Etiwanda School District

2023-2024

Local Control & Accountability Plan (LCAP)

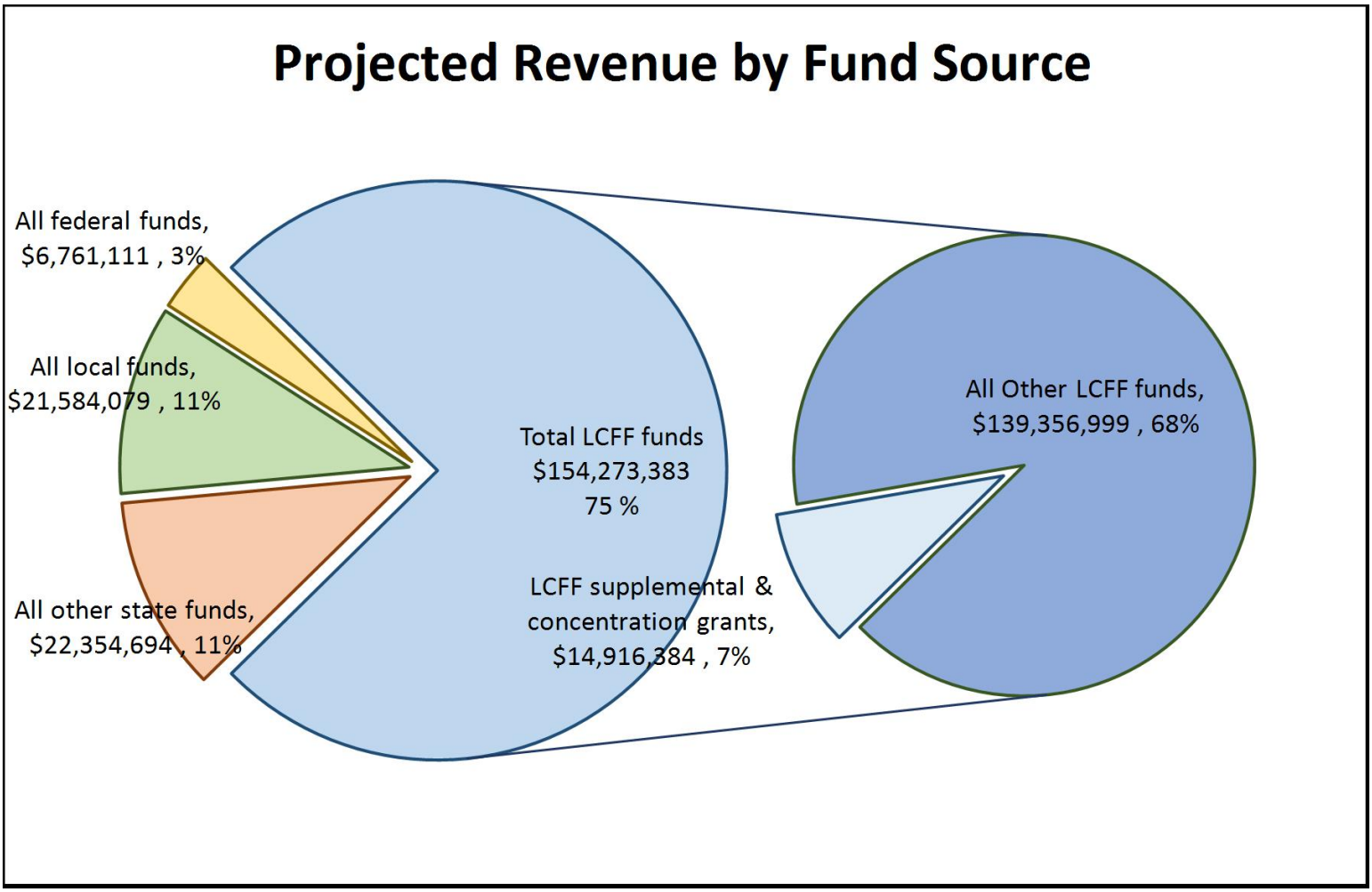


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Etiwanda School District
CDS Code: 36-67702-0000000
School Year: 2023-24
LEA contact information:
Charlayne Sprague
Superintendent
charlayne_sprague@etiwanda.org
(909) 899-2451

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

Budget Overview for the 2023-24 School Year

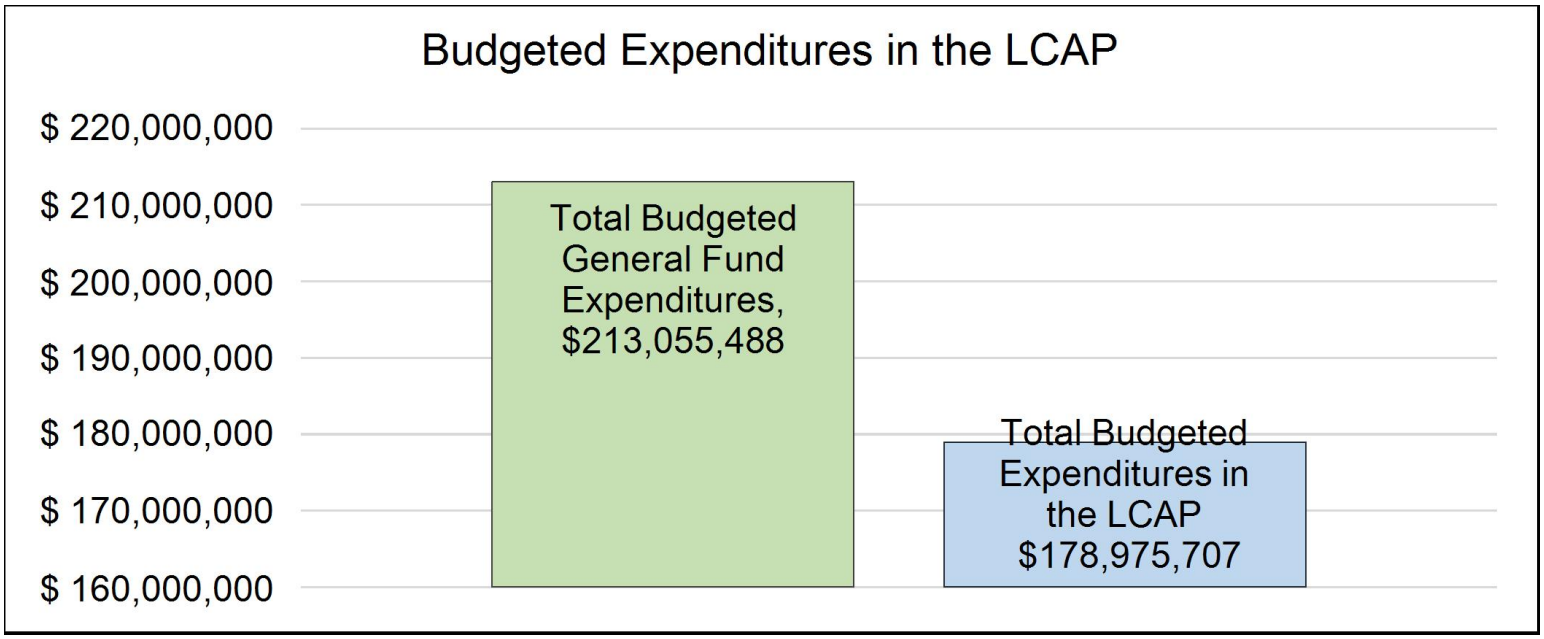


This chart shows the total general purpose revenue Etiwanda School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Etiwanda School District is $204,973,267, of which $154,273,383 is Local Control Funding Formula (LCFF), $22,354,694 is other state funds, $21,584,079 is local funds, and $6,761,111 is federal funds. Of the $154,273,383 in LCFF Funds, $14,916,384 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Etiwanda School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Etiwanda School District plans to spend $213,055,488 for the 2023-24 school year. Of that amount, $178,975,707 is tied to actions/services in the LCAP and $34,079,781 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

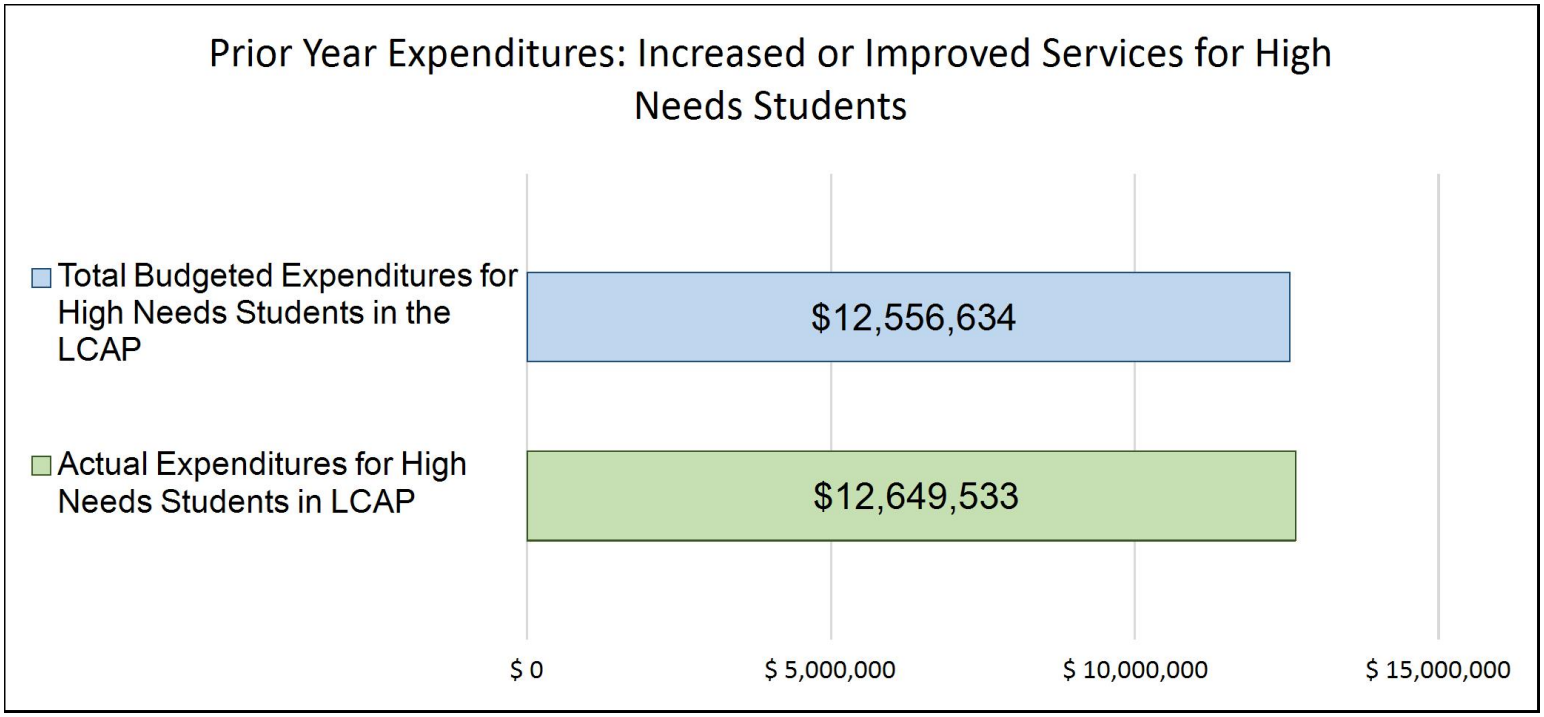
Salaries and employee benefits for administration, certificated, and classified employees including campus support personnel to support school and district wide programs such as special education, before and after school child care, and federal categorical programs. Additional expenditures include books and supplies for instructional purposes, restricted and unrestricted lottery, STRS on behalf, learning loss recovery funding, transfers, and capital improvement projects.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Etiwanda School District is projecting it will receive $14,916,384 based on the enrollment of foster youth, English learner, and low-income students. Etiwanda School District must describe how it intends to increase or improve services for high needs students in the LCAP. Etiwanda School District plans to spend $18,122,432 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Etiwanda School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Etiwanda School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Etiwanda School District's LCAP budgeted $12,556,634 for planned actions to increase or improve services for high needs students. Etiwanda School District actually spent $12,649,533 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $92,899 had the following impact on Etiwanda School District’s ability to increase or improve services for high needs students:

With the money actually spent for planned actions exceeding budgeted amounts, the Etiwanda School District was able to increase or improve services for high needs students.

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
Etiwanda School District	Charlayne Sprague Superintendent	charlayne_sprague@etiwanda.org (909) 899-2451

Plan Summary [2023-24]

General Information

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

Established in the historic Cucamonga Wine Region as a one-room schoolhouse in May of 1883, the Etiwanda School District is a school community rich in heritage and bound together by enduring relationships and a commitment to “Excellence in Education.”

Etiwanda currently has over 13,800 transitional kindergarten through eighth-grade students attending 13 elementary schools, 4 intermediate schools, a community day school, and an alternative studies school. As part of their ongoing service to the communities of Rancho Cucamonga and Fontana in the west end of San Bernardino County, our Etiwanda schools continue to distinguish themselves and earn various awards including National Blue Ribbon Honors, California Distinguished Schools, and Golden Bell Awards.

Our student enrollment is comprised of 43% Hispanic, 18% White, 16% Asian, and 8.5% African American with the remaining 14% identified in other ethnic groups. Students identified as low-income make up 51% of our population, 13% receive special education services, 9% are English learners, and less than 1% are foster youth. Unduplicated students are 55.74% of the Etiwanda total student population.

The Etiwanda School District promotes high standards in curriculum, instruction, performance, and personal behavior. It is our goal that each student achieves academic excellence and develops respect for self and others to become contributing members of our culturally diverse society. The responsibility for the development of these qualities in all students is accomplished through a cooperative effort among students, parents, staff, and the community.

Intent on building upon its tradition and success, the District is committed to the development of the whole child and providing a safe, healthy, culturally proficient, and inclusive school environment. A supportive community, balanced and challenging curriculum, and engaging and high-quality instruction meet the needs of all students and build a strong foundation for college and career. Learning in schools celebrates and draws on the assets that are the background and life experiences of a remarkably diverse student population. Students are primed to realize their enormous potential and become model citizens and contributing members of our nation and global society.

Guided by the leadership of its Board of Trustees, powered by the dedicated efforts of the staff, and supported by valued partnerships with the community and families, the District is steadfast in its mission to promote the lifelong well-being and success of its students.

Reflections: Successes

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

The Etiwanda School District is very proud of the growth it has secured for students over time. Students in the District demonstrate continuous and significant growth in student achievement in the areas of language arts and mathematics. Intentional planning, research, and strategic decision-making led to actions that support the goals developed for improved student outcomes. Many programs implemented through the LCAP including 1:1 Chromebooks, a robust technology infrastructure, i-Ready Diagnostic assessment tools, academic advisors/assistants, a comprehensive school counseling plan with SEL curriculum, positive behavior systems, and alternative education programs positioned the District to seamlessly address many of the challenges created after the return from the pandemic.

