

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2024-2025

Date of Board Approval

8/7/2024

LEA Name

El Monte Union High School District

CDS Code:

19645190000000

Link to the LCAP:

(optional)

www.emuhsd.org/lcap

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The El Monte Union High School District is committed to the success of all students through a collaborative effort among district and school staff, parents and families, and community members and organizations that focus on promoting college and career readiness. This collaboration is evidenced through the ongoing decision-making process that is used to seek input and make revisions to the EMUHSD's Local Control and Accountability Plan (LCAP) on an annual basis. The actions within the LCAP all focus on supporting all students to graduate college and career ready. To that end, this past school year, a lot of time was also dedicated to ensuring that a clear instructional vision was created through a collaborative process, with input from all schools and all educational partners. This vision is student-centered and validates that "the quality of teaching remains the most significant factor in determining student achievement and well-being and becomes the focus for success and coherent improvement across all schools" within the EMUHSD. Teachers continue to be provided with many opportunities to receive training and collaborate on practices that promote student interactions and demonstration of learning. Structures are also in place to support ongoing data analysis that allows teachers to be responsive to the specific needs of students. With a focus on providing engaging learning opportunities and activities for all students and a process for assessing and reviewing evidence of student learning and student success, the district continues to collaborate with all educational partners to make student-centered decisions that support and promote increasing the success of all students, particularly English Learners, Foster Youth, and low-income students. These decisions shape the actions and goals in the EMUHSD's LCAP and are aligned with the eight state priorities. The actions and activities supported through federal funds are aligned with ESSA guidelines and supplement our overall efforts identified in the LCAP.

Supplementing with Title I funds:

Our instructional focus identifies the need to support and promote the quality of teaching, with both formal and informal assessments taking place during instructional time. Late-start meetings are held at all schools to allow for collaboration and identification of students who are not being successful. Additional professional development days were added to the instructional calendar to allow teachers to receive training or collaborate on specific student needs at their schools, particularly those of English Learners, Foster Youth, and low-income students. Additional support is provided to ELs by EL TOSAs and English Language Development Lab classes through S & C funds. Other services that are provided through S & C funds that target English Learners, Foster Youth, and low-income students include additional elective and Advanced Placement classes, academic counselors, staff to support mental health, a library with support staff, and a data analysis platform. To further support these program needs, a Data TOSA is funded with Title I and Title II funds to support teachers and principals with disaggregating data, all to support improved student achievement. Teachers are also provided with opportunities to attend trainings that support specific programs like AP Summer Institute. College and Career Coordinators are provided through Title I funds to mentor and guide students as they prepare for post-secondary options.

State funds are used to provide core instructional materials to students. S & C funds are allocated to each site to identify and purchase supplemental instructional materials targeting the specific needs of unduplicated students. Title I funds are used to supplement these materials, particularly for the AVID program.

All incoming 8th-grade students have an opportunity to take an academic course during summer school that is funded through State funds. However, because data continues to show that there is a high drop-out rate for students as they transition from middle school to high school, Title I funds are being used to provide a Summer Bridge program for identified incoming 8th graders. The program is designed to support a smooth transition into high school by providing enrichment activities that focus on developing time management, organizational, and study skills. Teachers have the opportunity to collaborate and plan each year to ensure the individual needs of students are addressed within the program. Ninth graders also have the opportunity to enroll in a College and Career Prep elective course that supports academic language while helping students explore the different post-secondary options available.

Staff usually completes an annual survey to identify areas where they would benefit from additional professional development and collaboration time. Based on the survey results, Title I funds, and sometimes Title II funds, are used to provide further training and collaboration time for teachers.

Supplemental and Concentration funds are used to support programs that increase and improve services principally directed toward English Learners, Foster Youth, and low-income students. As a result, S & C funds provide up to five

sections of AVID at each comprehensive high school. Mose schools have identified a greater need for this program and use Title I funds to increase the number of AVID sections at their site.

State funds are also used to provide a District Community Liaison to support and promote parent and family engagement. To provide increased opportunities for parents and family engagement, with ongoing personal communication opportunities, each site uses Title I funds to provide a school Community Liaison and partially fund a Categorical Programs Assistant.

Supplementing Title II funds:

Late-start meetings allow time for staff to collaborate and identify learning opportunities for students to be successful in the different content areas. To build on this structure, Title II funds are used to support these conversations through release time for Content Specialists in Math and Science districtwide, as data has shown students need more support in these areas. However, staff in all content areas can have additional conversations and sharing of best practices through course-specific strategies led by the Course Leads. Title II funds eleven course leads at each comprehensive high school who are provided with a stipend to analyze assessment data and identify best practices, on specific courses which include Integrated Math I, II, and III, English 1, 2, 3, and 4, US and World History, Biology, and Physical Science.

Title II funds are used to target professional development at the two continuation high schools identified as Comprehensive Support and Improvement (CSI) and the comprehensive high schools identified as Additional Targeted Support and Improvement (ATSI). Schools identified as CSI, TSI, or ATSI can work with their staff to identify additional professional development opportunities that align with the reason the school was identified as such.

