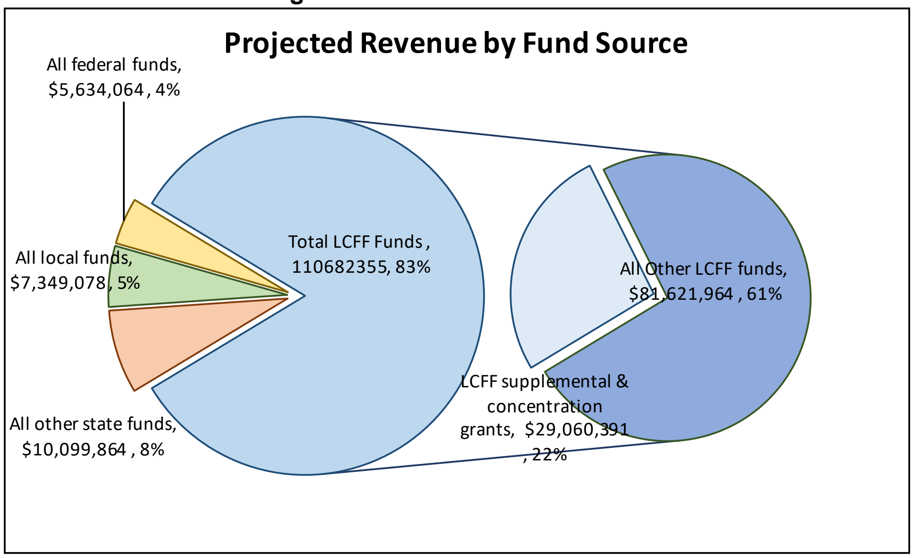
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Monte Union High School District
CDS Code: 19-64519-0000000
School Year: 2021 – 22
LEA contact information: Edith Echeverria; 626) 444-9005 ext. 9915; edith.echeverria@emuhsd.org

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

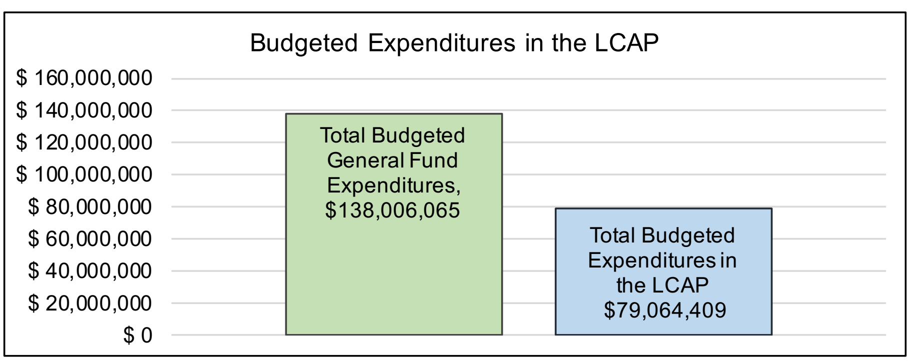
Budget Overview for the 2021 – 22 School Year



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

The total revenue projected for El Monte Union High School District is $133,765,361.00, of which $110,682,355.00 is Local Control Funding Formula (LCFF), $10,099,864.00 is other state funds, $7,349,078.00 is local funds, and $5,634,064.00 is federal funds. Of the $110,682,355.00 in LCFF Funds, $29,060,391.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much El Monte Union High School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

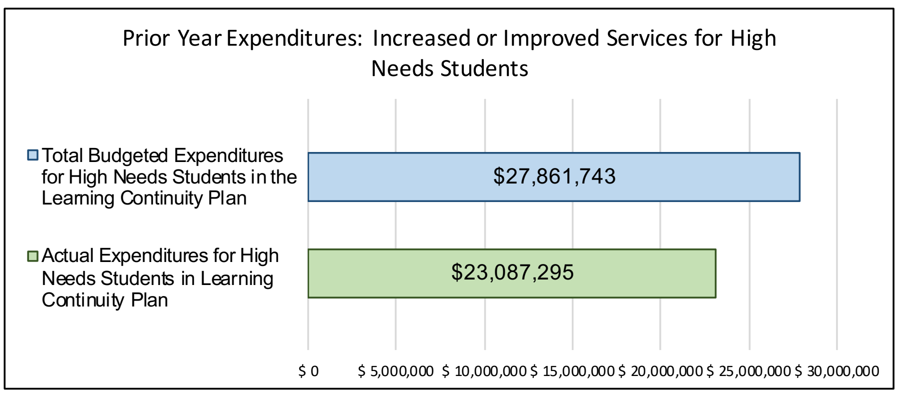
El Monte Union High School District plans to spend $138,006,065.00 for the 2021 – 22 school year. Of that amount, $79,064,409.00 is tied to actions/services in the LCAP and $58,941,656.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

1. Salaries and benefits for District and Site Management: $7.4 million; 2. Special Education Services: $19.2 million; 3. Salaries and Benefits for Classified Support Staff (including clerks/secretaries at the District Office and sites, gardeners, custodians, etc.): $19.5 million; 4. Utility Costs: $1.6 million; 5. Transportation: $2.5 million; 6. Legal/Audit: $0.5 million; 7. Other Operating Services (copier, phones, postage, rentals, repairs): $0.1 million; 8. Additional Maintenance Projects: $3.0 million; 9. Site services provided through Federal funds (Title I, II, III, Migrant and Perkins): $2.9 million; 10. State Grant Funding (CTEIG, K1 Strong Workforce, CPA, SSP and STRS on Behalf): $7.1 million

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, El Monte Union High School District is projecting it will receive $29,060,391.00 based on the enrollment of foster youth, English learner, and low-income students. El Monte Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. El Monte Union High School District plans to spend $29,060,391.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, El Monte Union High School District's Learning Continuity Plan budgeted $27,861,743.00 for planned actions to increase or improve services for high needs students. El Monte Union High School District actually spent $23,087,295.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $4,774,448.00 had the following impact on El Monte Union High School District's ability to increase or improve services for high needs students:

The difference between actual expenditures and budgeted expenditures was a result of the pandemic. Due to school closures throughout the entire school year, budgeted actions that required in-person attendance were implemented, but were held virtually. These actions included field trips and other extra-curricular activities. Students still had the opportunity to attend field trips and participate in extra-curricular activities, but they were all virtual and required less expenditures. Professional development was also less than the budgeted amount because all trainings and conferences were held virtually. Staff still received training but at a lower cost since the cost of travel was not included. With the closure of schools, the amount budgeted for School Resource Officers was also not expended. There was no impact to the increased or improved services for high needs students as students were still receiving services, but in a modified format.

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Monte Union High	Edith Echeverria Director, Assessment and Accountability	edith.echeverria@emuhsd.org (626) 444-9005 9915

Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

Goal 1

All students will be taught by appropriately assigned, fully credentialed teachers in school facilities in good repair.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Williams Review-Misassigned Teachers	**2019-20** 0 Teachers Misassigned	Teachers Misassigned- 0 **(MET)**
Williams Review- Teachers Fully Credentialed	**2019-20** 100% Fully Credentialed	Teachers Fully Credentialed- 100% **(MET)**
Williams Review- Facilities in Good Repair	**2019-20** All facilities in good repair.	Six out of the seven schools had facilities identified in good repair. One school was reported as "exemplary". **(MET)**
Sign-In Sheets for Professional Development Days	**2019-20** All teachers will attend structured Professional Development on the two added days for structured professional development.	Teachers attended structure professional development opportunities during the school year- 100% **(MET)**

Use of Diverse Instructional Strategies (Data collected through District Walkthrough Observation Form)	**2019-20** All teachers will use diverse instructional strategies that address the needs of all students.	Data reviewed through walkthroughs indicate the number of teachers using diverse instructional strategies varies by site. **(Not MET)**

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide and implement a district-wide structured Professional Development plan designed to increase the professional knowledge of staff on the use of effective strategies that improve instructional delivery and upgrade the entire educational program of the district. This professional development will address the unique needs of our unduplicated population by focusing on language development for English Learners, building foundational skills for Foster Youth who have interrupted schooling, and providing educationally rich experiences for underprivileged students (low income). Professional development activities, which will be available to all staff, will support effective instructional delivery, leadership skills, and provide increased opportunities for learning through various means. Professional Development will be provided through: 1) Teacher Induction and Administrative Tier 2 Program 2) Instructional Coaches 3) TOSA 4) Travel/Meal Expenses at Conferences	$36,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Teacher Induction and Admin Tier 2 Program $442,520 - LCFF - 1000-1999 Certificated Salaries - Instructional Coaches- Salaries $157,480 - LCFF - 3000-3999 Employee Benefits - Benefits- ICs $104,325 - LCFF - 1000-1999 Certificated Salaries - Teacher On Special Assignment (TOSA)- Salary $33,675 - LCFF - 3000-3999 Employee Benefits - Benefits- TOSA $300,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development (travel and meals); AHS $12k; EMHS/RHS $10k; SEM/MV $8k; FRLHS $2k; DO $250k	$26,245 - LCFF - 5000-5999 Services and Other Operating Expenses $441,400 - LCFF - 1000-1999 Certificated Salaries $157,141 - LCFF - 3000-3999 Employee Benefits $114,325 - LCFF - 1000-1999 Certificated Salaries $40,336 - LCFF - 3000-3999 Employee Benefits $97,133 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide Professional Development designed to enhance the professional knowledge of staff to support effective instructional delivery.	$84,173 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Professional Development/Release Time/Cost of Subs $15,827 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits- PD	$94,227 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $20,008 - Federal Revenues - Title I - 3000-3999 Employee Benefits

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide routine maintenance supplies and services to ensure all district facilities are in good repair.	$3,020,176 - LCFF - 5000-5999 Services and Other Operating Expenses - Routine Maintenance to pay for ongoing costs of department which includes safety equipment, maintenance supplies, and required inspections.	$3,914,013 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools Complete identified projects to enhance facilities such as upgrading computer and science labs, that will allow under-privileged (low-income) students the opportunity to experience hands-on learning through computers and labs not readily available to them outside of the school.	$1,400,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Identified projects will be completed at every school facility.	$772,845 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide structured professional development (PD) opportunities on Multi-Tiered System of Supports (MTSS) that focuses on addressing the diverse needs of students through two (2) PD days for all certificated staff. This professional development will address the unique needs of our unduplicated population by targeting language development strategies for English Learners, building foundational skills for Foster Youth who have interrupted schooling, and providing educationally rich experiences for under-privileged students (low income) through a collaborative effort.	$252,588 - LCFF - 1000-1999 Certificated Salaries - Estimated cost of two PD days for all certificated staff. $47,412 - LCFF - 3000-3999 Employee Benefits - Benefits $0 - LCFF - 2000-2999 Classified Salaries - Estimated cost of one PD day for all paraeducators.	$372,588 - LCFF - 1000-1999 Certificated Salaries $90,279 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 2000-2999 Classified Salaries

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide the core program to students in order to enable them to complete graduation requirements.	$26,685,741 - LCFF - 1000-1999 Certificated Salaries - Teachers salaries/Certificated salaries. Original negotiated staffing ratio 31:1. $11,696,159 - LCFF - 3000-3999 Employee Benefits - Benefits- Core program teachers	$26,740,015 - LCFF - 1000-1999 Certificated Salaries $9,514,817 - LCFF - 3000-3999 Employee Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions and services were implemented, however, the following were not implemented fully:

Action 1, Service 1 (Induction Program)

All teachers in an induction program and administrators completing Tier 2 were supported through these funds. Less staff required the support than the amount budgeted. The funds not used for this service were used to support the two additional days of professional development for teachers.

Action 1, Service 4 (Professional Development)

In March 2020, the focus of professional development shifted. Staff was no longer traveling to attend conferences, but instead were participating in virtual training to support distance learning. All stakeholders, staff, students, and families had to receive training on technology and distance learning.

Action 4 (Enhancement of Facilities)

Due to the pandemic, the priority became student and staff safety. The focus became purchasing and providing personal protective equipment, along with ensuring staff was sanitizing workspaces on an ongoing basis.

Action 1, Service 6 (Core Program)

The core program was provided to all students, however the amount budgeted was less than the actual amount. These unexpended funds were used to purchase the extra supplies and materials needed to address the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For the majority of the year, the implementation of the actions and services was successful. Instructional Coaches and the Science TOSA supported teachers in the classroom. Professional development was available for staff to attend. Facilities were maintained in good conditions by staff on campus.

The challenge began when the pandemic forced our schools to close and our students to receive instruction through distance learning. Teachers were, and continue to be, at varying levels when it comes to technology, thus providing training on technology when instruction was still taking place became a challenge. Students and staff both struggled with connectivity issues, making it a greater challenge for students to receive instruction, and for staff to get trained.

Goal 2

All students will be provided with access to standards-aligned instructional materials and a broad course of study where the adopted academic content and performance standards are implemented.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Williams Review- Instructional Materials	**2019-20** All students will have access to standards-aligned instructional materials.	All students have access to standards-aligned instructional materials-100% **(MET)**
A-G Completion Rates	**2019-20** 46.1% Districtwide Completion Rate	The A-G completion rate increased from 43% to 47%. **(MET)**
CTE Pathways Completion Rates	**2019-20** 25% Districtwide Completion Rate	The CTE Pathways completion rate increased from 16.4% to 25.5%. **(MET)**
AP Enrollment Rate	**2019-20** 33% Districtwide Enrollment Rate	The AP enrollment rate decreased from 29.4% to 25.4% **(Not MET)**
AP Passing Rates	**2019-20** 51.2% Districtwide Passing Rate	The AP Passing rate increased from 50.6% to 58%. **(MET)**

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide necessary instructional materials (textbooks), by site, each summer, based on enrollment/class offerings	$1,000,000 - LCFF - 4000-4999 Books and Supplies - Purchase textbooks based on annual adoption cycle.	$278,408 - LCFF - 4000-4999 Books and Supplies

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Purchase an inventory software that will allow each school to track and identify the use of high-interest reading materials, in an effort to promote literacy amongst our most at-risk students in the English Learner, Foster Youth and Low income subgroup.	$8,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Inventory Software (contracted service)	$8,584 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Comprehensive High Schools Support implementation of standards-aligned curriculum through: 1) Content Specialists 2) Course Leads	$409,415 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Content Specialists- A release period for each of four content area teachers at each comprehensive high school. Also funded with Title II $138,585 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits for Content Specialists $48,719 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - Course Leads- Stipends for 11 Course Leads at each comprehensive high school. $9,281 - Federal Revenues - Title II - 3000-3999 Employee Benefits - Benefits for Course Leads	$406,475 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $138,525 - Federal Revenues - Title I - 3000-3999 Employee Benefits $48,719 - Federal Revenues - Title II - 1000-1999 Certificated Salaries $9,281 - Federal Revenues - Title II - 3000-3999 Employee Benefits

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Comprehensive High Schools Promote College and Career Readiness through the purchase of engaging and relevant instructional materials that support the diverse learning needs of our low-income students.	$50,000 - Other Federal Funds - 4000-4999 Books and Supplies - Instructional materials for CTE classes; $10,000 per comprehensive high school	$69,562 - Other Federal Funds - 4000-4999 Books and Supplies

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income	$471,054 - LCFF - 1000-1999 Certificated Salaries - 25 Sections (5 FTE) to support AP and CTE classes. One FTE per comprehensive high	$531,054 - LCFF - 1000-1999 Certificated Salaries $195,774 - LCFF - 3000-3999 Employee Benefits

Scope of Service: Schoolwide Location: Specific Schools: Comprehensive High Schools Provide additional CTE pathways (and course sequences) that are aligned to CCSS and support increased student participation and achievement through the addition of 25 sections (5 FTEs) to support AP and CTE classes. These additional courses will provide expanded opportunities for low-income students who would otherwise not have the opportunity to experience a career pathway. New Pathways in 2019-2020 include Design, Visual and Media Arts/Graphic Design, Performing Arts: Professional Theatre, and Systems, Diagnostics, Service and Repair.	school. $168,946 - LCFF - 3000-3999 Employee Benefits - Teacher Benefits	

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools Increase student participation and achievement through Vocational Education classes supported by technicians and the use of instructional materials, technology, and conferences. This program will provide opportunities for low-income students to participate in career focus classes the provide job skill development. Students will be able to enroll in the following classes after school: Auto Tech, Dental Assistant, Fitness Occupations, Health Careers, Medical Assistant, Pharmacy Tech and Stagecraft and Tech.	$677,903 - LCFF - 1000-1999 Certificated Salaries - Salaries for Certificated staff. $108,130 - LCFF - 2000-2999 Classified Salaries - Salaries for Classified Staff $273,967 - LCFF - 3000-3999 Employee Benefits - Benefits for Voc Ed Staff $30,000 - LCFF - 4000-4999 Books and Supplies - Instructional materials $100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses	$748,980 - LCFF - 1000-1999 Certificated Salaries $114,463 - LCFF - 2000-2999 Classified Salaries $352,839 - LCFF - 3000-3999 Employee Benefits $2,720 - LCFF - 4000-4999 Books and Supplies $144,659 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide Professional Development opportunities to CTE teachers.	$30,000 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Conferences	$19,470 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Conferences

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools Provide increased access to technology resources on campus within the school day and after school hours for underprivileged (low-income) students, through strategic purchase of technology and placement in classrooms with underperforming students.	$260,724 - LCFF - 2000-2999 Classified Salaries - Salaries for three classified staff members $119,276 - LCFF - 3000-3999 Employee Benefits - Benefits for Staff $500,000 - LCFF - 4000-4999 Books and Supplies - Technology- Recurring budget for maintenance, replacement and repair.	$280,724 - LCFF - 2000-2999 Classified Salaries $128,649 - LCFF - 3000-3999 Employee Benefits $500,000 - LCFF - 4000-4999 Books and Supplies

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Comprehensive High Schools Expand enrichment opportunities for students that support	$356,835 - LCFF - 1000-1999 Certificated Salaries - Elective Classes- One additional FTE at each site to support Elective classes. $103,165 - LCFF - 3000-3999 Employee Benefits - Benefits for Teachers $275,000 - LCFF - 4000-4999 Books and Supplies - Support Arts for All through instructional materials. $35,000 per comprehensive high school and	$376,835 - LCFF - 1000-1999 Certificated Salaries $121,023 - LCFF - 3000-3999 Employee Benefits $202,435 - LCFF - 4000-4999 Books and Supplies

increased student achievement. The increased amount of elective classes and resources that support the arts will be available to unduplicated pupils in an effort to provide a broad course of study that will promote high interest learning opportunities otherwise not available to them.	$100,000 at the District Office.	

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: Schoolwide Location: Specific Schools: Transition Center Underprivileged students at the Transition Center will receive entry-level job skills training through placement in paid internships.	$8,054 - Other Federal Funds - 2000-2999 Classified Salaries - Student Salaries $1,946 - Other Federal Funds - 3000-3999 Employee Benefits - Student Benefits	$8,054 - Other Federal Funds - 2000-2999 Classified Salaries $1,946 - Other Federal Funds - 3000-3999 Employee Benefits

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Comprehensive High Schools Provide additional instructional support opportunities, through AVID classes, to identified students that promote increased student achievement. This program is designed to target traditionally underrepresented students in higher education, thus targeting our unduplicated pupils.	$450,432 - LCFF - 1000-1999 Certificated Salaries - AVID Classes- One FTE at each site to support AVID. Additional sections at each site will be funded through Title I. $139,568 - LCFF - 3000-3999 Employee Benefits - Benefits- Teachers $322,751 - LCFF - 2000-2999 Classified Salaries - AVID Tutors to support AVID sections. $77,249 - LCFF - 3000-3999 Employee Benefits - Benefits- Tutors	$475,432 - LCFF - 1000-1999 Certificated Salaries $159,894 - LCFF - 3000-3999 Employee Benefits $322,751 - LCFF - 2000-2999 Classified Salaries $77,249 - LCFF - 3000-3999 Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide additional instructional support opportunities through English I Intensive classes.	$150,266 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Salaries for teachers $49,734 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits- Teachers	$177,768 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $65,346 - Federal Revenues - Title I - 3000-3999 Employee Benefits

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Comprehensive High Schools Provide supplemental reading materials and library resources, that are relevant and high interest, selected specifically to address the various reading levels of English Learners, Foster Youth and Low-Income students.	$75,000 - LCFF - 4000-4999 Books and Supplies - Books/Supplies- $15,000 per Comprehensive High School	$68,872 - LCFF - 4000-4999 Books and Supplies

Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income	$200,000 - LCFF - 4000-4999 Books and Supplies - Materials $423,603 - LCFF - 1000-1999 Certificated Salaries - Staff- Online Courses $76,397 - LCFF - 3000-3999 Employee	$62,958 - LCFF - 4000-4999 Books and Supplies $423,603 - LCFF - 1000-1999 Certificated Salaries $76,397 - LCFF - 3000-3999 Employee Benefits

Scope of Service: LEA-wide Location: All Schools Provide access to online learning to low-income, foster youth and English Learners that will allow them to work at their own pace and receive added support, via staff and materials, for content they have previously struggled with.	Benefits - Benefits- Certificated Staff	

Action 15

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools Provide added support specifically to English Learners that promote increased student achievement. Support will be provided through Academic Language Development and/or math lab classes, paraeducators in the classroom, instructional materials and resources for English language development and proper placement and assessment of English language proficiency.	$329,441 - LCFF - 1000-1999 Certificated Salaries - Academic Language Development (ALD)/math lab classes: amount of sections will vary by site; based on English Learner enrollment at each site. $130,559 - LCFF - 3000-3999 Employee Benefits - Benefits- Teachers $420,262 - LCFF - 2000-2999 Classified Salaries - Paraeducators to support English Learners in the classroom. $100,633 - LCFF - 3000-3999 Employee Benefits - Benefits- Paraeducators $100,582 - LCFF - 2000-2999 Classified Salaries - Salary for Classified staff who support ELs $125,352 - LCFF - 1000-1999 Certificated Salaries - Salary for Certificated staff who support ELs $73,566 - LCFF - 3000-3999 Employee Benefits - Benefits for Staff who supports ELs $186,100 - LCFF - 4000-4999 Books and Supplies - Provide academic support through instructional materials/resources specifically for English Learners. $100/EL	$329,441 - LCFF - 1000-1999 Certificated Salaries $130,559 - LCFF - 3000-3999 Employee Benefits $395,262 - LCFF - 2000-2999 Classified Salaries $75,633 - LCFF - 3000-3999 Employee Benefits $100,582 - LCFF - 2000-2999 Classified Salaries $125,352 - LCFF - 1000-1999 Certificated Salaries $73,566 - LCFF - 3000-3999 Employee Benefits $78,876 - LCFF - 4000-4999 Books and Supplies

Action 16

Planned	Budgeted	Actual

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide increased access to technology resources outside of the school environment to English Learners, Low-income, and Foster Youth students through strategic purchase of laptops that will allow students to practice skills away from school.	$650,000 - LCFF - 4000-4999 Books and Supplies - Technology and materials	$650,000 - LCFF - 4000-4999 Books and Supplies

Action 17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: Comprehensive High Schools Provide librarians at each comprehensive high school to support and guide English Learners, Foster Youth and Low-income students by assisting them with accessing high interest reading materials, at their reading level.	$494,673 - LCFF - 1000-1999 Certificated Salaries - Librarians-Salaries $155,327 - LCFF - 3000-3999 Employee Benefits - Benefits- Librarians	$534,673 - LCFF - 1000-1999 Certificated Salaries $178,327 - LCFF - 3000-3999 Employee Benefits

Action 18

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth,	$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Online Math Program $150,000 - LCFF - 5000-5999 Services	$90,000 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - LCFF - 5000-5999 Services and Other Operating Expenses

Low Income Scope of Service: LEA-wide Location: Specific Schools: Comprehensive High Schools Provide additional access to math and literacy standards through online programs that will allow students to practice and master foundational skills.	and Other Operating Expenses - Online reading program	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions and services were implemented, however, the following is a list of the actions that were not implemented fully along with a description of how unexpended funds were used:

Action 1, Service 1 (Textbooks)

All students were provided with textbooks. A new adoption was not implemented, as a result, the unexpended funds were used to purchase additional Chromebooks and MiFi devices as required by Distance Learning.