To help parents and educators identify strengths and areas for improvement, the California School Dashboard reports how districts, schools, and student groups are performing across state and local measures. This dashboard utilizes state and local metrics to report on progress. Performance on state measures, using comparable statewide data, is represented by one of five values shown as purple "cell phone" bars: very low, low, medium, high, and very high. Having one purple bar indicator represent the lowest performance level while five bars represents the highest level.

The 2021-2022 academic year marks the first year after the pandemic, during which schools and districts have access to statewide comparative data on the dashboard for the first time since the 2018-2019 school year. Despite this, previous data from state and local measures remains valuable in identifying past successes for the District which can be replicated as we continue to progress and develop plans to improve student outcomes. The Etiwanda School District is committed to upholding its mission of maintaining Excellence In Education. To achieve this, the District strongly believes in analyzing data through a multiyear trend analysis to identify successes and areas for growth over time. The LCAP will continue to track progress in student outcomes using various measures over multiple years, particularly as the District works to recover from the pandemic.

In the area of English language arts, the 2022 California Dashboard shows four purple bars indicating a high score for our overall student population.
Students in the following groups show a five-bar indicator reflecting a very high score: Asian, Filipino,Two or More Races, and White.
Students in the following groups show a four-bar indicator reflecting a high score: English learners, Hispanic, Homeless, and Socioeconomically Disadvantaged.
Students in the following groups show a three-bar indicator reflecting a medium score: African Americans.
Students in the following groups show a two-bar indicator reflecting a low score: Foster Youth and Students with Disabilities.
There were no student groups showing a one-bar indicator reflecting a very low score.

In the area of mathematics, the 2022 California Dashboard shows a four bar indicator reflecting a high score for our overall student population.
Students in the following groups show a five bar indicator reflecting a very high score: Asian and Filipino
Students in the following groups show a four bar indicator reflecting a high score: English Learners, Two or More Races, and White
Students in the following groups show a three bar indicator reflecting a medium score: Hispanic, Homeless, and Socioeconomically Disadvantaged students.
Students in the following groups show a two bar indicator reflecting a low score: African Americans, Foster Youth, Student with Disabilities
No student groups were showing a one-bar indicator reflecting a very low score.

In the area of Conditions and Climate, the 2022 California Dashboard shows a four-bar indicator reflecting a Low score for the suspension rate. 1% of all students were suspended for at least one day.

The Etiwanda School District continues to administer local assessments which are the i-Ready Diagnostic assessment in reading and mathematics three times annually for all students in kindergarten through grade 8. These local assessments provide additional measures to reflect on our levels of proficiency and growth.

An examination of local data from diagnostic assessments administered in the same time frame for several school years indicates only slight variations in the levels of overall student achievement in reading and math except for the 2022-2023 school year. To help illustrate the growth and further analyze trends in our local data, the scores for the past three years are as follows. It is important to note assessment data during the 2020-2021 school year is atypical due to students having adult assistance on assessments during remote administration thus making it more challenging to validate the results of the assessment. As a result of this possible outcome, it is beneficial for data analysis to look over several years to further understand trends in proficiency and growth.

Reading i-Ready diagnostic proficiency results over several years to illustrate the results over time. :
67% of students were at/above grade level in 2020-21,
68% of students were at/above grade level in 2021-22,
71% of students scored at/above grade level in the 2022-23 school year.

Math i-Ready proficiency scores over several years to illustrate the results over time.
61% of students were at/above grade level in 2020-21.
64% of students were at/above grade level in 2021-22.
66% of students scored at/above grade level in the 2022-23 school year.

The Etiwanda School District plans to build upon this success by continuing to implement actions in the Local Control and Accountability Plan that have proved successful and add clarity to the purpose of each action. These actions include teacher collaboration opportunities with backward planning represented in Goal 2 Actions 2, 3, and 4. In addition, Goal 2 Action 6 which calls for a Universal Access time to

differentiate instruction and meet the needs of the range of learners and Goal 2 Action 9 which provides extended day opportunities for academic support and re-engagement efforts. In addition, there have been ongoing professional learning opportunities in language arts and math (actions 2.11 and 2.12) that speak to the culture of excellence and visible evidence of a growth mindset in the Etiwanda School District.

Even though the pandemic-related restrictions are no longer in place, their impact can still be observed in our elementary and intermediate schools. Discipline referral rates for all students have increased in the 2022-23 school year although suspension rates remain relatively constant as compared to other years not impacted by the pandemic.
Suspension rates for this same time are exceptionally low at 1% for all students during the 2021-22 school year. Additionally, our attendance rates have improved since the pandemic reaching a daily attendance average of 92.7% between August 2022 to March 2023. These statistics demonstrate a higher level of engagement for our overall student population.

Our educational partners continue to report high levels of satisfaction through surveys administered in December 2022.

The LCAP surveys indicate 94% of participating parents/guardians, 96% of students, and 97% of staff members agree our schools provide a well-rounded curriculum. The surveys also indicate 97% of participating parents/guardians, 98% of students, 98% of staff members agree students receive the resources (including equipment) they need to learn. Additionally, 95% of participating parents/guardians and 98% of staff members, and 94% of students agree teachers understand students' academic needs. The significance of maintaining high expectations and demonstrating genuine care is strongly emphasized within Etiwanda. An overwhelming majority of parents and staff (99%) and students (98%) express their agreement that Etiwanda is committed to fostering student success.To underscore the value our teachers place on creating welcoming, nurturing environments, 96% of students, 97% of staff, and 97% of parents agree students from different cultural backgrounds become friends. And finally, 96% of participating parents/guardians, 89% of students, and 97% of staff members agree they would recommend their school to others. Goal 1 of the Etiwanda LCAP includes actions to ensure students have a safe, well-maintained school (Action 1.2), access to a well-rounded curriculum (Action 1.7), the resources/equipment they need (Actions 1.8 and 1.9), and a trained, highly qualified staff (Actions 1.3 and 1.4) to prepare students for success. Goal 2 of the plan includes an action to support teachers' understanding of student needs through intentional planning and professional collaboration (Actions 2.3 and 2.4) and an action centered on students receiving the help they need (Action 2.6).

The Etiwanda School District plans to build upon this success by continuing to implement actions in the Local Control and Accountability Plan that have proved successful. Etiwanda continues to place emphasis on re-engaging our students and family community with increased access to materials and support beyond the school day. This includes Actions 1.10 which extends library hours to provide access to reading materials, Action 3.7 centered around extracurricular activities, and 4.4 providing parent/family events in the evening with free child care.

According to an EdSource article, the Reading Coalition Report has identified the Etiwanda School District as the second top-performing district in the state for reading achievement. This recognition serves as a testament to the collective efforts in providing a rigorous literacy program for primary-grade students, including the implementation of universal access time and small group guided reading initiatives. As part of our LCAP goals, we aim to equip our students with a strong foundation in literacy, instilled by our dedicated primary-level teachers, to ensure their success as they progress to intermediate and high school.

Carleton P. Lightfoot Elementary School and Day Creek Intermediate School were already recipients of the prestigious National Blue Ribbon Award in 2020 and 2019, respectively. Recently, the Etiwanda School District has earned two more of these awards, with John L. Golden Elementary and Grapeland Elementary being recognized for their exceptional academic performance or progress in closing achievement gaps among student subgroups in 2022.

All areas on the Dashboard relating to Local Indicators are considered met.

Reflections: Identified Need

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

The relaunch of the California School Dashboard provides valuable information and measures that identify areas of strength as well as areas for growth.

In the area of English language arts, the 2022 CA School Dashboard reveals a Low indicator for Foster Youth and Students with Disabilities. In addition, the African American student group was in the Medium indicator level.
There were no student groups with a Very Low indicator.

In the area of mathematics, the 2022 CA School Dashboard shows a Low indicator for African Americans, Foster Youth, and Students with Disabilities.
There were no student groups with a Very Low indicator.

In the area of Academic Engagement, the 2022 CA School Dashboard indicator is Very High with 21.9% of all students considered chronically absent. This dashboard indicator for chronic absenteeism is High three student groups: English Learners (17%), Filipino (10.7%), and White (17.9%). There are also 9 student groups with a Very High indicator in this area. These students groups include African Americans (26.4%), American Indian (33.3%), Foster Youth (35.2%), Homeless (31.7%), Hispanic (28.1%), Two or More Races (22.7%), Pacific Islander (80.5%), Socioeconomically Disadvantaged (27.5%), and Students with Disabilities (31.5%).

Student groups with indicators that are two or more levels below the all student group reflect an area of need. In the area of English language arts these student groups include Foster Youth and Students with Disabilities. In mathematics student groups who fall into this category include Foster Youth, Students with Disabilities, and African American. Additionally, the Foster Youth student group showed an indicator that was two levels below the all student group in the area of Suspensions.

In addition to the California system of metrics and measures, the Etiwanda School District administers local assessments (i-Ready) in reading and mathematics three times annually for all students in kindergarten through grade 8. This data allows further analysis of student proficiency and growth.

An analysis of local fall diagnostic assessment results, which is the first of three administrations for the year, reveals Etiwanda student performance in reading and math slightly increased on the fall administration in the 2022-23 school year in comparison with student performance on the fall administration in the 2021-22 school year. This analysis illustrates the need to build on foundational skills in both reading and math to overcome the effects of the pandemic as the 22-23 data was only slightly higher than prepandemic proficiency results.

Our growth on the winter i-Ready Diagnostic revealed similar gains to previous years which provides affirmation in our efforts to close the achievement gap. Similarly, our third and final i-Ready assessment indicated median growth of 136% in reading 117% median growth in math as compared to 135% growth in reading and 122% growth in math during the 2021-2022 school year.

Proficiency data on the spring i-Ready window reveal high achievement overall at 70% at/above grade level, exceeding previous years, yet the unduplicated population including English Learners, Socioeconomically Disadvantaged students, Foster Youth, and those who are Homeless did not make the same gains.

Local reading assessments from the spring of the 2022-23 school year indicate 70% of all students performed at grade level in comparison with 68% in 2021-22. Math assessment results in 2022-23 indicate 65% of all students performed at grade level as compared to 64% in 2021-22.

In 2022-23, 50% of English Learners performed at grade level on the local spring i-Ready diagnostic assessment in comparison with 49% in 2021-22. The 2022-23 results of the local math diagnostic assessment indicate that 53% of English Learners scored at grade level which was consistent with scores for this group in the 2021-22 school year.

Local reading assessment data from the 2022-23 school year indicate 62% of students who are Socioeconomically Disadvantaged performed at grade level which is 9% lower than the overall student population and 3% more than the percent of Socioeconomically Disadvantaged students who scored at grade level in 2021-22. 57% of Socioeconomically Disadvantaged students performed at grade level on the i-Ready Math Diagnostic in the 2022-23 school year while 53% of Socioeconomically Disadvantaged students performed at grade level in 2021-22.

The 2022-23 local Reading Diagnostic scores indicate 43% of Foster Youth performed at grade level in comparison with 44% in 2021-22. In 2022-23, 29% of Foster Youth performed at grade level in the area of math on the spring i-Ready Diagnostic compared to 33% in the 2021-22 school year.

Local reading assessment data in the 2022-23 school year indicate 48% of students who are Homeless performed at grade level in comparison with 47% in 2020-21. Local math assessment results in the 2022-23 school year indicate 47% of students who are Homeless performed at grade level in comparison with 49% in the 2021-22 school year.

Further examination of this local assessment data indicates in the 2022-23 school year 15% of Socioeconomically Disadvantaged students, 23% of English Learners, and 30% of Foster Youth who performed below grade level are two or more grade levels below standard in reading.

In math 11% of Socioeconomically Disadvantaged students, 12% of English Learners, and 24% of Foster Youth who performed below grade level are two or more grade levels below standard.

Disparities in achievement such as these require extended day opportunities, additional staff training, and the use of supplemental materials to accelerate learning. The Etiwanda School District will continue to focus and refine efforts to address these deficits by fully implementing actions in the Local Control and Accountability Plan (LCAP). These actions include 2.2, 2.3, and 2.4 related to staff collaboration and intentional planning which includes enhancing teacher clarity on the rigor of the standards, analyzing data for targeted instruction, and creating engaging lessons that target student needs. Action 2.7 addresses additional materials for English learners, and Action 2.9 calls for extended day learning opportunities.

Measures will be taken to improve instruction in math where data indicates the greatest need for improvement. Action 2.13 ensures all students receive foundational skills in reading and math. Additionally, Actions 2.11 and 2.12 related to professional learning in math and reading are targeted toward improving instruction in these areas.

Although discipline referrals, suspensions, and absence rates for all students remain low between August 2022 and March 2023, there is an increase in frequency for behavioral referrals as compared to the same time last year and disparities have been noted for some unduplicated students. While the overall student population received discipline referrals at a rate of 13.8%, 19.2% of Socioeconomically Disadvantaged students and over 31% of Foster Youth received referrals.

Additionally, the overall student population had a suspension rate of 1% on the California School Dashboard, while 5.3% of Foster Youth, 2.5% of African American students, 2.4% of Pacific Islander, 2.1% of Students with Disabilities, and 1.7% of Homeless students were suspended.

The overall student population had an absence rate of 6.1% which is an improvement of nearly 7% from 2021-22. Nearly 7.7% of Socioeconomically Disadvantaged students and 7% of Foster Youth were absent. This information underscores the need to continue efforts to engage unduplicated students and their families in the school environment which will be addressed through Action 2.8 related to family outreach, Action 3.3 focused on multi-tiered system of supports, and Action 4.6 centered on building partnerships with families through attendance teams.

An analysis of input collected from educational partners through surveys, advisory groups, and a districtwide Thought Exchanges reveal community priorities include an increased interest in providing engagement opportunities for students. This will be addressed through Action 3.7 which calls for extracurricular sports opportunities. The community also places a high value on schools providing additional support for English learners to accelerate language acquisition skills. Additional training opportunities for certificated and classified staff will be implemented. This will be addressed through Action 2.5 which requires the development of a support plan for struggling English learners and Action 2.7 that provides additional support to increase access to the core curriculum.

LCAP Highlights

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

The 2023-2024 LCAP reflects the mission of the Etiwanda School District focused on promoting high standards in curriculum, instruction, performance, and personal behavior so all students can achieve academic excellence and respect for self and others. The goals and actions in the LCAP focus on the continuous improvement of student achievement, providing ongoing professional development and training for educators, evaluating and improving school climate, and offering meaningful parent engagement activities all while maintaining fiscal solvency.

Etiwanda School District personnel are committed to continuously analyzing important metrics related to student needs, implementing the feedback and input of our educational partners, refining classroom instruction, improving school climate and safety, and reducing disparities in academic achievement levels between student groups.