State funds continue to support new teachers and administrators through enrollment in a teacher induction program or an administrator Tier II program. Site administrators are provided with opportunities to attend academies that focus on various educational topics that include curriculum, instruction, assessment, and technology.

Supplementing Title III funds:

The core instruction for English Learners is provided through District funds. This includes access to the core curriculum, including an English Language Development class, and standards-aligned materials. Additional support is provided to English Learners through S & C funds by EL TOSAs, supplemental instructional materials that support academic speaking, an English Language Development lab class that allows students additional time to practice language skills, and a paraeducator at school to provide primary language support. Title III funds are used to provide an additional paraeducator at schools with a higher number of newcomers.

Title IV funds:

Title IV funds are transferred into Title II and support professional development for teachers aligned to evidenced-based practices that include student engagement strategies, effective use of technology, and welcoming and inclusive practices.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The EMUHSD has created many structures to ensure federal funds are used for supplemental services in alignment with ESSA guidelines and supportive of our overall vision and expectation that all students graduate college and career-ready. The district continues to seek input on the revision of the LCAP on an ongoing basis from all educational partners including certificated and classified staff, administrators, parents, students, the El Monte Union Educator's Association (EMUEA), and the Classified School Employees Association (CSEA), the District English Learner Advisory Committee (DELAC) and Superintendent's Parent Advisory Committee (SuperPAC). The LCAP reflects actions and services provided not just through S and C funds, but also through other resources, including federal funds. This allows for conversations with all groups that are transparent but also aligned with the district's goals.

District staff meets with school principals on an ongoing basis to provide support with the revisions of school plans, but also to ensure school goals are in alignment of district goals. District staff trains members of School Site Councils (SSCs) on their roles and responsibilities as they review student achievement data and recommendations from the

English Learner Advisory Committee (ELAC) to support the alignment of site goals and actions with the District's goals and actions.

The EMUHSD LCAP includes funding for services at different levels within the district. Funding for some services is provided districtwide to allow for all students to access the services, while other services are funded on a tiered system, based on student enrollment, to allow for the schools with a higher enrollment to support the services for all identified students. There are also services in the LCAP that target a specific subgroup, thus are allocated on a per-pupil basis to ensure that the needs of each student in that subgroup are addressed. Throughout the year, meetings are held with all principals where the effectiveness of services are analyzed and best practices are shared allowing all the opportunity to implement the best practices.

Collaborative monthly LCAP meetings are held at the district where administrators from all divisions, Business, Educational, and Human Resources, along with the Superintendent are all in attendance. The core program is identified and the supplemental actions and services funded through S & C are reviewed. The activities funded through federal programs are also reviewed to ensure they are supplementing and not supplanting what is already being provided by district funds. Throughout the year, the implementation of districtwide services is reviewed to evaluate progress and effectiveness in meeting district goals. Based on this analysis and the review of the most current data, needs are prioritized for the following school year, and if necessary, actions are revised or new ones identified.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (as applicable)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The El Monte Union High School District follows ESSA guidelines and allocates Title I funds based on the total number of students from low-income families, which is determined by the number of students eligible for a free or reduced-price lunch (FRPM).

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The El Monte Union High School District had a total enrollment of 7,860 students during the 2022-2023 school year. Based on the definition provided for minority students, EMUHSD served 99.2% of minority students that school year. The total unduplicated population was 89.2%, while the number of English Learners served was 1,767 (22.5%). The overall number of low-income students was 6,873, or 87.4% of the total population. The Human Resources staff works diligently throughout the year to ensure all schools are fully staffed with qualified staff and effective teachers. As a result, only 12 teachers (3%) were identified as being ineffective or out-of-field, based on the definitions provided. All schools served almost 100% minority students with over 90% of the teachers being fully credentialed. All schools also served student populations with over 80% classified as low-income, yet only 6% of teachers were classified as inexperienced. The data highlights there is no educator equity gap in the EMUHSD. Our district will continue to collaborate and enhance hiring practices to ensure our data consistently shows no educator equity gap.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following:

	<ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The EMUHSD is very proud of the progress it has made these past years in increasing parent and family engagement districtwide. Parents and families are provided with many opportunities to be engaged and be active participants in the decision-making process. Each year at the start of the new year, schools host an annual Title I meeting where input is sought on the revision to the site's Parent and Family Engagement Policy. During each site meeting, parents have the opportunity to identify diverse engagement opportunities they would like to see at the site. Formal input is also provided through a survey that is provided at the same time. As a result, parents have opportunities to not just engage in the traditional Open House, Back-to-School, and College Night, but also in workshops that support healthy communication with their children, an annual College and Career Conference, and an Annual Parent Involvement Academy, among many others. Ongoing input for additional opportunities is provided by members of the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC) as they also provide input on the revision of the site and the District's Parent and Family Engagement Policies. Each School Site Council (SSC) is also provided with the opportunity to provide input on the Parent and Family Engagement Policy and include ideas on additional ways to engage parents and families. Many workshops were added during the 2023-2024 school year as a result of recommendations made from the Superintendent's Parent Advisory Committee (SuperPAC), as well as recommendations from parents on the LCAP committee and districtwide survey. This past school year, focus group meetings were held with parents from each school to gather input directly from them on how the school/district can partner with them to support our children's success. Site staff work with the district's Family Engagement staff to review the different recommendations for parents and make these opportunities available for them. To support the district's

dedication to increasing the engagement of parents and families, the district has created a new facility, the EMUHSD Family and Community Engagement Center that is scheduled to be available in the Fall of 2024.

