consultants	Foster Youth, English learner (EL)					
2	5	Provide Nurses and Health Assistants	English learner (EL), Low Income, Foster Youth	\$1,436,575.00	\$526,826.00	\$0.00	\$0.00	\$1,963,401.00
2	6	Supplemental Instructional Support for Students with Short and Long Term Absences	English learner (EL), Low Income, Foster Youth	\$196,399.00	\$0.00	\$0.00	\$0.00	\$196,399.00
2	7	Provide support to Homeless and Foster Youth.	Foster Youth, Homeless	\$0.00	\$0.00	\$0.00	\$119,829.00	\$119,829.00
2	8	Provide Transportation to Saturday School Program	Foster Youth	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00
2	9	Provide School Counselors	English learner (EL), Low Income, Foster Youth	\$768,198.00	\$0.00	\$0.00	\$0.00	\$768,198.00
2	10	Provide Tier 3 Interventions for Academic, Behavioral, and social-emotional learning.	Low Income, English learner (EL), Foster Youth	\$352,467.00	\$0.00	\$0.00	\$0.00	\$352,467.00
2	11	Implement Leader in Me program	Low Income, Foster Youth	\$627,160.00	\$0.00	\$0.00	\$0.00	\$627,160.00
2	12	Expand After School Sports Program	Foster Youth, English learner (EL), Low Income	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00
2	13	Provide Tiered Positive Behavior Supports	Foster Youth, Low Income	\$634,662.00	\$0.00	\$0.00	\$0.00	\$634,662.00
2	14	Provide Jeff Seymour Family Center staff	English learner (EL), Foster Youth, Homeless, Low Income, All	\$19,474.00	\$0.00	\$0.00	\$0.00	\$19,474.00
3	1	Provide District Level Community Liaison	All	\$0.00	\$0.00	\$0.00	\$76,631.00	\$76,631.00
3	2	Provide School Level Community Liaisons	All	\$0.00	\$0.00	\$0.00	\$603,736.00	\$603,736.00
3	3	Support California Parent Survey participation	Foster Youth, Low Income, English	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00

			learner (EL)					
3	4	Provide Parent Square access	Low Income, English learner (EL), Foster Youth	\$31,000.00	\$0.00	\$0.00	\$0.00	\$31,000.00
3	5	Provide Learning at Home focused workshops	English learner (EL), Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$6,700.00	\$6,700.00
3	6	Provide Foster Youth focused training	Foster Youth	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
3	7	Provide Literacy Skills and Effective Parenting workshops	Low Income, Foster Youth, English learner (EL)	\$0.00	\$0.00	\$0.00	\$26,053.00	\$26,053.00
3	8	Provide Google Suite training	Low Income, English learner (EL), Foster Youth	\$16,000.00	\$0.00	\$0.00	\$0.00	\$16,000.00
3	9	Provide Parent Leadership/Communication Workshop	All, English learner (EL), Low Income	\$0.00	\$0.00	\$0.00	\$12,500.00	\$12,500.00
3	10	Provide Chinese/Vietnamese Community Liaisons	Low Income, All, Asian	\$0.00	\$0.00	\$0.00	\$69,085.00	\$69,085.00
4	1	Attract quality Certificated staff	All	\$32,447,333.00	\$0.00	\$0.00	\$0.00	\$32,447,333.00
4	2	Provide BTP program	English learner (EL), Foster Youth, Low Income	\$84,941.00	\$0.00	\$0.00	\$0.00	\$84,941.00
4	3	Provide supplemental materials	English learner (EL)	\$56,000.00	\$0.00	\$0.00	\$0.00	\$56,000.00
4	4	Support well-maintained facilities	Low Income, Foster Youth, English learner (EL), All	\$1,237,609.00	\$0.00	\$0.00	\$0.00	\$1,237,609.00
4	5	Provide increased security	Low Income, Foster Youth, English learner (EL)	\$322,104.00	\$0.00	\$0.00	\$0.00	\$322,104.00
4	6	Provide Student Information Portal access	English learner (EL), Foster Youth,	\$396,972.00	\$0.00	\$0.00	\$0.00	\$396,972.00

			Low Income					
4	7	Personalized Small Group Instruction	Low Income, Foster Youth, English learner (EL)	\$5,639,240.00	\$0.00	\$0.00	\$0.00	\$5,639,240.00
4	8	Ensure a safe school environment that supports school connectedness	Low Income, Foster Youth, English learner (EL)	\$939,067.00	\$0.00	\$0.00	\$0.00	\$939,067.00
4	9	Provide PLC time	English learner (EL), Foster Youth, Low Income	\$1,749,396.00	\$0.00	\$0.00	\$0.00	\$1,749,396.00
4	10	Expand Visual Performing Arts	Low Income, Foster Youth, English learner (EL)	\$1,744,339.00	\$0.00	\$0.00	\$0.00	\$1,744,339.00
4	11	Expand Study Trip opportunities	Low Income, Foster Youth, English learner (EL)	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
4	12	Provide Technological Support	English learner (EL), Foster Youth, Low Income	\$396,616.00	\$0.00	\$0.00	\$0.00	\$396,616.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$25,181,478.00	\$26,535,869.00
LEA-wide Total:	\$22,732,342.00	\$24,086,733.00
Limited Total:	\$2,449,136.00	\$2,449,136.00
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Improve Tier 1 Instruction	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$965,272.00	\$965,272.00
1	2	Professional Development to	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$831,201.00	\$831,201.00