The LCAP goals and actions outline proven and effective actions and services that contribute to demonstrable growth in student achievement and maintain those actions and services that continue to have a positive impact on student achievement and support our vision and goals. The Etiwanda School District Local Control and Accountability Plan (LCAP) includes four goals for the 2023-2024 school year.

- Goal 1: Conditions of Learning
- Goal 2: Pupil Outcomes
- Goal 3: Student Engagement
- Goal 4: Family and Community Engagement

Additionally, the LCAP reflects efforts to provide more clarity and transparency for our educational partners on District services and expenditures.

Significant actions and services are reflected throughout the LCAP and include the following:

- Provide engaging and equitable learning experiences for all students.
- Understand the needs of every student through consistent data analysis.
- Conduct continuous monitoring of student performance to reduce disparities in achievement and engagement.
- Meet the needs of every student through differentiated assistance provided during and beyond the school day.
- Foster an environment of collaboration between professionals who are focused on improving student outcomes.
- Address the mental health and social-emotional needs of children through coordinated services from a whole-child perspective.
- Ensure there are multiple pathways that encourage our educational partners to become involved in the decision-making process.

Throughout the LCAP, the goals, actions, and expenditures demonstrate how the District works to continuously improve student outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

There are no schools in the Etiwanda School District eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

The Etiwanda School District process for engaging educational partners in the development of the Local Control Accountability Plan (LCAP) includes districtwide Thought Exchanges, annual surveys (families, staff, and students in grades 3-8), community forums held virtually and in person, meetings with advisory committees and groups throughout the school year, LCFF/LCAP presentations at public Board of Trustees meetings, and posting the draft LCAP online with a portal that allows community members the opportunity to provide feedback. The District reached out to our educational partners to advise of the dates of LCAP development opportunities through the districtwide calling system, emails, flyers, social media, and the District website.

The LCAP Advisory Committee analyzes all feedback gathered from educational partners to determine big ideas and trends. The LCAP Advisory Committee is comprised of parents/guardians representing English Learners, low-income, foster youth, students with disabilities, teachers, counselors, classified staff, Etiwanda Teachers Association representatives, District administrators, principals, SELPA administrators, and community organizations. Meetings were held in a hybrid format and members participated virtually or in person throughout the school year. The hybrid format provided an avenue for our members to collaborate and remain comfortable and engaged during the pandemic.

Thought Exchange - Administered in September 2022 and January 2023
During the 2022-2023 school year, Etiwanda School District hosted two districtwide Thought Exchanges that addressed our four LCAP goals. In September 2022 families, teachers, and administrators participated in an Thought Exchange to share their ideas about engagement and communication which addressed goals 3 and 4. In January, the second Thought Exchange focused on how to improve student outcomes by addressing goals 1 and 2. The results of these exchanges were used to develop plans for updating our LCAP actions. During the September Thought Exchange, there were nearly 2,500 parent participants with 36,562 different exchanges with comments shared through the portal. The January Thought Exchange resulted in over 4,300 participants which included 322 teachers and 4,000 students in 4th through 8th grade with over 94,000 combined interactions with comments.

Annual Surveys - Administered online in November and December of 2022. Each year the Etiwanda School District surveys families, students, and staff to assess and improve services and monitor its progress toward achieving LCAP goals. The 2022-23 LCAP survey was administered online over a three-week period, from November 28 to December 12, 2022. Utilizing a 4-point Likert Scale, approximately 40-50 items of the survey are aligned with LCAP goals Conditions of Learning, Pupil Outcomes, Student Engagement, and Family Engagement.

Parent Survey –
The parent survey includes questions related to the conditions of learning in our schools, strategies and services related to improving pupil outcomes, and student and family engagement. Approximately 2,766 parents/guardians participated in the survey this year. Each school, grade level, and demographic group were represented.

Student Survey (Gr 3-8) –

The student survey is administered at school to all students in grades 3–8 who received parent permission. The student survey includes questions related to the conditions of learning in our schools, strategies and services related to improving pupil outcomes, and student engagement . Over 7,896 students participated in the survey process this year. Each school, grade level (3rd-8th), and demographic group were represented.

Staff Survey –
The staff survey is integrated into school staff meetings. Additionally, staff are invited to participate through emails. The staff survey includes questions about the conditions of learning in our schools, strategies and services related to improving pupil outcomes, student and family engagement, and teacher preparedness. Approximately 833 staff members participated in the survey process this year. Each school, demographic group, job classification, and length of employment were represented.

LCAP Community Forums - Held Virtually and In person:
Tuesday, April 4, 2023, 9:00 a.m. and 6:00 p.m.
Thursday, April 6, 2023, 9:00 a.m. and 6:00 p.m.

Invitations are sent through a variety of communication avenues for all community forum events including information on the district website, flyers/posters, automated phone calls, and personal contact by school administrators. School administrators are asked to personally contact and invite families that represent specific student groups (student groups with an achievement gap, English Learners, low-income, and Foster Youth). This year, educational partners registered for the event using a QR code or link and the Zoom link was emailed to them.

LCAP Community Forum events – 328 families were represented and participants represented all educational partner groups including low-income, English Learners, and Foster Youth student families, certificated, classified staff, administrative staff members, and Board members.

The community forum events included an overview of the LCFF and LCAP systems and a review of our current LCAP goals and actions. Participants engaged in small group presentations with district and school administrators and were provided with opportunities to ask questions through Google Forms. Questions included the following:

- Goal 1, related conditions of learning in the Etiwanda School District includes everything your child needs to be prepared to learn. Do you feel your child has everything they need to be prepared to learn (Access to technology, curriculum, reading materials, highly qualified teachers, etc.)?
- Goal 2, related pupil outcomes includes actions targeted toward meeting the academic needs of all learners. Do you feel your child's academic needs are being addressed?
- Goal 3 related student engagement includes actions targeted toward engaging our students in their learning. Do our efforts engage your child in their learning and promote success?
- Goal 4, related to family engagement includes actions for engaging families in their child's education. Do you feel valued as a partner in your child's education?

Following each question is an opportunity for educational partners to provide feedback on what is going well and what additional suggestions can be provided for improvement.

After the small group sessions educational partners provided feedback by responding to a series of questions related to each goal area presented through the Mentimeter platform. The questions are as follows:

- How important is it to you that emergency supplies are available at each school site (i.e., epi-pens, AEDs, Narcan)? Responses will be provided on a 1 to 5 scale.
- How important is the following program to meet the academic needs of your child? - Small group, differentiated instructional during Universal Access time. Responses will be provided on a 1 through 5 scale.
- What do you believe are the top priorities to ensure your child is engaged in their learning? Responses will be gathered based on priority level among choices: character development, extra opportunities beyond the school day, schoolwide events during the school day, and behavior incentive programs.
- What form of communication is preferred to help stay informed about your child's education? Choices include: Biweekly audio messages, email, two-way communication, digital newsletters, and social media.

Advisory Committees and Groups:
The LCAP Advisory Committee met in a hybrid format either in person or virtually through the Zoom platform four times during the school year. These meetings were held on September 14, 2022, October 5, 2022, January 11, 2023, April 12, 2023, and May 10, 2023. All meetings were open to the public and links to access agendas were shared through email and the District website. Information about LCFF funding and current LCAP goals and actions were presented. Data shared at meetings pertained to the strengths and challenges students demonstrated on the CAASPP and local assessment data from i-Ready for math and ELA. State and local data for attendance, suspension, and expulsion were also presented. Educational partner feedback collected from Thought Exchanges, surveys, and community forums was also shared. Educational partner input was requested to maintain, modify, delete, or add LCAP actions. During the five LCAP Advisory Committee meetings held throughout the year, they reviewed Educational Partner feedback, reviewed and monitored progress on current goals and actions, and reviewed the draft LCAP on May 10, 2023. Additionally, the committee completed the Parental Involvement and Family Engagement Self-Reflection Tool for Priority 3.

The District English Learner Advisory Committee (DELAC) is comprised of staff members and principals representing School Site Councils and parents/guardians of English Learners representing each school site. Committee meetings for the 2022-23 school year were conducted in a hybrid format so participants can attend either in person and virtually through the Zoom platform on November 15, 2022, January 17, 2023, February 14, 2023, and April 11, 2023. Information about the LCAP and the work of the LCAP Advisory Committee was shared. Educational partner input was requested to maintain, modify, delete, or add LCAP Actions. Draft LCAP Goals and Actions were presented and reviewed on April 11.

In response to community input regarding GATE and advanced learners, the GATE and Advanced Learners Task Force was established for one year. During the 2022-2023 school year, the Task Force convened three times to discuss and develop a plan to meet the needs of this student group. The Task Force was instrumental in researching sound practices for differentiation, providing valuable feedback on instructional strategies aimed at challenging advanced learners, and developing a plan for additional professional learning opportunities for postgraduate university-level GATE certification for teachers. As a result of their input, two actions (Goal 1, Action 6 and Goal 2, Action 2.6) were revised, and one new action (Goal 1, Action 13) was added. Consequently, the Task Force is no longer required as an action in the LCAP.

Additional advisory committees and groups include school leadership teams including principals, teachers, staff members, the Student Engagement and Advisory Committee, School Site Councils (SSC), English Learner Advisory Committees (ELAC), and PTA/PTO leadership. These groups participate in LCAP goal development activities and regularly receive updates as advisory groups during meetings throughout the school year.

LCFF/LCAP Presentations to the Board of Trustees and Educational Partners
Regular updates and information about the LCAP development process are provided through presentations at public Board of Trustees meetings throughout the school year. Such presentations were shared on August 25, 2022, October 27, 2022, November 17, 2022, February 9, 2023, March 15, 2023, April 27, 2023, and May 11, 2023. Information shared included plans for engaging educational partners, survey revisions, and reports on feedback collected from educational partners. Additionally, a public hearing for the proposed LCAP took place on June 8, 2023 at 6:30 p.m. The meeting was conducted at the Etiwanda School District Board Room located at 6061 East Avenue Etiwanda, CA 91739. A public hearing notification was posted at least 10 days prior to the Board of Trustee meeting at all school locations, local community boards, the District website, and the District office lobby. The Local Control and Accountability Plan was adopted by the Board of Trustees at a public meeting on June 15, 2023.

Online Public Review and Comment:
The draft 2023-24 LCAP was posted on the Etiwanda School District website for parents, school staff, and the community to view prior to final approval. The online response portal is made available annually for parents, school staff, and community members to provide feedback and suggestions. The online portal was available from May 12, 2023 - June 8, 2023.

The superintendent responds in writing to comments provided by the LCAP Advisory Committee, DELAC, and any online portal comments. No comments or questions were received, therefore the superintendent was not required to respond in writing.

A summary of the feedback provided by specific educational partners.

The District requested and collected feedback regarding LCAP actions from multiple educational partners during the LCAP development process to determine areas of interest and concern. Ideas and trends were analyzed from feedback and are as follows:

Parents/Guardians:

- Families overwhelmingly trust and report having positive perceptions of our schools.
- Families see the efforts and high expectations for student success.
- Families are appreciative of the free breakfast and lunch opportunities with fresh fruit options.
- More families would like to participate in transportation services.
- Parents would like to make sure the needs of advanced learners are being met.
- Focus on character and teaching students the value of respect and kindness.
- Parents are noticing challenges with student behavior and require support with social and emotional learning.
- Families are feeling a stronger connection with staff.

- Parents would like to see more opportunities for volunteerism to help them become more involved.
- Ensure communication is timely and available through a variety of platforms (two-way communication, email, audio messages, and social media).
- Provide a safe, welcoming learning environment.
- Implementation of full-day kindergarten to support early childhood development.
- Continue to provide collaborative learning opportunities for students.
- Focus on positive reinforcement to improve student behavior.
- Parent events are enhancing parental involvement.
- Increase enrichment opportunities for advanced learners.
- Revisit school safety plans during the year and provide supervision throughout the school day.
- Offer a competitive after-school sports program.
- Offer opportunities for hands-on learning within the classroom that balances computer-based programs with hands-on strategies.

Parents of English Learners:

- Provide parent information events to help families better understand how to support their students.
- Provide online computer programs to support ELD instruction at home or school.
- Enhance the designated instructional program for ML cluster students.
- Provide training for teachers and instructional aides on strategies for EL students.
- Provide targeted outreach to families of multilingual learners to engage them in student learning.
- Ensure the social and emotional needs of students are met.
- Continue to increase reclassification numbers.

Parents/Guardians of Students with Disabilities and SELPA Administrator:

- Provide extended learning opportunities to students with unique needs.
- Ensure the social and emotional needs are being met.
- Provide parent information events to help families support their students at home.
- Continue to monitor data relating to the suspension rates and restorative practices.
- Continue to provide counseling services at all school sites.
- Provide assistance during and after the school day to support students' academic needs, especially in the area of math.

Students:

- Provide students with engagement opportunities such as learning through games, working in groups, and projects.
- Provide problem solving opportunities in math.
- Teach students time management strategies to improve study habits.
- Provide opportunities to learn outdoors when possible.
- Provide more after-school programs to help students stay engaged.
- Reinforce expectations and rules during the year, especially to help campuses stay clean.

- Open the lines of communication between staff and students so students are more comfortable and know who to talk to when they need help.

Teachers, Bargaining Unit Members, Administrators, Principals, and Staff:

- Increase communication regarding the multitiered systems of support available at school.
- Provide more training on restorative practices and PBIS.
- Continue to implement after-school intervention programs.
- Provide more information on LTEL support plans.
- Continue to emphasize Positive Behavior Intervention and Supports (PBIS), positive reinforcement, and building positive relationships.
- Continue to refine Universal Access including leveled, small group learning and guided reading opportunities.
- Continue to document discipline in Aeries and analyze reports with PBIS site team.
- Provide students with differentiation, choice, and relevant real-world topics.

Based on the analysis of the feedback provided above, the following trends emerged:

- Continue to invest in support systems to address the social-emotional needs and well-being of students (ERMHS therapists, School Counselors, Student Success Coaches, CARES Counseling services, and elementary counseling interns).
- Focus on ways to foster student engagement and collaboration to improve social interactions and absenteeism after the pandemic.
- Focus on Positive Behavior Intervention and Support schoolwide implementation.
- Provide during and after-school scaffolds to support students who have not yet met academic standards and for advanced learners to accelerate learning.
- Provide information and outreach to families to engage them in their children's learning.
- Provide professional learning opportunities for language arts and math.
- Continue to develop professional learning communities for increased rigor and calibrate learning intentions and success criteria.
- Increase family engagement opportunities for improved parental involvement and trusting partnerships.
- Ensure safe and healthy schools environments.

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

The goals and actions in the LCAP were highly influenced by feedback collected from educational partners. The LCAP Advisory Committee analyzes all input and determines "big ideas" or common themes that emerge throughout the process. These ideas and themes are considered when goals and actions are revised, updated, added, or removed from the LCAP. The feedback from this year included continuing current successful efforts to communicate and engage families through a variety of means to build a meaningful partnership. In addition, partners want to see all schools provide academic supports for students during the school day and beyond with an increased focus on enrichment for GATE and advanced learners. Suggestions for items to be continued and enhanced include more professional learning with math and ELD instruction. Additionally, continuing to provide opportunities to evaluate practices, review data, and collaborate with teams to reduce academic disparities and disproportionate discipline data.