The following is a summary of the many different opportunities available to our EMUHSD families:

Home-Based Engagement

Parents can provide guidance and encouragement for students to access homework support through Tutor.com, an online portal that makes tutors available at any time, any day of the week. Workshops were also provided during the 2023-2024 school year to parents identifying how they can support their children with math at home. A series of workshops was also provided on how to communicate effectively with your child and check in on their schoolwork and educational goals.

School-Based Engagement

Parents have the opportunity to be active members of many committees including the School Site Council, ELAC, and LCAP. They also have the opportunity to schedule parent-teacher conferences to discuss their child's progress. Furthermore, parents are advised of the different opportunities they have to become volunteers either helping out in the classroom, during school events, chaperoning field trips, or even with lunch supervision. A districtwide parent engagement calendar is available online identifying all the different opportunities parents have to attend workshops and trainings, or just traditional events like College Night.

Community-Based Engagement

Parents have the opportunity to support their children through attendance at sporting events, visual and performing art performances, or other district-sponsored events like the Annual Posada and Lunar New Year Celebration. They are encouraged to attend the local museum and allow students to continue to be engaged in after-school programs sponsored by LEARN.

Digital Engagement

Parents are trained on how to create an account on Parent Square so they can receive ongoing communication from the district and school, either via email, text, or a pre-recorded phone call. Parents are also encouraged to follow the EMUHSD's social media groups to stay informed and connected to the school's upcoming activities. Finally, parents are guided on how to view the school and district's website where they can access the parent and family engagement calendar identifying all the opportunities they have to be engaged.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in

- how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
 6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
 7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
 8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD has mailed out the Parent and Family Engagement Policy along with the Uniform Complaint Procedures (UCP) to all families annually, in English and Spanish, however, during the 2023-2024 school year, the policy was provided to all families via Parent Square. At different meetings during the 2023-2024 school year, parents requested that we go back to providing mailings in addition to information via Parent Square. As a result, the policy will continue to be mailed to families at the beginning of each school year. The policy is reflective of the template provided by CDE but is revised to reflect input from the different parent groups, including SSC, ELAC, DELAC, and the LCAP committee. Site staff work with families to jointly develop the policy at the beginning of each school year as they review it and seek input at the annual Title I meeting. Information is provided in both English and Spanish, so families whose primary language is not English, can understand. Parents are asked to identify the topics of workshops they would like to attend, but also the days and times that work with their schedule. As a result, you will see many workshops being offered not just during the day, but in the evenings and even on Saturdays. Specifically during the 2023-2024 school year, topics were added to support student achievement in mathematics. For the upcoming school years, staff will also be providing support to families of ELs with information on reclassification criteria and additional resources to support the specific needs of each EL.

For the past few years, there has been a comprehensive high school identified for Additional Targeted Support and Improvement (ATSI), while the continuation high school(s) have been identified for Comprehensive Support and Improvement (CSI). Communication is first provided to the site administrators at each site, followed up with information specific to their school on the criteria by which the school was identified. Educational partners, including parents at each site, receive training on their role in updating the school plan while ensuring they fully understand the qualifying criteria for CSI and/or ATSI so that they can include actions in the plan that address the specific student group(s) who met the criteria. This collaborative process has been instrumental in building strong partnerships but also in identifying areas of need at each school as valuable input is gathered on strategies to enhance the academic achievement and overall success of the student group(s) identified.

Parents in the EMUHSD have many opportunities to be engaged and a part of the decision-making process. Parents from each school provide input on the actions and allocations in the LCAP as members of the LCAP committee. Parents at each site have an opportunity to provide input on actions specific to English Learners as part of the English Learner Advisory Committee (ELAC), but representatives on the DELAC also have an opportunity to provide direct input on the actions and allocations in the LCAP. The SuperPAC has been trained to advocate for materials and training to help them work with their children to support their children's academic success. Parents have been provided with a Chromebook and received technology training so they can better support their children at home. During the 2023-2024 school year, all parents were invited to focus group meetings, that were held at each site and at the district, to provide input on actions to support students graduating college and career-ready. The District Community Liaison reaches out to parents and families on a districtwide basis. Federal funds are used to expand parent and family outreach through the site Community Liaison and Categorical Programs Assistant. These staff members collaborate to promote the engagement of parents and families via personal calls and interactions.

