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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

Plan Summary 2022-2023

General Information

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

The El Monte 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 district and school staff, parents and families, and community members and organizations that focus on promoting college and career readiness. The District currently serves 8,125 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 the District are supported through programs and services provided by the collaborative work of our staff. The District currently employs 544 certificated and 516 classified staff.

The District's student enrollment includes students in each of the unduplicated student groups: 21.04% are English learners, 88.3% are Socio-economically Disadvantaged with 86% qualifying for Free and Reduced Meals, and less than one percent are Foster Youth.

The District's student population is made up of 79.2% Hispanic, 18.6% Asian, 0.9% White, and 1.3% Other ethnicities. The student population is also represented by over 25 different home languages that includes Spanish (57.4%), English (25.1%), Vietnamese (7.4%), Cantonese (6.3%), Mandarin (1.4%), and other languages (2.1%).

The District's philosophy of education calls for the school, home, and community to work cooperatively toward the achievement of the educational goals of the 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, graduation and dropout rates, and parent and family engagement.

The District's review of the A-G completion rate data indicates an increase from 47% in 2020 to 54.1% in 2021

and provide these students with learning accommodations, as necessary. The District will continue to provide expanded course offerings in summer school and the OPL program to provide students with an increased opportunity to complete the graduation requirements. The Foster Youth liaison will also work closely with the counselors to review the progress towards graduation of Foster Youth 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.

The District will also continue to support the presentation of parent workshops on the A-G and graduation requirements to inform parents on these requirements and encourage their support as a partner in the education of their child. These workshops will continue to be provided in the parents home language, to the extent possible.

Local data indicates the need to address the D and F rate for all students. An analysis of the Fall 2021 semester grades revealed over 20% of students received Ds and Fs in math (28.1%), science (27.6%), and English language arts (23.4%). Although students have increased opportunities to repeat courses to improve the D or F grade, the District recognizes the need to address the students' low achievement prior to the completion of the semester.

For the 2022-2023, one focus of professional development activities for teachers will be on grading equity and providing early identification of students needing support throughout the semester to ensure successful completion of their courses. The District will continue to provide students with on-demand virtual tutoring, allowing them access to a content tutor any day of the week.

The District's review of the 2020-2021 CA School Dashboard College and Career Indicator (CCI) report indicates the percent of students completing at least one CTE pathway was 13.1%, which is a decrease from the baseline percentage of 25.5%. In spite of the decrease in completion rates, students have indicated that the CTE pathways being offered at their school this year are more aligned to their interests. The District will continue to increase the number of CTE courses offered and promote the CTE program to encourage more students to complete at least one CTE pathway.

LCAP Highlights

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

The actions outlined in each goal of the District's LCAP support the success of all students, including low-income students, English learners, and Foster Youth, by focusing on providing standards-based instruction and academic supports, ensuring successful completion of high school and college requirements, providing a safe and nurturing school environment, and encouraging the participation and input of all educational partners.

The data reviewed throughout the year 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 the completion of graduation requirements, A-G requirements, and the completion of a CTE pathway.

Results from the student survey also indicated that the District needs to continue to promote and support student engagement activities outside of the regular school day.

The results from the student and parent surveys and the analysis of student achievement data (local assessments, D and F rates, and student participation) all indicated that the pandemic continues to have a negative impact on the students' learning and mental health. This highlighted the need to continue to provide counseling and mentoring services to address students' social-emotional well-being. As a result, the 2022-2023 LCAP will focus on providing additional counseling and mentoring services, along with in-person and virtual academic tutoring support before, during, and after the school day.

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.

An increased amount of activities were provided for students to promote their engagement in school when they returned to in-person instruction during the 2021-2022 school year, and motivational incentives were provided to promote the success of students. On the Youth Truth student survey conducted in February 2022, there was an increase in the percent of students indicating they were participating in extracurricular activities.

Safety measures, including adding services from an athletic trainer to support the safety and well-being of students during games and competitions, were implemented.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

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

The only school that continues to be identified as a CSI school is Fernando R. Ledesma high school (FRLHS), an alternative high school in the EMUHSD.

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

The process of supporting FRLHS in developing the 2022-2023 comprehensive support and improvement plans will begin at the end of the current school year. Support will be provided to the site in the development and implementation of student, parent, and staff surveys. District staff will also support the process of data analysis once the surveys are completed. A meeting will be held with the school principal and site staff to review and identify the evidence-based interventions that have proven to be successful at the site during the current year and would like to be continued in 2022-2023. The site staff will be able to make recommendations on any other evidence-based interventions they would like to see included in the plan.

The District will support the site by providing staff with release time to visit other alternative high schools to gather ideas on interventions to implement at the site. The allocation of resources will also allow site staff time to work collaboratively to review data and identify suitable evidence-based interventions for the school.

District staff will continue to meet with the principals to review the current status of implementation of actions in their site plans, including the comprehensive support and improvement plan. Through this process, data will continue to be gathered to identify resource inequities and ensure every school, including FRLHS, is provided with the necessary resources to support the needs of all students at their sites, which includes teaching staff, support staff, instructional and supplemental materials, and funding to support after-school programs.

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

Classroom walkthroughs will be conducted at the school to gather data on the implementation of actions identified in the plan. The principal will continue to participate in quarterly meetings to review the progress in meeting the plan goals. Follow-up meetings will be scheduled with staff to review data, including walkthrough observations, that will assist in identifying the level of implementation of each action in the plan, but also the effectiveness of the implementation. Opportunities will be provided for staff to collaborate and attend professional development in an effort to support the effective implementation of the actions in the school plan. Finally, staff at FRLHS will be provided with the opportunity to provide input on updates to the plan, including the implementation of other evidence-based interventions they would like to implement at the school.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

Input from educational partners was also solicited via the LCAP and the Youth Truth survey, conducted between February and May 2022 and completed by 139 staff members, 367 parents, and 6,578 students.