Based on feedback from educational partners, the established four broad goals will remain the same in the 2023-2024 LCAP.

Goal 1: Conditions of Learning - Provide safe facilities and access to standards-aligned resources, technology, and high-quality, culturally responsive instruction.
Goal 2: Pupil Outcomes - Prepare students for success in high school, college, and career; and eliminate disparities in achievement between student groups.
Goal 3: Student Engagement - Create and maintain climates where students exhibit respect and appreciation for themselves and others while engaging in inclusive environments.
Goal 4: Family & Community Engagement - Establish and maintain strong partnerships with all families through meaningful engagement and decision-making opportunities.

The following adjustments will be made to the current actions in Goal 1:
Goal 1, Action 3 will clarify language related specifically to adding a new board policy including Narcan to the existing life-saving, emergency supplies on each school campus.
Goal 1, Action 5 will add language specifically addressing the adult-to-student ratio in transitional kindergarten and include additional support for kindergarten classes next year.
Goal 1, Action 6 will add language to address the needs of GATE and advanced learners with training and coaching.
Goal 1, Action 10 will now include additional hours the school library will be open to provide more access to reading materials beyond the school day to the school community.
Two additional actions will be added to Goal 1.
Goal 1, Action 12 has been revised to include full day kindergarten. Full-day kindergarten has been shown to have numerous benefits for students and is the desire of our community members to support students as they begin they educational journey with a strong academic foundation, social development, and increased exposure to programs to help develop their skills.

There are three new actions for Goal 1 and they include:
Goal 1, Action 13 will specifically focus on training teachers on GATE strategies and provide reimbursement for their time as an incentive to encourage professional learning opportunities among teachers.
Goal 1, Action 14 expands transportation services to all students who live beyond a 2-mile radius from the school. Both of these actions were influenced by input from educational partners who place high value on reaching all learners and removing barriers to accessing public education.
Goal 1, Action 15 increases campus supervision by providing an additional staff member to supervise throughout the school day. This action was influenced by feedback for our advisory committee members, community forum input, and data on the student survey.

The following adjustments will be made to the current actions in Goal 2:
Goal 2, Action 4 will add language to provide clarity and focus on the use of hands-on strategies with a balanced approach to computer-based programs.

Goal 2, Action 5 will add clarifying language to who is responsible for developing, implementing, and monitoring the Long-Term English Learner (LTEL) Support Plan.
Goal 2, Action 6 will add project-based learning opportunities to reach advanced learners during Universal Access time.
Goal 2, Actions 11 and 12 will continue the professional development plan with a focus on grades 3 and 6-8 for math and grades K-1 and 6-8 for language arts.
There will also be two actions added to Goal 2.
Goal 2, Action 13 ensures all students master grade-level appropriate phonics and develop foundational skills in reading and math to establish academic competencies. This is a continued response to rebound from the impact of the pandemic and the difficulty to learn phonics and numbers and operations during distance learning.
Goal 2, Action 14 provides continued professional development and collaboration with equity cadre teams to enhance learning and engagement through affirming student cultural and linguistic behaviors, build rapport, and bridge academic and social skills. Both of these actions were influenced by input from educational partners to reduce the impact of the pandemic and reduce disparities in our achievement data.

The following adjustments will be made to the current actions in Goal 3:
Goal 3, Action 7 adds language to specifically include an after-school sports program into the extracurricular opportunities.
There will also be one action added to Goal 3.
Goal 3, Action 10 provides each school site with additional classified support to build a positive school environment. Both of these actions were influenced by input from educational partners.

The following adjustments will be made to the current actions in Goal 4:
Goal 4, Action 2 has been revised to include the new Etiwanda App in the language as we continue to roll out the new Rooms and Alerts platform that will be accessible in the Etiwanda App.
Goal 4, Action 6 includes clarifying language for the School Attendance Review Team and District Attendance Review Team to work with families to develop a plan to remove barriers, build relationships, and reengage families with the school.
There are no new actions for Goal 4.

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: Provide safe facilities and access to standards-aligned resources, technology, and high quality, culturally responsive instruction.

An explanation of why the LEA has developed this goal.

This goal is to ensure all students in the Etiwanda School District feel comfortable and included in the school setting and have equitable access to the required academic standards in safe environments.

The actions in this goal address the following state priorities:
Priority 1 - Basics Services- Appropriately assigned teachers, access to curriculum, safe, clean, functional school facilities
Priority 2 - State Standards- Implementation of the academic state standards, including the Common Core Standards in ELA and Math.
Priority 7 - Course Access- Access to core subject area instruction and other areas that prepare students for college and career.

The combined actions included in this goal are centered around providing the necessary highly qualified staff, instructional materials, equipment, and facilities to prepare students for success. In addition, the actions focus on creating and maintaining positive conditions and climates for learning as this is an attribute of successful schools.

The metrics associated with this goal are regularly reviewed with educational partners to monitor progress.

Local evaluation tools and surveys have historically indicated students have access to the resources and supports they need for learning and feeling safe at school. For the past several years, the local tool to inform the Access to Broad Course of Study Indicator on the CA School Dashboard has shown 100% of students have access to a broad course of study. Additionally, the annual surveys administered in the 2021-2022 school year indicate 92% or more of our parents feel students are provided with a well-rounded curriculum and have the resources and supplies they need as compared to 96% in 2022-2023 school year. Student surveys in 2021-2022 show 87% or more of students feel schools have consistent standards for behavior in place and schools focus on character compared to 91% in 2022-2023. Educational partners have also consistently provided feedback that Etiwanda families overwhelmingly trust and have positive perceptions of our schools and would like to see current efforts continued in these areas. By providing safe school environments, well-trained educators, resources for learning, and extended day programs, students will continue to thrive in Etiwanda schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local evaluation tool used to inform the Access to Broad Course of Study Indicator on the CA School Dashboard	During the 2018-19 school year, all ESD students in grades K-5 were enrolled in the seven areas identified as a broad course of study during the school day. Some at-risk students and students receiving special education services at the intermediate school level had limited but increasing access to exploratory coursework as a result of additional supports/services.	During the 2021-22 school year, all ESD students in grades K-5 were enrolled in the seven areas identified as a broad course of study during the school day. 100% of students had access to a broad course of study.	During the 2022-23 school year, all ESD students in grades K-5 were enrolled in the seven areas identified as a broad course of study during the school day. 100% of all Etiwanda School District students had access to a broad course of study		100% of students with access to a broad course of study.
Local evaluation tool used to inform the Basics: Teachers, Instructional Materials, and Facilities Indicator on the CA School Dashboard	During the 2020-2021 school year, students had access to: 100% Appropriately assigned teachers. 100% Student access to curriculum assigned instructional materials.	During the 2021-2022 school year, students had access to: 100% Appropriately assigned teachers. 100% Curriculum assigned instructional materials.	During the 2022-2023 school year, students had access to: 100% Appropriately assigned teachers. 100% Curriculum assigned instructional materials.		100% Appropriately assigned teachers. 100% Student access to curriculum assigned instructional materials. 100% Facilities in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% Facilities in good repair.	100% Facilities in good repair.	100% Facilities in good repair.		
Local evaluation tool used to inform the Implementation of State Standards Indicator on the CA School Dashboard	During the 2020-2021 school year: 93% of teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher. 94% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher 93% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher 93% of teachers rank “collection and analysis of assessment data from	During the 2021-2022 school year: 95% of teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher. 95% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher. 93% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher. 94% of teachers rank “collection and analysis of assessment data from	During the 2022-2023 school year: 95% of teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher. 95% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher. 93% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher. 93% of teachers rank “collection and analysis of assessment data from		95% Teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher. 95% Teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher. 95% Teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher. 95% Teachers rank “collection and analysis of assessment data from a variety of sources to inform instruction” as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	a variety of sources to inform instruction" as Level 3 Applying or higher	a variety of sources to inform instruction" as Level 3 Applying or higher.	a variety of sources to inform instruction" as Level 3 Applying or higher.		Level 3 Applying or higher.
Percent of positive responses on annual Parent Survey subset of questions	During the 2020-2021 school year: 97% Agree My child's school has access to and utilizes up-to-date technology. 98% Agree Students receive the resources (textbooks, supplies, equipment) they need. 93% Agree My child's school provides a well-rounded curriculum.	During the 2021-2022 school year: 98% Agree My child's school has access to and utilizes up-to-date technology. 97% Agree Students receive the resources (textbooks, supplies, equipment) they need. 92% Agree My child's school provides a well-rounded curriculum.	During the 2022-2023 school year: 98% Agree My child's school has access to and utilizes up-to-date technology. 97% Agree Students receive the resources (textbooks, supplies, equipment) they need. 94% Agree My child's school provides a well-rounded curriculum.		97% Agree My child's school has access to and utilizes up-to-date technology. 98% Agree Students receive the resources (textbooks, supplies, equipment) they need. 93% Agree My child's school provides a well-rounded curriculum.
Percent of positive responses on annual	During the 2020-2021 school year:	During the 2020-2021 school year:	During the 2022-2023 school year:		94% Agree My school has access to and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey subset of questions	94% Agree My school has access to and utilizes up-to-date technology. 97% Agree Students receive the resources (textbooks, supplies, equipment) they need. 93% Agree My school provides a well-rounded curriculum.	96% Agree My school has access to and utilizes up-to-date technology. 97% Agree Students receive the resources (textbooks, supplies, equipment) they need. 94% Agree My school provides a well-rounded curriculum.	96% Agree My school has access to and utilizes up-to-date technology. 98% Agree Students receive the resources (textbooks, supplies, equipment) they need. 96% Agree My school provides a well-rounded curriculum.		utilizes up-to-date technology. 97% Agree Students receive the resources (textbooks, supplies, equipment) they need. 93% Agree My child's school provides a well-rounded curriculum.
Percent of positive responses on annual Student Survey subset questions used to inform the School Climate Indicator on the CA School Dashboard	During the 2018-2019 school year: 83% Agree Students feel safe at school. 84% Agree Consistent standards for student behavior are in place. 87% Agree Staff strives to keep a bully-free environment. 91% Agree Students get along with each other and respect their differences.	During the 2020-2021 school year: 89% Agree Students feel safe at school. 87% Agree Consistent standards for student behavior are in place. 89% Agree My school focuses on students' character. The following question was not asked on the 2021-2022 survey: Staff strive to keep a bully-free environment.	During the 2022-2023 school year: 89% Agree Students feel safe at school. 91% Agree Consistent standards for student behavior are in place. 94% Agree My school focuses on students' character. The following question was not asked on the 2022-2023 survey: Staff strive to keep a bully-free environment. The		83% or more Agree Students feel safe at school. 84% or more Agree Consistent standards for student behavior are in place. Revised May 2023 90% or more Agree My school focuses on students' character. 91% or more Agree Students get along with each other and respect their differences.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		72% Agree Students get along with each other and respect their differences.	desired outcomes have been adjusted to reflect this change. 75% Agree Students get along with each other and respect their differences.		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fiscal Solvency	1.1 District and school administrators utilize sound budgeting practices to maintain fiscal solvency and ensure resources are maximized to meet the needs of all current and future students.	$494,220.00	No
1.2	Facilities, Maintenance, and Operations	1.2 School administrators and district maintenance staff annually update safety plans and oversee facility maintenance and improvements to ensure all students have access to safe, secure, and well-maintained schools.	$15,425,860.00	No
1.3	Health Professionals (Revised May 2023)	1.3 District and school health professionals (including credentialed registered nurses (RN), licensed vocational nurses (LVN), and trained health clerks) monitor, coordinate, and provide health services for students to maintain wellness. This action equips all school sites with Automated External Defibrillators (AED), Epi-Pens, and Narcan. Health professionals provide training to school staff annually to use life-saving measures in emergency situations.	$3,959,987.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Highly Qualified Teachers	1.4 District administrators develop partnerships with a range of universities and other organizations to recruit and hire a diverse team of highly qualified teachers that reflect the race/ethnicity of our student body and provide a two-year induction program to develop and retain educators who are new to the profession.	$104,675,717.00	No
1.5	Class Size & Support (Revised May 2023)	1.5 District administrators maintain grade level span averages in transitional kindergarten at a student-to-adult ratio of 12:1 and kindergarten through third grade at a ratio of 24:1. District will provide instructional aide support for kindergarten through fifth grade classes that exceed specific sizes to provide additional assistance for students.	$497,329.00	No
1.6	Professional Development (Revised May 2023)	1.6 District and school administrators create and implement a professional development plan for general and special education teachers. This plan includes training and coaching on addressing the academic needs of GATE and advanced learners, developing English proficiency for multilingual learners, scaffolding instruction for vulnerable populations, and effective, culturally responsive instructional practices to increase the quality of instruction for all learners including those with barriers to academic success.	$588,482.00	No
1.7	Broad Course of Study	1.7 School administrators create programs and schedules that include Universal Access time and ensure access to a **broad course of study to create a well-rounded instructional program that meets the needs of every student. ** A broad course of study is defined as access to English language arts, mathematics, science, history/social studies, visual/performing arts, health/nutrition, physical education, technology skills, and (intermediate school) exploratory courses.	$559,262.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	21st Century Technology	1.8 District administrators provide access to modern technology through a 1:1 Chromebook initiative, robust infrastructure, and systems supported and maintained by technology department staff in order to facilitate meaningful learning experiences and the development of advanced technology skills for all students.	$2,320,417.00	No
1.9	Supplemental Materials	1.9 School administrators provide supplemental materials and supports for use during Universal Access time to meet the individual needs of students requiring additional academic support or enrichment. This action is principally directed to unduplicated students and will be measured by a subset of questions on an annual family and student survey.	$819,890.00	Yes
1.10	School Libraries (Revised May 2023)	1.10 Teacher librarians and school library clerks provide access to a range of diverse literature and supplemental resources, and extended hours outside of the school day to support the school community including those with limited access to reading materials.	$1,967,802.00	No
1.11	Universal GATE Screening	1.11 District pupil services administrators provide universal screening and assessment systems to determine eligibility for Gifted and Talented Education (GATE) for all students beginning in third grade.	$258,987.00	No
1.12	Extended TK and Kindergarten (Revised May 2023)	District and school administrators provide a full day kindergarten program as well as an optional full day transitional kindergarten program through a partnership with the District preschool program that extends the kindergarten day for select students to address academic needs.	$5,207,710.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Professional Learning for GATE and Advanced Learners (New Action May 2023)	1.13 District compensates teachers who participate and complete specified university-level courses centered on meeting the needs of GATE and advanced learners.	$93,475.00	No
1.14	Expanded Transportation Services (New Action May 2023)	1.14 District administrators expand transportation services to all students who live beyond a 2-mile radius of schools to remove barriers to attendance. This action is principally directed to unduplicated students and will be measured by a subset of questions on an annual family and student survey.	$3,206,048.00	Yes
1.15	School Supervision and Safety (New Action May 2023)	1.15 District and site administrators provide classified staff to monitor student supervision throughout the campus to enhance safety throughout the school day.	$1,889,417.00	No

Goal Analysis [2022-23]

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.