Collaboration time is scheduled during the year with staff, particularly school administrators, to review the latest data, including input from parents. Throughout the 2023-2024 school year, additional time was spent on creating an instructional vision and identifying evidence-based practices to support student success. One practice called for the

creation of welcoming and inclusive environments that equip staff, including teachers, paraeducators, and administrators, with the skills necessary to effectively reach out to and communicate with parents. Staff is provided with collaboration time where they can review and discuss parent recommendations to enhance districtwide engagement strategies which include providing a welcoming environment.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The El Monte Union High School District follows ESSA guidelines and allocates Title I funds based on the total number of students from low-income families, which is determined by the number of students eligible for a free or reduced-price lunch (FRPM). All schools in the EMUHSD operate a Title program. Each site conducts a needs assessment and works with its School Site Council to review and revise the School Plan for Student Achievement (SPSA) and allocate funds that support evidence-based practices. The SSC is trained annually on their expected role as members, which includes reviewing student achievement data to evaluate the effectiveness of the actions and activities included in the SPSA, and making revisions.

Title I funds are used to increase support and services for students that align with achieving goals in the school and district plans. Funds are reserved at the district to support the specific needs of students identified as homeless, the use and analysis of data, professional development, and costs associated with supporting and monitoring the implementation of Title I services.

All comprehensive high schools operate a schoolwide Title I program and have included evidence-based actions and activities that support the identified needs of students based on the data analysis. Sites receive continuous reports throughout the year containing various data points, including A-G completion rates, grades, Advanced Placement (AP) passing rates, AP enrollment rates, attendance, and suspension rates. This data is meticulously disaggregated by different criteria, such as grade level and ethnicity, to provide a comprehensive overview of student performance and allow sites to identify strategies that can support the success of students. Based on the data analysis, all comprehensive high schools continue to support an AVID program, College and Career Coordinators, Community Liaisons, Categorical Program Assistants, supplemental materials, collaboration time, and a College and Career Prep class specific to 9th graders. The two alternative sites operate a targeted support Title I program which supports identified students through school-to-home communication via a Community Liaison.

There are no local institutions for neglected or delinquent children in the El Monte Union High School District.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A comprehensive needs assessment is modeled at the district level to review and revise the LCAP. This needs assessment includes discussions on student performance as reflected by the data with many educational partners, which include parents, administrators, paraprofessionals, and specialized instructional support personnel, through different groups: SuperPAC, LCAP Committee, Admin Council, All Admin, ELAC, DELAC, Instructional Leadership, LCAP Principal Meetings, and SSC. During the LCAP Principal meetings and the LCAP Committee meetings, different measures are reviewed more in-depth to determine and identify where students are struggling the most. SBAC results are disaggregated, along with D and F rates to identify which student groups are underperforming. Other data that is reviewed include a-g completion rates, graduation rates, attendance rates, D and F rates, and suspension rates. The indicators on the CA School Dashboard are reviewed and stakeholders are asked to pay particular attention to the subgroups with a red indicator. The criteria for being identified as a district for Differentiated Assistance is reviewed. An activity is then presented asking stakeholders to collaboratively identify actions and services that support the need

identified in red for the specific student subgroups. The prior activity with these groups is then followed with sharing the criteria for identifying schools as CSI, TSI, and ATSI. Stakeholders are asked to confirm the criteria that resulted in some schools being identified as such. They follow the same prior process, but this time with site-level data. Stakeholders are asked to identify or share best practices that have proven to be effective for specific student subgroups. Principals and LCAP Committee members are asked to share the process at their school so that they begin the process of jointly developing their School Plan for Student Achievement (SPSA) with these identified actions. All schools, including those schools operating a targeted assistance school program, continue this process of revising their SPSA by conducting a similar comprehensive needs assessment where the students most in need of service are identified, along with services and programs to support them. The SPSA serves as the roadmap for the schools, outlining not just the efforts of TAS, CSI, TSI, and ATSI schools to efficiently and systematically coordinate education services and resources that support increased student achievement, but also the outline for the WASC process.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district homeless liaison along with the administrator who oversees family engagement attends training regularly, either locally through the Los Angeles County Office of Education, or regional, including the California Department of Education hosted Homeless Conference. This staff is then tasked to train staff at the sites on the latest requirements, including immediate enrollment, to ensure these students have equal access to all educational and meal programs that support their success while at EMUHSD. A system has been established where school staff collaborates with district staff to ensure students experiencing homelessness are:

- Immediately enrolled
- Properly identified in the Student Information System and CALPADs and provided with free meals
- Provided with access to the full curriculum, including placement in appropriate educational programs/courses
- Provided with information on how to access supplemental services and materials, including but not limited to tutoring after school or online and school supplies
- Provided with transportation, if needed, to ensure they can get to get to school
- Provided with medical, dental, and mental health referrals, in addition to other community services and resources
- Provided with academic counseling, including identification of eligibility for graduation requirements exemption under CA Ed Code 51225.1, if applicable
- Provided with counseling on post-secondary options including support for identified 12th-grade students with completing college and financial aid applications
- Provided with hygiene products and clothing, if needed