Action 6, Service 3 (Vocational Education Supplies)

The Vocational Education program was fully implemented. Unexpended funds budgeted for instructional materials were used to pay the increased cost of transportation for the program.

Action 7, Service 1 (PD for CTE teachers)

The unexpended Perkins funds not used for PD were used to purchase instructional materials for CTE teachers.

Action 9, Service 2 (Instructional Materials- Arts)

Unexpended funds for materials were used to pay for the increased cost of the 5 Elective teachers (Service 1)

Action 11, Service 2 (AVID Tutors)

AVID tutors were provided to support all AVID classes. Unexpended funds budgeted for this line item were used to pay for the increased cost of the AVID teacher salaries and benefits.

Action 13 (Library Resources)

There were only about $7,000 unexpended funds in this line item. These funds were used to purchase more online materials for students to access during distance learning.

Action 14, Service 1 (Online Learning Materials)

The unexpended funds that were not used by June 30, 2020 were used soon after to purchase additional online materials for students to access during distance learning.

The unexpended funds were used to support students during summer school, through staffing and online materials. The summer school session was moved back to begin the following fiscal year.

Action 18 (Reading Program)

The reading program (Read180) was still made available, however, unexpended funds were used to provide staff and students with online materials during distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Schools were successful in offering additional opportunities for students to be engaged in school by including Career Technical Education (CTE), elective and AVID courses in the Master Schedules. Additional instructional materials were purchased to support CTE courses, however, there was a great to need for online materials that support students in CTE courses as a result of the pandemic. A limited amount of Chromebooks and MiFi devices were available for students, and it became a huge challenge to purchase additional items for all students when schools were forced to close as a result of the pandemic. Students were successfully receiving support in the classrooms from paraeducators and tutors, however, staff had to be trained and also be provided with technology to be able to continue to support students from home when the pandemic hit.

All staff, including librarians, had to rethink how to support students from home. This required the purchase of additional resources for students to access. Many times, this included arranging for professional development to allow teachers to become familiar with the resources, but to also practice the use of the resource before including it in a lesson.

Goal 3

Student achievement will increase in Literacy, English Language Arts and mathematics, for all students, including English learners and students with disabilities, as measured through the identified metrics.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Metric	Expected	Actual
CAASPP Smarter Balance- ELA Results (all students)	**2019-20** 60% of all students met or exceeded standards.	Due to the pandemic, the CAASPP was suspended, thus results are not available. The 2018-2019 results indicated 56.1% of students met or exceeded standards in ELA.
CAASPP Smarter Balance- Math Results (All Students)	**2019-20** 33.4% of all students will meet or exceed standards	Due to the pandemic, the CAASPP was suspended, thus results are not available. The 2018-2019 results indicated 30.4% of students met or exceeded standards in mathematics.
A - G Completion Rates	**2019-20** 46.1% Districtwide Completion Rate	The A-G completion rate increased from 43% to 47%. **(MET)**
English Leaner Progress Indicator	**2019-20** In 2017-2018, 26.1% of all English Learners taking the 2018 ELPAC performed at a Level 4. Preliminary 2019 ELPAC data indicates about 13% of English Learners performed at a Level 4. The goal will be to increase the percent of students performing at a Level 4 on the 2020 ELPAC to at least 20%.	The percent of ELs who performed at a Level 4 on the ELPAC increased from 16.4% to 18.6%. **(Not MET)**

Annual Progress Towards Learning English	**2019-20** At least 40% of ELs tested in the Spring on the RI will score at Basic or above.	Due to the pandemic, the Reading Inventory assessment was not administered, thus results are not available.
Reclassification Rates	**2019-20** 12% Reclassification Rate	The reclassification rate increased from 12% to 13.7%. **(MET)**
SBAC EAP Results- College Ready	**2019-20** 33.2% of all students are College Ready	Due to the pandemic, the CAASPP was suspended, thus results are not available. The 2018-2019 results indicated 28.5% of students were identified as being College Ready.
D and F Rates	**2019-20** English: 20.5% Math: 36.5% Science: 22.8% Social Science: 13.6%	The D and F rates for Fall 2019 were: English: 22.5% Math: 40.4% Science: 29.8% Social Science: 18.4% **Not MET**

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Maintain the negotiated student to staff ratio at 29.5:1 at all schools to provide the unduplicated students more opportunities for diverse course offerings.	$1,167,637 - LCFF - 1000-1999 Certificated Salaries - Ratio reduced to 29.5:1 in 2015-2016 from the negotiated 31:1 in 2014-2015. $462,363 - LCFF - 3000-3999 Employee Benefits - Benefits for Teachers	$1,207,637 - LCFF - 1000-1999 Certificated Salaries $484,291 - LCFF - 3000-3999 Employee Benefits

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide the core program for all students in order to enable them to successfully meet graduation requirements.	$26,685,741 - LCFF - 1000-1999 Certificated Salaries - Teachers salaries (repeated expenditure) $11,696,159 - LCFF - 1000-1999 Certificated Salaries - Benefits-Teachers (repeated expenditure)	$26,828,352 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $13,213,964 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	$90,873 - LCFF - 1000-1999 Certificated Salaries - Provide tutoring in the library after school; NTE 16 hours per week at	$75,873 - LCFF - 1000-1999 Certificated Salaries $10,127 - LCFF - 3000-3999 Employee

Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Comprehensive high schools Provide targeted tutoring opportunities to identified students after school in the library.	each comprehensive high school $19,127 - LCFF - 3000-3999 Employee Benefits - Benefits- Teachers	Benefits

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Title I Schools Provide content area targeted tutoring opportunities to identified students after school.	$60,359 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Provide content area tutoring at each comprehensive high school; NTE 10 hours per week at each site. $14,641 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits- Teachers	$42,415 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $8,949 - Federal Revenues - Title I - 3000-3999 Employee Benefits

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Continue to promote college and career readiness through the following: 1. College and Career Coordinators	$307,165 - LCFF - 1000-1999 Certificated Salaries - 60% of salaries of five Career Guidance Coordinators and cost of 50 additional hours for each to provide workshops. $112,835 - LCFF - 3000-3999 Employee Benefits - CCC Benefits $300,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Cost to pay for PSAT/SAT, ACT or AP fees for all 10th, 11th and 12th graders. $736,450 - LCFF - 4000-4999 Books	$317,165 - LCFF - 1000-1999 Certificated Salaries $118,455 - LCFF - 3000-3999 Employee Benefits $227,764 - LCFF - 5000-5999 Services and Other Operating Expenses $546,608 - LCFF - 4000-4999 Books and Supplies $78,259 - LCFF - 5000-5999 Services and Other Operating Expenses

2. SAT/PSAT, ACT or AP Fees 3. Instructional Materials 4. Resources and activities that promote and support attendance at Post-secondary institutions Unduplicated students will benefit from staff who will support their success after high school by providing college and career counseling and information on post-secondary options that would otherwise not be available to them. SAT/PSAT fees will be paid for students who would normally not be able to afford that added cost. Additionally, low-income students will be provided with opportunities to visit post-secondary institutions.	and Supplies - Instructional Materials- increase discretionary site budgets to $84 per student. $172,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Materials/resources and activities (like field trips)	

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Title I Schools Schedule collaboration time, among teachers, including content specialists, course leads, instructional coaches, and paraeducators, to allow time to share best practices, analyze district-wide assessment and Performance Task data.	$159,988 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Release days; two days per department, district-wide, for all teachers. $30,012 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits- Teachers	$136,173 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $27,657 - Federal Revenues - Title I - 3000-3999 Employee Benefits

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide educational leadership districtwide that supports and guides all staff in meeting the needs of all students.	$25,000 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Professional development for administrators via conferences or academies.	$26,277 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools Provide content area targeted tutoring opportunities for identified students during the school day to address D and F rates. Tutors will be placed strategically in classes where at-risk students are struggling, most of which fall within the unduplicated student group, to support their academic achievement.	$406,460 - LCFF - 2000-2999 Classified Salaries - AVID/College tutors during the day will be placed in content area classes. The number of tutors at each site will be determined using a 250:1 student to tutor ratio. $103,540 - LCFF - 3000-3999 Employee Benefits - Benefits for Tutors	$406,460 - LCFF - 2000-2999 Classified Salaries $103,540 - LCFF - 3000-3999 Employee Benefits

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Comprehensive High Schools Provide SAT Prep instruction and supplemental materials to identified students. This service will provide unduplicated students a free opportunity to prepare for a college entrance exam.	$11,628 - LCFF - 1000-1999 Certificated Salaries - Offer 1 session per year; Teachers hourly salaries/benefits for up to 2 teachers per session at each school. NTE 40 hours for teachers, per site. $3,372 - LCFF - 3000-3999 Employee Benefits - Benefits $75,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services for SAT/PSAT and/or ACT Prep $15,000 - LCFF - 4000-4999 Books and Supplies - Instructional materials used for SAT prep	$0 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 3000-3999 Employee Benefits $42,191 - LCFF - 5000-5999 Services and Other Operating Expenses $790 - LCFF - 4000-4999 Books and Supplies

Action 10

Planned	Budgeted	Actual

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide opportunities for identified students to access learning in the summer. Summer school will provide a free extended learning opportunity for low-income students to access educational experiences in the summer.	$847,119 - LCFF - 1000-1999 Certificated Salaries - Salaries for certificated staff in the summer $152,881 - LCFF - 3000-3999 Employee Benefits - Benefits- Certificated Staff $148,728 - LCFF - 2000-2999 Classified Salaries - Classified staff salaries to support summer school. $43,994 - LCFF - 3000-3999 Employee Benefits - Benefits- Classified Staff $0 - LCFF - 4000-4999 Books and Supplies - Instructional materials for summer classes.	$675,295 - LCFF - 1000-1999 Certificated Salaries $140,554 - LCFF - 3000-3999 Employee Benefits $56,795 - LCFF - 2000-2999 Classified Salaries $16,238 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Comprehensive High Schools Provide opportunities for identified students to access learning in the summer through the Summer Bridge Program.	$38,327 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Summer Bridge Program- program to service between 40 and 60 students at each comprehensive high school. $11,673 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits- Teachers	$26,728 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $5,680 - Federal Revenues - Title I - 3000-3999 Employee Benefits

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Schoolwide	$513,850 - LCFF - 1000-1999 Certificated Salaries - Salaries for one TOSA at each comprehensive high school. $166,150 - LCFF - 3000-3999 Employee Benefits - Benefits- TOSAs	$567,850 - LCFF - 1000-1999 Certificated Salaries $196,150 - LCFF - 3000-3999 Employee Benefits

Location: Specific Schools: Comprehensive High Schools Provide a TOSA at each comprehensive high school that will support academic achievement, monitor progress in English Language Development, and mentor English Learners.		

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide a database platform that allows for ongoing data analysis in all content areas. The database will also provide a bank of test questions, aligned to common core and next-generation science standards, that will allow teachers to create assessments and review student progress on these standards on an on-going basis. Teachers will be able to collaborate to review the data and create lessons to address any areas of deficiencies.	$76,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted Services for platform	$72,138 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions and services were implemented, however, the following is a list of the actions that were not implemented fully along with a description of how unexpended funds were used:

Action 3 (After school tutoring)

Unexpended funds were used to purchase technology to ensure students had access to Distance Learning.

Action 4 (Targeted Tutoring- Title I)

Unexpended Title I funds were used to allow Community Liaisons to community with families and provide necessary resources.

As a result of the pandemic, funds were not needed to pay for the SAT, which was suspended due to COVID-19. Students were also not able to visit post-secondary institutions. Some of the funds originally allocated for these activities were expended on providing technology and online materials for students to access instruction through Distance Learning, and, some funds were used to provide school gear that allowed students to be connected to school while receiving instruction through Distance Learning.

Action 6 (Collaboration Time)

Unexpended funds originally budgeted to provide collaboration time to staff were used to provide virtual professional development focused on supporting students through Distance Learning.

Action 9 (SAT Prep)

The unexpended funds that were budgeted for this service were used to provide seniors with materials that would allow them to continue to connect with the school such as a yard sign displaying they were a proud graduate of the Class of 2020, or a shirt that they could wear proudly, even when not physically in school.

Action 10 (Summer School)

The funds not expended by June 30, 2020 were used to provide the same service during the summer school session. The expenditures are reflected in July.

Action 11 (Summer Bridge)

Unexpended Title I funds that were budgeted for this program were still spent on the program, but during the following fiscal year, as the program was offered two weeks before Fall classes began, instead of at the end of the school year in June.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Students were able to attend Summer School through distance learning. The Summer School calendar had to be adjusted to allow more time for staff to receive training on how to better support students who have already struggled in passing the class through distance learning. Communication had to go out to students and families on the new Summer School schedule and enough time allowed to ensure all students, including incoming 9th graders, had access to technology. Continuing students were able to enroll in a 4-week summer school program, while incoming 9th graders were able to attend a 2-week program.

The greatest challenge in addressing student achievement was by far the transition to distance learning and the new expectation placed on all stakeholders about being knowledgeable on the use of technology. It wasn't just the technology itself, but also ensuring everyone had access through a reliable network. We were able to provide students with MiFi devices, however, the data was at times limited, thus causing students learning to be interrupted. All stakeholders needed support and guidance, to some degree, on the use of technology as the primary instructional tool.

Goal 4

The LEA will promote the involvement of parents and community members in an effort to increase parent participation and seek input in decision making.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Parents Attending Site Workshops (Sign-In Sheets)	**2019-20** 2895 Parents Districtwide	About 3,190 parents attended workshops districtwide. **(MET)**
Parents Attending Districtwide Events	**2019-20** At least 150 parents will attend District-wide parent workshops or trainings	One hundred sixty parents attended the Annual Parent Involvement Academy, while close to 300 parents attended the College and Career Family Conference. **(MET)**
Parent Survey	**2019-20** 92% of parents surveyed will state they feel schools provide many opportunities for parents to be involved.	In Spring 2020, 94% of parents who took the LCAP survey stated the school provides many opportunities to be involved. The opportunities have increased each year. **(MET)**

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Promote parent involvement and engagement, for all parents, through school-wide activities coordinated and supervised by school administration and district personnel.	$282,646 - LCFF - 1000-1999 Certificated Salaries - Percent of site administrators salaries $94,354 - LCFF - 3000-3999 Employee Benefits - Benefits- Administrators	$296,778 - LCFF - 1000-1999 Certificated Salaries $97,354 - LCFF - 3000-3999 Employee Benefits

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Increase and promote parent involvement through various means of communication that include online resources. These additional resources will allow for regular communication with parents and tracking of communications to parents of unduplicated students.	$58,000 - LCFF - 5000-5999 Services and Other Operating Expenses - School Loop contract. $264,000 - LCFF - 5000-5999 Services and Other Operating Expenses - School to Home communication- pay for communication materials	$57,120 - LCFF - 5000-5999 Services and Other Operating Expenses $229,586 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Low Income Scope of Service: LEA-wide Location: All Schools Seek increased parent engagement in decision making with support from identified services and personnel. Staff will provide an increased amount of workshops at each site that build knowledge, leadership and decision-making capacity for parents of unduplicated students.	$122,045 - LCFF - 2000-2999 Classified Salaries - Support Personnel- Categorial Programs Assistants; one at each comprehensive high school. Expenditure reflects 50% of cost; other 50% paid by Title I. $52,955 - LCFF - 3000-3999 Employee Benefits - Benefits- CPAs $58,588 - LCFF - 2000-2999 Classified Salaries - District Community Liaison salary, including up to 50 additional hours. $35,469 - LCFF - 1000-1999 Certificated Salaries - Percentage of District Adm salary $46,429 - LCFF - 3000-3999 Employee Benefits - Benefits- District CL/Adm	$134,045 - LCFF - 2000-2999 Classified Salaries $58,955 - LCFF - 3000-3999 Employee Benefits $58,588 - LCFF - 2000-2999 Classified Salaries $0 - LCFF - 1000-1999 Certificated Salaries $10,000 - LCFF - 3000-3999 Employee Benefits

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Specific Student Group(s): At-risk students, including ELs and LI Location: All Schools Seek increased parent engagement in decision making with support from identified site personnel. Staff will provide an increased amount of workshops at each site that build knowledge, leadership and decision-making capacity for parents of unduplicated students.	$220,000 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Salaries for Site Community Liaisons $80,000 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits	$184,195 - LCFF - 2000-2999 Classified Salaries $105,746 - LCFF - 3000-3999 Employee Benefits

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	$150,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Workshops and trainings for parents	$62,494 - LCFF - 5000-5999 Services and Other Operating Expenses

Students to be Served: English Learners, Low Income Scope of Service: LEA-wide Location: All Schools Increase parent engagement by providing various opportunities for developing parenting skills and building leadership capacity through parent trainings, workshops family networking events. Parents of unduplicated students will have the opportunity to attend conferences and trainings outside of the school to support the development of parenting skills and leadership capacity. They will also be able to attend family networking events so that they can share best practices and create new ideas.		

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Title I Schools Increase parent engagement by providing various opportunities for developing parenting skills and building leadership capacity through district wide parent trainings and workshops.	$25,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Contracts/Conference Fees	$25,443 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide	$49,778 - LCFF - 2000-2999 Classified Salaries - Salary for Interpreter/Translator $30,222 - LCFF - 3000-3999 Employee Benefits - Benefits- Interpreter/Translator $30,000 - LCFF - 5000-5999 Services	$29,735 - LCFF - 2000-2999 Classified Salaries $7,169 - LCFF - 3000-3999 Employee Benefits $19,573 - LCFF - 5000-5999 Services and Other Operating Expenses

Location: All Schools Provide Interpretation/Translation services to increase parent engagement. Interpretation and translation services will allow parents of English Learners to more actively participate in educational functions where they many be less comfortable.	and Other Operating Expenses - Contracted Translation Services	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions and services were implemented, however, the following is a list of the actions that were not implemented fully along with a description of how unexpended funds were used:

Action 2 (Home to School Communication)

Unexpended funds to provide home-to-school communication during the 2019-2020 school year were used to provide staff with training in the summer on supporting Distance Learning through the use of technology.

Action 3 (District Community Liaison)

The District continued to promote, support and encourage family and parent engagement through the support of site community liaisons, Categorical Programs Assistants (CPAs) and the District Community Liaison. Unexpended funds specifically budgeted for this line item were used to pay for the increased amount that was not budgeted for CPA salaries and benefits. Unexpended funds were also used to pay for extra hours for staff to provide support to families outside of the instructional day.

Action 4 (Site Community Liaisons)

Unexpended Title I funds that were not used to pay for the base salary of community liaisons were used to pay for ongoing newsletters and communication to parents.

Action 5 (Workshops/Trainings)

The District used unexpended funds from this activity to purchase additional Chromebooks for parents. Due to the pandemic, workshops and trainings had to be held virtually, and these Chromebooks allowed parents to attend trainings.

Action 7 (Interpretation/Translation)

Unexpended funds budgeted for this activity were used to access more services for students that supported their mental health and well-being.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Staff was available to support parent and family engagement at the sites and at the District. The number of parents who participated in workshops this school year increased from the prior year both at site events and at district-hosted events. Communication with parents and families was open and made through different venues including text, personal calls, email, and social media. Information provided to parents was both in English and

As a result of the pandemic, in-person workshops and trainings were no longer an option, thus training parents became a challenge, particularly when they did not have the technology or connectivity at home. At the beginning of the pandemic, personal calls had to be made to try to walk parents through training. The training had to take place outside of the school day to ensure parents had access to a Chromebook or that connectivity did not become an issue when others at home were using the same internet device.