During the 2022-2023 school year, all actions in Goal 1: Conditions of Learning were successfully implemented. The lifting of pandemic restrictions and the resumption of regular, in-person instruction played a key role in enabling us to maximize the utilization of our facilities. Additionally, through effective collaboration with staff, we successfully implemented the professional development plan and ensured that programs and resources were readily accessible to our students. Despite unprecedented staff shortages throughout the state, we were able to meet our staffing needs through creative scheduling, innovative hiring practices, and the hard work of our personnel department, ensuring that all programs and materials were provided to students as expected.

All actions in Goal 1: Conditions of Learning were fully implemented during the 2022-2023 school year. The lifting of pandemic restrictions and the regular in-person instruction positivity impacted the implementation of all the actions by allowing facilities and operations to be utilized and instructional materials fully accessible to students. Staff shortages throughout the state created unprecedented amounts of

vacancies statewide; but through creative scheduling and innovative hiring practices, along with the determined efforts of the personnel department, we were able to fulfill the staffing need and service all students as expected.

Small-group instruction during Universal Access time was implemented at each school site (Action 1.7), and access to appropriate instructional materials including necessary technology and supplemental resources was available to all students during this instructional block (Action 1.8 and 1.9). Full-day transitional kindergarten in partnership with the Etiwanda A.C.E (Active Child Care and Enrichment) Program allowed TK students a no-cost, full-day program that included Science projects and STEAM activities.

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 2, addressing facility maintenance and improvements to guarantee safe, secure, and well-maintained schools for all students, had a material difference in the actual expenditure. The projected expenses were exceeded as a result of the inclusion of additional summer facility projects during the year. In addition, Etiwanda faced unanticipated cost increases due to inflation, resulting in higher than expected expenditures for utilities and contracted services.

Action 6 had a material difference which addresses the professional development plan for general and special education teachers including training and coaching to increase the quality of instruction for all learners. Categorical grant funds helped supplement costs thus reducing the overall impact on the LCFF funds required to fund this action.

Action 12, which offers an optional full-day transitional kindergarten program in collaboration with the District preschool program to extend the learning day for specific students, encountered a material difference in actual expenditures. This difference can be attributed to the utilization of funding from the Extended Learning Opportunities Program (ELOP) to implement this program, rather than relying on the LCFF funding.

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

Providing necessary infrastructure, instructional supplies, access to curriculum, and safety measures for all students is a multiple-department collaboration including the instruction department, business services, and the health services department. Although staffing shortages caused unexpected challenges, we were able to overcome them through teamwork, increased hiring, and advertising to secure qualified staff. The Etiwanda School District remains committed to providing safe facilities and access to high quality instruction through actions such as programs and schedules that ensure access to a broad course of study and a Universal Access instructional block.

All actions in Goal 1 are intended and designed to positively impact the conditions of learning in Etiwanda. Baseline scores were established in the 2020-2021 school year to measure students' access to a broad course of study, monitor maintenance of school and district facilities, and other factors related to conditions of learning. These same tools and measures are used to analyze progress in the 2022-2023 school year and indicated positive conditions for students.

During the 2022-2023 school year, all students had access to a broad course of study, all facilities were in good repair, and teachers feel a high efficacy in their implementation of state standards. Our families, students, and staff continue to report a high level of satisfaction with survey items related to the conditions of learning.

Action 1 is designed to ensure students have the basics needed to access their education. During the 2022-2023 school year, all students had access to appropriately assigned teachers, curriculum assigned instructional materials, and facilities are in good repair. The student survey reflected positive results with 98% agreeing schools provide the resources they need.

Actions 2 and 3 are intended to positively impact school safety through the development of safety plans, establishing a new system for facility maintenance and operations, and providing all school with trained health professionals with necessary resources to care of students. The student survey reflects positive responses rates with 89% agreeing or strongly agreeing they feel safe, 95% of staff view their students feel safe, and 96% of families believe their child is safe at school.

Action 4 focuses on the efforts to ensure all teachers can implement state standards. During the 2022-2023 school year, 95% of teachers rank their "knowledge of subject matter and academic content standards" as a level 3, Applying or higher, 95% rank their "understanding and organizing of subject matter of student learning" as a level 3 or higher, 93% ranked "planning instruction that incorporates appropriate strategies to meet the learning needs of all students" as level 3 or higher, and 93% rank "collection and analysis of assessment data from a variety of sources to inform instruction" as level 3 or higher.

Action 5 is intended to improve learning in classes that exceed specific class sizes in order to support students' needs. This proved to be valuable as school enrollment continued to grow throughout the year for several school sites in the District, and Etiwanda maintained the desired adult-to-student ratio for all TK through 3rd grade classrooms.

Action 6 relating to the professional development plan for teachers is intended to improve the conditions of learning by enhancing teacher efficacy and learning intentions for their students. In addition to meeting the diverse needs of our students, our teachers plan for a range of learners in their classrooms through these training and coaching opportunities. Students agreed with a positivity rate of 96% and parents with 94% that students receive a well-rounded curriculum.

Actions 7 through 11 are intended to ensure all students have a broad course of study. During the 2022-2023 school year, all Etiwanda students in kindergarten through 5th grade were enrolled in the seven identified areas as a broad course of study during the school day. 100% of students had access to a broad course of study.

The purpose of Action 12 is to enhance student outcomes in early childhood, specifically chosen TK students who are enrolled in a dual enrollment program. According to a survey, 94% of parents believe the school offers a comprehensive curriculum while 97% believe the provided resources effectively equip their children for a superior education.

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.

The local metrics used to assess the expected outcomes for the upcoming 2023-24 academic year have remained unchanged, except for one modification in the Student Survey concerning school climate. Previously, the question asked about maintaining a bully-free environment, but it has now been replaced with the following question: "Does my school focus on students building character?" This updated question aligns with the initiatives aimed at emphasizing character attributes and schoolwide expectations, specifically in relation to the implementation of Positive Behavior Interventions and Supports (PBIS) programs.

As shared in the educational partner engagement section, student health and safety are priorities for families. As societal events impact the perception of school climate, it is appropriate and necessary that Etiwanda respond to these ever-changing situations. With that said, Action 1.3 is being revised to add clarity to the resources available to our students across the campus including situations where life-saving emergency equipment is accessible and staff are equipped with knowledge to effectively use it to save lives.

With the expansion of kindergarten to a full day and the desire from our educational partners to keep student-to-adult ratios low, Action 5 was revised to clarify the supports added to classes that exceed desired expectations.

Action 6 added clarity to the action to address the learning needs of all students including the academic needs of GATE and advanced learners during their intentional planning, training, and coaching time.

Action 10 was revised to provide additional opportunities beyond the school day to reading materials. Library hours and additional staff will be provided for students and families to have more access to reading materials.

Action 12 has been revised to include full-day kindergarten. Full-day kindergarten has been shown to have numerous benefits for students; and our community members want to support students as they begin their educational journey with a strong academic foundation, social development, and increased exposure to programs to help develop their skills.

The GATE and Advanced Learners Task Force convened which revealed a keen interest in providing instructional strategies tailored to GATE and advanced learners. During the school year, the Task Force met three times and identified key areas that required improvement in instruction as well as professional learning opportunities for teachers. Following their input, a plan was developed for GATE and advanced learners; and the task force was dissolved for the 2023-2024 LCAP. As a result of the Task Force's meetings during the 2022-23 school year, one action, Action 1.6, was revised to emphasize the importance of meeting the needs of GATE and advanced learners by providing additional training and coaching. In addition, Goal 2.6, was revised to include a project-based approach to challenge GATE and advanced learners during Universal Access time.

A new Action 1.13 was introduced which incentivizes teachers to pursue professional learning opportunities and obtain GATE certification by offering compensation.

To enhance transportation services and provide access to more students, Goal 1 has been updated with the addition of a new action, Action 14. This action involves reducing the radius around schools from 2.5 miles to 2.0 miles thereby extending transportation services to a greater number of students. An analysis of the data revealed 71% of the qualifying ridership are considered socioeconomically disadvantaged. This action is expected to increase the services by over 40% of the previous ridership. Ridership will be evaluated to determine the percentage of low-income families benefiting from this added service.

In addition, Action 15 was added to Goal 1 for the 2023-24 school year. District and site administrators provide classified staff to monitor student supervision throughout the campus to enhance safety throughout the school day. This action was a result of advisory committee feedback and 89% of students reported they felt safe on campus according to the survey.

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.

Goals and Actions

Goal

Goal #	Description
2	Pupil Outcomes: Prepare students for success in high school, college, and career and eliminate disparities in achievement between student groups.

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure all students in the Etiwanda School District have access to the curriculum and are provided with multiple opportunities to succeed academically.

The actions in this goal address the following state priorities:
Priority 4 - Pupil Achievement- Improving student achievement and outcomes including performance on state tests and English proficiency
Priority 8 - Other Pupil Outcomes- Other student outcomes related to required areas of study

The combined actions included in this goal are centered on academic performance as this is an attribute of successful schools. The metrics associated with this goal are regularly reviewed to monitor progress.

State and local academic assessments have historically shown that overall students in Etiwanda are prepared for success in high school and beyond; however, disparities in achievement exist for some student groups. CAASPP results from the 2018-2019 school year indicate the “All students” group earned a green color gauge with an average of 41.1 points above standard in English language arts. This same group earned a green color gauge in the area of math with an average of 22 points above standard. Those in the “Students With Disabilities” and “Foster Youth” student groups, however, had a yellow indicator in both English language arts and mathematics which shows that, on average, students in these groups are not attaining grade level standards. Additionally, students who are Socioeconomically Disadvantaged and/or Homeless had a yellow indicator in mathematics. This trend remains relatively consistent with disparities still evident in current Dashboard data. In the area of English language arts, the 2022 CA Dashboard reveals a Low indicator for Foster Youth and Students with Disabilities while all students scored in the High indicator level. Local assessment data show these same trends with students performing at high levels overall and some student groups not attaining those same levels of academic achievement. Educational partners have also consistently provided feedback that Etiwanda families are interested in maintaining current academic supports and would like to see continued improvement in instruction whenever possible. By continuing to provide a diagnostic assessment system to pinpoint specific needs, extend learning opportunities, and provide time for educators to intentionally collaborate and plan in addition to expanding professional development, students will continue to thrive and disparities in academic achievement will be eliminated.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Language Arts Indicator	2019 CA School Dashboard All Students Color Gauge - Green 41.1 points above standard Student Group Color Gauges - Blue: Asian, Filipino, White Green: African American, Hispanic, Two or More Races, English Learners, Homeless, Socioeconomically Disadvantaged Yellow: Foster Youth, Students with Disabilities	2020-2021 CA School Dashboard State assessments were not administered in spring 2021. Local assessments which are strongly correlated to state assessments were administered. Local reading assessments from spring of the 2020-21 school year indicate: 68% of all students performed at grade level 83% of students in the Asian Student Group performed at grade level 35% of students in the English Learner Student Group performed at grade level 83% of students in the Filipino Student Group	2021-2022 CA School Dashboard With the relaunch of the CA Dashboard after the pandemic, performance levels will be reported using one of five status levels: Very High, High, Medium, Low, and Very Low. This year will be the only year the Dashboard will reflect "cell phone bar" performance levels and the following years will revert to Blue, Green, Yellow, Orange, and Red which show status and growth over two years. English Language Arts performance level for all students is High at 41.8 points above standard. Student groups performance levels are as follows: Very High- Asian, Filipino, Two or More Races, and White		All Students Color Gauge - Green or Blue 45 or more points above standard Student Group Color Gauges - Maintain Blue: Asian, Filipino, White Maintain Green or Increase to Blue: African American, Hispanic, Two or More Races, English Learners, Homeless, Socioeconomically Disadvantaged Increase to Green: Foster Youth, Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		performed at grade level 35% of students in the Foster Youth Student Group performed at grade level 62% of students in the Hispanic Student Group performed at grade level 54% of students in the Homeless Student Group performed at grade level 37% of students in the Students with Disabilities Student Group performed at grade level 71% of students in the Two or More Races Student Group performed at grade level 74% of students in the White Student Group performed at grade level	High- English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged. Medium- African American Low- Foster Youth and Students with Disabilities Very Low- No student groups		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Mathematics Indicator	2019 CA School Dashboard All Students Color Gauge - Green 22 points above standard Student Group Color Gauges - Blue: Asian, Filipino, White Green: African American, Hispanic, Two or More Races, English Learners Yellow: Foster Youth, Students with Disabilities, Homeless, Socioeconomically Disadvantaged	2020-2021 CA School Dashboard State assessments were not administered in spring 2021. Local assessments which are strongly correlated to state assessments were administered. Local math assessments from spring of the 2020-21 school year indicate: 50% of all students performed at grade level 77% of students in the Asian Student Group performed at grade level 30% of students in the English Learner Student Group performed at grade level 69% of students in the Filipino Student Group	2021-2022 CA School Dashboard With the relaunch of the CA Dashboard after the pandemic, performance levels will be reported using one of five status levels: Very High, High, Medium, Low, and Very Low. This year will be the only year the Dashboard will reflect "cell phone bar" performance levels and the following years will revert to Blue, Green, Yellow, Orange, and Red which show status and growth over two years. Math performance level for all students is High at 12.3 points above standard. Student groups performance levels are as follows: Very High- Asian and Filipino		All Students Color Gauge - Green or Blue 25 or more points above standard Student Group Color Gauges - Maintain Blue: Asian, Filipino, White Maintain Green or Increase to Blue: African American, Hispanic, Two or More Races, English Learners