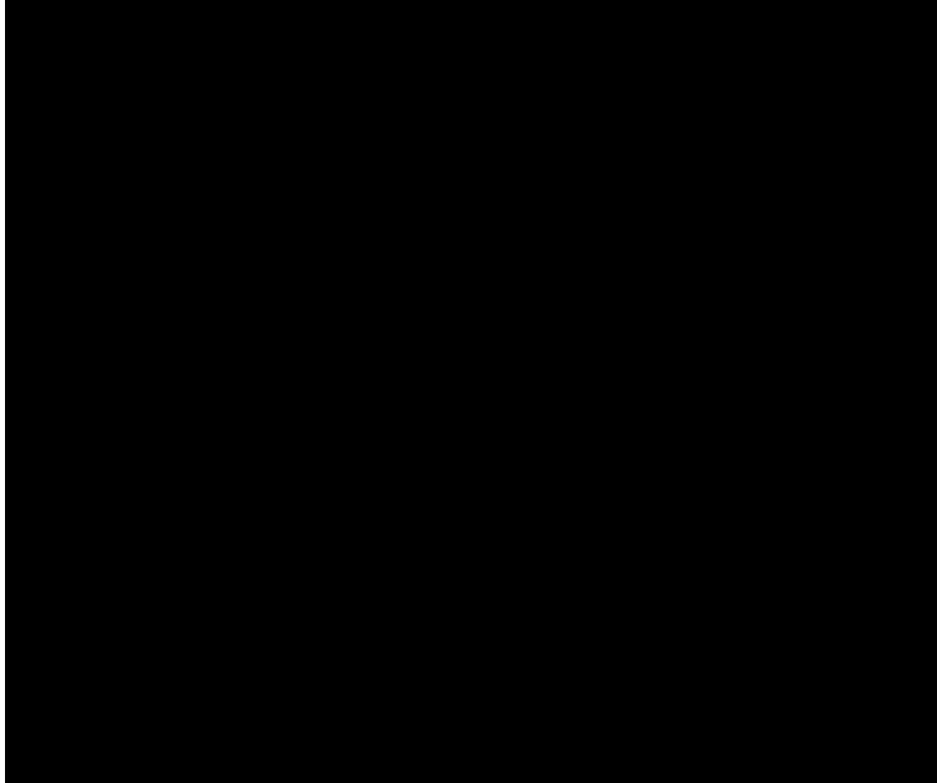
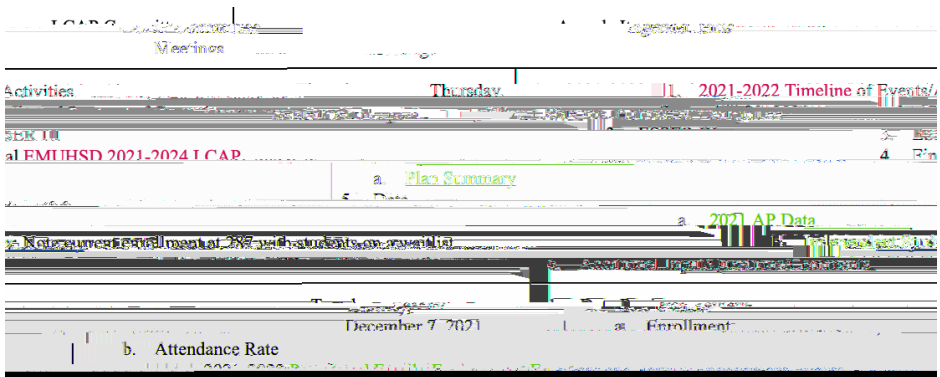
A timeline identifying all LCAP meetings and the tentative agenda items for each meeting were provided to all stakeholders and made available on the District website. The list of LCAP committee meetings that were held during the 2021-2022 school year, including the agenda items reviewed, can be found at the end of the section.

The presentation of the 2022-2023 LCAP was made to the SuperPAC on Tuesday, May 3, 2022 and to the DELAC on Wednesday, June 1, 2022. 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 director of the District's SELPA.

The community was notified of the opportunity to submit written comments regarding specific actions and expenditures in the LCAP on Friday, June 3, 2022. 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. The District provided a phone number to allow input to be submitted by phone.

The LCAP was presented for Public Hearing on Wednesday, June 15, 2022, and for adoption on Monday, June 27, 2022.



A summary of the feedback provided by specific educational partners.

Educational partners had the option to provide input through various means, including responses on surveys, comments at committee meetings, and comments at the public hearing.

Survey results from students and student comments at committee meetings identified the following needs:

- Additional after-school enrichment opportunities
- Additional motivational incentives for engagement
- Additional opportunities for credit recovery
- Additional counseling and mentoring

Survey results from staff, including teachers, principals, administrators, and other school personnel, including input at staff meetings, identified the following needs:

- Continued instructional staff support
- Increase in access and use of technology
- Increase in mental health services
- Increase in targeted engagement strategies and mentoring services
- Increase in professional development opportunities
- Additional after-school enrichment opportunities
- Increase in student motivational incentives

Survey results from parents and input from parent advisory committees (SuperPAC and DELAC) identified the following needs:

- Additional support/assistance with college applications and financial aid
- Additional instructional materials/school supplies
- Additional access for students to make up classes (credit recovery)
- Additional tutoring/academic support
- Increase in the number of parent workshops
- Increase in mental health services

The following is a summary of the trends that emerged from an analysis of the feedback:

- Additional mental health services, including counseling and mentoring
- Additional access for students to make up classes (credit recovery)
- Additional after-school enrichment opportunities
- Additional motivational incentives for engagement

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

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The aspects of the plan that were influenced by input from educational partners were the actions related to targeted engagement strategies, including mental health services, counseling and mentoring; credit recovery; after-school enrichment opportunities; and motivational incentives for engagement.

The input from educational partners highlighted the need to increase the following resources, supports, and services:

- targeted engagement strategies and individual mentoring (Goal 3, Action 1)
- structured support for mental and social-emotional health, including multiple venues for support services (Goal 5, Action 2)
- credit recovery through Online and Personalized Learning (Goal 2, Action 14)
- workshops, trainings, and resources to support parent engagement (Goal 4, Action 5)
- student engagement outside of the regular school day through extra-curricular activities and motivational incentives for students (Goal 5, Action 4)
- support student health and well-being (Goal 5, Action 14)

Goals and Actions

Goal

Goal #	Description

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
					0 teachers are mis-assigned.
					100% of teachers are fully credentialed
					All schools have facilities being reports in "good repair"
					100% of teachers participated in the structured Professional

					Development (PD) as determined by the sign in sheets
					All content areas will be in full implementation.