Annually, Title I funds are reserved to support homeless services. These services include, but are not limited to school supplies, hygiene products, and clothing, which allow our students to attend school daily, ready to learn.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

This section does not apply to EMUHSD as it only serves students in grades 9-12.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At the beginning of each calendar year, EMUHSD counselors visit the middle schools to provide 8th graders with an overview of courses available to 9th-grade students and enrollment materials. An 8th-grade orientation day is scheduled in the Spring semester that allows all 8th graders to visit the high school, get a tour of the campus, and meet students and staff. In collaboration with the partner middle schools, incoming 9th-grade students are identified who would best benefit from the opportunity to attend a summer bridge program at the high school. This program supports their transition to the high school culture and prepares them for the rigor of the high school curriculum through various activities that develop time management, work organization, and study skills. These students also have the opportunity to visit colleges and universities as they are learning about their post-secondary options.

During their first month as freshmen, 9th graders are connected with student mentors as part of the Link Crew program. These mentors, primarily seniors and juniors, guide and assist 9th-grade students toward a successful year, filled with activities and information that target a successful transition into high school.

The district works with institutions of higher education, including Rio Hondo College, Pasadena City College, University of California Irvine, and California State University, Los Angeles. Through this collaboration, the district provides workshops for parents and students on a variety of topics that include the college application process and financing of higher education institutions. A district-wide College Night event is held annually on one of the campuses, on a rotating basis. Transportation from each of the home schools is provided to allow all EMUHSD students and parents the opportunity to attend. Representatives from local and statewide colleges, universities, military branches, and technical schools provide information on services and programs.

The district also works in collaboration with Rio Hondo College, UC Irvine, Cal State LA, and other surrounding districts to host a College and Career Family Conference. Conference workshops focus on the transitions from middle school to high school and from high school to post-secondary institutions, financial aid, resume writing, and completing college applications. A resource fair is held during the conference to bring together community resources, college, and trade school representatives, and potential employers.

Academic counselors work with students to provide mentoring, counseling, and guidance to students on the 4-year plans. College and Career Coordinators at each site expand this work through the use of the Choices360 curriculum which allows students to identify their interests and skills and align them to potential jobs and careers. They also provide college application and financial aid workshops, along with transcript evaluation services. EMUHSD provides students with an Early College Academy and concurrent enrollment opportunities through an agreement with Rio Hondo College. College classes are offered during the day and outside of school hours on all of our high school campuses.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD provides all students with opportunities to access a broad course of study consisting of a variety of curricular options that include College Prep, Advanced Placement (AP), Advancement Via Individual Determination (AVID), and Career Technical Education (CTE) courses, technology integration, and opportunities for critical thinking, collaboration, creativity, and communication. Gifted and talented students are provided with the same options, along with opportunities to take dual enrollment classes and attend field trips that provide exposure to post-secondary options.

Title I funds are used to provide increased support and services for students that align with achieving site and district goals. Funds are reserved at the district to provide professional development opportunities for staff, support data analysis, and support and monitor the implementation of Title I services. These services are evaluated annually through a review and analysis of student achievement data to verify the effectiveness of the activities.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD does not receive Title I, Part D funds, therefore this section is not applicable.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD does not receive Title I, Part D funds, therefore this section is not applicable.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD does not receive Title I, Part D funds, therefore this section is not applicable.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD does not receive Title I, Part D funds, therefore this section is not applicable.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD does not receive Title I, Part D funds, therefore this section is not applicable.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD does not receive Title I, Part D funds, therefore this section is not applicable.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD does not receive Title I, Part D funds, therefore this section is not applicable.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD does not receive Title I, Part D funds, therefore this section is not applicable.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD does not receive Title I, Part D funds, therefore this section is not applicable.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD does not receive Title I, Part D funds, therefore this section is not applicable.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD does not receive Title I, Part D funds, therefore this section is not applicable.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD does not receive Title I, Part D funds, therefore this section is not applicable.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The EMUHSD has established systems to foster the professional development of teachers, principals, and other school leaders. New teachers join the Induction Program through a Memorandum of Understanding (MOU) with the Los Angeles County Office of Education (LACOE) and receive ongoing site-based support from an Instructional Coach. The Assistant Principal of Instruction meets with new teachers regularly to share best practices and address challenges. Additionally, teachers are provided opportunities to attend conferences and workshops tailored to their identified needs.

All teachers benefit from collaboration time and opportunities to attend professional growth conferences. Three professional development days have been added to the instructional calendar for the past three (3) years that allow site staff to review data and collaborate on school and district initiatives. Instructional Coaches, EL TOSAs, and district math and assessment TOSAs enhance teacher capabilities by assisting with the implementation of effective instructional strategies, technology integration, formative assessment selection, and student achievement data analysis. Teachers can become Course Leads and/or Content Specialists, roles that enable them to analyze data, conduct lesson studies, and observe peers to enhance teaching effectiveness and student achievement. During the 2023-2024 school year, there were 20 Content Specialists (one in each core area- English, math, science, and social science at each of the comprehensive high schools) and 11 course leads at each comprehensive high school (a total of 55). This staff continually meets with the Director of Curriculum and Instruction, along with the Instructional Coach to address staff needs in addressing instruction as a result of the data analysis. Staff complete an annual professional development survey to inform the district of their growth needs. The results guide the planning of summer workshops, which are held over a three-day period and led by district staff, including teachers. Participants attend the training sessions and provide feedback through evaluation forms to help refine and improve future professional development offerings. Each summer, teachers are also provided with opportunities to attend different summer institutes including Advanced Placement and AVID.