Goal 5

Pupil engagement will increase in a safe school climate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Average Daily Attendance	**2019-20** Districtwide 97.25%	The ADA for the 2019-2020 school year was 96.8%. **(Not MET)**
Chronic Abseentism Rate	**2019-20** 10% Districtwide	The chronic absenteeism rate decreased from 12.2% to 7.5%. **(MET)**
Graduation Rate	**2019-20** 90% Districtwide	The graduation rate decreased from 87.4% to 85.6%. **(Not MET)**
Dropout Rate	**2019-20** 5% Districtwide	The dropout rate was 11.5%. **(Not MET)**
Suspension Rate	**2019-20** 3.3% Districtwide	The suspension rate decreased from 3.1% to 1.7%. **(MET)**
Expulsion Rate	**2019-20** 0% Districtwide	The expulsion rate remained at 0%. **(MET)**
EMUHSD Student Survey	**2019-20** 83% of students will state they feel safe on campus	Based on the Youth Truth survey from February 2020, about 56% of students feel safe from harm while at school. **(Not MET)**

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide support services and personnel that promote student engagement. Services will be provided, to address the physical, mental, academic, and emotional needs of identified students.	$1,421,621 - LCFF - 2000-2999 Classified Salaries - Para-educators salaries $738,379 - LCFF - 3000-3999 Employee Benefits - Benefits- Paraeducators	$1,421,621 - LCFF - 2000-2999 Classified Salaries $738,379 - LCFF - 3000-3999 Employee Benefits

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide increased support services and personnel for unduplicated, at-risk students, that address their physical and mental health, academic and emotional needs through: 1) Volunteers (fingerprinting fees) 2) Counselors 3) Nurses 4) Psychologists	$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Fingerprinting fees for volunteers $2,831,181 - LCFF - 1000-1999 Certificated Salaries - Counselors salaries, including extra hours for counselors to provide workshops. Counselor to student ratio remains 400:1. $948,819 - LCFF - 3000-3999 Employee Benefits - Benefits- Counselors $247,764 - LCFF - 1000-1999 Certificated Salaries - Nurses salaries- cost of three nurses. $72,236 - LCFF - 3000-3999 Employee Benefits - Benefits- Three Nurses $377,430 - LCFF - 1000-1999 Certificated Salaries - Psychologists salaries; NTE 8 district-wide. $112,570 - LCFF - 3000-3999 Employee	$3,127 - LCFF - 5000-5999 Services and Other Operating Expenses $2,991,181 - LCFF - 1000-1999 Certificated Salaries $1,021,723 - LCFF - 3000-3999 Employee Benefits $167,764 - LCFF - 1000-1999 Certificated Salaries $40,692 - LCFF - 3000-3999 Employee Benefits $384,430 - LCFF - 1000-1999 Certificated Salaries $116,097 - LCFF - 3000-3999 Employee Benefits $72,370 - LCFF - 5000-5999 Services and Other Operating Expenses

5) Mental Health services	Benefits - Benefits- Psychologists $120,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Provide mental health services	

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Promote increased student engagement and involvement in school through support personnel and services, including: 1) Child Welfare and Attendance (CWA) Coordinators 2) School Resource Officers	$483,216 - LCFF - 1000-1999 Certificated Salaries - Child Welfare and Attendance Coordinators; cost of salaries for one at each comprehensive high school. $156,784 - LCFF - 3000-3999 Employee Benefits - Benefits- CWAs $450,000 - LCFF - 5000-5999 Services and Other Operating Expenses - School Resource Officers	$533,216 - LCFF - 1000-1999 Certificated Salaries $183,711 - LCFF - 3000-3999 Employee Benefits $430,007 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Promote student engagement and involvement in school through after-school enrichment programs and co-curricular activities, and student recognition and motivational incentives.	$597,500 - LCFF - 4000-4999 Books and Supplies - After-school enrichment materials and supplies; $50k/HS; $20k FRLHS; $300k wellness ctr; DO $27.5k $384,000 - LCFF - 4000-4999 Books and Supplies - Ensure all schools offer student recognitions, like student of the month, through student motivational incentives. $52,000 per comprehensive high school; $100,000 district office; $17,000 FRLHS; $7,000 Transition Center	$227,087 - LCFF - 4000-4999 Books and Supplies $228,079 - LCFF - 4000-4999 Books and Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Promote safety at all facilities through increased campus supervision via personnel.	$709,809 - LCFF - 2000-2999 Classified Salaries - Cost of campus supervisors at every school, via 250:1 student to campus supervisor ratio. Cost includes one Full-time position at each comprehensive high school. $140,191 - LCFF - 3000-3999 Employee Benefits - Benefits- Campus Supervisors $10,000 - LCFF - 4000-4999 Books and Supplies - Cost of uniforms for Campus Supervisors	$777,809 - LCFF - 2000-2999 Classified Salaries $177,799 - LCFF - 3000-3999 Employee Benefits $2,000 - LCFF - 4000-4999 Books and Supplies

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth Scope of Service: LEA-wide Location: All Schools Provide additional support services and Comprehensive Student Support Coordinators personnel to identified students that focus on dropout prevention and promote student engagement.	$343,954 - LCFF - 2000-2999 Classified Salaries - Comprehensive Student Support Coordinators- one at each school $120,046 - LCFF - 3000-3999 Employee Benefits - Benefits- CSSCs	$350,544 - LCFF - 2000-2999 Classified Salaries $123,121 - LCFF - 3000-3999 Employee Benefits

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Low Income	$703,368 - LCFF - 2000-2999 Classified Salaries - Paraeducators salaries to provide increased support to identified in the Collaborative Model.	$578,368 - LCFF - 2000-2999 Classified Salaries $173,164 - LCFF - 3000-3999 Employee Benefits

Scope of Service: LEA-wide Location: All Schools Provide additional support services to identified students that focus on promoting student engagement and achievement in the classroom through para-educators.	$233,346 - LCFF - 3000-3999 Employee Benefits - Benefits- Paraeducators	

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Specific Student Group(s): English Learners Location: All Schools Provide additional support services to English Learners that focus on promoting student engagement and achievement in the classroom through para-educators.	$124,200 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Salaries for paraeducators $41,800 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Benefits- Paraeducators	$36,010 - LCFF - 2000-2999 Classified Salaries $27,412 - LCFF - 3000-3999 Employee Benefits

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth Scope of Service: LEA-wide Location: All Schools Provide orientation meetings, mentors and transportation to Foster Youth to promote student engagement and support their success.	$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Provide Foster Youth with orientation meetings four times a year. $5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Provide mentors and support for every Foster Youth in the district. $25,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Provide transportation services to allow Foster Youth to remain in home school even when home placement changes.	$2,200 - LCFF - 5000-5999 Services and Other Operating Expenses $3,850 - LCFF - 5000-5999 Services and Other Operating Expenses $36,121 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Hire a director of student support services, who will guide school staff in providing coordinated services to address the needs of the most at-risk English learner, Foster Youth and Low-income students.	$142,776 - LCFF - 1000-1999 Certificated Salaries - Salary- Director $43,224 - LCFF - 3000-3999 Employee Benefits - Benefits- Director	$148,656 - LCFF - 1000-1999 Certificated Salaries $55,537 - LCFF - 3000-3999 Employee Benefits

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools Provide two Stage Technicians to support activities that promote student and parent engagement, and community involvement. The district has a basic number of techs that provide technology assistance in audio and video in fine arts. The addition of two techs will provide an increased amount of professional theater productions, to which our low-income students would otherwise not have access.	$95,732 - LCFF - 2000-2999 Classified Salaries - Salaries for two stage techs $24,268 - LCFF - 3000-3999 Employee Benefits - Benefits- two stage techs	$107,732 - LCFF - 2000-2999 Classified Salaries $29,334 - LCFF - 3000-3999 Employee Benefits

Action 12

Planned	Budgeted	Actual

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools The district will provide free meals to students on a "reduced meal cost" plan to mitigate the negative effects of malnutrition and hunger, and to ensure that students start the school day ready to learn.	$85,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Cost of reduced meals for all students on this program	$59,603 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools A Risk Manager will be hired to oversee and coordinate the safety program for the district's employees. The Risk Manager will coordinate a safety culture and program for all students, teachers and staff which should result in improving attendance for students, teachers and paraeducators.	$104,644 - LCFF - 2000-2999 Classified Salaries - Salary for Risk Manager $35,356 - LCFF - 3000-3999 Employee Benefits - Benefits	$113,172 - LCFF - 2000-2999 Classified Salaries $55,085 - LCFF - 3000-3999 Employee Benefits

Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide	$20,000 - LCFF - 4000-4999 Books and Supplies - Supplies- Health $90,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted Services	$1,005 - LCFF - 4000-4999 Books and Supplies $60,354 - LCFF - 5000-5999 Services and Other Operating Expenses

Location: All Schools Provide supplies and services, that might not be readily available to low-income students at home, that support health and well-being.		

Action 15

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Promote student engagement and involvement in school through involvement in clubs and organizations outside of the regular school day.	$81,981 - LCFF - 1000-1999 Certificated Salaries - Stipends- Clubs $18,019 - LCFF - 3000-3999 Employee Benefits - Benefits- Club Advisors	$66,981 - LCFF - 1000-1999 Certificated Salaries $9,510 - LCFF - 3000-3999 Employee Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions and services were implemented, however, the following is a list of the actions that were not implemented fully along with a description of how unexpended funds were used:

Action 2 (Nurses and Mental Health Services)

Unexpended funds budgeted for these services were used to pay for the increased amount that was not budgeted for Counselors salary and benefits.

Action 4 (Afterschool Enrichment Programs)

The District used these unexpended funds to create Wellness Centers at each school.

Action 7 (Paraeducator- Special Education)

Unexpended funds originally budgeted for this service were used to provide materials and services to students at home who would otherwise not be

Action 8 (Paraeducator- English Learners)

The District was able to use unexpended funds to support newcomers through the English I Transitional Lab class at different sites.

Action 9 (Orientation and transportation for Foster Youth)

Unexpended funds that were not used by June 30, 2020 were used to provide the same services to Foster Youth during summer school, which was held in July and early August.

Action 12 (Free meals)

The District was able to use the unexpended funds to provide delivery of meals to students who could not pick up their meals at the school.

Action 14 (Supplies to support well-being)

The District was able to purchase additional technology and online materials for students to access with the unexpended funds for this activity.

Action 15 (Clubs-Stipends)

Unexpended funds were used to provide school gear to students that allowed them to continue to stay connected to school while receiving instruction through Distance Learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Staff was available throughout the year to support and promote pupil engagement in a safe school setting. Counselors, nurses, Attendance coordinators, campus supervisors, and School Resource Officers all contributed to increased student engagement throughout the year.

Some staff duties had to shift as a result of the pandemic. Counselors could no longer walk over to a student who was in danger of not graduating and instead had to rely on making phone calls and emails, many times unsuccessfully reaching students. Attendance coordinators now had to communicate on a daily basis with teachers in order to identify and contact students who were not showing up to class virtually. Rapidly there became an increased need for mental health services. Workshops had to be arranged with partners like D'Veal and Foothill Families to support families who were going through difficult times as a result of the pandemic. It felt like things were changing on a daily basis, thus communication was key. Many more communications had to be sent to families on an ongoing basis, providing updates on instruction, academic and wellness support, and resources, including how to stay safe during the pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental instructional resources like Nearpod and Google that allow all students to engage in their learning.	$3,400,000	$6,979,615	N
Supplemental instructional materials such as reading books (both audio and paper), along with instructional practice workbooks, that provide English Learners with additional opportunities to practice reading, listening, writing and speaking skills outside of synchronous instruction in order to address language development. Manipulatives in math classes that allow low-income students the opportunity to visualize and master abstract concepts.	$1,844,000	$674,974	Y
Targeted tutoring will be provided in the classroom by tutors through lesson review, guided practice and coaching.	$640,000	$421,813	Y
Transportation will be provided for foster youth who live outside of their home school attendance area.	$55,000	$50,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Although in-person instruction did not take place, all of the actions budgeted above were implemented. Supplemental instructional resources like Nearpod, Google Enterprise, and Zoom licenses that allowed all students to engage in their learning through technology were provided, however, there were many more resources like StudySync curriculum and Kami licenses that also promoted engagement that were purchased at the request of teachers, hence an increase in actual expenditures. Supplemental instructional materials to support all students, in all content areas were provided, although other federal funding was used to purchase the materials. Targeted tutoring was shifted from in-person to online virtual tutoring. Tutors were assigned to assigned to specific classes and added to Google classrooms but did not begin tutoring until after they were trained on how to support students through distance learning which is why not all of the budgeted funds were expended.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The District did not provide in-person instruction in the 2020-21 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online instructional resources such as Kami, Zoom, StudySync, and STEMScopes will be purchased and made available for teacher use.	$2,100,00	$3,087,922	N
A lower student to staff ratio will allow students more opportunities to engage in class activities that include teacher-to-student, student-to-teacher, and student-to-student interactions.	$1,630,00	$1,744,325	Y
Increased course options like CTE, AP, and elective classes will effectively promote high interest learning opportunities that promote student participation and engagement during the pandemic.	$2,245,000	$2,482,719	Y
MiFi devices will be provided to students who do not have internet connection at home or an unreliable connection.	$1,055,000	$1,150,000	Y
A technology device will be provided to all students.	$2,100,000	$1,907,390	N
A data analysis platform will be used to allow teachers to collaborate and modify instruction to address the specific needs of students.	$72,500	$65,450	Y
A structured professional development plan will be implemented with support and guidance by the Instructional Coaches, English Learner TOSAs, and Librarians.	$2,866,000	$2,831,740	Y
Personal Protective Equipment, which include face coverings, hand sanitizers, and gloves will be purchased to ensure safety measures are implemented.	$1,750,000	$2,566,100	N
Staff, which include campus supervisors, bus drivers, and a clerk at each site, will assist with sanitizing areas and screening people.	$1,500,000	$888,447	N
Staff assisting with mitigating the spread of the virus.	$2,100,000	$1,598,917	N
Counselors and community based services that address the physical, mental, academic, and social emotional needs of identified students.	$4,959,000	$4,800,189	Y

Additional instructional staff to support Students with Disabilities in the classroom (Paraeducators)	$2,160,000	$4,765,180	N
Additional instructional staff to support English learners in the classroom (paraeducators)	$810,705	$772,859	Y
Mentoring and increased targeted support for foster youth.	$10,000	$10,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were a few substantive differences between the planned actions and budgeted expenditures and what was implemented and expended.

The revised instructional schedule this year allowed teachers to collaborate on a daily basis. As a result, when teachers were finding new tools and resources that made learning more accessible to students through distance learning, those tools and resources were purchased and shared with others resulting in increased expenditures on instructional resources.

Additional CTE classes were added to the master schedules, resulting in actual expenditures being greater than budgeted expenditures.

Technology purchased in prior years did not need to be replaced so, the full amount budgeted for devices was not expended.

There was a decrease in cost of the data analysis platform contract, resulting in a lower expenditure than budgeted for this line item.

There was, and continues to be, a great need for personal protective equipment. Masks, gloves, and hand sanitizers, among other items, have been purchased and continue to be purchased to support the safety of our district and school staff, and of the students enrolled in learning pods on campus. This has resulted in an expenditure considerably greater than the amount budgeted.

Staff including campus supervisors and bus drivers at all facilities were trained to assist with sanitizing and screening. This resulted in a lower expenditure as additional staff was not hired for this sole purpose. The same was true for staff who assisted with mitigating the spread of the virus. Current staff was used at all facilities, resulting in less expenditures than what was budgeted.

Additional staff had to be hired through an outside agency to support students with disabilities throughout the year. This resulted in increased expenditures on instructional support staff.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil

Continuity of Instruction

Successes in supporting students during distance learning include the modified instructional schedule, new technology/curricular resources and software, teacher professional development and collaboration, and increased feedback opportunities from all stakeholders.

Modified Instructional Schedule:
The traditional schedule included two 18-week semesters, with each school having either six 55-minute periods each day, or a block schedule with seven periods, completed in 80- or 90-minute periods every two days. During distance learning, the bell schedule was altered to four 9-week quarters, with three 80-minute periods each day at every site. A common schedule allowed dedicated time for teacher professional development and collaboration, daily student access to teacher office hours, and daily prep time for all teachers.

New Curricular Resources and Technology/Software:

Several new curricula resources were made available to all teachers:

- Nearpod: This interactive presentation platform provided opportunities for students to participate in engaging lessons across all content areas. Specific libraries of lessons were included for science, Social-Emotional Learning (SEL), and English Language Development (ELD). Student surveys conducted by teachers showed that students appreciated the interactivity of the platform. Counselors use the SEL lesson library to address wellness. Teachers and students have requested to keep using Nearpod for in-person learning. From September through April, usage was fairly consistent, with 1500 to 2000 sessions launched each month.
- Kami: This annotation tool supported all content areas as teachers were able to display and share a PDF that students could annotate in real time. For math and science specifically, annotations include formulas and mathematical symbols.
- EdPuzzle: An interactive platform to create video quizzes was used by 255 teachers across all content areas.
- ELA: The district entered into a one-year pilot agreement with McGraw Hill's StudySync curriculum that allowed all our ELA teachers, including Special Ed and ELD, access to this digital platform to support distance learning. This resource offered pre-assessments used to determine student readiness, pre-built units, scaffolds and supports for all levels of ELD, and all text was available in multiple languages. In 2020-2021, StudySync was accessed by 122 teachers and 7779 students, providing students with a robust ELA curriculum for all grade levels.
- Health: A digital version of the hard-copy textbook provided access for students working from home.
- Science: StemScopes provided virtual labs for science teachers to engage students. Top use of this resource was in presenting the Periodic Table and element structures (135 presentations), followed by cellular energy and the atmosphere (40 presentations). Between November 2020 and April 2021 there were over 1500 student logins and 260 teacher logins.

- Social Science: Document-Based Questioning (DBQ) online translated this supplemental resource into an online format, which offered additional scaffolds and supports for students during distance learning.
- Math: Aleks was renewed in order to continue to monitor student progress in foundational math skills, and to provide pre-assessments and action planning; Delta Math supported teachers as they abbreviated the pacing plan and restructured lessons to be more student-centered and concept-driven; Desmos virtual problem-generator/calculators provided math students ways to collaborate to solve calculations with teacher support and oversight.
- CTE: Precision Exams provided remote delivery of certification exams, allowing students to continue to complete their capstone courses and CTE sequences; zSpace offered remote delivery of virtual reality software for engineering, healthcare, and manufacturing; Wiley Pro-baking/Pro-cooking online resource provided access to remote learning including quizzes, lesson plans, and demonstrations; DramaOnline, Digital Theater Plus, Storyboard That, and WeVideo provided access to plays and video editing tools.

Teacher Professional Development and Collaboration

- Week 0 – in the first quarter, the first week of school was dedicated to back-to-school activities to help students acclimate to a distance learning environment and revised schedule. During this week, teachers received additional time to prepare for instruction, learn new technologies, software, and digital curriculum, and to begin collaboration with their course-alike colleagues. Pre-assessments and placement assessments ensured that students' learning gaps were identified and addressed with targeted support.
- Weekly PD and Collaboration time: Instructional Coaches, EL TOSAs, Technology Leads, and consultants provided regular ongoing training in the use of new curriculum, new technology and software, instructional strategies, and social-emotional supports.
- StudySync: Ongoing weekly training in the curriculum program and all its functions was provided throughout the 2020-2021 school year for ELA, ELD, and SPED teachers
- Nearpod: Training was provided for science teachers, counselors (the SEL library), and ELD.
- Math: After disappointing math scores in our first and second fall quarters, a team of facilitators from University of California at Irvine (UCI) supported Integrated Math 1 (IM1) and Integrated Math 2 (IM2) instructors from Dec. 2020 through June 2021 to revise pacing plans, introduce engagement strategies using new technology, and restructuring lessons to be student-centered and concept-driven. Teacher leaders met regularly as a professional learning community to share information with teacher teams. IM1 and IM2 teachers held weekly collaboration meetings to review lessons, skill checks, and assessments. Preliminary data showed that, overall, teachers who participated with the UCI group had more student's earning an A and fewer students earning an F in the fall, and more notably, more A's and fewer Fs than their colleagues who did not participate with the UCI group.
- Visual and Performing Arts: Consultant, Sharon Malley (Very Special Arts), supported teachers with engagement and participation strategies in alignment with Universal Design for Learning, modified for a distance learning environment.
- World Language: Spanish teachers used collaboration time to revise the placement criteria and process for incoming 9th grade students.

Ongoing feedback from stakeholders

- Three student roundtable sessions held in February 2021 through April 2021 allowed students to share feedback about how teachers helped them to be successful, concerns and questions they had about hybrid or in-person learning, and what aspects of distance learning they hoped to keep or change when in-person learning resumed. Their feedback was shared with stakeholders, including district and site administrators, instructional coaches, and board members. The Superintendent also hosted several Student Action Committee meetings (SAC) to get input and feedback from students at each school site. Student surveys were used to evaluate curriculum and technology resources.
- A series of weekly teacher roundtables conducted from February 2021 through June 2021 allowed teachers to share successes and dilemmas they encountered during distance learning; and what new instructional practices are worth keeping and what practices should be changed for in-person learning. Discussions centered on how to apply these findings across all content areas, and outcomes were shared regularly with stakeholders, including district and site administrators, instructional coaches, and board members, as well as with the Reopening of Schools Taskforce. Teachers were surveyed about challenges, concerns, and needs and the results informed professional learning and the review of systems, structures, and supports.
- From August 2020 through June 2021, the Superintendent hosted biweekly Reopening of Schools Taskforce meetings with teachers, parents, district and site administrators, students, classified staff, and union members. This group provided input and suggestions on the following categories: Family and Community Engagement, Instruction, Operations, Safety and Health, and Social Emotional Support. Their suggestions informed the creation and ongoing revision of the Reopening of Schools District Plan.
- The Superintendent held meetings with the Parent Advisory Committee (PAC) to get input and to share updates.
- Parent Forums were held to give updates on schedules, assessments, wellness, student and family supports, and college and career planning.
- Two meetings with CTE teachers and three meetings with the CTE advisory board were held to gather input and feedback about CTE programs, and how to adapt them to a distance learning environment.

There were also challenges in implementing some of the elements of the distance learning program, particularly in the continuity of instruction.

1. Science: Distance learning limited access to hands-on activities and labs, and Next Generation Science Standards (NGSS) implementation was interrupted.
    - Usage data revealed that Nearpod was a resource used widely by science teachers to address NGSS and to provide hands-on activities.