Actions

Action #	Title	Description	Total Funds	Contributing
			\$1,291,462.00	Yes

		\$100,000.00	No
		\$4,700,000.00	No
		\$2,753,850.00	Yes
		\$42,773,520.00	No

An additional \$899,210 above the budgeted amount of \$3,800,000 for the 21-22 school year was expended.

Action 4 Professional Development (PD Days):

Due to the pandemic, limited professional development took place outside of the instructional calendar. This activity was funded through Federal funds. As a result, there are no estimated expenditures of the \$260,609 that was budgeted.

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

Action 1 Professional Development:

Estimated expenditure is \$1,113,458 (86.63%) of the \$1,285,262 budgeted for the 21-22 school year. This was due to the pandemic and limitations on in-person gatherings for training, the shortage of substitute teachers, and the cancellation of conferences.

Action 2 Professional Development (Subs for Release Time):

Estimated expenditure is \$20,000 (20%) of the \$100,000 budgeted for the 21-22 school year. This was due to the pandemic and limitations on in-person gatherings for collaboration and the shortage of substitute teachers.

Action 3 Routine Maintenance:

Estimated expenditure of \$4,699,210 reflects an additional 23.66% of the \$3,800,000 budgeted for the 21-22 school year. This is due to the need for additional cleaning supplies that were required due to the pandemic.

Action 4 Professional Development (PD Days):

Estimated expenditure of \$0 of the \$260,069 budgeted for the 21-22 school year is due to the action being funded through Federal funds.

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

The most recent Williams Review indicated that EMUHSD had zero (0) teachers misassigned and all teachers were fully credentialed. New teachers were provided with support through the Los Angeles County of Education, and the professional growth of all teachers continues to be supported with opportunities to attend conferences and time to collaborate.

The most recent Williams Review also indicated that all seven EMUHSD schools were in good repair. The District continues to allocate funds towards actions related to the maintenance of school facilities.

Instructional Coaches and a Teacher on Special Assignment (TOSA) supported the implementation of effective instructional strategies in the classroom. Data indicated that teachers were integrating technology into their lessons and using diverse instructional strategies, however, the number of teachers using these strategies varied by school.

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.

Action 1 Professional Development:

An additional \$6,000 was budgeted for the 22-23 school year to reflect a possible increase in new teachers and a possible increase in benefits and salaries. Educator Effectiveness funds will also be used to fund professional development activities.

Action 3 Routine Maintenance:

An additional \$900,000 was budgeted for the 22-23 school year to reflect a similar amount as this school year.

Action 4 Professional Development (PD Days):

An additional \$2,493,241 was budgeted for the 22-23 school year to reflect the cost of four added professional development days.

Action 5 Core Program for Graduation Requirements:

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An explanation of why the LEA has developed this goal.

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\$1,500,000.00 No

\$9,000.00 Yes

\$723,495.00 No

\$285,000.00 No

\$747,360.00 Yes

\$10,000.00 No

\$722,247.00 Yes

\$839,567.00 Yes

\$75,000.00 No

\$1,085,583.00 Yes

\$850,000.00

Yes

\$781,365.00

Yes

The estimated expenditure is \$692,731 (76.54%) of the \$905,000 budgeted for the 21-22 school year. Students continue to have access to and use of technology resources, which is also being supported by funds.

Action 9 Enrichment Opportunities:

The district was planning on starting a dance program at one of the high schools however, due to the pandemic, the program could not be implemented this year. As a result, the estimated expenditure is \$713,343 (81.04%) of the \$880,209 budgeted for the 21-22 school year. Each site was able to continue to support the arts.

Action 10 Transition Center Training:

Due to the increased number of students being placed in facilities that support hands-on training, an additional \$62,773 above the budgeted amount of \$10,000 for the 21-22 school year was expended.

Action 12 English 1 Intensive:

Due to the increased number of students who were identified reading below grade level, and thus in need of the class, an additional \$33,495 above the budgeted amount of \$255,270 for the 21-22 school year was expended.

Action 14 Online Personalized Learning (OPL):

Due to the purchase of materials being made through ESSER funding, the estimated expenditure is \$847,770 (80.74%) of the \$1,050,000 budgeted for the 21-22 school year. The budget for this action for the 2022-2023 school year was increased by \$152,000. Students were able to access additional credit recovery courses including Chemistry and World Languages, along with more online materials.

Action 15 Academic Support for ELs:

Federal funds were used to provide additional instructional materials and resources to English Learners. Due to the shortage of staff to hire to fill vacancies within the district throughout the year, the estimated expenditure is \$943,132 (68.76%) of the \$1,371,534 budgeted for the 21-22 school year.

Action 16 Technology Resources:

Due to the increased cost of each Chromebook, an additional \$190,000 (29.23%) of the \$650,000 budgeted for the 21-22 school year was expended.

Action 18 Online Programs for Math and Literacy:

ESSER III funding was used to provide this service. As a result, there are no estimated expenditures of the \$160,000 budgeted for the 21-22 school year.

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

Action 1 Instructional Materials (Textbooks):

Estimated expenditure of \$2,358,030 reflects an additional 135.80% of the \$1,000,000 budgeted for the 21-22 school year. This is due to the adoption of the English Language Arts curriculum.

Action 3 Content Specialists/Course Leads:

Estimated expenditure of \$682,543 reflects an additional \$185,457 above the budgeted amount of \$497,086 for the 21-22 school year. This is due to the increased costs of salaries and benefits of the content specialists.

Action 4 CTE Instructional Materials:

Estimated expenditure of \$281,000 represents 562.00% of the \$50,000 budgeted for the 21-22 school year.

An additional \$226,409 was budgeted for the 22-23 school year to reflect a possible increase in benefits and salaries, based on current year expenditures.

Action 4 CTE Instructional Materials:

An additional \$235,000 was budgeted for the 22-23 school year to support the increased number of CTE courses being offered.

Action 6 Career Technical Education (CTE):

\$80,857 less was budgeted for the 22-23 school year as transportation costs and contracts will be paid through CTEIG funds.