The district funds professional development opportunities, including conferences, trainings, and academies through the Association of California School Administrators (ACSA), ensuring ongoing development for all district administrators. Monthly all administrator meetings are held to support administrators in their administrative roles. Administrative Council meetings are also held each month to support administrators in identifying common practices and procedures. Instructional Leadership meetings are held to guide and support districtwide practices aligned to the instructional vision. Each year, two retreats are held to bring staff together and provide learning opportunities identified by them either through a survey or directly in meetings. During the 2023-2024 school year, the District administration implemented a mentoring program for new administrators. This program brought all new administrators together once a month to focus on topics relevant to their roles. In addition to these focused sessions, time was allocated for participants to share their recent experiences, including both successes and challenges. Both administrators and teachers are encouraged to participate in Western Association of Schools and Colleges (WASC) visiting committees, sharing insights from these experiences with district and site leaders.

Most professional development opportunities include an exit survey at the conclusion of the event to gather direct feedback from the participants on what they felt was beneficial for them and what could be improved. However, the

effectiveness of professional development is also evaluated through the monitoring of student outcome data, formal and informal surveys, staff presentations, peer and administrator observations, and coaching collaboration. Adjustments to professional development opportunities are based on this evaluation data.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The EMUHSD evaluates current-year services, activities, programs, and student data outcomes to identify the students and schools it will prioritize and serve. This assessment includes the identification of additional resources and activities for students at schools that are CSI, TSI, or ATSI. The district provides a core professional development program to support the professional growth of all staff in an effort to increase student achievement. Additional support through S and C funds includes Professional Development days, conferences, training, and collaboration time, which are included in the EMUHSD LCAP. After reviewing site-specific data (including graduation rate and academic achievement) for the entire school population but also student subgroups, and seeking input from stakeholders at the two alternative sites identified as CSI, it was determined that students at these sites have equal access to the same core and supplemental services as all other students in the district. The staff did request to be given the opportunity to visit other alternative sites to identify specific practices and programs that have proven to be effective for their students in an effort to explore them in detail and evaluate the potential outcome at their home sites. Staff will also be given the opportunity to collaborate through release time to support planning that includes the use of evidence-based practices to support the needs of the student subgroups who met the criteria for the CSI identification. As stated earlier in the Addendum, Title II funds are also used to target professional development in comprehensive high schools identified as ATSI. Schools identified as ATSI work with their staff to identify additional professional development opportunities that align with the reason the school was identified as ATSI. For the past couple of years, South El Monte High School was identified as an ATSI school. After a comprehensive analysis of data focused on the student subgroups who met the criteria for ATSI identification, the staff requested support through professional development opportunities provided by Solution Tree and Capturing Kids Hearts. Both contracts were funded through Title II. This past school year, El Monte High School was identified as ATSI. After reviewing data for student subgroups, including SWDs, it was determined that this subgroup of students has access to the same core and supplemental services as all other student subgroups. Parents of SWDs also have the same opportunities to participate and engage in school activities, however, it was recommended that parents be provided with workshops to support the specific needs of this student subgroup. As a result, the Director of Special Education will be providing workshops during the 2024-2025 school year. Translation services will be available for all parents to access the information. EMHS did not identify additional services needed to address the Students With Disabilities (SWD) subgroup. It was requested the school continue with training that has started with Capturing Kids Hearts.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The EMUHSD has created many structures to ensure federal funds are used for supplemental services in alignment with ESSA guidelines and supportive of our overall vision and expectation that all students graduate college and career-ready. The district continues to seek input on the revision of the LCAP on an ongoing basis from all educational partners including certificated and classified staff, administrators, parents, students, the El Monte Union Educator's Association (EMUEA), and the Classified School Employees Association (CSEA), the District English Learner Advisory Committee (DELAC) and Superintendent's Parent Advisory Committee (SuperPAC). The LCAP reflects actions and services provided not just through S and C funds, but also through other resources, including federal funds. This allows for conversations with all groups that are transparent but also aligned with the district's goals.

District staff meets with school principals on an ongoing basis to provide support with the revisions of school plans, but also to ensure school goals are in alignment of district goals. District staff trains members of School Site Councils (SSCs) on their roles and responsibilities as they review student achievement data and recommendations from the English Learner Advisory Committee (ELAC) to support the alignment of site goals and actions with the District's goals and actions.