- Science course leads met twice to discuss the need for course outline revision to integrate Earth and Space Standards across the Biology, Chemistry, and Physics course sequence, in alignment with the three-course model from NGSS.
- There is a need for common resources, including supplemental and Open ED (OED), to further support NGSS instruction and implementation.

2. Career Technical Education (CTE), Visual And Performing Arts (VAPA), Physical Education (PE): Surveys showed it was a challenge to find alternative methods of instructional delivery for these performance-based courses. Teachers received professional development on Universal Design for Learning, and were provided with digital resources to support students learning from home.
    - To address this challenge CTE students participated in cross-curricular projects, and continued to participate in Career Technical Student Organizations (CTSOs) through virtual meetings and competitions. Virtual field trips and guest speakers provided opportunities for career exploration.
    - VAPA students submitted work through virtual venues, and participated in choir competitions, workshops, and live-stream theatre events.
    - PE students monitored their own personal fitness regimens with oversight from their teachers.

Access to Devices and Connectivity

The El Monte Union High School District provides an annual technology survey to our stakeholders from a company called BrightBytes. The survey is designed to provide insights as to what our technological needs are, both in and outside of the classroom, and how the district compares in these areas at the local, state and national educational levels. Based on the data, a decision was made in 2019 for EMUHSD to create a 1:1 laptop to student program, which we dubbed "Access for All". The primary goal of this learning initiative was to eliminate the digital divide within our district by providing our students with the necessary tools they needed to access their course content, conduct research, submit assignments, and collaborate with their peers, all within a digital environment. As a complementary piece to the Access for All program, the survey results indicated over 15% of our students did not have a stable internet connection at home or no connection at all. To alleviate this additional barrier, the district partnered with the Sprint 1 Million Project to provide Mifi internet hotspot devices to all students who requested one. By doing so, we had essentially eliminated the digital divide within our district, prior to the pandemic.

The pandemic that resulted in school closures in March 2020 accelerated the districts plans for the Access for All program as instruction transitioned to 100% distance learning. The district was successful in facilitating this transition by ensuring that students at all school sites had a dedicated 1:1 laptop. The district was also successful in making the shift from a support standpoint to ensure every school had both an on-site and virtual helpdesk resource, for both students and parents, to get questions answered and hardware issues resolved quickly. The district went on to procure many more Chromebook devices for a loaner pool so that students and staff could drop off their device for repair and immediately get a loaner device in order to minimize interruptions to their online distance learning.

A major challenge during the 20-21 school year was the significant strain on the internet bandwidth caused by the increased bandwidth demands per student and/or household because of the daily sessions within Google Meet. The strain resulted in poor connectivity for many students once again creating a digital divide. The number of students requesting MiFis over the year doubled to 30% of our district population and the bandwidth demands on a monthly basis increased by 10 times over the prior year. Additional federal funds will allow EMUHSD to overcome this challenge by expanding the number of MiFi devices available to support the increased demand. The district recently contracted with a new MiFi internet service platform which will allow for the bandwidth to scale to the needs of each individual student.

Pupil Participation and Progress

The 2020-2021 student participation rate at the comprehensive schools is 96.6% while the student participation rate at the alternative schools is 78.6%. Student participation rates were consistent throughout the school year due mainly to the increased commitment to home outreach. Our student information system was customized to provide real time participation data which in turn was used to target our outreach efforts. Increased home communication was possible with the support of district staff and the support of interns from community partners. The District’s priority during these communications was to identify obstacles our students faced during the pandemic and how to address them. While students remained connected to our schools, we did note a decrease over time in the acceptance and participation in lengthy virtual support services. We attributed this decrease to an inherent virtual fatigue resulting from a year long distance learning experience. In response, our district pivoted to support offerings through social media that also included the creation of a student-led podcast dedicated to wellness.

Distance Learning Professional Development

A major success in providing Distance Learning Professional Development was embedding the professional development in the Instructional Bell Schedule. The bell schedule was modified to allow teachers to collaborate and receive professional development, on a daily basis, from 8:00 am to 9:00 am. Instructional teams at each school arranged for weekly professional development sessions that supported the use of technology, and provided time for sharing best practices on the use of online instructional materials.

Another success was the ability to train all staff on the effective use of technology, which was no longer an option but a requirement. Technology was provided to all staff so that they could support instruction and ongoing support to staff was made available through Instructional Coaches, EL TOSAs and Techer Technology Leaders (TTLs) at each site.

Distance Learning allowed for ongoing communication and collaboration districtwide. Any staff member was able to request specific training and it was planned and made available to staff not only at the site, but also districtwide. Ongoing feedback from stakeholders informed the topics for professional development offerings, and provided input on what PD was helpful and what PD was still needed to support teachers through Distance Learning.

The greatest challenges with providing Distance Learning Professional Development was having to train staff that in the past were not in the practice of using technology. Training had to be conducted on campus, with safety measures in place, however, it took a lot of time and personnel to introduce staff to technology, but also train them on how to use it to provide instruction.

Another challenge was being able to provide access to technology to all staff in order for them to participate in professional development that was offered virtually. Additional Chromebooks had to be purchased, at the request of staff, and rooms were made available on the different campuses to allow staff to participate in virtual trainings and receive support from staff on campus, as needed.

Staff Roles and Responsibilities

Distance Learning promoted a collaborative environment among teachers that required they work together and collaborate to share best practices via virtual meetings. The use of technology was no longer an option for staff. The majority of teachers found themselves having to learn to use technology and different online applications to provide instruction in a virtual environment. Instructional Coaches, EL TOSAs and TTLs all worked together to ensure they were supporting all staff in a virtual environment. Teachers who were already effectively implementing technology in their classrooms were able to share their best practices with other teachers at their school, but also districtwide. New teacher leaders were highlighted.

The roles and responsibilities of support staff shifted during Distance Learning. Staff was receptive to supporting students via different roles and responsibilities. They even provided feedback on how they could better support students. They worked around the needs of the school. The challenge was having enough staff to provide the support when at times, many were required to self-quarantine, or were out ill themselves.

The role and duties of paraeducators and college tutors changed as a result of the pandemic. They were successfully able to call students who were not participating in an online session to inquire on the reason but also provide them with the resource to promote and support their daily engagement in class. They were also able to support instruction through breakout sessions in the classroom. The challenge with some is that they had to be trained on the use of technology to provide support to students through virtual platforms.

The role and responsibilities of the campus supervisor was successfully repurposed to support the new demands of the pandemic. Campus Supervisors were supporting the ongoing cleaning and sanitizing of areas on campus that were still being used continually, like cafeterias and front offices. They were also assisting with screening anyone before they walked onto campus. The challenge was finding a substitute when Campus Supervisors themselves were either quarantined or out ill. This forced other staff to be trained on the same roles and responsibilities.

Bus drivers were not transporting students, however, they supported the meal distribution by delivering meals to students who were not able to pick up meals. They also assisted with the distribution of instructional materials and technology. Their role successfully shifted from transporting of students to delivering of materials. They were also trained and effectively implemented safety procedures each day, including sanitizing the bus as required.

Support for Pupils with Unique Needs

Students with exceptional needs continued to have access to their assigned counselor, school-based psychologist, the child welfare and attendance coordinator, and other support staff. The EMUHSD comprehensive dashboard was used by staff to identify and contact students who were not participating in class, and were not being successful academically. Students were referred to either tutoring and/or counseling, as needed.

Students with IEPs continued to receive services listed in their IEPs. The challenge was assisting students who were not able to access or use technology. Materials had to be provided to some students in paper format to ensure they had access the content, and paraeducators communicated with students families and provided support through phone calls and emails.

Best Interest Determination meetings continued to take place for all newly entering foster youth and their educational rights holders. Staff at each site ensured students had the necessary technology and provided academic and/or social emotional resources to students, as needed. Home visits were made when a student did not participate in class.

The District Homeless Liaison communicated with students identified as experiencing homelessness and provided them with the necessary resources to participate during distance learning. A survey was sent out to all stakeholders that allowed families to identify specific needs, including academic support. The Homeless Liaison was able to follow-up with all families, including those that were already experiencing homelessness and those that stated they experienced it as a result of the pandemic, and either provided the resources that were being requested or referred them to where they can find the resources. A drive-thru event was held for families to pick up school supplies. Information on food banks and housing was provided to families who identified that need on the survey. The Homeless Liaison had ongoing communication with families throughout the year and followed-up with phone calls and emails to families to confirm if they felt their needs were addressed.

Professional development has been and continues to be provided to all teachers to support ELs in their classes through the implementation of integrated ELD. EL TOSAs and Instructional Coaches collaborate to support teachers as they try new strategies. The daily collaboration time embedded into the instructional schedule has allowed teachers to work together on an ongoing basis to ensure ELs are receiving integrated ELD on a daily basis. The ELA Pilot textbooks addressed ELD standards with targeted lessons and scaffolds. This allowed all teachers to support integrated ELD, however, the challenge has been providing designated ELD to Long-term English Learners. This continues to be an area of need and we are investigating and soliciting feedback on creative solutions, including restructuring bell schedules to provide a dedicated ELD opportunity, or adding designated ELD into daily instruction through ELA classes.

Learning Pods

Although in-person instruction did not take place during the 2020-2021 school year, Learning Pods were made available and provided to students throughout the year. The initial targeted audience were newcomer ELs and students with disabilities. Sites were successful in setting up classrooms with safety measures in place and recruiting staff to support the Learning Pods. Students who attended regularly were more engaged in class and had support from a certificated staff member and a paraeducator. The challenge was keeping students enrolled after some Pods had to stop when staff or students in the Pod either tested positive for COVID-19 or were in close contact with someone who did.

In the Spring of 2021, Senior Pods were created to allow 12th grade students the opportunity to engage in enrichment activities with other seniors. These Pods were more successful in maintaining consistent enrollment, due to the decline in COVID-19 cases, and because this was the only opportunity these students would have to be on campus. Students also provided input on the type of activities they wanted to see offered.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teachers	$38,381,900	$40,042,316	N
Online instructional resources like Rosetta Stone and ALEKS, that allow students to practice either listening, reading, writing and speaking skills, or foundational skills in mathematics.	$860,008	$98,724	Y
Academic Language Development classes and supplemental instructional materials that address specific needs of English Learners.	$1,602,695	$904,899	Y
Support Programs that address students with exceptional needs (Study Skills, Virtual Learning Centers)	$890,000	$1,185,316	N
Support Programs that target students meeting a-g requirements (AVID, AVID tutors, and READ180)	$1,310,000	$1,172,482	Y
Online and Personalized Learning courses that allow additional opportunities for credit recovery	$600,000	$929,436	Y
Expanded summer school opportunities that decrease potential learning loss, but also promote school connectedness	$1,242,722	$1,044,485	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were substantive differences between some of the planned actions and/or budgeted expenditures for addressing pupil learning loss and the implemented actions and actual expenditures, primarily due to the impact of the pandemic on in-person instruction. Online resources like Rosetta Stone were provided to students, however, the purchase was funded through other federal funds. The supplemental instructional materials specific to English Learners were also purchased with federal funds. They were purchased throughout the year, however, they were originally budgeted under in-person instruction.

The amount originally budgeted for teachers was less than the actual amount because a salary increase was negotiated at the conclusion of the 2019-2020 school year and revisions to projected salaries had not yet been made.

There was an increase in demand of Online and Personalized Learning courses, which required a revision to the Edgenuity contract to increase the number of courses and licenses, resulting in expending more than the budgeted amount.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Site staff worked together to support the efforts in addressing pupil learning loss. Teachers updated student grades on SchoolLoop on a weekly basis. This allowed counselors, support staff and administrators to review the information and contact low-income, foster youth, pupils with exceptional needs and pupils experiencing homelessness who were struggling. Students who were struggling were referred to tutoring and/or the learning center for support.

EL TOSAs reviewed weekly grades and curriculum assessment data for long-term English learners. The progress of newcomers was measured through achievement data from the ELD curriculum assessments and from student progress data on Rosetta Stone.

The success of tutoring was measured through student engagement in tutoring outside of the school day, but also through the completion of assignments of students attending tutoring. Changes to the tutoring schedule were made throughout the year as a result of the review of student engagement in tutoring. This included providing more tutors in specific content areas, like mathematics, but also providing more tutors after school, and less before school, as a result of the higher number of students engaged in tutoring after school.

Online and Personalized Learning (OPL) course offerings increased because of a higher demand for courses, but also because, close to 70% of students have been successful in completing the courses, and making up credits through this program.

Summer school in 2020 was moved back to begin in late June. This allowed for staff to attend and participate in professional development. The success of summer school was measured by the percent of students who successfully completed courses. Feedback from students indicated they wanted to Summer School to also provide enrichment opportunities for students. As a result, this summer, students will have access to credit recovery courses, but also elective courses and enrichment opportunities.

Much of the focus this school year was on providing staff with access to technology and training on the effective use of technology through distance learning, and on new resources and tools that were identified and purchased. Daily collaboration time allowed for this to take place. Learning loss was consistent for students in the area of math. After first quarter scores revealed significant numbers of students receiving Ds or Fs, the district contracted with the University of California, Irvine (UCI) and elected teacher leaders as facilitators to address the pacing plan and to design an instructional plan that was student centered and focused on foundational standards for both IM1 and IM2. In Fall Quarter 2, facilitators created the draft plan; in Spring Quarter 1, the pacing plan was rolled out, with ongoing input and feedback from Integrated Math 1 and Integrated Math 2 teachers through weekly collaboration meetings. Facilitation and collaboration continued through Spring Quarter 2, with modifications to the pacing plan and activities as needed.

- Grades for students from teachers who participated in the program ranged from moderately to significantly better – more A grades, and fewer Fs. Teachers reported through surveys that their students had more in-depth understanding, and they liked how the activities gave them better insight into student thinking.
- Administrators were able to join Google Classrooms and observe a virtual lesson. These observations revealed that there was a higher level of engagement from students, with more conversation between students and teacher than had occurred during in-person learning before the pandemic.
- Feedback surveys revealed that teachers want to continue this kind of collaboration and unit planning next year.

One of the challenges in addressing learning loss was the lack of consistent districtwide assessment data. Since teachers were at varying levels when it came to technology, professional development and trainings had to vary to address the specific needs of teachers so that students could access instruction. This disparity in the teacher's varying levels of technology skills did not allow for assessments to be embedded into other content areas, however, student academic progress continued to be monitored through the completion of assignments and grades, and only results in math displayed a clear learning loss throughout the district. Paraeducators and tutors were also strategically placed in classrooms to support students with unique needs including English learners, student with disabilities, foster youth and students identified as homeless.

The other challenge was ensuring that the District was supporting students' social, emotional and mental well-being. Results from the parent survey indicated that families were affected in many ways by the pandemic. Staff was aware of the adverse effect the pandemic had on our students and families, and also within our own staff, so the focus was on supporting students' and staff social emotional needs throughout the pandemic.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

In order to proactively identify, support and monitor mental health and social and emotional well-being, the district implemented the Panorama Student Wellness Survey. A districtwide survey was created and used at the beginning and end of the school year. School sites are able to customize their own surveys and implement them to suit their local needs. Once survey data is available, site-based teams, with the support of Panorama's specialist, are tasked with data disaggregation to identify needs and develop action plans to address them. Action plans are developed to address needs at multiple levels; school wide, classroom, small group and individual.

The district provided professional development for the WHY TRY resilience curriculum. Software licenses were purchased and are used to address both small group and individual needs.

The district implemented a Wellness Center Program at each school site. A Licensed Marriage and Family Therapist and two Licensed Social Workers have been hired to help address student needs districtwide. An intern program for Licensed Professional Clinical Counselors will help provide preventative and educational services. Our district has partnered with Teen Line in order to provide students with an evidence based training that will allow them to participate in the new peer support program. Wellness Campaigns and Resolutions have been calendared for each year and awareness and education campaigns are also planned. Our district continues to partner with local community mental health agencies to be able to provide on campus services for students. Services include, but are not limited to individual and small group therapy, student and parent workshops, meditation and de-stressing activities.

This year, the District hosted a first ever Renewal Week. At the request of students, an entire week was devoted to providing students and staff with opportunities to attend sessions that focused on supporting the mental and social-emotional well-being of students. Sessions ranged from Yoga classes to a "Self-Love" Club. Students and staff had the opportunity to create their own schedule by selecting which classes to attend. By the end of the week, the responses received from participants were overwhelmingly positive. Participants stated they really appreciated and needed this support and requested it be continued throughout the year. As a result, Mindful May was created providing students and staff with the opportunity to attend sessions that support their social and emotional well-being on a daily basis. The plan is to continue to provide these types of opportunities for stakeholders through the remainder of the year, including the summer session.

Monitoring daily student mental health and social emotional needs has been one of our greater challenges during 2020-2021. The use of video conferencing instruction to replace in-person services has resulted in a decrease in referrals to support services as the opportunities to observe a student's general wellness level is significantly restricted. In response, the district has sought to identify new forms of outreach, including an increased use of social media messaging and creating a podcast to raise awareness and inform students of the many ways available to obtain help.

On a weekly basis, site administration reached out to staff to provide resources and information that support their mental health and social emotional well-being. Staff did reach out to request support. Therapists and mental health agencies were used to provide workshops and professional development that addressed trauma and the effects of COVID-19. VEBA also provided counseling services and classes that focused on meditation and destressing strategies. The District also made arrangements with the Employee Assistance Program (EAP) to provide virtual grief group counseling sessions for employees. Information was provided to employees on how they can access additional support, 24 hours a day, seven days a week, through the EAP.

Since staff was not on campus throughout the school year, it was difficult to observe or identify any mental health or social emotional needs of staff members. The greatest challenge remains on having to rely on staff themselves to self-report their needs.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The District was able to effectively implement tiered re-engagement strategies for students who did not participate in distance learning. The tiered strategies are as follows:

Tier 1 - for All Students

- Establish and teach students about participation expectations
- Wellness resources and services
- Promote positive family engagement
- Provide student incentive program which rewards student participation, participation celebrations and recognitions
- Provide parents with student participation data, automated calls home, live person calls to the home to provide support in addressing obstacles to access and participation

Tier 2 - (5 Absences)

- Re-establish attendance expectations
- Increase outreach and resource supports
- Consider family engagement and referral options, re-engagement letter sent home

Tier 3 (7 Absences)

- Individualized and more intensive intervention support
- Link the student/family to school district or community related supports
- Re-engagement letter sent home

Students who were not participating were referred to their counselor and or Child, Welfare, and Attendance (CWA) Coordinator. The counselor contacted the student, inquired on the students' well-being, and referred the student to partner agencies if they were in need of social emotional support. This process proved to be effective as local data indicated, on average, 96.1% of our students participated in class daily.

Students participation in online instruction was not as big of a challenge as engagement in the classroom. Many students chose to turn off their camera because it took up too much bandwidth and caused connectivity issues. Additional MiFi devices had to be purchased that provided more bandwidth, but there were not enough devices to provide to each student through the better part of the school year. The greatest challenge was communicating with parents/guardians whose child was not participating. Staff worked together to make phone calls to these families, send emails and text messages, and post messages on social media before eventually being able to reach the students and/or parents.

The 2020-2021 school year allowed site and district staff to continue to collaborate to support the needs of our parents. A survey was created to gather input from parents on the type of workshops they were interested in attending. Site personnel followed up with phone calls in the parent/guardian's primary language, when feasible. Workshops could not be offered in person, allowing the district to offer districtwide virtual workshops. Parents had the opportunity to attend any workshop offered throughout the district. The Community Liaisons and Categorical Programs Assistants worked together to ensure parents were personally invited to the different events. Parents and families were very engaged in the many virtual training opportunities that were offered, and the various drive-thru events that were hosted by the district and schools. A record number of participants attended the Annual Posada and Lunar New Year Celebration drive-thru events.

Communication to parents was provided by personal phone calls from Community Liaisons and CPAs, in the families primary language, when possible. Staff requested input from parents on what types of workshops and services they would like to see provided when they made these phone calls. This guided staff on what workshops to offer and when workshops should be offered. Communication was also sent via SchoolLoop and Blackboard, and parents replied to emails with input. When parents did not have a car, information and materials were delivered to the home. When parents did not have a computer to access the virtual trainings, a Chromebook was checked out to them. Trainings were offered during the day, in the evenings, and on Saturdays to allow parents flexibility in attending the events. With the support of site and district staff, participation data in family events increased, supporting the continued success of parent and family engagement. Parent participation and feedback at the Parent Academy drive-thru celebration informed the success of the Parent Academy trainings that were offered to parents.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The District met with staff from surrounding Districts to identify which schools would be used to provide meals for community members. The group also identified the date and time of distribution of meals to ensure any and all community members had access to nutritional meals as close to their home school as possible.

Changes to the meal distribution schedule were made as a result of the review of meal distribution numbers. When numbers were low, staff reached out to parents and inquired on the reason. For some parents, they just did not have a way to get their children to school, so meals were transported to students at home. For other parents, they requested meals be provided in the morning, before they left to work, so the schedule was revised to provide an earlier pick up schedule for meals.