Action 7 Professional Development (CTE):

\$20,000 less was budgeted for the 22-23 school year as Education Effectiveness funds will be used to support this action.

Action 8 Access to Technology:

\$182,753 less was budgeted for the 22-23 school year to align with actual expenditures this year.

Action 9 Enrichment Opportunities:

\$40,642 less was budgeted for the 22-23 school year as a result of the dance program not being piloted in the current school year.

Action 10 Transition Center Training:

An additional \$65,000 was budgeted for the 22-23 school year to align with actual expenditures this school year.

Action 11 AVID:

An additional \$44,021 was budgeted for the 22-23 school year to reflect a possible increase in benefits and salaries.

Action 12 English 1 Intensive:

An additional \$36,730 was budgeted for the 22-23 school year to reflect an increase in the number of students who need the course.

Action 14 Online Personalized Learning (OPL):

An additional \$102,557 was budgeted for the 22-23 school year to reflect the need for additional staff as a result of the higher need for credit recovery.

Action 15 Academic Support for ELs:

An additional \$405,543 was budgeted for the 22-23 school year as a result of an increased need to support students with Language Development.

Action 16 Technology Resources:

An additional \$200,000 was budgeted for the 22-23 school year to align with current year expenditures.

Action 17 Librarians:

An additional \$51,179 was budgeted for the 22-23 school year to reflect a possible increase in benefits and salaries.

Action 18 Online Programs for Math and Literacy:

\$0 was budgeted for the 22-23 school year out of Supplemental and Concentration funds, but \$160,000 will be budgeted under ESSER III.

Action 19 CTE Facilities:

An additional \$2,400,000 was budgeted for the 22-23 school year to support the increased number of CTE courses that will be offered.

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

Goal

Goal #	Description

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
					57% of students will meet or exceed standards on the ELA section of the CAASPP.
					31% of students will meet or exceed standards in mathematics.

50% of students will complete A-G requirements.

					Fall 2023 English: 20% Math: 38% Science: 28% Social Science: 18%
					10% of students who graduate will have completed both A-G requirements and a CTE pathway

\$4,104,424.00

Yes

\$0.00

No

\$75,000.00

No

			\$50,000.00	No
			\$30,000.00	No
			\$480,000.00	Yes
			\$1,006,000.00	Yes
			\$55,000.00	No
			\$850,578.00	Yes
			\$74,000.00	Yes

Goal Analysis for 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.

Action 3 After-school Tutoring Program (Tutors):

Students were able to access targeted tutoring after school, however, ESSER funds were used to provide the service. As a result, there are no estimated expenditures out of Title I of the \$75,000 budgeted for the 21-22 school year. 21-22

Action 5 Teacher Collaboration Time:

Due to the increased amount of collaboration time that was provided for staff in the summer, an additional \$81,801 (43.05%) of the \$190,000 budgeted for the 21-22 school year was expended. Due to the pandemic, limited collaboration time was provided during the school year.

Action 6 Professional Development (Admin):

Due to the pandemic and the uncertainty of having enough subs at each school, administrators were not able to attend as many professional development academies. The academies that were provided were funded out of ESSER. As a result, there are no estimated expenditures of the \$30,000 budgeted for the 21-22 school year. The District provided (\$4,545) for administrators. ET BT /F4 9.999 Tf 0 0 0 rg 543.2610843.26 3e 0 0 0 r 43.2 rg3Q3 338.6b0Tvt6.784 7

Action 7 In-class Tutoring (AVID/College Tutors):

Due to the staff shortage, some vacancies were not filled throughout the year. As a result, the estimated expenditure is \$420,000 (82.35%) of the \$510,000 budgeted for the 21-22 school year. Tutor placement was prioritized for courses with a high D and F rate.

Action 8 Summer School:

Due to the increased number of course sections that were provided during summer school, an additional \$94,348 (10.42%) of the \$905,652 budgeted for the 21-22 school year. Students had more opportunities to be engaged outside of the school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual () Tj 2/dgePces in Per3tTj T* ET BT en Bu gp.C

budgeted for the

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

State assessments were suspended in 2019-2020 and were not required in 2020-2021, thus outcome data is not available.

There was an increase in A-G completion rates, but also a one percent (1%) increase in students who graduated completing both A-G requirements and a CTE Pathway. This can be attributed to expanded course offerings (AP, electives, CTE) and programs like AVID and OPL, but also through targeted engagement strategies and individual mentoring along with expanded Summer School offerings. College and Career Coordinators also continue to support and promote the completion of A-G rates.

EMUHSD students were receiving instruction through distance learning throughout the entire 2020-2021 school year. Input from educational partners and research on the impact of the pandemic on student learning and student social-emotional well-being contributed to an understanding of the increase in the D and F rates that was observed last Fall, particularly within the English learner student group. English learners did not have the opportunity to interact with each other and practice language skills to the same degree as with in-person instruction, which also contributed to the decreased number of ELs who scored at a Level 4 on the ELPAC.

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.

Action 1 Targeted Engagement Strategies and Individual Mentoring:

An additional \$2,255,439 was budgeted for the 22-23 school as a result of input from educational partners and to reflect a possible increase in benefits and salaries.

Action 2 Core Program for Graduation Requirements:

An additional \$2,084,816 was budgeted for the 22-23 school year to reflect a possible increase in benefits and salaries.

Action 3 After-school Tutoring Program:

\$75,000

A report of the Total Estimated Actual Expenditures for last yearÑ

					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.
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\$423,022.00

No

\$350,000.00

Yes

			\$25,000.00	No
			\$105,288.00	Yes

Goal Analysis for 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.

Action 5 Parent Engagement:

collaborative work of the site and community liaisons, along with the ongoing communication sent out to parents on the different opportunities to participate and attend events. This can also be attributed to the availability of interpretation/translation services at the events which has allowed more parents to be actively engaged.

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.

Action 1 Parent Engagement:

An additional \$27,674 was budgeted for the 22-23 school year to reflect a possible increase in benefits and salaries.

Action 2 Promote Parent Engagement:

An additional \$50,000 was budgeted for the 22-23 school year to reflect the plan to increase school to home communication.