The EMUHSD LCAP includes funding for services at different levels within the district. Funding for some services is provided districtwide to allow for all students to access the services, while other services are funded on a tiered system, based on student enrollment, to allow for the schools with a higher enrollment to support the services for all identified students. There are also services in the LCAP that target a specific subgroup, thus are allocated on a per-pupil basis to ensure that the needs of each student in that subgroup are addressed. Throughout the year, meetings are held with all principals where the effectiveness of services are analyzed and best practices are shared allowing all the opportunity to implement the best practices. Information is shared at these meetings regarding school identification for CSI, TSI, or ATSI, and conversations begin on addressing the needs of the specific subgroups that met the criteria for identification so that principals can collaborate with their sites, review other student achievement data, and identify if additional support services will need to be provided.

Collaborative monthly LCAP meetings are held at the district where administrators from all divisions, Business, Educational, and Human Resources, along with the Superintendent are all in attendance. The core program is identified and the supplemental actions and services funded through S & C are reviewed. The activities funded through federal programs are also reviewed to ensure they are supplementing and not supplanting what is already being provided by district funds. Throughout the year, the implementation of districtwide services is reviewed to evaluate progress and effectiveness in meeting district goals. Based on this analysis and the review of the most current data, including a-g completion rates, graduation rates, D & F grades, attendance, and suspension rates, needs are prioritized for the following school year, and if necessary, actions are revised or new ones identified.

To support professional growth, the district provides late-start meetings to allow time for staff to collaborate and identify learning opportunities for students to be successful in the different content areas. To build on this structure, Title II funds are used to support these conversations through release time for Content Specialists in Math and Science districtwide, as data has shown students need more support in these areas. However, staff in all content areas can have additional conversations and sharing of best practices through course-specific strategies led by the Course Leads. Title II funds

eleven course leads at each comprehensive high school who are provided with a stipend to analyze assessment data and identify best practices, on specific courses which include Integrated Math I, II, and III, English 1, 2, 3, and 4, US and World History, Biology, and Physical Science.

Title II funds are used to target professional development in comprehensive high schools identified as Additional Targeted Support and Improvement (ATSI). Schools identified as ATSI can work with their staff to identify additional professional development opportunities that align with the reason the school was identified as ATSI.

State funds continue to support new teachers and administrators through enrollment in a teacher induction program or an administrator Tier II program. Site administrators are provided with opportunities to attend academies that focus on various educational topics that include curriculum, instruction, assessment, and technology.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The El Monte Union High School District is committed to the success of all English Learners (ELs) through a collaborative effort among teachers, school staff, and administrators. Enrollment for the 2023-2024 school year consisted of 7,677 students with 1,626 students or 21.2% of those students identified as English Learners. Further disaggregation of the English Learner (EL) data reveals that our smallest EL population is our newcomers (0-3 years), which are 258 students or 15.9% of our ELs.

Through general funds, the EMUHSD provides ongoing districtwide late-start meetings that allow staff to collaborate and identify additional learning opportunities throughout the year for students to be successful in acquiring the skills needed to be reclassified and college and career-ready. The EMUHSD uses supplemental and concentration funds (S & C) to provide additional professional development opportunities in various forms which include two calendared professional development days specifically designed for teachers to analyze data, collaborate, and make instructional decisions to support our English Learners based on identified areas of need. Specific to those calendared PD days and ongoing, is a focus on Evidence-Based Practices (EBPs). Site administration coordinates with both the Instructional coach and English Learner Teacher on Special Assignment (EL TOSA) to provide presentations on the needs of English Learners particular to each site and support in the process of identifying additional EBPs that will further support ELs and all students. The district has identified the first EBP as Content and Language Objectives and sites have already moved forward in collaboration with Instructional Coach and EL TOSA in training teachers on how to write effective Content and Language objectives specific to the needs of our students and centered around our ELD standards.

Finally, teachers are provided collaboration time during the school year and in the summer to plan and discuss the implementation of new instructional strategies to meet the needs of Newcomers, LTELs, and all ELs. During these site professional development opportunities, the staff is provided with English Learner Proficiency Assessments for California (ELPAC) data to create a better understanding of the areas of need based on the specific domains assessed on the ELPAC. During this ongoing collaboration time, teachers and staff specifically have the opportunity to identify and learn about the areas of need specific to their cohort of students to further support students in meeting the reclassification criteria.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

This section is not applicable to the EMUHSD.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The El Monte Union High School District provides a language acquisition program designed for English learners to ensure English acquisition as rapidly and effectively as possible and provides instruction to these students on the state-adopted academic content standards and ELD standards through Integrated and Designated ELD. The Structured English Immersion (SEI) program provides classroom instruction in English using a curriculum and presentation designed to support English language development and provide English learners with access to core content. The EMUHSD specifically targets additional support to our newcomers through S & C funds by offering an English Learner Development (ELD) lab class at all three levels 1, 2, and 3. The lab reinforces and supports the ELD course with supplementary materials and extended oral and writing practice.