The following is a list of success and challenges in providing school nutrition in the 2020-2021 school year:

Successes

- Partnership with the LA County Regional Food Bank to offer shelf stable food boxes to families.
- Partnerships to provide Farmers to Families food boxes and Worldwide Produce to supply much needed produce and milk to our community
- Working with the district bus drivers to deliver meals to our families who could not pick up their meals
- Grants to fund equipment needed to provide packaged meals
- Grants to provide additional food to our families (weekend meals)
- Our staff who followed COVID-19 protocol and training. There were only a few cases of staff who were affected by COVID-19 in the Nutrition department

Challenges

- Cold storage space for food served for multiple day meal distribution
- Supply chain shortages and substitutions of food and paper supplies
- Less meal participation and loss of revenue (reimbursement)
- No feedback on menu items offered to give a variety to students due to curbside delivery
- Clarification of regulations to address the federal meal program under COVID-19
- Shut down of kitchens as a result of the pandemic

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Emotional Well-Being	Comprehensive Student Support Coordinators and psychologists that support the mental health and social emotional well-being of students	$1,480,000	$1,496,423	Y
Mental Health and Social and Emotional Well-Being	Hygiene products and basic health supplies that support the health and well-being of low-income students	$230,000	$172,550	Y
Mental Health and Social and Emotional Well-Being	Facilities, including Wellness Centers, where students can access services	$1,350,000	$266,500	Y
Mental Health and Social and Emotional Well-Being	Professional Development to address trauma and other impacts of COVID-19	$250,000	$269,205	N
Pupil and Family Engagement and Outreach	Afterschool enrichment and co-curricular activities, including clubs, that promote student engagement	$577,500	$316,541	Y
Pupil and Family Engagement and Outreach	College and Career Coordinators that support and promote post-secondary education	$535,000	$574,965	Y
Pupil and Family Engagement and Outreach	Resources and motivational incentives that promote and support student engagement and success	$990,613	$383,499	Y
Pupil and Family Engagement and Outreach	Community Liaisons that promote and support Parent and Family Engagement	$561,000	$562,576	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement and Outreach	Workshops, materials and resources that promote Parent and Family Engagement	$250,000	$160,146	Y
School Nutrition	Free meals to students on the “reduced lunch” program	$85,000	$0	Y
School Nutrition	Additional cost to provide meals during the pandemic.	$3,500,000	$1,720,346	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

A few substantive differences can be observed between planned actions and budgeted expenditures. The reality is all actions were implemented, with the exception of facility enhancements. Health supplies were provided to students but were purchased with federal funds. Free meals were provided to all students throughout the year, but were also paid out of federal funds. The cost to provide the additional meals during the pandemic was also offset by a federal grant.

Because students did not receive in-person instruction throughout the year as a result of the pandemic, other actions were partially implemented. The expenditures for afterschool activities was less than the budgeted amount because students were not allowed to gather on campus for the better part of the school year. The expenditures for motivational incentives was also less than the amount budgeted because we were limited in what we could offer students, how we could get it to them, and the number of students we could gather as a result of health regulation guidelines and the required safety procedures. Parent workshops had to take place virtually, thus reducing the cost of the workshops. Workshop materials were emailed to parents and the majority of information was shared electronically, however printed copies were provided upon request.

The planned projects for enhancement of facilities were not completed as the goal was to ensure our staff was trained and up-to-date on safety protocols and procedures as a result of the pandemic.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The implementation of distance learning has really shaped and defined how we move forward as a District in addressing the eight State priorities through our identified goals. The goals will continue to be aligned to the State priorities, however, the actions will reflect students' needs as a result of the pandemic and lessons learned from it.

Expanded learning opportunities will be provided to students with support in the classroom and outside of the classroom. Resources and supplemental instructional materials will continue to be available, in both paper copy and online formats. Ongoing professional development that effectively integrates technology and allows staff to identify and support students in need of social and emotional support will continue to take place. Students will be provided with access to more services on campus that support their social and emotional well-being. Technology devices will continue to be provided to students, staff and parents to allow for extended learning opportunities outside of the regular school day. Online programs will be accessible to all students, but specific programs like Rosetta Stone and Lindamood Bell will be made available to English Learners and students with disabilities, respectively.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The instructional focus of the 2021-2022 school year will be the implementation of a multi-tiered system of supports that clearly identifies which students are experiencing learning loss and how they will be supported. Content specialists (or lead teachers) in the four core content areas will work with Instructional Coaches and EL TOSAs to implement a progress monitoring cycle that will begin with a preassessment on targeted skills and create lessons that identify strategies to support the diverse needs of students, including English language development for English Learners. Part of the cycle will also include a post-assessment and data analysis on the results, reflection on and refinement of lessons so students who did not master the skills are given another opportunity to master the skills. This process will support all students, including low income students, English Learners, students with disabilities, foster youth and students experiencing homelessness.

In the area of math, students who are not successful after the first grading period will be enrolled in an online curriculum to provide them with another opportunity, through this different venue, to practice and master the foundational skills that were presented during the first grading period. The online teacher will be collaborating with the math teacher to ensure students are successfully moving forward and mastering the standards.

In English Language Arts, 9th grade students will take the Reading Inventory and based on the results, teacher recommendation from the prior year, and other qualitative data, students identified as needing intensive support will be placed in an English I Intensive Lab class where READ180 Universal will be used to support the development of their reading and writing skills.

English learners identified as newcomers will continue to be assessed and supported through the Edge curriculum language and reading gains assessments. ELPAC results will also be reviewed to monitor EL progress towards English proficiency and reclassification.

In addition, for students receiving special education services, progress on Individual Educational Plan (IEP) goals and present levels will be determined and addressed through expanded learning opportunities.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement and the actions and/or services that the LEA implemented to meet the increased or improved services requirement were already included within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of the 2021-2024 LCAP was a result of the analysis and reflection on student outcomes in the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan. The results from the student and parent surveys and the analysis of student achievement data (local assessments, D and F rates, student participation) all indicated that the pandemic has had a negative impact on the students' learning and mental health. This analysis and reflection highlighted the need to increase supports and services to mitigate the learning loss experienced by our students and address their social-emotional well-being. As a result, the 2021-2024 LCAP will focus on providing academic support during the day, with additional opportunities before and after school. Extended learning opportunities and supplemental support will be provided by teachers, paraeducators and/or college tutors. Students will continue to have access to technology during the day and outside of the school day to allow them to access content and practice skills through supplemental online programs. MiFi devices will be provided with enough data and bandwidth that will limit the amount of connectivity issues that occur.

Additional services will be provided to support the mental health of students. The District has contracted a Family Therapist and two Social Workers, to assist with providing staff, including teachers, support staff, and counselors, with professional learning that will assist them in identifying and responding to student social-emotional needs. At least six Licensed Professional Clinical Counselor (LPCC) Interns will be available to support and provide the professional learning, but also address the needs of students. Counseling and student wellness sessions will be available to all students who display interest, and group sessions will be made available to targeted students who have been identified for added support. Individual counseling and therapy will be available to students who have been identified in need of intensive support.

An increased amount of activities will be provided for students to promote their engagement in school when they return to in-person instruction. Motivational incentives will be provided to promote the success of students. Safety measures will be implemented including adding services from an athletic trainer to support the safety and well-being of students during games and competitions.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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 lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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 Union High	Edith Echeverria Director, Assessment and Accountability	edith.echeverria@emuhsd.org 626-444-9005 ext 9915

Plan Summary 2021-2022

General Information

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

The El Monte Union High School District (EMUHSD) was established in 1901 and is located in the heart of the San Gabriel Valley. The EMUHSD is committed to the success of all students through a collaborative effort among the district and school staff, parents and families, and community members and organizations that focus on promoting college and career readiness. The District serves about 8,400 students at five comprehensive high schools, a continuation high school, a Community Day School, and an Adult Transition Center.

The unique academic, behavioral and social-emotional needs of each student in our district are supported through programs and services provided by the collaborative work of our staff. The District employs about 528 certificated and 587 Classified staff.

The District's student enrollment includes students in each of the unduplicated student groups: 19.8% are English learners, 90.7% are low-income and qualify for Free and Reduced Meals, and less than one percent are Foster Youth.

The District's student population is made up of 78.0% Hispanic, 19.6% Asian, 1.1% White, and 1.4% Other ethnicities. The student population is also represented by over 25 different home languages that includes Spanish (57.7%), English (23.9%), Vietnamese (8.0%), Cantonese (6.8%), Mandarin (1.5%), and other languages (2.1%).

The District philosophy of education calls for the school, home, and community to work cooperatively toward the achievement of the educational goals of our students. With this level of commitment underlying these goals, the Board of Trustees constantly strives to provide outstanding educational programs to the youth and adults of the communities served by the district.

Reflections: Successes

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

The district is proud of the progress that has been shown in the following areas: A-G Completion rates, Advanced Placement Passing rates, Career Technical Education (CTE) Pathways Completion rates, and Parent and Family Engagement.

The District continues to support the success of all students during their high school experience. Students are provided with many opportunities and support to meet A-G requirements. Tutoring during the day and after school is available for students who are struggling in specific classes or in need of reinforcement. Support classes are also available to allow students more time to access content material, but also to practice academic language. Counselors meet with students and monitor their progress towards completing A-G Completion on an ongoing basis. The AVID program provides students, who are traditionally underrepresented in higher education, with the instructional support they'll need, including the help of AVID tutors, to improve their academic achievement and prepare for college. All of these actions, collaboratively, have resulted in an increase in A-G completion rates. The District plans to continue to maintain the success by continuing to support and implement these actions and expand the AVID program..

The District continues to promote Open Access for all students, allowing them to enroll in any AP class offered. Support in the class and in preparation for the AP exam is provided throughout the year either through tutoring or AP Boot Camps offered at each school. The percent of students who passed AP exams increased from 50.6% in 2019 to 58% in 2020. The District plans to maintain this success by continuing to provide an extra teacher at each site to increase the number of AP classes, supporting the implementation of the AP Boot Camp test prep sessions with instructional materials, and paying the AP exam fee to allow low-income students to take the AP exam.

The district developed and coordinated additional CTE Pathways to provide our students with a greater variety of options for participation in engaging CTE programs that prepare students to be college and career-ready. The additional CTE pathways include Design, Visual and Media Arts/Graphic Design; Performing Arts: Professional Theatre; and Systems, Diagnostics, Service and Repair. The development of additional pathways and the coordination of courses within all CTE pathways resulted in an increase in the CTE Pathway completion rate from 16.4% in 2019 to 25.5% in 2020. The District will continue to survey stakeholders in an effort to continue expanding CTE Pathways that support student interest.

In spite of the pandemic and distance learning, the district was able to continue its efforts in promoting parent and family engagement via online workshops and drive-thru events. In December, over 1,400 parents and families attended the annual Posada, which was a record high considering it was a drive-thru event, and another 600 parents and families attend the annual Lunar New Year celebration, another record high. Over 300 families attended the UC Night that was hosted virtually in September. During the Fall and Spring semesters, over one hundred parents participated in and completed the Parent Academy sessions, and approximately 160 parents attended the virtual Annual Parent Involvement Academy held on March 6, 2021. The District will continue to work on increasing parent engagement by surveying parents and families to identify what trainings/workshops should be offered and the schedule of times. Staff will continue to work together to contact families, welcome them to our schools, and invite them to the events. This will allow the District to continue to increase Parent and Family Engagement.

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.

A review of the Dashboard data indicates there is a need for improvement in the graduation rate, but also a need to close the performance gap among different students group within this area. The District graduation rate, as defined by the 5-year Cohort Graduation Rate on Dataquest, shows a decrease from the 2018-2019 rate of 87.4% to 2019-2020 rate of 85.6%. The 2019-2020 graduation rate for the Asian subgroup is 94.6%; the rate for the Hispanic subgroup is 83.4% and the rate for the White subgroup is 77.4%. Counselors closely monitor the progress of students towards meeting graduation requirements on an ongoing basis. Parent conferences are held when students are not on target of meeting the requirements and students are immediately referred to the Online and Personalized Learning (OPL) program for credit recovery. OPL teachers monitor the progress of students as they work towards making up credits and provide learning accommodations, as necessary. An increased number of students continue to need these courses, resulting in an increasing number of staff and courses offered.

Local data indicated there was a significant need to support all students in the area of math. Analysis of the Fall 2020 first-quarter grades revealed a significant number of students receiving Ds and Fs. The district reached out and contracted with the University of California, Irvine (UCI) to lead and guide the design of an instructional plan that was student-centered and focused on foundational standards for both Integrated Math 1 (IM1) and Integrated Math 2 (IM2). Each school elected teacher leaders as facilitators to support the process at the sites and also revise the pacing plan for both courses. The instructional plan was completed in Fall Quarter 2 and rolled out during Spring Quarter 1. Ongoing input and feedback from IM1 and IM2 teachers through weekly collaboration meetings continued through Spring Quarter 2, resulting in revisions to the pacing plan and activities as needed. This process will continue to be implemented in Fall 2021 as a support for all students in providing effective first-time instruction. Students who are not successful after the first grading period in math will be referred to "grade support" where they will be enrolled in an online program that will allow them to revisit the foundational skills they were not able to master during the first grading period and receive individual support from online teachers.

The 2019 CA School Dashboard showed the only area where the overall performance of the district was in "orange" was in the College and Career Indicator. It also showed the percent of students identified as prepared for college declined by 3% to 42.5. The updated 2020 data shows the percent of students identified as prepared for college was 45.9%. The District has increased and will continue to increase the number of CTE courses offered to allow students to complete CTE Pathways. The District will also continue to provide the AVID program to support students in completing A-G requirements. College and Career Coordinators will continue to work with students to monitor their progress towards completing A-G requirements but also guide them in the process.

In 2019, the Suspension Rate for All Students was "green", however, there was a performance gap with three of our subgroups. The Suspension Rate for Foster Youth, African Americans, and White student subgroups was "orange". Since then, we have been training staff on Positive Behavioral Intervention and Supports (PBIS) and Restorative Practices. Additional mentoring has also been made available for these students.

In 2019, the Academic Performance in ELA for All Students was "green", however, there was a performance gap with three of our subgroups. The Academic Performance in ELA for students identified as English Learners, Homeless, and Students with Disabilities was "orange". The District will provide training to all staff on Integrated ELD to promote and support language acquisition in all content areas. Identified staff will also be provided with professional development on Designated ELD. Additional Read180 licenses will be purchased to support these student subroups in building and mastering their reading skills.

The 2019 Dashboard also showed there was a performance gap in mathematics. All students were "green", however, English Learners and Students with Disabilities were "orange". The District has recently partnered with the University of California, Irvine (UCI), to design an instructional plan that is student-centered and focused on foundational standards for both Integrated Math 1 and 2. The implementation of the plan has already proven to be effective in the first semester of implementation (Spring 2021), hence the District will continue to implement the plan to continue supporting students but also address the performance gaps in mathematics.

The 2019 Dashboard showed the Graduation Rate for All Students was "yellow", however, it was "red" for the Foster Youth subgroup. The District will continue to offer credit recovery courses for students to access at any time. The Foster Youth liaison will work closely with the counselors to review the progress towards graduation of these students at the end of each semester and will collaborate to contact students and refer them to the credit recovery courses as soon as they show a deficiency in credits.

LCAP Highlights

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

The EMUHSD continues to support the success of all students and provides targeted services to low-income students, English learners, and Foster Youth. Data was reviewed throughout the year and it was determined that the District needs to focus on providing increased and improved services to promote the academic success of students in the unduplicated student groups, particularly in math. Results from the student survey also indicated that the District needs to continue to promote and support student engagement outside of the regular school day.

The EMUHSD reviewed the results from the student and parent surveys and the analysis of student achievement data (local assessments, D and F rates, student participation) all indicated that the pandemic has had a negative impact on the students' learning and mental health. This analysis and reflection highlighted the need to increase supports and services to mitigate the learning loss experienced by our students and address their social-emotional well-being. As a result, the 2021-2024 LCAP will focus on providing academic support during the day, with additional opportunities before and after school. Extended learning opportunities and supplemental support will be provided by teachers, para-educators, and/or college tutors. Students will continue to have access to technology during the day and outside of the school day to allow them to access content and practice skills through supplemental online programs. MiFi devices will be provided with enough data and bandwidth that will limit the number of connectivity issues that occur.

Additional services will be provided to support the mental health of students. The District has contracted a Family Therapist and two Social Workers, to assist with providing staff, including teachers, support staff, and counselors, with professional learning that will assist them in identifying and responding to student social-emotional needs. At least six Licensed Professional Clinical Counselor (LPCC) Interns will be available to support and provide the professional learning, but also address the needs of students. Counseling and student wellness sessions will be available to all students who display interest, and group sessions will be made available to targeted students who have been identified for added support. Individual counseling and therapy will be available to students who have been identified in need of intensive support.

An increased amount of activities will be provided for students to promote their engagement in school when they return to in-person instruction. Motivational incentives will be provided to promote the success of students. Safety measures will be implemented including adding services from an athletic trainer to support the safety and well-being of students during games and competitions.

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.

Fernando R. Ledesma High School, an alternative high school in the EMUHSD, has been identified as a CSI school.

Support for Identified Schools

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

Meetings with Principals are scheduled twice a month. One meeting each month, Instructional Leadership, is scheduled along with Assistant Principals to review site and district achievement data. The timeline for developing and monitoring the implementation of the school plans is shared at the first meeting. The first action on the timeline is training on the development of the plan. District staff goes out to each site to provide training and guidance to the Principal, staff, students, and parents, on the development of their school plans, including comprehensive support and improvement plans. Principals of identified schools are asked to stay after Instructional Leadership meetings to review their school-specific student achievement data and collaborate to analyze and interpret findings. Any resource inequities are identified at this time and collaboration takes place to identify how to address the inequities. Administrators from the different schools share evidence-based interventions that have proven to be successful at their schools and others are given the opportunity to identify if they would like to implement the same interventions at their school, or if they would like to try a different one. Sites are given the option to visit other campuses with similar demographics in an effort to observe and gather ideas for the implementation of other evidence-based interventions. Support is also provided to them on the development and implementation of student, parent, and staff surveys. Once surveys are released, and that additional data is collected, District Staff meets with the Principal and school staff to review all data and identify the evidence-based interventions that will be included in the comprehensive support and improvement plan for implementation.
In the past, the District has supported school staff by providing time for staff to collaborate and review various intervention materials. The LEA has also supported staff in identifying and purchasing programs that address the identified needs from the analysis of achievement data. The District will continue to provide these options, along with the opportunity for staff to visit other schools and observe their intervention programs.

The district will also continue to support the school through the allocation of resources that will support ongoing professional development and collaboration time that will allow the Principal and staff to collaboratively review data and identify suitable evidenced-based interventions for the school based on the findings.

Through the revision process of the LCAP and the School Plan, district staff met, and will continue to meet with the Principal, staff, and parents to get input and identify resource inequities. Each school has the necessary resources to support the needs of all students at these schools, which include teaching staff, support staff, instructional and supplemental materials, and funding to support after-school programs.

Monitoring and Evaluating Effectiveness

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

The LEA will meet with the Principal from these schools at monthly meetings to review the progress on meeting the goals identified in each school's plan. Quarterly meetings will be held with the Principal and teaching staff to review the level of implementation of each action identified in their school plans. Data, which includes annual state assessment results, reading performance growth reports for online literacy program, and D&F reports will also be reviewed. Walkthroughs will be conducted in an effort to observe actions in place. The data review and walkthrough observations will provide information on the effectiveness of the action steps in the plan and assist in the identification of any new areas of need.

Stakeholder Engagement

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

The District sought input from the community and all stakeholders on the LCAP's actions and expenditures through various committees, including the Reopening of Schools Task Force, the Local Control and Accountability Plan (LCAP) committee, the Parent Advisory Committee (PAC), and the District English Learner Advisory Committee (DELAC). These committees included teachers, district and site administrators, other school personnel, parents, students, and local bargaining unit representatives who were able to provide input directly, at the virtual meetings, or by email. Translation was provided, as needed and to the extent possible, to the parent members of the PAC and the DELAC to enable them to actively participate in discussions, make comments, give input, and ask questions for the Superintendent to address.

A timeline identifying all LCAP meetings and the tentative agenda items for each meeting were provided to all stakeholders and made available on the district website. The LCAP committee meetings that were held during the 2020-2021 school year, with the agenda items reviewed, are attached.

The presentation on the LCAP was made to the PAC on April 20, 2021 and to the DELAC on April 22, 2021. Neither committee had questions or comments for the Superintendent to address.

Consultation meetings were held with the President of the El Monte Union Educator's Association (EMUEA), the President of the Classified School Employee's Association (CSEA), and the Assistant Superintendent and the Fiscal Director of our SELPA.

The community was notified of the opportunity to submit written comments regarding specific actions and expenditures in the LCAP on Friday, June 11, 2021. This communication was provided through various venues which included the district website and social media. For those without internet access, the information was also posted on school marquees and on the school and District bulletin boards, and included a phone number to submit their input.

The LCAP was presented for Public Hearing on Wednesday, June 16, 2021 and for adoption on Wednesday, June 23, 2021.

The results from the surveys that were sent out to solicit input from students, parents, and staff on the Learning Continuity Plan (LCP) were also considered to inform the development of the LCAP. Approximately 1,800 students, 2,150 parents, and 568 staff members completed the LCP surveys. The parent survey was provided in four different languages: English, Spanish, Chinese, and Vietnamese. The school Community Liaisons supported the collection of parent input by following up with parents who did not have access to the online survey or were not comfortable enough with technology to be able to complete the survey on their own.

The District also received direct input on the development of the LCAP from 1,097 parents, teachers, and school staff through an LCAP survey. Students' input was gathered through the annual YouthTruth survey. About 6,400 students complete the YouthTruth survey. Just over 1,000 parents provided additional input through a Parent COVID-19 survey.

Stakeholder input/recommendations from the committee presentations and the responses from the surveys were reviewed, categorized, and prioritized. The list of prioritized input/recommendations was used to guide the development and revision of the LCAP.

LCAP Committee Meetings	Agenda Items
Thursday, October 8, 2020	Final EMUHSD 2020-2021 Learning Continuity and Attendance Plan (LCP) Review Timeline Review Student Participation Data Accountability Update
Thursday, November 12, 2020	Data Review - Student Participation - Advanced Placement (AP) Results - A-G Completion Rates - Parent and Family Engagement Update on Upcoming Events
Thursday, January 28, 2021	Accountability Update Data Review - Participation Rates - Grades Update on 2021-2020 LCAP Review of LCAP Progress Update #1 - Recommended Revisions Stakeholder Input - Surveys - Parent Forums
Thursday, April 22, 2021	Update on Process Data Review Review of Additional COVID-19 Funding Recommendations for Addressing Student Needs
Thursday, May 20, 2021	Review Process Data Review Survey Results Stakeholder Input Expanded Learning Opportunities Grant Plan Revisions/LCAP 2021-2024

A summary of the feedback provided by specific stakeholder groups.