Action 3 Categorical Programs Assistants and District Community Liaisons:

An additional \$65,095 was budgeted for the 22-23 school year to reflect a possible increase in benefits and salaries.

Action 4 Community Liaisons:

An additional \$11,020 was budgeted for the 22-23 school year to reflect a possible increase in benefits and salaries.

Action 5 Parent Workshops:

An additional \$3,250,000 was budgeted for the 22-23 school year as a result of input from educational partners but also to continue to meet the goal.

Action 7 Interpretation/Translation Services:

The budget was reduced to \$105,288 for the 22-23 school year to align with expenditures for the current school year.

87% graduation rate.

Under 10% dropout rate.

0% expulsion rate.

At least 60% of students who complete the survey will state they feel safe from harm while at school.

Under 3%

The Staff survey will indicate over 60% of staff feel safe on campus and engaged in school.

The goal is for over 70% of students to identify they feel they are engaged and connected to the school.

\$189,037.00

No

There was a decrease in the number of Foster Youth and none required transportation. As a result, the estimated expenditure is \$10,914 (18.19%) of the \$60,000 budgeted for the 21-22 school year. Foster Youth were provided with mentoring and support throughout the school year.

Action 11 Stage Technicians:

Due to the increased costs of salaries and benefits of the stage technicians, an additional \$17,464 above the budgeted amount of \$120,000 for the 21-22 school year was expended. These additional Stage Techs supported the engagement of students and families outside of the school day through activities that included drive-thru events.

Action 12 Free Meals:

The Universal Meals program federal grant provided funds that allowed all students to receive a free meal this year. As a result, there are no estimated expenditures of the \$10,000 budgeted for the 21-22 school year. The service will continue to be provided through other federal funds in the 2022-2023 school year.

Action 13 Risk Manager:

There was a vacancy in this position for over 5 months. As a result, the estimated expenditure is \$88,335 (50%) of the \$176,670 that was budgeted for the 21-22 school year. A new director was hired in May.

Action 14 Health and Wellbeing:

Due to the pandemic, there was an increased need to support the well-being of students. As a result, an additional \$102,574 above the budgeted amount of \$75,000 for the 21-22 school year was expended. Each school now has a Wellness Center where students can go to receive counseling and therapy from Licensed Marriage and Family Therapists.

Action 15 Extra-curricular Activities:

Due to the pandemic, the number of clubs and activities for students saw a slight decline this year. As a result, the estimated expenditure is \$65,760 of the \$80,000 budgeted for the 21-22 school year.

An explanation of the material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of

requiring transportation.

Action 11 Stage Technicians:

Estimated expenditure reflects an additional \$17,464 above the \$120,000 budgeted for the 21-22 school year. This was due to the increased costs of salaries and benefits of the stage technicians.

Action 12 Free Meals:

There are no estimated expenditures of the \$10,000 budgeted for the 21-22 school year. This is due to a federal grant providing free meals to all students this school year.

Action 13 Risk Manager:

Estimated expenditure is \$88,335 (50%) of the \$176,670 that was budgeted for the 21-22 school year. This is due to a vacancy in the position for over five months.

Action 14 Health and Wellbeing:

Estimated expenditure reflects an additional \$102,574 above the budgeted amount of \$75,000 for the 21-22 school year. This is due to the pandemic and the need to support the well-being of students.

Action 15 Extra-curricular Activities:

Estimated expenditure is \$65,760 (82.20%) of the \$80,000 budgeted for the 21-22 school year. This is due to a slight decline in the number of clubs and activities for students this year as a result of the pandemic.

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

The graduation rate increased and the dropout rate decreased as a result of the support provided by counselors, School Resource Officers, Comprehensive Student Support Coordinators, and paraeducators. The individual mentoring and attention provided by this staff also proved to be effective in helping our students feel safe on campus.

The Child Welfare and Attendance coordinators continue to work with site administrators to mentor students and promote their engagement in school. This can be observed through the increase in the Average Daily Attendance and the decrease in chronic absenteeism. Staff is continuing to provide increased engagement opportunities to our students while implementing the safety protocol requirements to address the ongoing concerns of the pandemic.

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.

Action 1 Paraeducators:

The budget was reduced to \$750,000 for the 22-23 school year to align with expenditures the current school year.

Action 2 Support Personnel (Support Services):

The budget was reduced by \$328,920 to align with expenditures for the current school year.

Action 3 Support Staff (Child Welfare and Attendance Coordinators):

The budget was increased by \$176,592 to align with expenditures for the current school year.

Action 4 After-school Student Engagement:

The budget was increased by \$1,645,218 to allow for the hiring of a TOSA to support student affairs at each comprehensive high based on input from educational partners.

Action 5 Campus Supervisors:

The budget was reduced by \$385,687 to align with expenditure for the current school year.

Action 6 Comprehensive Student Support Coordinators:

An additional \$92,344 was budgeted for the 22-23 school year to reflect a possible increase in benefits and salaries.

Action 7 Paraeducators:

An additional \$41,416 was budgeted for the 22-23 school year to reflect a possible increase in benefits and salaries.

Action 8 Paraeducators (English Learners):

An additional \$5,029.99 was budgeted for the 22-23 school year to reflect a possible increase in benefits and salaries.



students in their learning.

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. For the 2022-2023 school year, we expect to see an increase in the number of books checked out from the library by English Learners, Foster Youth, and low-income students.

2.5 Expand CTE Pathways & AP Program: Enrollment data for the district's course offerings continue to indicate a lower rate of enrollment of low-income students, 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. We expect to see an increase in the number of low-income students enrolled in CTE and AP courses, and an increase in the percent of these students who complete a CTE pathway and pass AP exams.

2.6 Career Technical Education (CTE) Program: The most recent CTE Pathway data indicated a decrease from the prior year in the CTE pathway completion rate, particularly for the low-income student group. Low-income students do not have the resources that will allow them to explore various career options. The CTE program will continue to provide a broad course of study to prepare students enrolled in the CTE pathway for diverse career options after high school. We expect the CTE pathway completion rate to increase from 13.6% to 20% for the low-income student group.