		Strengthen and Support Instruction to Meet Differentiated Needs of Students					
1	3	Provide Technology to Support Instruction	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$905,585.00	\$905,585.00
1	4	Data driven Decision Making	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$483,910.00	\$483,910.00
1	5	Support English Learners, Newcomers, and Migrant Education students	Limited	English learner (EL)	All Schools	\$703,675.00	\$703,675.00
1	6	Strengthen Instruction through Coaching/Modeling	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$750,333.00	\$1,089,390.00
1	7	Support Long Term English learners and Students At-Risk of Becoming LTELs	Limited	English learner (EL)	All Schools	\$10,000.00	\$10,000.00
1	8	Provide Access to School Libraries	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$722,909.00	\$722,909.00
1	9	Provide enrichment opportunity through the Gifted and Talented Program	LEA-wide	Low Income	All Schools	\$178,590.00	\$178,590.00
1	10	Provide Intervention Support	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$870,079.00	\$870,079.00
1	11	Provide Supplemental Intervention Instructional Materials	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$10,000.00	\$10,000.00
1	15	Access to Core Curriculum	Limited	Low Income, English learner (EL)	All Schools	\$1,586,020.00	\$1,586,020.00
1	16	Provide training to meet differentiated	LEA-wide	English learner (EL)	All Schools	\$284,143.00	\$284,143.00

		academic, behavioral, and social emotional needs					
1	17	Provide Additional Library Books	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$100,000.00	\$100,000.00
1	18	Provide oral language development support	LEA-wide	Low Income, English learner (EL)	All Schools	\$281,978.00	\$281,978.00
1	19	Promote literacy	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$59,556.00	\$59,556.00
1	20	Increase biliteracy, bilingualism, and bi-culturalism in Spanish and Mandarin	LEA-wide	Low Income, English learner (EL)	All Schools	\$46,591.00	\$46,591.00
1	21	Provide a Summer School Intervention and Enrichment program	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$828,855.00	\$828,855.00
2	1	Implement Attendance Incentive System	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$42,000.00	\$42,000.00
2	2	Maintaining Personal Connections with Families	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$363,011.00	\$363,011.00
2	3	Provide Saturday School	LEA-wide	Low Income	All Schools	\$136,180.00	\$136,180.00
2	4	Provide Outreach Consultants	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$181,030.00	\$669,538.00
2	5	Provide Nurses and Health Assistants	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$1,436,575.00	\$1,963,401.00
2	6	Supplemental Instructional Support for Students with Short and Long Term	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$196,399.00	\$196,399.00

		Absences					
2	8	Provide Transportation to Saturday School Program	Limited	Foster Youth	All Schools	\$3,500.00	\$3,500.00
2	9	Provide School Counselors	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$768,198.00	\$768,198.00
2	10	Provide Tier 3 Interventions for Academic, Behavioral, and social-emotional learning.	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, Jeff Seymour Family Center	\$352,467.00	\$352,467.00
2	11	Implement Leader in Me program	LEA-wide	Low Income, Foster Youth	All Schools	\$627,160.00	\$627,160.00
2	12	Expand After School Sports Program	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$150,000.00	\$150,000.00
2	13	Provide Tiered Positive Behavior Supports	LEA-wide	Foster Youth, Low Income	All Schools	\$634,662.00	\$634,662.00
3	3	Support California Parent Survey participation	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$5,000.00	\$5,000.00
3	4	Provide Parent Square access	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$31,000.00	\$31,000.00
3	6	Provide Foster Youth focused training	Limited	Foster Youth	All Schools	\$5,000.00	\$5,000.00
3	8	Provide Google Suite training	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$16,000.00	\$16,000.00
4	2	Provide BTP program	Limited	English learner (EL), Foster Youth, Low Income	All Schools	\$84,941.00	\$84,941.00
4	3	Provide supplemental materials	Limited	English learner (EL)	All Schools	\$56,000.00	\$56,000.00
4	7	Personalized Small Group Instruction	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$5,639,240.00	\$5,639,240.00
4	8	Ensure a safe	LEA-wide	Low Income, Foster Youth,	All Schools	\$939,067.00	\$939,067.00

		Certificated staff							
4	2	Provide BTP program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$84,941.00
4	3	Provide supplemental materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$56,000.00
4	4	Support well-maintained facilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,237,609.00
4	5	Provide increased security	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$322,104.00
4	6	Provide Student Information Portal access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$396,972.00
4	7	Personalized Small Group Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,639,240.00
4	8	Ensure a safe school environment that supports school connectedness	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$939,067.00
4	9	Provide PLC time	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,749,396.00
4	10	Expand Visual Performing Arts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,744,339.00
4	11	Expand Study Trip opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00
4	12	Provide Technological Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$396,616.00

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 lcf@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (*California Education Code [EC] 52064(e)(1)*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and the English Learner Parent Advisory Committee, and consult with the special education local plan area administrator(s), as applicable. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 are strongly encouraged to 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this

determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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".

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.