Stakeholders provided feedback through various means. Survey results from parents highlighted the following needs:
• school supplies/materials
• mentoring/academic support
• support/assistance with college information
• support with making up classes

Survey results from students identified the following needs:
• counseling/therapy/stress coping strategies
• motivation

• academic support

Survey results from staff and parents identified the following needs:
• academic support before and after school
• additional opportunities to make-up classes
• technology
• additional learning opportunities in the summer
• support and strategies on how to deal with stress and anxiety

Input from DELAC and PAC highlighted the following needs:
•support for mental health and well-being of students in the summer and during the year
• continued training for parents on how to support students from home
• motivational incentives
• academic support outside of the regular school day
• provide access to online resources for ELs
• safety of students

The following is a summary of the trends that emerged from an analysis of the feedback:
• provide intensive support for mental health and social-emotional well-being for students and staff and for creating safe school environments
• expand academic support for students to mitigate learning loss via in-class para-educator and tutor support, after-school tutoring program, and online learning
• expand online resources and applications to serve additional students (for example: increase the number of Rosetta Stone licenses, currently provided only to newcomer ELs to also provide access to all ELs to support English language development)
• provide additional online resources and applications, and professional development on the effective use of the technology, online resources, and applications
• increase and improve access to technology and internet service for students and parents to allow them to use technology while they participate in instruction, workshops, and trainings either via online or in-person
• provide motivational incentives for students that promote and support student engagement
• continue to support the safety of staff and students

This feedback was used to guide the revision of actions included in the LCAP to address the needs that emerged from stakeholder input.

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

The aspects of the plan that were influenced by stakeholder input were the actions related to
physical, mental, and social-emotional health; academic support to mitigate learning loss, and motivational incentives to re-engage students in their learning.

The stakeholder input highlighted the need to increase the following resources, supports, and services:
• structured support for mental and social-emotional health, including multiple venues for support services (Goal 5, Action 2)
• academic support provided to students (Goal 2, Action 11 and Goal 3, Action 8)
• student engagement outside of the regular school day through extra-curricular activities (Goal 5, Action 4)
• motivational incentives for students (Goal 5, Action 4)

Goals and Actions

Goal

Goal #	Description
1	The EMUHSD will offer instruction to students by appropriately assigned, fully credentialed teachers in clean and well-maintained schools.

An explanation of why the LEA has developed this goal.

The district developed this goal to ensure that all students are receiving instruction from appropriately assigned and fully credentialed teachers who implement the standards-based curriculum using effective teaching pedagogy, are supported by ongoing professional development and follow-up training, and evaluated by walk-through observations.
This goal was also developed to ensure students receive instruction in schools that are in good repair, are safe and clean, and conducive to an effective learning environment.
The actions along with the supporting documentation from the annual Williams review, sign-in sheets for professional development activities, and data from classroom walkthroughs, will assist the district in achieving the expected annual outcome for this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Williams Review: Teachers Mis-assigned	0 Teachers are mis-assigned (2019-2020)				0 teachers are mis-assigned.
Williams Review: Teachers Fully Credentialed	100% of teachers are fully credentialed. (2019-2020)				100% of teachers are fully credentialed
Williams: Facilities in Good Repair	Six (6) of the seven (7) schools had facilities reported as being in "good repair" (defined as clean, safe, and functional) and one (1) school was reported as "exemplary". (2019-2020)				All schools have facilities being reports in "good repair"
Participation in Professional Development, as documented by sign-in sheets.	100% of teachers participated in the structured Professional Development (PD) as determined by the sign in sheets. (2019-2020)				100% of teachers participated in the structured Professional Development (PD) as determined by the sign in sheets
Implementation of	Completion of the 2020-				All content areas will be in full

State Standards	2021 CDE Reflection Tool indicated the following level of implementation of State Standards in each content area: ELA: Initial Implementation ELD: Initial Implementation Math: Full Implementation and Sustainability NGSS: Beginning Implementation Social Science: Full Implementation and Sustainability				implementation.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Instructional Coaches and TOSAs will provide and implement structured district-wide professional development (PD) for teachers, designed to develop pedagogical knowledge of effective instructional strategies and augment the use of these strategies in instructional planning and delivery. The PD activities will focus specifically on addressing the unique needs of our unduplicated population, including the integration of English language development activities for English learners, building foundational skills for Foster Youth who have interrupted schooling, and providing educationally rich experiences for underprivileged students (low-income) in order to provide these students with the support they need to access and successfully complete a rigorous course of study. Professional development activities will be available to all staff, in all content areas, will provide ongoing support for the effective implementation of instructional strategies and for the development of leadership skills. and will include varied opportunities for learning. Professional development will be provided through: 1) Teacher Induction and Administrative Tier 2 Program 2) Instructional Coaches 3) TOSAs 4) Conferences, including travel & meal expenses	$1,285,262.00	Yes
2	Professional Development	Provide substitute coverage in order to allow teachers with the opportunity to participate in	$100,000.00	No

	(Subs for Release Time)	professional development activities that support the implementation of effective instructional delivery to all students.		
3	Routine Maintenance	Provide supplies and services to ensure that all district facilities are maintained in good repair (meaning safe, clean, and functional) for all staff, students, and parents/families.	$3,800,000.00	No
4	Professional Development (PD Days)	Provide structured professional development (PD) opportunities through PD days for all certificated staff, in all content areas, focusing on a Multi-Tiered System of Support (MTSS) that addresses the diverse needs of the unduplicated student groups. PD activities will target the language development needs of struggling English learners, the social-emotional needs of Foster youth with interrupted schooling, and the need for educationally rich experiences for under privileged students (low-income), who are enrolled in a rigorous course of study.	$260,609.00	Yes
5	Core Program for Graduation Requirements	Provide a core program to all students that is taught by appropriately assigned and fully credentialed teachers, that uses a rigorous and standards-aligned curriculum, and that provides all the needed supports and supplemental materials to allow all students to successfully complete, at minimum, the high school graduation requirements.	$40,688,704.00	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
2	The EMUHSD will provide students with the skills and courses that will allow them to graduate from high school college and career ready.

An explanation of why the LEA has developed this goal.

The district developed this goal to ensure that all students have access to a broad course of study that is aligned to the state standards and uses appropriate instructional materials, and that provides students with a variety of curricular options, including college prep (a-g courses), Career & Technical Education pathways, Advanced Placement courses, and other curricular and extra-curricular programs.
The actions along with the supporting documentation from the annual Williams review, completion rate data for A-G courses and CTE Pathways, and the AP enrollment data and AP Exam results, will assist the district in monitoring progress towards achievement of the expected annual outcome for this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Williams Review: Instructional Materials	100% of students have access to standards-aligned instructional materials as reported by the Williams Review. (2019-2020)				100% of students have access to standards-aligned instructional materials as reported by the Williams Review
A-G Completion Rate	47% of student completed the A-G requirements. (2019-2020)				50% of students will complete A-G requirements.
CTE Pathway Completion Rate	25.5% of students enrolled in the CTE program completed the pathway. (2019-2020)				30% of students enrolled in the CTE program will complete the pathway.
Advanced Placement (AP) Enrollment Rate	25.4% of students are enrolled in the AP program. (2019-2020)				28% of students will be enrolled in the AP program
Advanced Placement (AP) Exam Passing Rate	58% of students who participated in the AP Exam passed with a score of 3 or higher. (2019-2020)				60% of students who participated in the AP Exam will pass the AP exam with a 3 or higher.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials	Provide necessary instructional materials (textbooks) to all students at each site based on	$1,000,000.00	No

	(Textbooks)	enrollment and class offerings, including each summer session, to ensure all students have access to standards-aligned instructional materials in the core program.		
2	Inventory Software	Purchase an inventory software that will improve each school's ability to track and identify the use of high-interest reading materials by student group in an effort to promote literacy and engage students in reading, specifically among our most at-risk students in the English learner, Foster Youth, and low-income student groups.	$8,500.00	Yes
3	Content Specialists/Course Leads	Support the implementation of a standards-aligned curriculum through the work of Content Specialists and Course Leads to provide all students with a rigorous course of study in the core content that promotes high academic achievement and college readiness. Content Specialists (Other Federal Funds) Course Leads (Title II)	$497,086.00	No
4	CTE Instructional Materials	Purchase engaging and relevant instructional materials for the CTE Pathway classes that support the diverse learning needs of our English learners, Foster Youth, and low-income students enrolled in the CTE Pathways in an effort improve services and promote College and Career Readiness specifically for these student groups.	$50,000.00	No
5	Expand CTE Pathways & AP Program	Expand the CTE and AP programs at the comprehensive high schools by providing an additional 25 sections (5 FTEs) district-wide for additional Career & Technical Education (CTE) pathways and course sequences that are aligned to CCSS, and Advanced Placement (AP) courses. The expanded course offerings are intended to increase the participation of low-income students in these programs and provide them with expanded opportunities to experience a CTE Pathway or AP course. New Pathways in 2019-2020 included Design, Visual and Media Arts/Graphic Design, and Performing Arts: Professional Theatre, and Systems, Diagnostics, Service and Repair.	$740,808.00	Yes
6	Career Technical Education (CTE)	Enhance the CTE program through the support of technicians, the use of relevant and engaging instructional materials, improved technology, and opportunities for staff and students to attend conferences in order to increase the participation and achievement of low-income students enrolled in this program. Low-income students will have increased opportunities to participate in career-focused classes that provide job skill development, and they will be able to enroll in the following classes after school: Auto Tech, Dental Assistant, Fitness Occupations, Health Careers, Medical Assistant, Pharmacy Tech and Stagecraft Tech.	$1,279,475.00	Yes
7	Professional Development (CTE)	Provide professional development opportunities to CTE teachers, including opportunities to attend conferences, so that they are equipped to provide a rigorous and robust CTE program for all students.	$30,000.00	No
8	Access to Technology	Purchase technology and strategically place that technology in classrooms with underperforming low-income students to provide them with increased access to technology resources during the school day and after school hours to support their participation, engagement, and academic achievement.	$905,000.00	Yes
9	Enrichment Opportunities	Expand enrichment opportunities to serve low-income students and increase student	$880,209.00	Yes

		engagement and achievement by increasing the number of elective sections and providing supplemental instructional resources. Expanding the course offerings at all comprehensive high schools will promote high-interest learning opportunities for unduplicated student groups, primarily low-income students, who will be able to participate in a broad course of study that would otherwise not be available to them.		
10	Transition Center Training	Enhance the job skills training program provided to underprivileged low-income students enrolled at the Adult Transition Center by providing entry level job skills training through placement in paid internships. This training and internship opportunity will prepare these student for future paid jobs.	$10,000.00	No
11	AVID	Expand the AVID program by increasing the number of course sections at each comprehensive high school. The AVID coordinator will identify additional students from the unduplicated student groups, particularly low-income students who are traditionally underrepresented in higher education, for enrollment in the AVID program. The program will provide these students with the instructional support they'll need, including the help of AVID tutors, to improve their academic achievement and prepare for college.	$1,041,562.00	Yes
12	English 1 Intensive	Provide the opportunity for additional instructional support to identified students through English 1 Intensive classes.	$255,270.00	No
13	Library Resources	Provide supplemental reading materials and library resources at all comprehensive high schools, in addition to resources already available in the library, that are relevant and high interest, selected specifically to address the various reading levels of English learners, Foster Youth, and low-income students.	$75,000.00	Yes
14	Online Personalized Learning (OPL)	Provide low-income students, Foster Youth, and English learners with access to online learning in all content areas to allow them to work on content courses in which they have not been successful. Students will be able to work at their own pace and receive added support via OPL staff and supplemental instructional materials.	$1,050,000.00	Yes
15	Academic Language Development	Provide added support to promote increased student achievement of English learners, including Academic Language Development (ALD), English I Transitional Lab, and/or math lab classes, paraeducator support in the classroom, the use of appropriate standards-aligned instructional materials and resources for English language development, and support staff that ensures proper placement of English learners and monitors English learner progress toward English proficiency.	$1,371,534.00	Yes
16	Technology Resources	Provide increased access to technology resources outside of the school environment to English learners, low-income, and Foster Youth students through strategic purchase of laptops that will allow students to practice skills away from school.	$650,000.00	Yes
17	Librarians	Each comprehensive high school has a library clerk that assists all students with library services. A librarian is placed at each comprehensive high school to support and guide English Learners, Foster Youth, and low-income students. Librarians will work specifically with English learners, Foster Youth, and low-income students to guide them in accessing high-interest reading materials at their reading level.	$730,186.00	Yes

18	Online Programs for Math and Literacy	Provide online programs at all comprehensive high schools that allow English learners, Foster Youth, and low-income students with increased opportunities to practice and master foundational skills, which will give these students better access to the rigorous ELA and math curriculum.	$160,000.00	Yes
19	CTE Facilities	Research has shown that students, particularly low-income, Foster Youth and English learners, are more successful when they are engaged and provided with hands-on learning opportunities. Enhancement of CTE facilities will provide these students with increased opportunities to experience hands-on learning through the use of equipment related to their chosen CTE Pathway that would otherwise not be readily available to them outside the of the school instructional environment.	$600,000.00	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
3	The EMUHSD will provide students with high-quality instruction that supports their academic achievement.

An explanation of why the LEA has developed this goal.

The district developed this goal to focus on the development of literacy skills through the continuous practice of listening, speaking, reading and writing, and on the development of math skills through the practice of the standards of mathematical practice. The focus on the development of these skills will provide students with access to grade level curriculum and instruction and increase student achievement as measured by an improved performance on state assessments, an increase in the college-readiness rate (a-g completion), an increase in EL progress towards English proficiency and in the reclassification rates, and a decrease in the D&F rates.

The actions along with the supporting data from state assessments, the A-G completion rate, the EL Progress indicator and reclassification rates, and the D&F rates, will assist the district in identifying achievement gaps between the student groups and in monitoring progress towards achievement of the expected annual outcome for this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CAASPP Smarter Balance ELA (All Students)	Due to the pandemic, the administration of the 2020 CAASPP was suspended so results are not available for 2019-2020. The 2018-2019 results indicated 56.1% of students met or exceeded standards in ELA.				57% of students will meet or exceed standards on the ELA section of the CAASPP.
CAASPP Smarter Balance Math (All Students)	Due to the pandemic, the administration of the 2020 CAASPP was suspended so results are not available for 2019-2020. The 2018-2019 results indicated 30.4% of students met or exceeded standards in mathematics.				31% of students will meet or exceed standards in mathematics.
A-G Completion Rate	47% of student completed the A-G requirements. (2019-2020)				50% of students will complete A-G requirements.
English Learner Progress	18.6% of the 549 EL students who completed the 2020 Summative ELPAC scored at Level 4. (2019-2020) Due to the pandemic, the				19.4% of ELs who complete the Summative ELPAC will score at Level 4.

	administration of the Summative ELPAC was suspended allowing only 549 students to complete the test and earn an overall score. In the 2018 -2019 administration, 16.4% of students who completed the Summative ELPAC scored at a level 4.				
Reading Inventory (ELs)	Due to the pandemic, the administration of the Reading Inventory (RI) was suspended. There are no RI results for 2019-2020 to measure EL progress towards English proficiency and reclassification.				At least 40% of ELs tested in the Spring on the RI will score at Basic or above.
Reclassification Rates	13.7% of ELs were reclassified. (2019-2020)				14% of Els will be reclassified.
SBAC EAP- ELA and Math	Due to the pandemic, the administration of the CAASPP was suspended and results are not available. (2019-2020). The 2018-2019 EAP results in ELA indicated 28.5% of students were identified as being College Ready, while only 14.9% were identified as being College Ready in mathematics.				The EAP results will show 30% of students will be identified as College Ready in ELA and 20% in mathematics.
D and F Rate	(2019-2020) 20.5% - English 36.5% - Math 22.8% - Science 13.6% - Social Science				Fall 2023 English: 20% Math: 38% Science: 28% Social Science: 18%

A-G and CTE Pathway Completion	For the Class of 2020, 7% of students who graduated completed both A-G requirements and a CTE Pathway				10% of students who graduate will have completed both A-G requirements and a CTE Pathway

Actions

Action #	Title	Description	Total Funds	Contributing
1	Targeted Engagement Strategies and Individual Mentoring (Ratio)	English Learners, Foster Youth, and low-income students will be placed in smaller classes where teachers will be able to provide individual mentoring and engagement strategies. All teachers will be able to meet with students either one-on-one or in a small group to provide academic support targeted to their specific needs. Research has shown that smaller classes enhance the development of non-cognitive skills of students, like persistence, motivation, and self-esteem, which these students might not experience otherwise.	$1,848,985.00	Yes
2	Core Program (repeated expenditure, Goal 1, Action 6)	Provide the core program, staffed by appropriately assigned and fully credentialed teachers, to all students, with academic supports, as needed, so that they may successfully meet, at minimum, the graduation requirements.	$0.00	No
3	After-school Tutoring Program (Tutors)	Provide tutors for the after-school tutoring program at all comprehensive high schools in all content areas to work with identified students, in all grade levels, who need support or are recommended for services.	$75,000.00	No
4	College and Career Readiness (Support Services)	Promote college and career readiness through the following activities: 1. College and Career Coordinators at the schools will coordinate college and career counseling activities and provide information on post-secondary options specifically designed for English Learners, Foster Youth, and low-income students who have unique needs that may be obstacles to post-secondary education options, 2. SAT/PSAT, ACT, and/or AP exam fees will be paid for low-income students who would not be able to afford the cost, 3. Instructional Materials related to college and career readiness activities will be purchased and provided to English Learners and low-income students, including materials in the students' home language, 4 . Resources and activities that promote and support attendance at post-secondary institutions will be provided to English Learners, Foster youth, and low-income students, such as the annual College Fair, FAFSA and College Application Workshops, and field trips for students and parents to post-secondary institutions.	$1,925,357.00	Yes
5	Teacher Collaboration Time	Provide two (2) release days per department to allow scheduled collaboration time among teachers, including content specialists, course leads, instructional coaches, and para-	$190,000.00	No

		educators, to share best practices and analyze data on district-wide assessments and Performance Tasks.		
6	Professional Development (Admin)	Provide professional development opportunities to district and site administrators via conferences and/or academies to support their development as district and site leaders who guide all staff in meeting the needs of all students.	$30,000.00	No
7	In-class Tutoring (AVID/College Tutors)	Provide content area targeted tutoring opportunities for identified students during the school day to address the D&F rate and the achievement gap between low-income underprivileged students and students not in this student group. AVID and college tutors will be placed strategically in classes where at-risk students, most of which fall within the unduplicated low-income student group, are struggling in order to support their academic achievement.	$510,000.00	Yes
8	Summer School	Provide certificated staff for the summer school session to offer English learners, Foster Youth, and low-income students access to a free extended learning opportunity in the summer for credit recovery of any content area course and/or enrichment opportunities.	$905,652.00	Yes
9	Summer Bridge Program	Provide identified students, between 40 and 60 at each comprehensive high school, with the opportunity to participate in the Summer Bridge Program designed to build foundational skills and prepare incoming 9th grade students for high school.	$50,000.00	No
10	EL TOSA	Provide an English Learner Teacher on Special Assignment (EL TOSA) at each comprehensive high school to support the academic achievement, monitor progress in English language development, and mentor English learners.	$787,360.00	Yes
11	Database Platform	Provide a database platform that allows for ongoing data analysis in all content areas for students identified as English Learners, Foster Youth and low-income. The database will allow teachers to create assessments and review student progress by subgroup, including English learners, Foster Youth, and low-income students to identify specific learning gaps for these students and then collaborate to create lessons that add scaffolds and differentiated instruction to support them in accessing the content.	$70,000.00	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
4	The EMUHSD will provide varied opportunities to support, promote and maintain a high level of parent and family engagement.

An explanation of why the LEA has developed this goal.

The district developed this goal to ensure that all district sites provide a positive climate that is welcoming and that offers varied opportunities for meaningful and productive partnerships with parents, families, and community members.
The district recognizes that increasing parent/family/community involvement through various district and school site events, and empowering parents in the educational process through their participation in parent workshops and leadership committees is important to the educational success of our students.
The actions along with the supporting documentation, including sign-in sheets for parent workshops, parent attendance data for school and district activities, and the results of the parent survey, will assist the district in promoting and measuring parent participation and engagement and the evaluating progress toward achieving the expected annual outcome for this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Parent Workshops	3,190 parents attended district-wide workshops. (2019-2020)				At least 3,300 parents will attend districtwide workshops and events.
Parent Involvement Academy	160 parents attended the Parent Involvement Academy and about 300 parents attended the College and Career Family Conference. (2019 -2020)				A combined total of over 500 parents will attend the academy and the College and Career Family Conference.
Parent Survey	There is currently no baseline data to identify the percentage of parents who feel their				Over 50% of parents who complete the LCAP Parent survey will indicate they feel their child is safe and engaged in school.

	child is safe on campus and engaged in school activities.				
Parent Survey	During the 2018-2019 school year, 94.6% of parents who completed the LCAP survey indicated the school provides many opportunities to be involved and actively seeks input from parents in decision-making.				The goal is for 95% of parents who complete the LCAP survey will indicate the school provides many opportunities to be involved and actively seeks input from parents in decision-making.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement	Site administrators will promote parent involvement and engagement for parents/families of all students through school-wide activities coordinated with and supervised by site administrators and district personnel.	$395,850.00	No
2	Promote Parent Involvement	Enhance the various means of school-to-home communications through the use an online resource in order to increase and promote parent involvement. The additional resource will allow for regular communication with parents, particularly parents of English learners, by including communication in their home language. The online resource will also allow the documenting of communications with the parents of English Learners, Foster Youth, and low-income students to ensure these parents are engaged in their child's education and aware of parent involvement activities focused on their specific needs.	$300,000.00	Yes
3	Categorical Programs Assistants (50% LCFF) and District Community Liaison	A Categorical Programs Assistant at each school and a District Community Liaison will support increased parent participation in school activities and school leadership committees. This personnel will also promote parent engagement by providing additional parent workshops specifically for the parents of students in the low-income and English learner student groups that are designed to build parent knowledge about the high school program and foster leadership and decision-making capacity for these parents.	$361,000.00	Yes
4	Community Liaisons	A Community Liaison at each school will support increased parent participation in school activities and school leadership committees. This personnel will also promote parent engagement by providing additional parent workshops specifically for the parents of students in the low-income and English learner student groups that are designed to build parent knowledge about the high school program and foster leadership and decision-making capacity for these parents.	$304,438.00	No

5	Parent Workshops (EL, FY, and LI)	Increase parent engagement of the parents of unduplicated students, English learners and low-income students, by providing various opportunities, including conferences, workshops, and family networking events where parents can build leadership capacity, develop parenting skills, and share their best practices or learn new ideas about parenting. Training opportunities will include conferences and workshops that take place off campus.	$250,000.00	Yes
6	Parent Workshops (All Students)	Increase parent engagement of the parents of all students by providing various opportunities for developing parenting skills and building leadership capacity through district-wide parent trainings and workshops.	$25,000.00	No
7	Interpretation & Translation Services	Provide interpretation/translation services to increase the participation of English learner parents in school functions, activities, and leadership groups. Interpretation and translation services will allow the parents of English Learners to more actively participate in educational functions and/or activities because language is no longer a barrier.	$124,604.00	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
5	The EMUHSD will maintain safe learning environments that actively engage students and promote social and emotional health.