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		performed at grade level 31% of students in the Foster Youth Student Group performed at grade level 39% of students in the Hispanic Student Group performed at grade level 32% of students in the Homeless Student Group performed at grade level 24% of students in the Students with Disabilities Student Group performed at grade level 55% of students in the Two or More Races Student Group performed at grade level 57% of students in the White Student Group performed at grade level	High- English Learners, Two or More Races, and White Medium- Hispanic, Homeless, and Socioeconomically Disadvantaged. Low- African American, Foster Youth, and Students with Disabilities Very Low- Not student groups		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Learner Progress Indicator	2019 CA School Dashboard 58.7% making progress toward English language proficiency * State Indicator for English Learner Progress is in development	The CA School Dashboard is not available for the 2020-2021 school year; however, the English Language Proficiency Assessment for California was administered. In the 2020-2021 school year 27.08% of English Learners scored Level 4 (Well Developed) 40.54% of English Learners scored Level 3 (Moderately Developed) 23.61% of English Learners scored Level 2 (Somewhat Developed) 8.77% of English Learners scored Level 1 (Minimally Developed)	2021-2022 CA School Dashboard With the relaunch of the CA Dashboard after the pandemic, performance levels will be reported using one of five status levels: Very High, High, Medium, Low, and Very Low. This year will be the only year the Dashboard will reflect "cell phone bar" performance levels and the following years will revert to Blue, Green, Yellow, Orange, and Red which show status and growth over two years. The CA Dashboard EL Acquisition Results revealed 55.3% of ELs who progressed at least one ELPI Level 9.5% of ELs who maintained ELPI level 4 23.8% of ELs who maintained ELPI		65% making progress toward English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Levels 1, 2L, 2H, 3L, 3H 11.5% of ELs who decreased at least one ELPI level The English Language Proficiency Assessment for California was administered. In the 2021-2022 school year 64.7% of English Learners are making progress toward English language proficiency 6.3% of English Learners scored Level 4 (Well Developed) 36.4% of English Learners scored Level 3 (Moderately Developed) 26.9% of English Learners scored Level 2 (Somewhat Developed)		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			30.4% of English Learners scored Level 1 (Minimally Developed)		
Rate of multilingual learners attaining English proficiency	2019-2020 Students reclassified as Fluent English proficient 9.7%	2020-2021 English Learner students reclassified as Fluent English Proficient (RFEP) 12%	2021-2022 English learner students reclassified as Fluent English Proficient (RFEP) 14.5%		Students reclassified as Fluent English proficient 12%
Local Data i-Ready Diagnostic Assessments - Reading (Winter Administration)	2020-2021 School Year Overall Student Population 64% at or above grade level Hispanic Student Group 57% at or above grade level Black/African American Student Group 52% at or above grade level English Learners 52% at or above grade level Socioeconomically Disadvantaged	2021-2022 School Year Overall Student Population 60% at or above grade level Hispanic Student Group 51% at or above grade level Black/African American Student Group 49% at or above grade level English Learners 46% at or above grade level Socioeconomically Disadvantaged	2022-2023 School Year Overall Student Population 65% at or above grade level Hispanic Student Group 55% at or above grade level Black/African American Student Group 51% at or above grade level English Learners 39% at or above grade level Socioeconomically Disadvantaged		Overall Student Population 65% at or above grade level Hispanic Student Group 60% at or above grade level Black/African American Student Group 55% at or above grade level English Learners 55% at or above grade level Socioeconomically Disadvantaged Student Group 55% at or above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student Group 53% at or above grade level	Student Group 47% at or above grade level	Student Group 53% at or above grade level		
Local Data i-Ready Diagnostic Assessments - Mathematics (Winter Administration)	2020-2021 School Year Overall Student Population 56% at or above grade level Hispanic Student Group 47% at or above grade level Black/African American Student Group 36% at or above grade level English Learners 48% at or above grade level Socioeconomically Disadvantaged Student Group 44% at or above grade level	2021-2022 School Year Overall Student Population 50% at or above grade level Hispanic Student Group 40% at or above grade level Black/African American Student Group 35% at or above grade level English Learners 43% at or above grade level Socioeconomically Disadvantaged Student Group 37% at or above grade level	2022-2023 School Year Overall Student Population 54% at or above grade level Hispanic Student Group 43% at or above grade level Black/African American Student Group 36% at or above grade level English Learners 39% at or above grade level Socioeconomically Disadvantaged Student Group 44% at or above grade level		Overall Student Population 60% at or above grade level Hispanic Student Group 50% at or above grade level Black/African American Student Group 40% at or above grade level English Learners 50% at or above grade level Socioeconomically Disadvantaged Student Group 45% at or above grade level
CA School Dashboard English Language Arts Indicator	2019 CA School Dashboard Overall Student Population - 41.9 points above standard	2020-2021 CA School Dashboard State assessments were not administered in spring 2021.	2021-2022 CA School Dashboard State assessments were administered in the spring of 2022.		Overall Student Population - 41.9 points above standard or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American Student Group - 10.9 points above standard Asian Student Group - 88.7 points above standard English Learners - 5.6 points above standard Filipino Student Group - 82.2 points above standard Foster Youth - 8.3 points below standard Hispanic Student Group - 25.2 points above standard Homeless Student Group - 11.3 points above standard Socioeconomically Disadvantaged Student Group - 16.1 points above standard Students with Disabilities - 7.1 points below standard	Local assessments which are strongly correlated to state assessments were administered. Local reading assessments from spring of the 2020-21 school year indicate: 68% of all students performed at grade level 83% of students in the Asian Student Group performed at grade level 35% of students in the English Learner Student Group performed at grade level 83% of students in the Filipino Student Group performed at grade level 35% of students in the Foster Youth Student Group performed at grade level	Overall Student Population - 41.8 points above standard African American Student Group - 7.4 points above standard Asian Student Group - 93.1 points above standard English Learners - 24.9 points above standard Filipino Student Group - 81.1 points above standard Foster Youth - 33.3 points below standard Hispanic Student Group - 22.5 points above standard Homeless Student Group - 10.8 points above standard Socioeconomically Disadvantaged		African American Student Group - 10.9 points above standard or higher Asian Student Group - 88.7 points above standard or higher English Learners - 5.6 points above standard or higher Filipino Student Group - 82.2 points above standard or higher Foster Youth - 8.3 points below standard or higher Hispanic Student Group - 25.2 points above standard or higher Homeless Student Group - 11.3 points above standard or higher Socioeconomically Disadvantaged Student Group - 16.1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or More Races Student Group - 47.3 points above standard White Student Group - 55.4 points above standard	62% of students in the Hispanic Student Group performed at grade level 54% of students in the Homeless Student Group performed at grade level 37% of students in the Students with Disabilities Student Group performed at grade level 71% of students in the Two or More Races Student Group performed at grade level 74% of students in the White Student Group performed at grade level	Student Group - 17.6 points above standard Students with Disabilities - 36.7 points below standard Two or More Races Student Group - 50 points above standard White Student Group - 55.9 points above standard Local assessments which are strongly correlated to state assessments were administered. Local reading assessments from spring of the 2022-23 school year indicate: 71% of all students performed at grade level 82% of students in the Asian Student Group performed at grade level		points above standard or higher Students with Disabilities - 7.1 points below standard or higher Two or More Races Student Group - 47.3 points above standard or higher White Student Group - 55.4 points above standard or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			50% of students in the English Learner Student Group performed at grade level 86% of students in the Filipino Student Group performed at grade level 43% of students in the Foster Youth Student Group performed at grade level 64% of students in the Hispanic Student Group performed at grade level 48% of students in the Homeless Student Group performed at grade level 39% of students in the Students with Disabilities Student Group performed at grade level 79% of students in the Two or More Races Student Group		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			performed at grade level 76% of students in the White Student Group performed at grade level		
CA School Dashboard Mathematics Indicator	2019 CA School Dashboard Overall Student Population - 22 points above standard African American Student Group - 18.7 points below standard Asian Student Group - 88.9 points above standard English Learners - 19.2 points above standard Filipino Student Group - 67.6 points above standard Foster Youth - 45.8 points below standard	2020-2021 CA School Dashboard State assessments were not administered in spring 2021. Local assessments which are strongly correlated to state assessments were administered. Local math assessments from spring of the 2020-21 school year indicate: 50% of all students performed at grade level 77% of students in the Asian Student Group performed at grade level	2021-2022 CA School Dashboard State assessments were administered in the spring of 2022. Overall Student Population - 12.3 points above standard African American Student Group - 36.7 points below standard Asian Student Group - 88.6 points above standard English Learners - 10.3 points above standard Filipino Student Group - 54.3 points above standard		Overall Student Population - 22 points above standard or higher African American Student Group - 18.7 points below standard or higher Asian Student Group - 88.9 points above standard or higher English Learners - 19.2 points above standard or higher Filipino Student Group - 67.6 points above standard or higher Foster Youth - 45.8 points below standard or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic Student Group - .3 points above standard Homeless Student Group - 16.3 points below standard Socioeconomically Disadvantaged Student Group - 5.1 points below standard Students with Disabilities - 55.9 points below standard Two or More Races Student Group - 30.6 points above standard White Student Group - 36.4 points above standard	30% of students in the English Learner Student Group performed at grade level 69% of students in the Filipino Student Group performed at grade level 31% of students in the Foster Youth Student Group performed at grade level 39% of students in the Hispanic Student Group performed at grade level 32% of students in the Homeless Student Group performed at grade level 24% of students in the Students with Disabilities Student Group performed at grade level 55% of students in the Two or More Races Student Group	Foster Youth - 32.7 points below standard Hispanic Student Group - 14.4 points below standard Homeless Student Group - 23.3 points below standard Socioeconomically Disadvantaged Student Group - 12.8 points below standard Students with Disabilities - 59.4 points below standard Two or More Races Student Group - 19.6 points above standard White Student Group - 30.1 points above standard		Hispanic Student Group - .3 points above standard or higher Homeless Student Group - 16.3 points below standard or higher Socioeconomically Disadvantaged Student Group - 5.1 points below standard or higher Students with Disabilities - 55.9 points below standard or higher Two or More Races Student Group - 30.6 points above standard or higher White Student Group - 36.4 points above standard or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		performed at grade level 57% of students in the White Student Group performed at grade level			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Diagnostic Assessments	2.1 Teachers administer diagnostic assessments in reading and mathematics and then analyze the data so they can target individual academic student needs. This action is principally directed to unduplicated students and will be measured by Math and ELA CAASPP scores.	$33,335.00	Yes
2.2	Plan Implementation	2.2 Coordinators, specialists, and mentor teachers collaborate with general and special education teachers to assist with data collection and program/plan implementation for English Learners, Foster Youth, and students who have families with low income.	$10,033,997.00	Yes
2.3	Teacher Collaboration	2.3 General and special education teachers regularly utilize time built into the school year calendar (pupil-free days, preparation periods, and minimum days) to collaborate with one another, identify the learning needs of every student, and plan for differentiated instruction that meets the needs of all students.	$901,879.00	No
2.4	Intentional Planning (Revised May 2023)	2.4 Teachers intentionally plan engaging lessons that balance the use of computer-based tools with hands-on strategies that reflect the rigor	$5,493,381.00	No

Action #	Title	Description	Total Funds	Contributing
		of the standards and connects students through culture, traditions, and community to develop higher order knowledge and skills for all students.		
2.5	Individualized Success Plans (Revised May 2023)	2.5 Site Administrators, EL Facilitators, and teachers collaborate to develop and monitor individualized plans for select English Learners and those who have been identified as a Long Term English Learners (LTEL). The LTEL support plan outlines actions for accelerating learning and advancing language acquisition.	$171,825.00	Yes
2.6	Universal Access (Revised May 2023)	2.6 Teachers plan and facilitate instruction during Universal Access time that accelerates learning for students who have not yet met academic standards, develops language proficiency for multilingual learners, and provides project-based learning opportunities for advanced learners.	$983,869.00	No
2.7	Support for Multilingual Learners	2.7 District and school administrators provide English Learners with additional scaffolds such as electronic tablets for translation and instructional aide support in designated classrooms with English Learners to increase access to the core curriculum and enhance language development opportunities.	$398,808.00	Yes
2.8	Academic Advisors / Student Services Assistants	2.8 School administrators and intermediate school academic advisors/student services assistants monitor student progress, collaborate with colleagues, coordinate intervention supports, and facilitate family outreach to remove barriers to school participation for students who have not yet met academic standards. This action is principally directed to unduplicated students and will be measured by math and ELA CAASPP and i-Ready scores.	$1,176,221.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Extended Day Intervention Programs	2.9 School administrators and teachers increase services through extended-day intervention programs for students who have not yet met academic standards in English language arts or math to accelerate learning. This action is principally directed to unduplicated students and will be measured by math and ELA CAASPP scores.	$459,523.00	Yes
2.10	Extended School Year	2.10 District special education administrators coordinate and oversee an extended school year program for special education students who meet eligibility criteria per their current Individualized Education Program (IEP) to address the regression of skills resulting from an extended summer break.	$99,306.00	No
2.11	Professional Learning - Math (Revised May 2023)	2.11 Grade 3 and 6-8 math teachers will participate in professional learning, coaching, and collaboration to enhance math pedagogy, clarity, and lesson design to support students in developing a deeper understanding of the connections across mathematical concepts.	$66,051.00	No
2.12	Professional Learning - Reading (Revised May 2023)	2.12 Grade K-1 and 6-8 language arts teachers will participate in professional learning, coaching, and collaboration to enhance reading pedagogy, clarity, and lesson design to support students in constructing meaning from text.	$66,051.00	No
2.13	Developing Foundational Reading and Math Skills (New Action May 2023)	Teachers ensure all students have mastered grade-level appropriate phonics, read a volume of text at their instructional level, and regularly practice foundational math skills to establish academic abilities, attitudes, and behaviors that lead to success.	$1,147,847.00	No
2.14	Cultural and Linguistic Professional Learning	District professional development team and the members of the site equity team collaborate on instructional strategies that validate and affirm students' cultural and linguistic behaviors, help build rapport,	$25,500.00	No

Action #	Title	Description	Total Funds	Contributing
	(New Action May 2023)	and bridge academic and social skills so students can be successful in the classroom and beyond.		

Goal Analysis [2022-23]

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.

All actions in Goal 2 were implemented. The administration of the i-Ready diagnostic assessments reveals continuous growth from initial placement and growth in overall proficiency when comparing performance to previous years. The professional learning plan provided collaborative opportunities for teachers to meet, analyze data, and intentionally plan to address student's needs. Although there were staffing shortages at the beginning of the year that impacted a small number of teachers in sub coverage, innovative hiring practices, increased substitute teacher pay, and hiring a resident substitute prevented additional disruptions in the professional learning plan. Additional efforts were made this year to train certificated and classified staff working with EL students on integrated and designated instructional strategies as well as resources available to support EL students. Contributing actions including 2.8 and 2.9 were fully implemented and supported unduplicated students who are performing below grade level to remove barriers in their learning, especially after the impact of the pandemic.

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

Although there was a substitute teacher shortage, the District was able to overcome the need to meet the expectations in the professional development plan. In addition, utilizing our existing classified staff to maximize their availability served the District well by investing in them and preventing additional hiring that was already difficult. Due to these adjustments and proactive approach, all actions were implemented and there was not a material difference.

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

The restrictions from the pandemic are over yet the impact and outcomes continue to be prevalent. Etiwanda was focused on rebounding with actions targeted to deliver research-based instructional strategies, reengage students and families, and enhance small group instruction focusing on all student needs. Etiwanda's efforts and commitment to preparing our students for success and eliminating disparities through our actions is a constant focus. This is evident through our staff collaboration, well-developed instructional plans, districtwide assessment data analysis, and opportunities beyond the school day.

Baseline scores were established in 2018-2019 using CAASPP ELA and math scores. Local assessments, which are highly correlated with CAASPP, were used to establish baseline scores after the suspension of CAASPP in 2020. In 2021-22 the CAASPP was administered to

further establish a new set of baseline performance data. With the analysis of both the CAASPP and i-Ready assessment for ELA and math, results reveal slight increases in student growth.