2.8 Access to Technology: Low-income students need more time to practice literacy skills outside of the regular school day. Providing these students with technology resources, internet connectivity, and tech support will allow them to access online resources and programs giving them more time to practice these skills. Student survey data will show an increase in the number of low-income students reporting they feel they can participate and engage as a result of having access to technology resources.

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. Student survey data will continue to show an increase in student participation in enrichment activities.

2.11 AVID Program: A-G completion data indicated a lower completion 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. We expect to see an increased enrollment in the AVID program at the schools and an increase in the A-G completion rate for the unduplicated student groups.

2.13 Library Resources: English learners, Foster Youth, and low-income students need increased access to high-interest grade-level materials that are engaging and support literacy development. The school library facilitates access to reading materials and 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. We expect to see an increase in the number of unduplicated students utilizing library materials to develop their literacy skills and library resources that will support their access to the core curriculum. We also expect to see an increase in the number of unduplicated students successfully completing graduation and A-G requirements.

2.14 Online Personalized Learning (OPL) Program: An analysis of the number of students not meeting A-G requirements during the 2020-2021 school year indicated that the Foster Youth, English learners, and low-income student groups had a lower A-G completion rate. The OPL program allows students to make up courses and provides embedded support and accommodations, including translation and learning scaffolds for English learners, for their successful completion of the online courses. We expect to see an increase in the number of unduplicated students meeting A-G requirements.

2.16 Technology Resources: Student survey data indicated low-income students did not have technology at home to allow them to access online resources and practice skills on online programs outside of the school environment. To address this need, all low-income students were provided with a Chromebook and a MiFi device. The District expects to see increased student achievement through a decrease in the number of low-income students receiving Ds and Fs.

2.17 Librarians: Librarians will support English learners, Foster Youth, and low-income students by assisting and guiding their selection of high-interest reading

Posada and Lunar New Year celebrations.

4.3 Categorical Program Assistants (50% LCFF) and District Community Liaison: Through the parent survey, parents of English learners and low-income students expressed the need for training on how to help their child be actively engaged and successful in the completion of courses and their desire that this training continue to be provided. 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 English learner and low-income students to be more actively engaged and effective in participating in the success of their child's education. Staff will also provide personal communication to families to invite them to the Annual Parent Involvement Academy and UC College Night. The District expects to see an increase in the number of parents participating and attending parent workshops, training, and cultural events during the 2022-2023 school year.

4.5 Parent Workshops (EL, FY, LI): 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. The parents of English Learners need support in developing their understanding of the U.S. educational system, including graduation and college entrance requirements and how to support their child through high school. The parents/guardians of Foster Youth need training and resources on how to create a consistent and supportive environment for their Foster Youth, and the parents of low-income students need knowledge on how to access resources to support their student's success. The District will support parents with these needs by providing them with the opportunity to attend a variety of conferences and trainings, in their primary language, at the school site and 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. The District expects to see an increase in the number of parents who attend workshops and academies during the 2022-2023 school year.

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 and become knowledgeable and active participants in the success of their child's education. The District expects to see an increase in the number of parents, especially parents of English learners, in attendance at workshops, academies, and cultural events during the 2022-2023 school year.

5.2 Support Personnel (Support Services): The pandemic continues to cause an increased amount of stress and anxiety, especially 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 continue to provide these students with 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. We expect to see an increase in the number of students participating in mental health counseling and mentoring sessions.

5.3 Support Staff (Child Welfare and Attendance Coordinators): The Average Daily Attendance rate was over 90% throughout the current school year. However, the attendance rate for English Learners, Foster Youth, and low-income students was lower. The student survey administered indicated 56% of students who completed the student survey stated they feel safe on campus. 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. And, in an effort to create a safe and engaging school environment for these students, they will also provide individual mentoring and share resources on activities available on campus and in the community in which students can participate. We expect to see an increase in the attendance rate for the unduplicated student groups and over 60% of students stating that they feel safe on campus and are attending school regularly.

5.4 After-school Student Engagement: The pandemic continues to create many 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 student-to-student interactions, including sports, performing arts, and other events. We expect to see an increase in positive responses from English learners, Foster Youth, and low-income students to student survey questions regarding participation and engagement in after-school activities.

5.5 Campus Supervisors: The Spring 2022 Youth Truth survey indicates 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 school environment that provides 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. During the 2022-2023 school year, campus supervisors will continue to support campus safety. We expect to see over 60%

campus.

5.6 Comprehensive Student Support Coordinators (CSSCs): The Spring 2022 YouthTruth survey results indicated that 14% of students, which includes English learners and low-income students, have seriously considered dropping out of school. These students struggle academically due to the lack of English proficiency and the lack of resources that would help them complete their graduation requirements by the end of the senior year. To address the need for additional support for these students, the Comprehensive Student Support Coordinators (CSSCs) will continue to provide mentorship and create a positive learning experience for these students to keep them engaged. We expect the 2022-2023 Youth Truth survey results to indicate a decrease in the percent of students who are seriously considering dropping out of school.

5.7 Paraeducators: English learners need targeted language development strategies and support in building foundational literacy skills, and low-income students need educationally rich experiences through added resources. Paraeducators will continue to be strategically placed in classrooms with higher numbers of English Learners and low-income students who need additional support for their academic progress and success. The paraeducators will provide English Learners with support in language acquisition, and provide academic support to low-income students, who are struggling with accessing the content. We expect that classroom observations conducted during the 2022-2023 school year will show that students receiving additional support from paraeducators will be 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: English learners, Foster Youth, and low-income students in the EMUHSD have indicated on the student survey that they have mental, social, and emotional needs that are exacerbated by their individual circumstances and must be addressed. 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 coordinate support services, promote staff collaboration, and identify best practices that support student engagement and success. We expect an increase in the number of services being provided and an increase in the participation of unduplicated students receiving services as measured by the sign-in logs in the Wellness Centers and positive students responses to health and well-being questions on the student survey.

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 that will provide low-income students with greater access to varied opportunities to experience the arts. Educational partners provided input and expressed gratitude for the availability of additional production events during the 2021-2022 school year. We expect to see an increase in the number of low-income students attending theater production events during the 2022-2023 school year.