An explanation of why the LEA has developed this goal.

The district developed this goal to ensure that students are provided with a positive school climate that supports the development of social and emotional skills and fosters full engagement in learning.

Social-emotional support services, including counseling, mentoring, and monitoring of student absenteeism support an increase in student attendance, an increase in the graduation rate, and a decrease in the dropout, suspension, and expulsion rates.
The actions along with attendance, graduation, dropout, suspension, and expulsion data, will assist the district in identifying areas in need of additional support to help the district achieve the expected annual outcome for this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Average Daily Attendance	96.8% District-wide (2019 -2020)				97% ADA.
Chronic Absenteeism Rate	7.5% District-wide (2019-2020)				Under 7%.
Graduation Rate	85.6% graduation rate district-wide. (2019-2020)				87% graduation rate.
Dropout Rate	11.5% dropout rate district-wide. (2019-2020)				Under 10% dropout rate.
Expulsion Rate	0% expulsion rate district-wide. (2019-2020)				0% expulsion rate.
EMUHSD Student Survey	56% of students, district-wide, who participated in the Youth Truth survey stated they feel safe on campus. (2019-2020)				At least 60% of students who complete the survey will state they feel safe from harm while at school.
Suspension Rate	The suspension rate for the 2018-2019 school year was 3.1%				Under 3%
Staff Survey	There is currently no baseline data to show the percentage of staff who feel safe on campus and engaged in school.				The Staff survey will indicate over 60% of staff feel safe on campus and engaged in school.
Student Survey	There is currently no baseline data to identify the percentage of students who feel they are engaged and				The goal is for over 70% of students to identify they feel they are engaged and connected to the school.

	connected to the school.			

Actions

Action #	Title	Description	Total Funds	Contributing
1	Paraeducators (Support Services)	Paraeducators will also provide one-to-one academic support, small group support, and referrals to the Wellness Centers at each site.	$2,160,000.00	No
2	Support Personnel (Support Services)	Increased support services and personnel will be available to English Learners, Foster Youth, and low-income students that support their mental health, academic, and emotional needs. This includes additional counselors, psychologists, nurses, and consultants (Marriage Family Therapist and Social Worker) that will provide workshops and individual and group sessions for English Learners, Foster Youth, and low-income students to attend.	$5,168,174.00	Yes
3	Support Staff (Child Welfare and Attendance Coordinators)	Student engagement data indicates English Learners, Foster Youth, and low-income students are participating at lower levels in school than other students. A Child Welfare and Attendance (CWA) Coordinator and School Resource Officer (SRO) at each comprehensive school site will work collaboratively to address the attendance issues experienced by low-income students, English learners, and Foster Youth. They will also provide individual mentoring to these students and share resources on activities available on campus and in the community in which students can participate.	$1,205,780.00	Yes
4	After-school Student Engagement	English Learners, Foster Youth, and low-income students will have increased opportunities to engage and be involved in school through additional after-school enrichment programs, co-curricular activities, and student recognition and motivational incentives.	$1,881,900.00	Yes
5	Campus Supervisors	Additional staff will be hired to promote a safe environment for English Learners, Foster Youth, and low-income students. Campus supervisors for each school site will target supervision at locations where these students are receiving services, particularly in the library and in tutoring rooms.	$860,000.00	Yes
6	Comprehensive Student Support Coordinators (CSSCs)	A Comprehensive Student Support Coordinator (CSSC) at each high school will facilitate the Wellness Centers and specifically seek out and mentor English Learners and Low-Income students. They will also refer these students to individual and/or group counseling or other services, as needed.	$464,000.00	Yes
7	Paraeducators	Assign paraeducators to classrooms with a high number of low-income and English Learner students. These paraeducators will provide support in language acquisition, but will also provide academic support to students who are struggling with the content.	$800,000.00	Yes
8	Paraeducators (ELs)	Assign paraeducators to the classroom to provide support with language acquisition, along with additional opportunities to practice listening and speaking skills.	$166,000.00	No
9	Foster Youth (Transportation)	Provide transportation services to Foster Youth who experience a change in their placement in order for these students to remain in their school of origin and ensure their educational stability.	$60,000.00	Yes

10	Pupil Services	The Director of Student Support Services will guide school staff in providing mental health services to address the needs of the most at-risk English learners, Foster Youth, and low-income students.	$214,434.00	Yes
11	Stage Technicians	Research shows low-income students have less access to be involved and experience the arts than other students. Low-income students were able to participate in Renewal Week where many art sessions were offered. These students identified the need for them to participate and have access to more of these sessions through the exit survey. Two(2) additional Stage Technicians will be provided to provide technology assistance in audio and video for the fine arts programs. These two additional stage technicians will allow for an increased number of professional theater productions, that will promote student, parent , and community engagement and allow the participation of the district's low-income students, families, and community members at events to which they would otherwise not have access.	$120,000.00	Yes
12	Free Meals	Provide free meals to low-income students who are on a "reduced meal cost" plan to mitigate the negative effects of malnutrition and hunger, and to ensure that student start the school day ready to learn.	$10,000.00	Yes
13	Risk Manager	The Risk Manager will oversee and coordinate the safety program for the district's employees, including all district and school staff, and students. The Risk Manager will also coordinate annual mandated trainings, communicate safety procedures, and increase health and safety awareness in an effort to promote a safe school culture and improve the attendance of teachers, students, para-educators, and other school staff.	$176,670.00	No
14	Health & Well-being (Supplies and Services)	Provide supplies and services to support the health and well-being of our low-income students. This includes wellness campaigns, activities, and incentives that promote and support student wellness.	$75,000.00	Yes
15	Extra-curricular Activities	Provide additional opportunities for English Learners, Foster Youth, and low-income students to participate and be engaged in school through an increase in clubs that target their specific needs. Stipends will be paid to advisors who create additional clubs that are requested by these students. The additional extra-curricular activities are designed to promote student engagement and involvement in school among English learners, Foster Youth, and low-income students.	$80,000.00	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
35.95%	$29,060,391.00

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.

Below you will find the district-wide and school-wide services included in the LCAP along with an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, (2) how the action is based on those considerations, (3) how it is intended to achieve an expected measurable outcome of the associated goal, and (4) whether or not the action was effective as expected (for actions included in prior LCAP).

1.1 Professional Development: Increased professional development (PD) opportunities will be provided to teachers and paraeducators to support the integration of technology and the effective implementation of instructional strategies into lessons that address the specific needs of English Learners, Foster Youth, and low-income students. The PD will be focused on addressing the language development needs of English learners, building foundational literacy skills for Foster Youth who have interrupted schooling, and providing relevant and engaging learning experiences for low-income students. Professional development was offered all of last year for staff to support them with technology integration and effective implementation of instructional strategies. Instructional Coaches and TOSAs provided professional development to teachers and facilitated sessions that allowed staff to share best practices. All teachers were able to integrate technology into their classrooms, as was evidenced by classroom observations. Classroom observations also showed all teachers were implementing strategies that supported language development and engaged students in their learning. As a result of this professional development, we expect all teachers to continue to implement the state standards.

1.4 Professional Development (PD Days): This professional development will focus on a Multi-Tiered System of Supports (MTSS) which is research-based and addresses the needs of the whole child. Classroom walkthroughs and lesson study review sessions support the continued implementation of structure PD on MTSS as an effective strategy in addressing the unique needs of our unduplicated population. The focus will continue to be on targeting language development strategies for English Learners, building foundational literacy skills for Foster Youth who have interrupted schooling, providing educationally rich experiences for underprivileged low-income students, and addressing the social-emotional needs of the students in these unduplicated populations. Last year, two additional days were added to the instructional calendar to provide professional development for staff and all teachers participating in this professional development. Due to school closures, the primary focus of the professional development was on technology integration and sharing online applications that support the diverse needs of students. Classroom observations in the 2020-2021 school displayed all teachers integrating technology and using different strategies to engage foster youth, English learners, and low-income students. As a result of this professional development, we expect all teachers to implement the State standards through diverse instructional strategies.

2.2 Inventory Software: English Learners need access to engaging reading materials that are at their English proficiency level and also in their primary language. Foster Youth and low-income students also need access to a variety of reading materials that are engaging and relevant. This action will increase student access to grade-level and reading-level appropriate materials by allowing staff to track and identify the use of high-interest reading materials and effectively promote literacy for English Learners, Foster Youth, and Low-income students. Due to school closures, students were not able to physically check out books from the library, thus we could not track this service. As a result, there is no implementation data for this action. However, Librarians did state data showed an increase in the number of resources students were accessing from the library during the 2019-2020 school year. For the 2021-2022 school year, we expect to see data showing at least 75% of English Learners, Foster Youth, and low-income students checked out books from the library.

2.5 Expand CTE pathways & AP Program: Enrollment data for the district's course offerings indicated a lower rate of enrollment of low-income students and English learners, as compared to other student groups, in the elective, CTE, and AP courses. Increasing the number of sections for these course offerings will provide many more opportunities for student participation and engagement through these high-interest and relevant programs. English learners, foster youth, and low-income students were enrolled in six classes each semester in the 2020-2021 school year, hence they were able to take electives, CTE, and AP courses. CTE Pathways completion rates indicate there was an increase in the number of students who completed a pathway. We expect to see an increase in the percent of CTE completers (from 25.5% to 27%).

2.6 CTE Program: Half of the students in the low-income subgroup who completed the YouthTruth survey indicated the CTE classes currently offered were not of their interest. This prompted the District to include additional courses that align with career interests as indicated on the survey. The most recent CTE Pathway completion data did indicate an increase from the prior year. The CTE program will continue to provide a broad course of study for low-income students to prepare them for diverse career options after high school. We expect the student survey will reflect over 60% of students in the low-income subgroup will indicate the CTE classes currently offered are of their interest.

2.8 Access to Technology: As part of the EMUHSD's 1:1 Access for All learning initiative, students were provided with a Chromebook at the start of the 2019-2020 school year. Tech support was provided while the students were attending school on campus. However, as a result of the COVID-19 pandemic and subsequent distance learning instruction, students faced a number of technical issues that had an impact on their participation and engagement in distance learning. Many of the students affected were English learners, Foster Youth, and in particular low-income students who reported issues with internet connectivity. These students were able to request tech support through the Help Desk either via phone or in person. There was a decrease in Help Desk requests made by these students as the school year progressed, thus these students were successfully accessing the technology from home. Continuous access to technology when schools reopen will allow English learners, foster youth, and low-income students more time to practice skills through online programs. Student survey data will show all students will report they feel they can participate and engage as a result of having access to technology.

2.9 Enrichment Opportunities: English Learners, Foster Youth, and low-income students need increased opportunities to access and engage in activities and curriculum of high interest. An increase in the number of elective classes, along with additional supplemental resources for these classes, will provide these students with a broad course of study that is high-interest and engaging of which they would not have access to otherwise. Students were very clear in requesting more art classes this year. Renewal week and Mindful May were offered to provide students with opportunities to engage in learning such as painting their own rocks or creating their own canvas paint. Data showed the visual and performing arts classes had the greatest participation. Data will continue to show an increase in student participation in enrichment activities.

2.11 AVID Program: An analysis of the a-g completion rate indicated a lower rate for the English learner, Foster Youth, and low-income students as compared to other student subgroups. The AVID program, designed to target students, including English learners, Foster Youth, and low-income students, that are traditionally underrepresented in higher education, provides these students with the guidance and support they need to successfully complete the a-g requirements and graduate from high school college and career ready. AVID enrollment at the schools continued to increase. The a-g completion rate also increased from 43% to 47%. We expect the a-g completion rate will continue to increase to 50%.

2.13 Library Resources: Provide additional supplemental reading materials and library resources that are relevant and of high interest, selected specifically to address the various reading levels of English learners, Foster Youth, and low-income students. Increased access to high-interest grade-level materials that engage students in reading will support literacy development and increase the number of students successfully completing graduation and a-g requirements. During the 2019-2020 school year, students and staff provided positive feedback on the availability and access to the additional reading materials. Additional reading materials were purchased for the library, however, as a result of school closures, students were not able to access the materials so there is no baseline implementation data. Students will have the opportunity to access them once on campus in the 2021-2022 school year.

2.14 OPL Program: An analysis of the number of students earning a No Credit (NC) in courses during Spring 2020 indicated that the Foster Youth, English learners, and low-income student groups had a higher rate of NC grades than other student subgroups. The Online Personalized Learning (OPL) program targeted the English learners, Foster Youth, and low-income students for enrollment to provide them with the opportunity for credit recovery. OPL staff provided these students with accommodations, including translation for English learners and learning scaffolds, to support their successful completion of the online courses. The OPL program will continue providing services and with the return to in-person instruction, students will have access to OPL staff at the Community Education Centers located at the district office and at two school sites. The passing rate for students taking these courses was about 74% showing students in these classes are earning credits at a higher rate than in the regular classroom. Data will continue to show a passing rate over 70% for students taking OPL courses.

2.16 Technology Resources: The results of a student survey indicated low-income students did not have access to technology at home. To address this need, all low-income students were provided with access to technology via a Chromebook and MiFi devices. As a result, data on student participation was maintained at 90% or higher throughout the year. The district will continue to provide low-income students with a Chromebook and MiFi device to allow them to access online resources and practice skills on online programs outside of the school environment. The student survey will reflect all low-income students will have access to technology at home.

2.17 Librarians: Librarians will support English learners, Foster Youth, and low-income students by assisting and guiding their selection of high-interest reading materials appropriate for their reading level. English Learners, Foster Youth, and Low-income students need guided access to high-interest reading materials, at an appropriate reading level. Librarians will support this access by assisting and guiding these students in their selection of high-interest materials appropriate to their reading level. Increased access to books and other reading materials that are engaging and relevant will support the literacy development of students in these unduplicated groups and increase the number completing graduation and a-g requirements. During the 2019-2020 school year site administrators and staff expressed positive input about the classroom presentations librarians conduct on campus to share the different resources the library has and the services that are available. Students were not able to physically check out books from the library, however, librarians did reach out to English Learners, Foster Youth, and low-income students virtually to inform them of the availability of online books. Librarians were able to guide students on how to access online books. Librarians will continue to reach out to English learners, Foster Youth, and low-income students to guide their selection of high-interest reading materials.

2.18 Online Programs for Math & Literacy: Diagnostic assessment data for English language arts and mathematics indicated a performance gap in basic skills for ELA and math for the English learner, Foster Youth, and low-income students. Additional Read180 licenses will be purchased to make the program available to Foster Youth and low-income students in order to support the development of the students' literacy and comprehension skills. Due to school closures, additional licenses were not purchased as time did not allow teachers to learn and teach the program at the same time they were receiving training on technology and online applications. The online math program ALEKS will allow these students to practice foundational math skills and support the successful completion of rigorous math courses. Teachers are able to use usage and performance reports from these programs to monitor student progress and/or identify areas requiring additional support and instruction. Math data from the 2020-2021 school year indicate only a limited number of teachers at each site used ALEKS, which resulted in a limited number of students having access to the program. This was a result of the need and use for additional online resources that supported the instruction of math standards online, due to the pandemic and Distance Learning. Since we are scheduled to return to in-person instruction for the 2021-2022 school year, we expect the majority of math teachers at each comprehensive high school will use the ALEKS program.

2.19 CTE Facilities (New Item): Half of the students in the low-income subgroup who completed the YouthTruth survey indicated the CTE classes currently offered were not of their interest. Low-income students do not have the resources to participate in training programs that prepare them for a career in an industry. This prompted the District to include additional courses that align with their career interest. Some of these courses require facilities that align with the industry standards and allow for hands-on learning. These facilities will allow low-income students to be engaged and prepared for a career. We expect the student survey will reflect over 60% of students in the low-income subgroup will indicate the CTE classes currently offered are relevant and of their interest.

3.1 Individual mentoring/targeted engagement strategies: English Learners, Foster Youth, and low-income students need more individualized instruction opportunities and by being placed in smaller classes teachers will be able to provide that individual mentoring and engagement strategies. Teacher implementation of engagement strategies resulted in a student participation rate of over 90% throughout the 2020-2021 school year. We expect that over 60% of students who complete the student survey will state they are engaged and supported by their teachers, in their classes.

3.4 College and Career Readiness (Support Services): Of students in the low-income subgroup who completed the Youth Truth survey, 44% indicated they were provided with information about career opportunities. This participation rate was lower than in prior years due to services only being available virtually. College and Career Coordinators will work with this subgroup to support their success after high school, by providing college and career counseling and information on post-secondary options that would otherwise not be available to them. Additionally, low-income students will be provided with opportunities to visit post-secondary institutions that they would otherwise not have access to visit. Parents and students provided input outlining the importance of these field trips and were very grateful for the opportunities. Workshops and field trips had to take place virtually during the 2020-2021 school year. The student survey will indicate over 50% of the students in the low-income subgroup who complete the survey will state they were provided with information on career opportunities.

3.7 In-class Tutoring (AVID/College Tutors): An analysis of the number of students earning a No Credit (NC) in courses during Spring 2020 indicated that the Foster Youth, English learners, and low-income student groups had a higher rate of NC grades than other student subgroups. Based on this data, tutors were hired to provide additional individual support during distance learning that would otherwise be unavailable during the pandemic. Student participation in tutoring was reviewed at the end of each quarter and changes were made to the tutoring schedule as needed. Student participation in tutoring was consistent throughout the year reflecting a positive student engagement with the tutoring experience. Next year, we plan on administering a survey to students who attend tutoring to gauge their perspective on the effectiveness of the tutoring program. We expect that at least 60% of the students attending tutoring will state the tutoring session was helpful in supporting their academic progress.

3.8 Summer School: Participation rate data during distance learning indicated a lower participation rate among English learners, Foster Youth, and low-income students as compared to other subgroups. Expanding the summer school course options provided these students with the opportunity to participate in engaging elective courses, or enroll in courses to recover credits and mitigate learning loss. Additional classes include the Summer Bridge class, designed to develop the connection of our incoming 9th-grade students with the high school culture; and the English Language Development workshop, designed to provide newcomer English learners with the additional opportunity to practice and further develop their English language skills. Data for the summer 2020 session showed fewer students were enrolled, however, the sessions were offered only through Distance Learning. During the summer 2021 session, students were given an option to attend classes either in person or virtually, which resulted in an increase in enrollment from Summer 2020. We expect to see an increase in student enrollment for the Summer 2022 session during which all classes will be offered in person.

3.11 Database Platform: English Learners need targeted language development strategies, Foster Youth need support in building foundational literacy skills, and low-income students need educationally rich experiences through added resources. The database platform will allow teachers to disaggregate the data by subgroup, to identify the specific language development strategies for English Learners, foundational literacy development activities for Foster Youth, and added resources that provide educationally rich experiences for low-income students. These students can then be provided with the targeted support they need to access the rigorous course of study through added scaffolds and differentiated instruction. As a result of school closures, collaboration time was focused on technology integration and online applications that supported student engagement. Professional development is already being planned to target data analysis by subgroup. The expectation is that all teachers will be trained and use the platform to analyze data by subgroup and reteach standards students did not meet. We expect to see an increase in the mastery of standards for English Learners, Foster Youth, and low-income students as a result of the data analysis and reteaching. Data collaboration sessions will be provided throughout the year to allow for this activity.

4.2 Promote Parent Involvement: Communicating with the parents of English learners, Foster Youth, and low-income students, and engaging them as partners in the education of their child has been a challenge for the district. Most parents of English Learners speak a language other than English and need communication in their primary language. The parent/guardian of Foster Youth needs guidance on how to support their Foster Youth, and parents/guardians of low-income students need access to resources for supporting their child. A contract with VMA will allow regular communication with parents of student subgroups and tracking of communications in an effort to increase parent engagement. VMA will also provide communication in parents' primary languages to promote engagement of the parents of English learners. VMA was able to promote all parent drive-thru events this past school year. As a result, there was a record number of families who participated in the annual Posada and Lunar New Year Celebration. We expect to continue to see an increase in the number of families who participate in districtwide events.

4.3 CPAs (50% LCFF) and District Community Liaison: Through the parent survey, parents of English learners, Foster Youth, and low-income students requested training on how to help their child be actively engaged and successful in the completion of courses. As a result of this feedback, staff will provide additional site and district workshops that build knowledge, leadership, and decision-making capacity for parents of unduplicated students. These skills will allow parents of unduplicated students to be more actively engaged and effective in participating in the success of their child’s education. Staff was able to provide personal communication to families and invite them to the Annual Parent Involvement Academy and UC College Night, again, resulting in an increased number of participants at these events. As a result of this success, the District Community Liaison will continue to work with the site community liaisons to monitor and facilitate parent workshops specific to the needs of parents of unduplicated students. We expect to continue to see an increase in the number of parents participating and attending parent workshops and trainings.