All actions in Goal 2 are intended to positively impact student achievement. Based on the spring administration of i-Ready from 2022 to 2023, students' percent proficiency grew 3% in reading and 2% in math equating to 71% at or above grade level in reading and 66% at or above grade level in math. These results show students in the Etiwanda School District are performing well academically. The trajectory in growth on the i-Ready assessments throughout the years shows continuous improvements in student achievement exceeding i-Ready norm-referenced annual growth targets.

Action 1 allowed data analysis using the i-Ready diagnostic assessment three times throughout the year. This comprehensive assessment platform identifies specific needs for students and provides information on performance levels for individual students within domain areas. This data allows teachers to identify their students' needs to intentionally plan instruction to support them during UA and core instruction. Teachers meet regularly to discuss student progress and collaborate on differentiated instruction to meet the needs of all learners including students who have not yet met academic standards, multilingual learners, and advanced learners (Action 2, 3, 4, and 6). The district i-Ready growth exceeded the annual growth target with our progress to annual typical growth of 136% in reading and 117% in math.

Actions 2.5 and 2.7 were specifically targeted toward supporting English Learners with their language acquisition. In the 2021-22 school year 64.7% of English Learners demonstrated progress toward proficiency, specifically 55.3% of EL students progressed at least one level on the ELPAC. These actions have proven to be effective and will continue to be a focus moving forward. Additionally, actions 2.4 and 2.6 are developed with a specific focus on planning differentiated instruction during Universal Access time to support a range of learners. This is an integral portion of the instructional day resulting in "high" CA Dashboard indicators.

Action 8 has supported families by allowing our academic advisors and student service assistants to reach out to families to improve attendance, assist with tier II supports including academic and behavior, and monitor progress. Targeted student populations including socioeconomically disadvantaged students improved on the winter i-Ready assessment by 6% compared to the previous year in language arts and 7% in math.

Action 2.9 is specifically designed to support students who are not performing at grade level with additional learning opportunities beyond the school day. There was a concerted effort to analyze student data and target students previously identified in the reflections section for having more than one area below "all students."

The successful implementation of Action 10 allowed special education students who meet the eligibility criteria outlined in their current Individualized Education Program (IEP) to mitigate the regression of skills that may result from an extended summer break.

Actions 11 and 12 were focused on providing training and coaching for specific grade levels in guided reading strategies and hands-on math strategies. These actions reinforced the collaboration between grade levels (Actions 2 and 3) and intentional planning sessions (Actions 4 and 6). The goal was to provide greater clarity to teachers and enhance their teaching pedagogy to promote a deeper understanding of the content. All of the training sessions were completely implemented, and their application was noticeable during classroom walkthroughs.

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.

Etiwanda educational partners shared the importance to build on foundational skills in phonics and basic math skills as this has presented possible residual effects from the pandemic. High academic standards and improving instruction remain a top priority for our community.

Revisions include:
Goal 2, Action 4 was updated to highlight the significance of maintaining a balance between computer-based materials and hands-on activities during Universal Access (UA) time.
Goal 2, Action 5 was being revised to clarify the responsible parties to develop and monitor the Long Term English Learner Support Plan.
Goal 2, Action 6 was revised to include an instructional pathway for our GATE and advanced learners to receive materials directed to their ability level.
Goal 2, Actions 11 and 12 was adjusted will expand professional learning, coaching, and collaborative opportunities to other grade levels in language arts and math.

New actions include:
Goal 2, Action 13 was added in response to feedback from the community by ensuring all students have mastered phonics, read a volume of texts, and regularly practice math skills.
Goal 2, Action 14 was added to provide clarity with the efforts from our professional development team and site equity cadre members to collaborate on instructional strategies to validate and affirm cultural and linguistic behaviors to build on success in the classroom and beyond.

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.

Goals and Actions

Goal

Goal #	Description
3	Student Engagement: Create and maintain climates where students will exhibit respect and appreciation for themselves and others while engaging in inclusive environments.

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure all students in the Etiwanda School District and their families are engaged in learning.

The actions in this goal address the following state priorities:
Priority 5 - Pupil Engagement - Providing students with engaging programs and course work that keeps them in school.
Priority 6 - School Climate - Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school engagement.

The actions included in this goal are centered on academic engagement as this is an attribute of highly successful schools. The metrics associated with this goal are regularly reviewed to monitor progress including attendance rates, suspension rates, and survey responses.

District attendance and suspension/expulsion rate data along with student survey results have historically shown that students in Etiwanda exhibit respect and appreciation for themselves and others. Attendance rates have been exceptionally high and suspension rates have been comparatively low in relation to surrounding districts. As a baseline measure, the overall attendance rate for the 2020-2021 school year was 97.42%; and the rate of chronically absent students was just 5.21%. The overall attendance rate for the District in the 2021-22 school year was 93.9% (94.1% in 2022-23 from August to April) with a chronic absenteeism rate of 21.9%. This reduction in attendance is largely attributed to the restrictions by the CDPH to reduce the spread of COVID-19. Suspension and expulsion rates were very low with .015% of students being suspended and 0% of students undergoing the expulsion process in 2020-2021 as compared to 1.0% suspended and 0% expelled in 2022-23, although this is likely because students engaged in the Virtual Learning Model for the vast majority of the school year. In spite of the unusual circumstances of the 2020-2021 school year, students continued to respond very positively to survey questions related to the learning environment since they returned to school after the pandemic. Suspension rates remain low during the 2021-22 school year. At least 90% of students agreed that class was interesting, they were encouraged on a regular basis, teachers promoted cooperative learning, and teachers valued their background and culture. Additionally, 92% of students said they would recommend this school to their friends in 2020-2021 compared to 89% in 2021-22. Educational partners have also consistently provided feedback that Etiwanda families overwhelmingly trust and have positive perceptions of our schools and would like to see current efforts in the area of student engagement continued. By providing character education programs, multitiered systems of support, counseling services, and other programs to support student engagement, students will continue to thrive in Etiwanda schools. Although we have received positive response rates on surveys and from other forms of educational partner feedback, Etiwanda is committed to creating actions within Goal 3: Family and Community Engagement as that is a factor of highly effective schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Attendance Rate	2019-2020 District Attendance Rate 97.95%	2020-2021 District Attendance Rate 97.42%	2021-2022 District Attendance Rate 94.1%		District Attendance Rate remains at 97.95% or higher.
CA School Dashboard Chronic Absenteeism Indicator	2019 CA School Dashboard 4.3% Chronically Absent All Students Color Gauge - Yellow Student Group Color Gauges - Blue: Filipino Green: Asian, White Yellow: American Indian, Hispanic, Two or More Races, English Learners Orange: African American, Pacific Islander, Foster Youth, Homeless, Socioeconomically Disadvantaged	School Dashboard results are not yet available. 5.21% of students missed 10% or more of the school in 2020-2021 due to absences.	2022 CA School Dashboard 21.9% Chronically Absent All Students indicator in Very High status Student Indicator groups (highest to lowest) Very High: Pacific Islander (80.5%), Foster Youth (35.2%), American Indian (33.3%), Homeless (31.7%), Student with Disabilities (31.5%), Hispanic (28.1%), Socioeconomically Disadvantaged (27.5%), African American (26.4%), and Two or More Races (22.7%)		4% Chronically Absent All Students Color Gauge - Green 3.5% Chronically Absent Increase All Students Color Gauge to Green Student Group Color Gauges - Maintain a Blue Indicator: Filipino Maintain a Green Indicator or Increase to a Blue Indicator: Asian, White Increase to a Green Indicator: American Indian, Hispanic, Two or More Races, English Learners

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			High: White (17.9%), English Learners (17%), and Filipino (10.7%) Medium: Asian (7.8%) Low: No student groups Very Low: No student groups		Increase to a Green Indicator: African American, Pacific Islander, Foster Youth, Homeless, Socioeconomically Disadvantaged
District Expulsion Rate	2019-2020 District Expulsion Rate .01%	2020-2021 District Expulsion Rate 0%	2021-2022 District Expulsion Rate 0%		District expulsion rate remains at or below .01%
CA School Dashboard Suspension Rate Indicator	2019 CA School Dashboard .8% Suspended at least once All Students Color Gauge - Yellow Student Group Color Gauges - Blue: American Indian, Asian, Filipino, Pacific Islander, White Yellow: Hispanic, Two or More Races, English Learners, Foster Youth,	School Dashboard results are not yet available. 2020-2021 Suspension Rate - .015%	2022 CA School Dashboard 1% Suspended at least once All Students Indicator status in Low Student Indicator groups (highest to lowest) Very High: No student groups High: Foster Youth Medium: African American (2.5%),		.8% or fewer Suspended at least once All Students Color Gauge - Green Student Group Color Gauges - Maintain Blue Indicator: American Indian, Asian, Filipino, Pacific Islander, White Increase to a Green Indicator: Hispanic, Two or More Races, English Learners,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless, Socioeconomically Disadvantaged Orange: African American, Students with Disabilities		Pacific Islander (2.4%), Students with Disabilities (2.1%), and Homeless (1.7%) Low: Socioeconomically Disadvantaged (1.4%). Hispanic (1.1%), Two or More Races (1%), English Learners (0.9%), and White (0.7%) Very Low: Asian (0.5%), Filipino (0.2%), and American Indian (0%)		Foster Youth, Homeless, Socioeconomically Disadvantaged Increase to a Green Indicator: African American, Students with Disabilities
Middle School Drop-Out Rate	2019-2020 Middle School Drop-Out Rate 0%	2020-2021 Middle School Drop-Out Rate 0%	2021-2022 Middle School Drop-Out Rate 0%		Middle school drop-out rate remains at 0%
Percent of positive responses on annual Student Survey subset questions used to inform the School Climate Indicator on the CA School Dashboard	2020-21 Student Survey 91% Agree My teacher makes class interesting. 96% Agree Teachers encourage students on a regular basis.	2021-22 Student Survey 90% Agree My teacher makes class interesting. 94% Agree Teachers encourage students on a regular basis.	2022-23 Student Survey 89% Agree My teacher makes class interesting. 97% Agree Teachers encourage students on a regular basis.		95% Agree My teacher makes class interesting. 96% Agree Teachers encourage students on a regular basis. 96% Agree Teachers promote cooperative learning and collaboration.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	96% Agree Teachers promote cooperative learning and collaboration. 89% Agree Teachers value students' backgrounds and cultures. 85% Agree Counseling services are available at my school. 94% Agree I would recommend this school to my friends.	97% Agree Teachers promote cooperative learning and collaboration. 92% Agree Teachers value students' backgrounds and cultures. 95% Agree Counseling services are available at my school. 92% Agree I would recommend this school to my friends.	96% Agree Teachers promote cooperative learning and collaboration. 93% Agree Teachers value students' backgrounds and cultures. 95% Agree Counseling services are available at my school. 89% Agree I would recommend this school to my friends.		95% Agree Teachers value students' backgrounds and cultures. 95% Agree Counseling services are available at my school. 95% Agree I would recommend this school to my friends.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Engaging Learning Experiences	3.1 Teachers provide engaging learning experiences through the daily use of engagement structures (Kagan) for all students to promote equity and access to instruction while fostering interdependence, individual accountability, and equal participation.	$173,431.00	No
3.2	Character Education (Revised May 2023)	3.2 School administrators coordinate and school staff support bully prevention, character education, and social-emotional programs for all students to encourage the values of respect, growth mindset, perseverance, and other qualities that build a positive school climate and support student wellness	$1,726,788.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Multitiered Support Systems	3.3 School administrators and teachers utilize a multitiered system of supports including Positive Behavior Interventions and Supports (PBIS), restorative practices, and other means of correction for students to promote equitable access to positive school climates and learning opportunities. This action is principally directed to unduplicated students and will be measured by CA School Dashboard Suspension Rate Indicator.	$29,500.00	Yes
3.4	Counseling Services	3.4 School counselors oversee and facilitate staff training and programs for students to support physical and emotional well-being. This action is principally directed to unduplicated students and will be measured by a subset of questions on an annual student survey.	$3,526,980.00	Yes
3.5	Other Means of Correction Coaching	3.5 District administrators provide/coordinate training and coaching on other means of correction and restorative practices for school administrators to promote equitable access to positive school climates and learning opportunities.	$537,231.00	No
3.6	Board Certified Behavior Analysts	3.6 District board-certified behavior analysts (BCBA) collaborate with educators to develop behavior support plans that address the needs of identified students and shape positive behaviors.	$1,768,426.00	No
3.7	Extracurricular Activities (Revised Action May 2023)	3.7 School administrators provide extracurricular activities including sports beyond the school day for students to feel connected to the school community.	$275,678.00	No
3.8	6th Grade Transition Program	3.8 Intermediate school principals and counselors provide an orientation for all incoming 6th grade students and a multiday summer	$45,107.00	Yes

Action #	Title	Description	Total Funds	Contributing
		transition program for select students prior to the start of 6th grade to prepare them for the adjustment to intermediate school. This action is principally directed to unduplicated students and will be measured by a subset of questions on an annual student survey.		
3.9	Alternative Education Settings	3.9 District administrators provide an Alternative Studies Center and Community Day School for eligible and/or interested students to support success by focusing on individual strengths, talents, and social-emotional and/or behavioral needs.	$3,080,126.00	No
3.10	Positive School Climate (New Action May 2023)	3.10 District administrators provide all schools with campus support staff to support programs that build a positive school environment.	$3,066,138.00	No

Goal Analysis [2022-23]

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.

All the actions were fully implemented during the 2022-23 school year. Educational partners were pleased to return to in-person instruction to provide cooperative learning opportunities (Action 3.1) that students were deprived of during the pandemic with virtual instruction and social distancing requirements. In addition, supports for character development and social-emotional learning (Actions 3.2, 3.4, 3.8 and 3.9) proved to be valuable as new and returning students demonstrated a need for a multilevel system of supports. While our suspension data remains relatively low, discipline referrals increased revealing the importance of focusing on restorative practices, other means of correction, and Positive Behavior Intervention and Supports (Actions 3.3 and 3.5).

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.

Professional development, coaching opportunities, and counseling programs were fully utilized. The emphasis on social-emotional learning strategies proved to be necessary with increased services for students after the effects of the pandemic.
Action 9 revealed a material difference. As the community embarked on its recovery journey from the pandemic, a considerable portion of students opted to return to traditional classroom instruction instead of continuing with homeschooling, which proved to be lower than the initial projections for the program.

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

Although there is an increase in chronic absenteeism rates, there are still very positive response rates indicated by our students. Student illnesses related to the pandemic as well as COVID restrictions during the 2021-2022 school year revealed an increase in overall absence rates. The positive response rates on our parent and student surveys that efforts to reengage our students were noticed and appreciated. Thus far in the 2022-2023 school year, we have seen an improvement in absenteeism which is a further indication that last year's dashboard data is a reflection of the restrictions and guidelines from the CDPH.