5.15 Extra-curricular Activities: Student survey responses indicate that only 67% of English learners, Foster Youth, and low-income students, felt engaged in school, highlighting the need to increase the number of extra-curricular clubs to provide multiple and varied student-to-student interactions. We expect to see an increase in the number of English learners, Foster Youth, and low-income students who are actively participating in clubs.

The El Monte Union High School District projects it will have \$35,631,832 in Supplemental and Concentration funds for the 2022-2023 school year. In addition, the District will expend the current year carry-over of \$6,463,850. These funds will target services for Foster Youth, English learners, and low-income students. Eighty-nine percent (89%) of the district enrollment is represented by English learners, Foster Youth, or low-income students, and every school site has more than 80% unduplicated students. 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 increased services for unduplicated student groups:

1. All students have access to the core program that includes teachers funded through a 31 to 1 student to teacher ratio, to allow all students to meet graduation and A-G requirements. Additional teachers are hired to provide English learners, Foster Youth, and low-income students with targeted engagement strategies and individual mentoring. Expanded course offerings, including AP, CTE, AVID, electives, and summer school will provide high-interest and relevant programs that will allow these students additional opportunities to meet A-G requirements.

2. English learners receive additional support to practice listening, speaking, reading, and writing skills in English via the English Language Development (ELD) lab classes, in-class assistance provided by paraeducators, and access to supplemental instructional materials.
3. Professional development is provided to staff 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 how to integrate ELD into the content areas.
4. Technology resources, including Chromebooks and MiFi devices, to be used outside of the school environment are provided to low-income students to allow students to practice skills away from school.
5. Online applications, including Rosetta Stone, are available to unduplicated students to support English learners in language acquisition while at home.
6. Access to online learning is 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.
7. Increased opportunities for extra-curricular activities, including clubs and theatrical events are available for unduplicated students to be engaged after school. The engagement and academic success of these students is monitored and recognized through motivational incentives.
8. A Teacher on Special Assignment is placed at each comprehensive high school to mentor English learners, monitor English learner progress towards English language proficiency, and support English learner academic achievement.
9. Additional staff is hired to support the academic progress, and the social and emotional health of unduplicated students. Staff will provide group and one-on-one counseling, along with workshops for staff that will assist them in identifying and responding to student needs.
10. 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, are provided transportation services in order to allow them to continue attendance in their school of origin.
11. Parent engagement and family engagement is promoted and supported by the administration at each high school. Additional opportunities for parent and family engagement are promoted, supported, and facilitated by District staff including the District Community Liaison and Director of Family Engagement. Categorical Program Assistants at each site also support parent and family engagement by communicating with parents of English learners, Foster Youth, and low-income students, by phone or in person and, to the extent possible, in their primary language. An increased number 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. Facilitate increased communication to parents and families, to the extent possible in their primary in their primary, through online resources.
13. Supplies and services to promote the health and well-being of low-income students are provided to ensure their physical and mental well-being and to allow them to be actively engaged in school.
14. Students are provided with information on College and Career by College and Career Coordinators and Career Center Technicians at each site. English learners, Foster Youth, and low-income students have access to additional college and career opportunities with free AP exams and access to post-secondary institutions through field trips.

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The following is the percentage of unduplicated students enrolled in the district and at each school site during the 2021-2022 school year:

EMUHSD (88.9%)

Arroyo HS (84.5%)

El Monte HS (94.5%)

Mountain View HS (95.1%)

Rosemead HS (81.0%)

South El Monte HS (92.0%)

Fernando R Ledesma HS (90.8%)

Community Day School (95.7%)

Source: CALPADS Report 1.17, calculation of percent of unduplicated students.

The district used the additional concentration grant add-on funds to increase the number of certificated staff who provide instruction in additional English language development lab courses (Goal 2, Action 15) for English learners, and to increase the number of certificated staff who provide instruction and individual mentoring unduplicated students through expanded course offerings (Goal 3, Action 1).

CALPADS Report 1.17 indicates all schools have a high concentration of Foster Youth, English learners, and low-income students. As a result, additional staff will be

Goal # **Action #**

2	7	Professional Development (CTE)	All					
2	8	Access to Technology	Low Income	\$722,247.00	\$0.00	\$0.00	\$0.00	\$722,247.00
2	9	Enrichment Opportunities	English learner (EL), Foster Youth, Low Income	\$839,567.00	\$0.00	\$0.00	\$0.00	\$839,567.00
2	10	Transition Center Training	Low Income	\$0.00	\$0.00	\$0.00	\$75,000.00	\$75,000.00
2	11	AVID	English learner (EL), Foster Youth, Low Income	\$1,085,583.00	\$0.00	\$0.00	\$0.00	\$1,085,583.00
2	12	English 1 Intensive	All	\$0.00	\$0.00	\$0.00	\$292,000.00	\$292,000.00
2	13	Library Resources	English learner (EL), Foster Youth, Low Income	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00
2	14	Online Personalized Learning (OPL)	Low Income, Foster Youth, English learner (EL)	\$1,152,557.00	\$0.00	\$0.00	\$0.00	\$1,152,557.00
2	15	Academic Support for ELs	English learner (EL)	\$1,777,077.00	\$0.00	\$0.00	\$0.00	\$1,777,077.00
2	16	Technology Resources	Low Income	\$850,000.00	\$0.00	\$0.00	\$0.00	\$850,000.00
2	17	Librarians	Low Income, Foster Youth, English learner (EL)	\$781,365.00	\$0.00	\$0.00	\$0.00	\$781,365.00
2	18	Online Programs for Math and Literacy	Low Income, Foster Youth, English learner (EL)	\$0.00	\$0.00	\$0.00	\$160,000.00	\$160,000.00
2	19	CTE Facilities	Low Income	\$3,500,000.00	\$0.00	\$0.00	\$0.00	\$3,500,000.00
3	1	Targeted Engagement Strategies and Individual Mentoring	Low Income, Foster Youth, English learner (EL)	\$4,104,424.00	\$0.00	\$0.00	\$0.00	\$4,104,424.00
3	2	Core Program (repeated expenditure, Goal 1, Action 5)	All					\$0.00
3	3	After-school Tutoring Program (Tutors)	English learner (EL), Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$75,000.00	\$75,000.00
3	4	College and Career	English learner (EL),	\$2,292,000.00	\$0.00	\$0.00	\$0.00	\$2,292,000.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope
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2	11	AVID		Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Comprehensive High Schools	\$1,085,583.00	0.00%
2	13	Library Resources		Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Comprehensive High Schools	\$75,000.00	0.00%
2	14	Online Personalized Learning (OPL)		LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,152,557.00	0.00%
2	15	Academic Support for ELs		Limited	English learner (EL)	All Schools	\$1,777,077.00	0.00%
2	16	Technology Resources		LEA-wide	Low Income	All Schools	\$850,000.00	0.00%
2	17	Librarians		Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Comprehensive High Schools	\$781,365.00	0.00%
2	19	CTE Facilities		LEA-wide	Low Income	All Schools	\$3,500,000.00	0.00%
3	1	Targeted Engagement Strategies and Individual Mentoring		LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$4,104,424.00	0.00%
3	4	College and Career Readiness (Support Services)		LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,292,000.00	0.00%
3	7	In-class Tutoring (AVID/College Tutors)		LEA-wide	Low Income	All Schools	\$480,000.00	0.00%
3	8	Summer School		LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,006,000.00	0.00%
3	10	EL TOSA		Limited	English learner (EL)	Specific Schools, Comprehensive High Schools	\$850,578.00	0.00%
3	11	Database Platform		LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$74,000.00	0.00%
4	2	Promote Parent Engagement		LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$350,000.00	0.00%
4	3	Categorical Programs Assistants (50% LCFF) and District Community Liaison		LEA-wide	Low Income, English learner (EL)	All Schools	\$426,095.00	0.00%
4	5	Parent Workshops (EL, FY, and LI)		LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$3,550,000.00	0.00%
4	7	Interpretation & Translation Services		LEA-wide	English learner (EL)	All Schools	\$105,288.00	0.00%
5	2	Support Personnel (Support Services)		LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$4,839,254.00	0.00%