4.5 Parent Workshops (EL & Low-Income): Parents of English Learners, Foster Youth, and low-income students have expressed an interest in more training and workshops on how to help their child be actively engaged and successful in school. Parents of English Learners need support in developing their understanding of an educational system they might not be familiar with. The parents/guardians of Foster Youth need training and resources on how to create a consistent and supportive environment for their Foster Youth. Parents of low-income students need knowledge on how to access resources to support their student's success. Parents will have the opportunity to attend a variety of conferences and trainings, in their primary language, outside of the school to support the development of parenting skills and leadership capacity. These skills will allow parents of unduplicated students to be more actively engaged and effective in participating in the success of their child’s education. Data indicates on average 30 parents attended different districtwide workshops during the 2020-2021 school year. The same average was seen for parents completing technology academies, which were 10-week sessions. We expect to see an increase in the number of parents who attend workshops and academies.

4.7 Interpretation & Translation Services: Parents of English learners need access to information in their primary language. Interpretation and translation services provided as a supplement to the mandated written communications will allow parents of English Learners additional opportunities to participate in educational functions and increase their engagement in decision-making. Parents will continue to be able to understand the information presented at Board meetings and at workshops so that they become knowledgeable and active participants in the success of their child’s education. Participation data showed there was more participation in parent events when information was presented in the parents' primary language and parent comments indicate they feel welcomed and included.

5.2 Support Personnel (Support Services): The pandemic caused an increased amount of stress and anxiety, for foster youth, English learners, and low-income students as indicated by survey data. Additional counselors, psychologists, nurses, and consultants (Marriage Family Therapists and Social Worker) will allow for these students to receive targeted services. Mental health counseling and mentoring will provide these students with access to resources that will mitigate the issues that impact their social-emotional well-being. The amount allocated for these services was increased as a result of the high number of students participating in sessions provided by this personnel during Renewal Week and Mindful May, and also from student input via exit surveys. We expect to see an increase in the number of students participating in mental health counseling and mentoring sessions.

5.3 Child Welfare and Attendance Coordinators (Support Services): Student engagement data indicates English Learners, Foster Youth, and low-income students are participating at lower rates than other students. A Child Welfare and Attendance (CWA) Coordinator and School Resource Officer (SRO) at each comprehensive high school will work collaboratively to address the attendance issues experienced by low-income students, English Learners, and Foster Youth. They will also provide individual mentoring to these students and share resources on activities available on campus and in the community in which students can participate. Since community engagement opportunities were not available as a result of the pandemic, SROs were not available this school year. Data collected showed student participation was consistently over 90% throughout the school year. CWAs communicated and provided individual services to students whose participation was inconsistent. This data was recorded on the District's dashboard. Since we are scheduled to return to in-person instruction, this action will be measured by student responses on the student survey item related to school safety. The last student survey administered indicated 56% of students who completed the student survey stated they feel safe on campus. We expect to see over 60% of students will state they feel safe on campus.

5.4 After-school Student Engagement: The COVID-19 pandemic created many new challenges for our English learners, Foster Youth, and low-income students, including the change in the quantity and quality of their social interactions with family and friends. Student survey responses highlighted the need to increase the number of after-school enrichment and co-curricular activities to provide multiple and varied opportunities for students to interact and socialize with their peers, even if these activities are required to be virtual. During the 2020-2021 school year, engagement in after-school activities decreased for events that were held virtually, but there was greater engagement in after-school events that were held in person. We expect to see an increase in student engagement in after-school activities.

5.5 Campus Supervisors: Research and student surveys indicate that many unduplicated students experience unstructured and unstable home environments. The hiring of additional Campus Supervisors, including bilingual Campus Supervisors, will allow for the establishment of a safe school environment providing a safe haven for students to participate in after-school activities such as tutoring, technology labs, and library access. Students in the unduplicated subgroups who rely heavily on these after-school functions will continue to have access to a safe school environment that supports their participation and engagement in the educational experience. The role of the campus supervisor was revised during the 2020-2021 school year to support the safety procedures required as a result of the pandemic. They were trained on implementing safety procedures to ensure all students and staff on campus were safe. As a result, they were effective in facilitating the transition to the hybrid model during the 2021 Summer session. With the return to in-person instruction during the 2021-2022 school year, campus supervisors will revert back to supporting campus safety. We expect to see over 60% of students will state they feel safe on campus.

5.6 Comprehensive Student Support Coordinators (CSSCs): The Spring 2021 YouthTruth survey results indicated that 13% of English learners and 11% of low-income have recently seriously considered dropping out of school. This is a marked decrease from the Spring 2020 YouthTruth results which indicated that 22% of English Learners and 19% of low-income students considered dropping out of school. This decrease is in part attributed to the additional support provided by the Comprehensive Student Support Coordinators (CSSCs) who specifically mentored these students. CSSCs will continue to provide this mentorship that will create a positive learning experience for these students and keep them engaged. We expect the Youth Truth survey results to indicate a decrease in the percent of students who are considering dropping out of school.

5.7 Paraeducators: Paraeducators will be strategically placed in classrooms with higher ratios of English Learners, Foster Youth, and low-income students who need additional support for their academic progress and success. English Learners need targeted language development strategies, Foster Youth need support in building foundational literacy skills, and low-income students need educationally rich experiences through added resources. These paraeducators will provide English Learners with support in language acquisition, and provide Foster Youth and low-income students, who are struggling with accessing the content, with academic support. Observations in classrooms during 2020-2021 showed that students receiving additional support through breakout sessions facilitated and led by paraeducators, were more engaged in the lessons. Data will show a decrease in the D and F rates for students supported by paraeducators.

5.10 Pupil Services: The Director for Pupil Services will work with Counselors, Comprehensive Student Support Coordinators, Child Welfare and Attendance Coordinators, and Assistant Principals of Student Support Services, to address the mental, social, and emotional needs of Foster Youth, English Learners and low-income students which research indicates is an area of need for unduplicated populations. The coordination of support services will be effective in promoting staff collaboration and identification of best practices that support student engagement and success. The Director was able to effectively coordinate services districtwide during the 2020-2021 school year and allow for additional services to be provided to unduplicated students, as needed. There will be an increase in the number of services and participation of unduplicated students.

5.11 Stage Technicians: Low-income students do not have the financial resources to access professional theater production events. The addition of two stage technicians will facilitate an increase in the number of professional theater productions. Our low-income students will be provided with greater access to varied opportunities to experience the arts. Stakeholders provided input and expressed gratitude for the availability of additional production events during the 2019-2020 school year. As a result of the pandemic, all of the EMUHSD schools were closed the entire 2020-2021 school year, resulting in theater productions being canceled. In the 2021-2022 school year, we expect to see an increase in the number of our low-income students attending these theater production events from the 2019-2020 school year.

5.15 Extra-curricular Activities: Student survey responses highlighted the need to increase the number of extra-curricular activities through school clubs to provide multiple and varied opportunities for students to interact and socialize with their peers, even if these activities are required to be virtual. This will allow an increase in the quantity and quality of the social interactions for our English learners, Foster Youth, and low-income students. Data indicated an increase in the number of clubs and participants during the 2019-2020 school year from the 2018-2019 school year. Due to the schools being closed the entire 2020-2021 school year, there was a decrease in the number of students participating in extra-curricular activities, primarily because many activities were not offered. We expect to see an increase in the number of students participating in school clubs in the 2021-2022 school when students return for in person instruction.

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

The El Monte Union High School District projects it will receive $29,060,391 in Supplemental and Concentration funds for the 2021-2022 school year to target services for foster youth, English learners, and low-income students. 89.5% of students in the district are English Learners, Foster Youth, or low-income students. Every school site has a percentage of unduplicated students greater than 80%. All areas of the District are impacted by poverty, and English Learner students and Foster Youth are enrolled at every school site. All of our comprehensive high schools operate a schoolwide Title I program, which requires the use of evidence-based strategies directed at improving the academic success of all students. In order to ensure supplemental and concentration funds target unduplicated student groups and that these students receive the most benefit from the funds allocated to their sites for their identified needs, services will be allocated on an unduplicated per pupil count. The following is a summary of how services for these students are being increased:

1. Technology resources outside of the school environment will be provided to low-income students through Chromebooks and MiFi devices that will allow students to practice skills away from school.
2. Online applications will be available to unduplicated students, including Rosetta Stone, that will support English learners in language acquisition while at home. The online math program will allow students to master foundational math skills outside of the regular school day.
3. Access to online learning will be provided to low-income, foster youth, and English learners. This access will allow them to work at their own pace and receive added support, via staff and materials, on the content they have previously struggled with.
4. Increased opportunities will be available for these students to be engaged after school through extra-curricular activities.
5. A Teacher on Special Assignment will be placed at each comprehensive high school to support academic achievement, monitor progress in English Language Development, and mentor English learners.
6. Professional development will be provided by staff that will focus on addressing the unique needs of unduplicated students, including training on how to build foundational literacy skills for foster youth who have interrupted schooling and integrate ELD into the content areas.
7. Staff will be hired to support the social and emotional health of unduplicated students. Staff will provide group and one-on-one sessions, along with workshops for staff that will assist them in identifying and responding to student social-emotional needs.
8. All students have access to the core program. English learners also receive additional support to practice listening, speaking, reading, and writing skills in English via Academic Language Development (ALD) classes, in-class assistance provided by para-educators, and access to supplemental instructional materials.
9. The district does not provide transportation to students, however, Foster Youth, who move outside of the district attendance area due to a change in placement will be provided transportation services in order to allow them to continue attendance in their school of origin.
10. Additional support is provided to all students by the Career Center Technicians at each site and the District Career Technical Education Technician. College and Career Coordinators will be placed at each comprehensive high school to assist low-income students with completing financial aid and college applications.
11. Parent engagement is promoted and supported by the Instruction office staff at each site that includes an administrator and a clerk. Additional opportunities for parent and family engagement are promoted, supported, and facilitated by Community Liaisons and Categorical Program Assistants at each site. Community Liaisons communicate with parents of English learners, Foster Youth, and low-income students, by phone or in person, in their primary language, to the extent possible. An increased amount of workshops are provided to support the development of parenting and technology skills to help parents encourage and support their high school child and to help parents access SchoolLoop so they can monitor their child's academic progress.
12. Hygiene products and basic health supplies will be provided to low-income students to ensure their physical and mental well-being and to allow them to be actively engaged in school.
13. Students on the Free and Reduced-Price Lunch program either receive free meals or meals at a reduced price. Students who are identified to receive meals at a reduced price will be provided with free meals to mitigate the negative effects of malnutrition and hunger and ensure they start the day ready to learn.

The 35.95% proportionality percentage for increased or improved services is reflected in providing additional monitoring; increased access to more varied supports, services, and resources; a greater variety of enrichment opportunities and extra-curricular activities; targeted interventions for English Learners, Foster Youth, and low-income students; and professional development for staff and training for parents on how to best support unduplicated students both academically and social-emotionally.

The majority of actions included in the LCAP are principally directed towards serving our unduplicated student groups as determined by the district's data analysis, needs assessment, and stakeholder input.

The following is the percentage of unduplicated students, by school:

EMUHSD	**89.5**
Arroyo HS	85.2
El Monte HS	90.9
Mountain View HS	95.5
Rosemead HS	82.7
South El Monte HS	95.5
Fernando R. Ledesma HS	97.1
Community Day School	96.9

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	$76,981,615.00	$300,000.00		$1,782,794.00	$79,064,409.00	$66,156,469.00	$12,907,940.00

Totals							

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Development	English learner (EL), Foster Youth, Low Income	$1,285,262.00				$1,285,262.00
1	2	Professional Development (Subs for Release Time)	All				$100,000.00	$100,000.00
1	3	Routine Maintenance	All	$3,800,000.00				$3,800,000.00
1	4	Professional Development (PD Days)	English learner (EL), Foster Youth, Low Income	$260,609.00				$260,609.00
1	5	Core Program for Graduation Requirements	All	$40,688,704.00				$40,688,704.00
2	1	Instructional Materials (Textbooks)	All	$700,000.00	$300,000.00			$1,000,000.00
2	2	Inventory Software	Low Income, Foster Youth, English learner (EL)	$8,500.00				$8,500.00
2	3	Content Specialists/Course Leads	All				$497,086.00	$497,086.00
2	4	CTE Instructional Materials	Low Income, Foster Youth, English learner (EL)				$50,000.00	$50,000.00
2	5	Expand CTE Pathways & AP Program	Low Income	$740,808.00				$740,808.00
2	6	Career Technical Education (CTE)	Low Income	$1,279,475.00				$1,279,475.00
2	7	Professional Development (CTE)	All				$30,000.00	$30,000.00
2	8	Access to Technology	Low Income	$905,000.00				$905,000.00
2	9	Enrichment Opportunities	English learner (EL), Foster Youth, Low Income	$880,209.00				$880,209.00

2	10	Transition Center Training	Low Income				$10,000.00	$10,000.00
2	11	AVID	English learner (EL), Foster Youth, Low Income	$1,041,562.00				$1,041,562.00
2	12	English 1 Intensive	All				$255,270.00	$255,270.00
2	13	Library Resources	Low Income, Foster Youth, English learner (EL)	$75,000.00				$75,000.00
2	14	Online Personalized Learning (OPL)	Low Income, Foster Youth, English learner (EL)	$1,050,000.00				$1,050,000.00
2	15	Academic Language Development	English learner (EL)	$1,371,534.00				$1,371,534.00
2	16	Technology Resources	Low Income, Foster Youth, English learner (EL)	$650,000.00				$650,000.00
2	17	Librarians	Low Income, Foster Youth, English learner (EL)	$730,186.00				$730,186.00
2	18	Online Programs for Math and Literacy	English learner (EL), Foster Youth, Low Income	$160,000.00				$160,000.00
2	19	CTE Facilities	Low Income, Foster Youth, English learner (EL)	$600,000.00				$600,000.00
3	1	Targeted Engagement Strategies and Individual Mentoring (Ratio)	Low Income, Foster Youth, English learner (EL)	$1,848,985.00				$1,848,985.00
3	2	Core Program (repeated expenditure, Goal 1, Action 6)	All					$0.00
3	3	After-school Tutoring	Low Income,				$75,000.00	$75,000.00

		Program (Tutors)	Foster Youth, English learner (EL)					
3	4	College and Career Readiness (Support Services)	Low Income, Foster Youth, English learner (EL)	$1,925,357.00				$1,925,357.00
3	5	Teacher Collaboration Time	All				$190,000.00	$190,000.00
3	6	Professional Development (Admin)	All				$30,000.00	$30,000.00
3	7	In-class Tutoring (AVID/College Tutors)	Low Income	$510,000.00				$510,000.00
3	8	Summer School	English learner (EL), Foster Youth, Low Income	$905,652.00				$905,652.00
3	9	Summer Bridge Program	All				$50,000.00	$50,000.00
3	10	EL TOSA	English learner (EL)	$787,360.00				$787,360.00
3	11	Database Platform	English learner (EL), Foster Youth, Low Income	$70,000.00				$70,000.00
4	1	Parent Involvement	All	$395,850.00				$395,850.00
4	2	Promote Parent Involvement	English learner (EL), Foster Youth, Low Income	$300,000.00				$300,000.00
4	3	Categorical Programs Assistants (50% LCFF) and District Community Liaison	Low Income, English learner (EL)	$361,000.00				$361,000.00
4	4	Community Liaisons	Low Income, English learner (EL)				$304,438.00	$304,438.00
4	5	Parent Workshops (EL, FY, and LI)	English learner (EL), Low Income, Foster Youth	$250,000.00				$250,000.00
4	6	Parent Workshops (All	All				$25,000.00	$25,000.00

		Students)						
4	7	Interpretation & Translation Services	English learner (EL)	$124,604.00				$124,604.00
5	1	Paraeducators (Support Services)	All	$2,160,000.00				$2,160,000.00
5	2	Support Personnel (Support Services)	English learner (EL), Foster Youth, Low Income	$5,168,174.00				$5,168,174.00
5	3	Support Staff (Child Welfare and Attendance Coordinators)	English learner (EL), Foster Youth, Low Income	$1,205,780.00				$1,205,780.00
5	4	After-school Student Engagement	Low Income, Foster Youth, English learner (EL)	$1,881,900.00				$1,881,900.00
5	5	Campus Supervisors	English learner (EL), Foster Youth, Low Income	$860,000.00				$860,000.00
5	6	Comprehensive Student Support Coordinators (CSSCs)	Low Income, English learner (EL)	$464,000.00				$464,000.00
5	7	Paraeducators	Low Income, English learner (EL)	$800,000.00				$800,000.00
5	8	Paraeducators (ELs)	English learner (EL)				$166,000.00	$166,000.00
5	9	Foster Youth (Transportation)	Foster Youth	$60,000.00				$60,000.00
5	10	Pupil Services	Low Income, Foster Youth, English learner (EL)	$214,434.00				$214,434.00
5	11	Stage Technicians	Low Income	$120,000.00				$120,000.00
5	12	Free Meals	Low Income	$10,000.00				$10,000.00
5	13	Risk Manager	All	$176,670.00				$176,670.00
5	14	Health & Well-being (Supplies and Services)	Low Income	$75,000.00				$75,000.00

5	15	Extra-curricular Activities	English learner (EL), Foster Youth, Low Income	$80,000.00				$80,000.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$29,060,391.00	$29,060,391.00
LEA-wide Total:	$24,018,918.00	$24,018,918.00
Limited Total:	$2,303,894.00	$2,303,894.00
Schoolwide Total:	$2,737,579.00	$2,737,579.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,285,262.00	$1,285,262.00
1	4	Professional Development (PD Days)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$260,609.00	$260,609.00
2	2	Inventory Software	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$8,500.00	$8,500.00
2	5	Expand CTE Pathways & AP Program	Schoolwide	Low Income	Specific Schools,Comprehensive High Schools	$740,808.00	$740,808.00
2	6	Career Technical Education (CTE)	LEA-wide	Low Income	All Schools	$1,279,475.00	$1,279,475.00
2	8	Access to Technology	LEA-wide	Low Income	All Schools	$905,000.00	$905,000.00
2	9	Enrichment Opportunities	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools,Comprehensive High Schools	$880,209.00	$880,209.00
2	11	AVID	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools,Co	$1,041,562.00	$1,041,562.00

					mprehensive High Schools		
2	13	Library Resources	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Comprehensive High Schools	$75,000.00	$75,000.00
2	14	Online Personalized Learning (OPL)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,050,000.00	$1,050,000.00
2	15	Academic Language Development	Limited	English learner (EL)	All Schools	$1,371,534.00	$1,371,534.00
2	16	Technology Resources	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$650,000.00	$650,000.00
2	17	Librarians	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Comprehensive High Schools	$730,186.00	$730,186.00
2	18	Online Programs for Math and Literacy	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools,Comprehensive High Schools	$160,000.00	$160,000.00
2	19	CTE Facilities	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$600,000.00	$600,000.00
3	1	Targeted Engagement Strategies and Individual Mentoring (Ratio)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,848,985.00	$1,848,985.00
3	4	College and Career Readiness (Support Services)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,925,357.00	$1,925,357.00
3	7	In-class Tutoring (AVID/College Tutors)	LEA-wide	Low Income	All Schools	$510,000.00	$510,000.00
3	8	Summer School	LEA-wide	English learner (EL), Foster	All Schools	$905,652.00	$905,652.00

				Youth, Low Income			
3	10	EL TOSA	Limited	English learner (EL)	Specific Schools,Comprehensive High Schools	$787,360.00	$787,360.00
3	11	Database Platform	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$70,000.00	$70,000.00
4	2	Promote Parent Involvement	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$300,000.00	$300,000.00
4	3	Categorical Programs Assistants (50% LCFF) and District Community Liaison	LEA-wide	Low Income, English learner (EL)	All Schools	$361,000.00	$361,000.00
4	5	Parent Workshops (EL, FY, and LI)	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$250,000.00	$250,000.00
4	7	Interpretation & Translation Services	LEA-wide	English learner (EL)	All Schools	$124,604.00	$124,604.00
5	2	Support Personnel (Support Services)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$5,168,174.00	$5,168,174.00
5	3	Support Staff (Child Welfare and Attendance Coordinators)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,205,780.00	$1,205,780.00
5	4	After-school Student Engagement	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,881,900.00	$1,881,900.00
5	5	Campus Supervisors	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$860,000.00	$860,000.00
5	6	Comprehensive Student Support Coordinators (CSSCs)	LEA-wide	Low Income, English learner (EL)	All Schools	$464,000.00	$464,000.00
5	7	Paraeducators	LEA-wide	Low Income, English learner (EL)	All Schools	$800,000.00	$800,000.00
5	9	Foster Youth (Transportation)	Limited	Foster Youth	All Schools	$60,000.00	$60,000.00
5	10	Pupil Services	LEA-wide	Low Income, Foster Youth,	All Schools	$214,434.00	$214,434.00

				English learner (EL)			
5	11	Stage Technicians	LEA-wide	Low Income	All Schools	$120,000.00	$120,000.00
5	12	Free Meals	Limited	Low Income	All Schools	$10,000.00	$10,000.00
5	14	Health & Well-being (Supplies and Services)	Limited	Low Income	All Schools	$75,000.00	$75,000.00
5	15	Extra-curricular Activities	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$80,000.00	$80,000.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$999,708.00	$90,900.00	$166,000.00			$526,186.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	2	Professional Development (Subs for Release Time)	$100,000.00						$100,000.00
2	3	Content Specialists/Course Leads		$60,900.00				$436,186.00	$497,086.00
2	4	CTE Instructional Materials						$50,000.00	$50,000.00
2	7	Professional Development (CTE)						$30,000.00	$30,000.00
2	10	Transition Center Training						$10,000.00	$10,000.00
2	12	English 1 Intensive	$255,270.00						$255,270.00
3	3	After-school Tutoring	$75,000.00						$75,000.00

		Program (Tutors)							
3	5	Teacher Collaboration Time	$190,000.00						$190,000.00
3	6	Professional Development (Admin)		$30,000.00					$30,000.00
3	9	Summer Bridge Program	$50,000.00						$50,000.00
4	4	Community Liaisons	$304,438.00						$304,438.00
4	6	Parent Workshops (All Students)	$25,000.00						$25,000.00
5	8	Paraeducators (ELs)			$166,000.00				$166,000.00

Instructions

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 lcff@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.

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

The revised LCAP template for the 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, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. 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 specific 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 should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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.