S & C funds also fund a paraeducator at each school site to support newcomers, however, an additional paraeducator is provided to sites with a higher number of newcomers through Title III funds. S & C funds are allotted to each site to allow staff the flexibility of purchasing supplemental materials, while Title III is used to purchase Cengage districtwide, which allows students to additional time to practice skills online or through consumables. Students, teachers, and paraeducators have access to more time and opportunities to reinforce the skills needed to move the students toward language proficiency.

Last school year, the EL TOSAs met to review and revamp the prior Academic Language Development (ALD) curriculum that is used to support LTELs. In the Spring of 2024, the EMUHSD approved a new course titled College and Career Prep 2P, to place the prior ALD course. The new course a-g approved and is designed to further meet the needs of our LTELs and provide academic language skills and abilities necessary to be successful in all academic subjects, develop student habits, be successful in mainstream English classes, and prepare for the academic and language demands of college, university, and career work.

The EMUHSD 2024-2025 LCAP includes an English Learner counselor at both El Monte High School and Mountain View High School, through S & C funds. The role of the EL counselor will be to provide additional support to our schools with our largest English Learner subgroup populations. With both schools serving over 300 English learners, the counselor will provide increased support in working with parents and students in understanding the Reclassification requirements and available resources accessible to both parents and students on campus and at home such as tutor.com. The added support will create more opportunities to reach students, particularly our LTELs target the specific needs of individual students, and provide direct support.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The El Monte Union High School District provides district-wide data in support of identifying achievement gaps and creating achievable goals to close those achievement gaps and promote English acquisition progress. In addition to the specific goals identified for English Learners within the LCAP, sites annually include goals in their School Plan of Student Achievement (SPSA). English Learner progress data is reviewed annually with each school site to determine progress or the need for additional support. The EMUHSD continues to include ELD lab classes available at all three levels as well the inclusion of the new College and Career Prep 2 (CCP2) course that further supports our Long Term English Learners (LTEs) in achieving academic success to promote reclassification which in turn also promotes the success of meeting the state academic standards. Paraeducators supporting students regularly inside the classroom provide additional support for our students to acquire the skills necessary to be successful in all content areas and meet or exceed the State academic standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EMUHSD uses the Local Control and Accountability Plan (LCAP) revision process to guide its comprehensive needs assessment. The LCAP revision process involves all educational partners, including parents, students, teachers, administrators, other school personnel, community members, and local bargaining unit members in analyzing data, seeking input, and revising the plan. Sites follow the same process through the school plan revision and WASC process. Both quantitative and qualitative data are reviewed both at the district and school level. Quantitative data reviewed includes all data on the Dashboard, along with local data such as A-G completion rates, AP enrollment, AP passing rates, D and F rates, and Parent and Family Engagement numbers. The reviewed qualitative data includes LCAP surveys from students, parents, and staff, Youth Truth and Panorama survey data from students, and focus group input from students, parents, and staff.

Meaningful consultation takes place with the private school that chooses to participate in receiving federally funded services to seek their. After input has been gathered from all educational partners, EMUHSD exercises federal transferability and transfers all Title IV funds into Title II.

Through the LCAP revision process, it was determined that specific actions effectively support a well-rounded education, the safety and health of students, and the effective use of technology. The activities listed below are those that have been identified as meeting the Title IV requirements.

Activities that support a well-rounded education:

- Course Leads and Content Specialists to identify academic support for students.
- A variety of curricular options that include College Prep, Advanced Placement (AP), Advancement Via Individual Determination (AVID), and Career Technical Education (CTE) courses
- College and career readiness support through the Choices360 curriculum, academic guidance through academic counselors, guidance and support on college and financial aid applications by college and career coordinators, workshops and events that prepare students for post-secondary options like College Night and the College and Career Family Conference
- Opportunities for credit recovery through the Online and Personalized Learning Program (OPL) and/or Summer School

- Opportunities for dual enrollment courses in collaboration with educational partners including Rio Hondo and Pasadena City College
- Professional Development opportunities to support our students in receiving a rigorous curriculum with strategies that support students' individual needs

Activities that support the safety and health of students:

- Professional development opportunities to allow for staff to update the health curriculum
- Content Specialists and Course Leads to support and lead the work around evidence-based practices that include creating welcoming and inclusive environments
- Professional development that supports a welcoming and inclusive environment for students, including training through Capturing Kids' Hearts
- A Wellness Center at each school supported by a Wellness Coordinator and clerk that provides individual and group counseling, along with referrals to outside agencies
- A School Resource Officer at each school to support student safety
- Parent workshops that focus on supporting Healthy Communication With Your Children, Drug Prevention, Positive Parenting Helps Your Teenager's Well-Being, and Teaching Your Kids About Healthy Relationships

Activities that support the effective use of technology:

- Professional Development opportunities on the effective use of technology and how to integrate it into the classroom
- Course Leads and Content Specialists who lead and support the effective integration of technology into the classroom.
- Access to both students and teachers to technology through Chromebooks
- MiFi devices for students
- Applications that provide supplemental support to students through their Chromebooks, outside of the school day
- A technology specialist at each site that supports the use of technology
- A help desk at the district level that provides additional support