5	3	Support Staff (Child Welfare and Attendance Coordinators)		LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,382,372.00	0.00%
5	4	After-school Student Engagement		LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$3,777,118.00	0.00%
5	5	Campus Supervisors		LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$474,313.00	0.00%
5	6	Comprehensive Student Support Coordinators (CSSCs)		LEA-wide	English learner (EL), Low Income	All Schools	\$556,344.00	0.00%
5	7	Paraeducators		LEA-wide	English learner (EL), Low Income	All Schools	\$841,416.00	0.00%
5	9	Foster Youth Services		Limited	Foster Youth	All Schools	\$65,000.00	0.00%
5	10	Pupil Services		LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$225,708.00	0.00%
5	11	Stage Technicians		LEA-wide	Low Income	All Schools	\$147,086.00	0.00%
5	12	Free Meals		Limited	Low Income	All Schools	\$0.00	0.00%
5	14	Health & Well-being (Supplies and Services)		Limited	Low Income	All Schools	\$425,000.00	0.00%
5	15	Extra-curricular Activities		LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$140,000.00	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)
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2	14	Online Personalized Learning (OPL)	Yes	\$1,050,000.00	\$847,770.00
2	15	Academic Language Development	Yes	\$1,371,534.00	\$943,132.00
2	16	Technology Resources	Yes	\$650,000.00	\$840,000.00
2	17	Librarians	Yes	\$730,186.00	\$730,248.00
2	18	Online Programs for Math and Literacy	Yes	\$160,000.00	\$0.00
2	19	CTE Facilities	Yes	\$600,000.00	\$547,819.00
3	1	Targeted Engagement Strategies and Individual Mentoring (Ratio)	Yes	\$1,848,985.00	\$1,917,955.00
3	2	Core Program (repeated expenditure, Goal 1, Action 6)	No	\$0.00	\$0.00
3	3	After-school Tutoring Program (Tutors)	No	\$75,000.00	\$0.00
3	4	College and Career Readiness (Support Services)	Yes	\$1,925,357.00	\$2,097,067.00
3	5	Teacher Collaboration Time	No	\$190,000.00	\$271,801.00
3	6	Professional Development			

4	7	Interpretation & Translation Services	Yes	\$124,604.00	\$96,113.00
5	1	Paraeducators (Support Services)	No	\$2,160,000.00	\$598,596.00
5	2	Support Personnel (Support Services)	Yes	\$5,168,174.00	\$4,684,125.00
5	3	Support Staff (Child Welfare and Attendance Coordinators)	Yes	\$1,205,780.00	\$1,319,481.00
5	4	After-school Student Engagement	Yes	\$1,881,900.00	\$1,587,292.00
5	5	Campus Supervisors	Yes	\$860,000.00	\$443,633.00
5	6	Comprehensive Student Support Coordinators (CSSCs)	Yes	\$464,000.00	\$519,948.00
5	7	Paraeducators	Yes	\$800,000.00	\$786,370.00
5	8	Paraeducators (ELs)	No	\$166,000.00	\$202,262.00
5	9	Foster Youth (Transportation)	Yes	\$60,000.00	\$10,914.00
5	10	Pupil Services	Yes	\$214,434.00	\$210,942.00
5	11	Stage Technicians	Yes	\$120,000.00	\$137,464.00
5	12	Free Meals	Yes	\$10,000.00	\$0.00
5	13	Risk Manager	No		

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned
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5	15	Extra-curricular Activities	\$80,000.00	\$65,760.00
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2	1	Instructional Materials (Textbooks)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500,000.00
2	2	Inventory							

Platform									
4	1	Parent Engagement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$423,022.00
4	2	Promote Parent Engagement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$350,000.00
4	3	Categorical Programs							

Focus Goal(s)

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Broad Goal

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Maintenance of Progress Goal

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Required Goals

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Measuring and Reporting Results:

Unduplicated Percentage > 55 percent:

Unduplicated Percentage < 55 percent:

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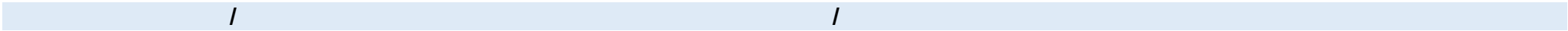
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Contributing Actions Annual Update Table

LCFF Carryover Table