The Etiwanda School District remains dedicated to creating and maintaining school climates where students respect and appreciate one another's unique backgrounds illustrated by 96% of students responding positively to the question asking do students from different backgrounds become friends.

Our educational partners expressed a desire to implement cooperative learning strategies in the classroom to facilitate student discourse and promote interactions with peers. This feedback was taken into account in Action 3.1 which involved implementing Kagan structures daily for all students. Furthermore, the advisory committees emphasized the significance of incorporating character education, bullying prevention programs, and positive behavior incentive programs. These recommendations are reflected in Action 3.2.

With the increase in behavior referrals this year, more emphasis was placed on preventative measures as well as on restorative practices to reduce further behavioral incidents and reduce suspension rates. As a response, additional professional learning opportunities were provided to site administrators throughout the year focusing on other means of correction, Tier II positive behavior interventions, and incentive-driven programs (Actions 3.3 and 3.5).

The effects of the pandemic continue to be revealed in a variety of ways. Supporting students' emotional well-being has been necessary with an increase in referrals for counseling services. A subset of questions on the student survey illustrate the efforts made to inform our students of the additional services available to them. 96% of students responded they are aware counseling services are available to them and 90% know a staff member they can speak with to get additional support. Additional feedback from educational partners calls for more training on trauma-informed awareness which has also been a focus for professional learning trainings for administrators. This reflects the increased efforts to support students after the pandemic with a whole child perspective. Actions 3.4, 3.6, and 3.8 are intended to positively impact this need to address the social-emotional needs of students.

In addition, Actions 3.2 and 3.9 are designed to positively impact student attendance. Although attendance rates declined during the 2021-2022 school year, there has been more effort to reach out to families during School Attendance Review Team (SART) meetings to problem-solve strategies to remove barriers and support learning. Although not directly related to Goal 3, Goal 1.14 will also be beneficial in removing barriers and improving attendance by providing transportation services to low-income households. There is evidence of a reduction in chronic absenteeism numbers during the 2022-23 school year.

Action 7 aimed to promote a sense of connectedness between students and the school by incorporating extracurricular activities beyond the regular school day. As a part of this action, intramural sports were reintroduced at both elementary and intermediate school levels after the

pandemic. Hundreds of students were able to participate in this program at each school site. According to the student survey responses, 89% of the students agreed teachers make the school interesting.

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.

As mentioned in the education partner engagement section, a focus on reengaging our students is a priority. As such, Goal 3: Student Engagement actions will all remain for the 2023-2024 school year. In response to the feedback, there will be two revisions to existing actions and one new action added to Goal 3.

Revisions:
Action 2 was revised to add clarity to who is responsible for implementing and supporting positive school programs to include all staff.

Action 3.7 was revised to include an intermural after-school sports program as an extracurricular activity for students. Based on the Thought Exchange feedback and input from the advisory committees, there was a suggestion to expand upon the extracurricular activities currently offered in Action 3.7. As an outcome to this feedback, Etiwanda will implement a competition for selected sports between the intermediate schools in the District. This Action is designed to enhance a positive school climate thus improving student engagement.

New Action:
As a part of Goal 3, new Action 3.10 will be introduced to provide additional staff support to all schools. The purpose of this action is to assist in implementing programs that promote a positive school environment. The new and improved programs, such as PBIS, will require additional staff to monitor and support the program. The positive reinforcement program has demonstrated improvements in the overall school culture. According to the student survey responses, 97% of students agreed teachers encourage them to be their best on a regular basis. Action 10 aims to sustain this high positive response rate.

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.

Goals and Actions

Goal

Goal #	Description
4	Family & Community Engagement: Establish and maintain strong partnerships with all families through meaningful engagement and decision-making opportunities.

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure families are included in the school environment as meaningful partners who contribute to the decision-making process.

The actions in this goal address the following state priorities:
Priority 3 - Parental Involvement- Efforts by the school district and schools to seek input from all parents and to engage parents in decision-making as well as promoting parent participation in programs that meet the needs of their students and all students.
Priority 6 - School Climate- Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness as measured in part by suspension and expulsion rates and surveys of students, teachers, and parents.

The combined actions included in this goal are centered on creating meaningful opportunities for families to engage in the school environment. The metrics associated with this goal are regularly reviewed to monitor progress.

Local evaluation tools and surveys have historically indicated parents feel they are in strong partnerships with schools and are meaningfully engaged in the decision-making process. For the past few years, the local tool to inform the Parent Engagement Indicator on the CA School Dashboard has shown the District implemented measures to:

- Develop the capacity of staff including administrators, teachers, and classified staff to build trusting and respectful relationships with families.
- Create welcoming environments for all families in the community.
- Support staff learn about each family's strengths, cultures, and goals for their children.
- Develop multiple opportunities to engage in 2-way communication between families that is understandable and accessible to families.
- Provide professional learning and support to improve the school's capacity to partner with families.
- Provide families with information and resources to support student learning and development in the home.
- Implement programs for teachers to meet with families to discuss ways to work together.

- Support families to understand and exercise their legal rights and advocate for students.
- Build the capacity of staff to engage families in advisory groups and decision-making.
- Provide families with opportunities to provide input and implement strategies to reach underrepresented groups in the school community.
- Provide opportunities to have the community work together to plan, implement, and evaluate family engagement activities.

Additionally, annual surveys administered in the 2022-2023 school year indicate 95% of our parents feel schools effectively communicate with families, information on events is available, parents/guardians have an opportunity to serve on advisory committees (positive response rate of 98%), and school staff are friendly and helpful (positive response rate of 96%). Also, 97% of survey participants would recommend their school to others. Educational partners have also consistently provided feedback that Etiwanda families overwhelmingly trust and have positive perceptions of our schools and would like to see current efforts in the area of family engagement continued (positive response rate of 96%). By providing multiple communication pathways, opportunities for educational partner input, student attendance support, and advisory committees, families will continue to partner with Etiwanda schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Self-reflection tool used to inform the Parent Engagement Indicator on the CA School Dashboard	2020-2021 Self-Reflection Tool 1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation and Sustainability 2. Creating welcoming environments for all families in the community - Full Implementation	2021-2022 Self-Reflection Tool 1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation 2. Creating welcoming environments for all families in the community - Full Implementation and Sustainability	2022-2023 Self-Reflection Tool 1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation 2. Creating welcoming environments for all families in the community - Full Implementation and Sustainability		1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation and Sustainability 2. Creating welcoming environments for all families in the community - Full Implementation and Sustainability 3. Supporting staff to learn about each

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - Full Implementation and Sustainability 4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families - Full Implementation and Sustainability 5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - Full Implementation and Sustainability 6. Providing families with information and resources to support student learning and	3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - Full Implementation 4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families - Full Implementation and Sustainability 5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - Full Implementation and Sustainability 6. Providing families with information and resources to support student learning and development in the	3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - Initial Implementation 4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families - Initial Implementation 5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - Full Implementation and Sustainability 6. Providing families with information and resources to support student learning and development in the		family's strengths, cultures, languages, and goals for their children - Full Implementation and Sustainability 4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families - Full Implementation and Sustainability 5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - Full Implementation and Sustainability 6. Providing families with information and resources to support student learning and development in the home - Full

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	development in the home - Full Implementation 7. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes - Full Implementation 8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students - Full Implementation and Sustainability 9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making - Full Implementation and Sustainability	home - Full Implementation 7. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes - Full Implementation 8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students - Full Implementation and Sustainability 9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making - Full Implementation and Sustainability 10. Building the capacity of and	home - Full Implementation 7. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes - Full Implementation and Sustainability 8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students - Full Implementation and Sustainability 9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making - Full Implementation 10. Building the capacity of and		Implementation and Sustainability 7. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes - Full Implementation and Sustainability 8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students - Full Implementation and Sustainability 9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making - Full Implementation and Sustainability 11. Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - Full Implementation 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels - Full	supporting family members to effectively engage in advisory groups and decision-making - Full Implementation and Sustainability 11. Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - Full Implementation and Sustainability 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels - Full Implementation	supporting family members to effectively engage in advisory groups and decision-making - Full Implementation and Sustainability 11. Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - Full Implementation 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels - Full Implementation and Sustainability		10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making - Full Implementation and Sustainability 11. Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - Full Implementation and Sustainability 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Implementation and Sustainability				levels - Full Implementation and Sustainability
Percent of positive responses on the annual Parent Survey subset of questions used to inform the Parent Engagement Indicator on the CA School Dashboard	2020-2021 Parent Survey 94% Agree My child's school effectively communicates with parents/guardians regarding their child's progress. 96% Agree My child's teacher responds to my questions in a timely manner. 97% Agree Parent/Guardian information events are available through my child's school and the Etiwanda School District. 97% Agree My child's school offers parents/guardians an opportunity to serve on advisory councils. 98% Agree I am satisfied with the	2021-2022 Parent Survey 94% Agree My child's school effectively communicates with parents/guardians regarding their child's progress. 95% Agree My child's teacher(s) communicate(s) well with all families. The following question was not asked on the 2021-2022 survey: My child's teacher responds to my questions in a timely manner. This question has been removed from the "Desired Outcomes" section to reflect this revision to the survey. 94% Agree Parent/Guardian information events are available through my	2022-2023 Parent Survey 95% Agree My child's school effectively communicates with parents/guardians regarding their child's progress. 95% Agree My child's teacher(s) communicate(s) well with all families. 98% Agree Parent/Guardian information events are available through my child's school and the Etiwanda School District. 98% Agree My child's school offers parents/guardians an opportunity to serve on advisory councils. 96% Agree School staff is generally		95% Agree My child's school effectively communicates with parents/guardians regarding their child's progress. 97% Agree Parent/Guardian information events are available through my child's school and the Etiwanda School District. 97% Agree My child's school offers parents/guardians an opportunity to serve on advisory councils. 98% Agree School staff is generally friendly, helpful, and shows respect and care for all students. 97% I am satisfied with the courtesy and respect of the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	courtesy and respect of the school staff. 97% Agree I am able to communicate with teachers and staff when necessary. 97% Agree I would recommend this school to others.	child's school and the Etiwanda School District. 97% Agree My child's school offers parents/guardians an opportunity to serve on advisory councils. 97% Agree School staff is generally friendly, helpful, and shows respect and care for all students. The following question was not asked on the 2021-2022 survey: I am satisfied with the courtesy and respect of the school staff. This question has changed in the "Desired Outcomes" section to reflect this revision to the survey. 98% Agree I am able to communicate with teachers and staff when necessary. 97% Agree I would recommend this school to others.	friendly, helpful, and shows respect and care for all students. The following question was revised on the 2022-2023 survey: I am satisfied with the courtesy and respect of the school staff. The new revised survey item is: I am satisfied with the courtesy and respect of the administration at my child’s school. This question has added in the "Desired Outcomes" section to reflect this revision to the survey. 96% I am satisfied with the courtesy and respect of the administration at my child’s school. 98% Agree I am able to communicate with teachers and staff when necessary. 97% Agree I would recommend this school to others.		administration at my child’s school. 97% Agree I am able to communicate with teachers and staff when necessary. 97% Agree I would recommend this school to others.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Welcoming Environments	4.1 All district employees sustain welcoming, respectful, and caring environments for all members of the community to maintain the values that are the foundation of Excellence in Education.	$1,065,858.00	No
4.2	Communications Clerk (Revised May 2023)	4.2 Communications clerk facilitates training for website updaters and manages district social media platforms, updates the Etiwanda App, and maintains the digital information kiosk in the district lobby to provide consistent communication for all families.	$85,005.00	No
4.3	Communication Pathways	4.3 Administrators and teachers regularly communicate with families through updated websites, mobile communications applications, auto-dialers, newsletters, social media posts, a consistently updated online grades portal, annual family conferences, and additional outreach efforts to provide information about upcoming events, homework, student progress, and available targeted support/enrichment.	$116,069.00	No
4.4	Information & Engagement Events	4.4 School administrators host family information and engagement events for all families that are in person (with free childcare available) or virtual to build positive and collaborative school cultures.	$14,678.00	No
4.5	Educational Partner Input	4.5 Director of instruction provides multiple pathways including surveys, advisory committees, and online portals for families, students, and staff members to engage in dialogue and offer input on the development of the district's Local Control Accountability Plan (LCAP).	$251,428.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Student Attendance Support (Revised May 2023)	4.6 District and site administrators coordinate to develop attendance goals and action plans to reduce chronic absenteeism, schedule School Attendance Review Team (SART) and District Attendance and Review Team (DART) meetings for families of students who are chronically absent to provide information and resources targeted toward removing barriers to school attendance.	$155,393.00	No
4.7	African American Parent & Educator Advisory Committee	4.7 The African American Parent & Educator Advisory Committee (AAPEAC) comprised of parents/guardians, teachers, and administrators collaborates to identify equitable and culturally responsive academic and social practices for African American students to ensure educational equity and address disparities in achievement.	$27,476.00	No
4.8	Superintendent Correspondence	4.8 Superintendent enhances district communication and transparency by disseminating regular correspondence that addresses relevant topics for our educational partners.	$8,199.00	No

Goal Analysis [2022-23]

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.

All the actions under Goal 4, which focuses on Family and Community Engagement, have been fully implemented. The Etiwanda School District remains committed to valuing community members as trusted partners in their child's education.

All actions in Goal 4 are intended to encourage high levels of involvement with our community by ensuring staff are welcoming, respectful, and caring to our community (Action 4.1). Additionally, communicating with our parents regularly, frequently, and through multiple pathways ensures our parents are part of the school community and engaged in the educational process. Direct and indirect forms of communication continue to be implemented with email, two-way communication tools, websites, social media as well as parent engagement nights provided in a hybrid format to build collaborative school environments (Actions 4.2, 4.3, 4.4, and 4.8). The feedback from our educational partners was

overwhelmingly positive regarding the communication and they are appreciative of the opportunities to be on campus, especially following the pandemic.

Feedback opportunities were made available in a variety of formats throughout the year and our participation rate was representative of our community. Etiwanda continued to provide multiple opportunities for our advisory committees and parent groups to sustain a high level of engagement throughout the year (Actions 4.5 and 4.7).

After the pandemic, chronic absenteeism was an emphasis; and Action 4.6 was intended to build positive relationships with families, remove barriers, and as a collaborative team develop a plan to improve attendance.

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.

There were no substantive differences between the budgeted expenditures and the actual expenditures.

While no significant differences were identified, there was an overall adjustment in the budget allocation for Actions 4 and 5. In the case of Action 4, Etiwanda had previously utilized a specific budget code as a primary criterion to determine cost. However, through further refinement of the LCAP process, it was concluded that using a different budget code would be more suitable for assessing associated costs. Consequently, this modification in object code led to a reduction in the total funds allocated to Action 4 in the 2023-24 LCAP.
Action 5 pertains to the activities involving the Director of Instruction. During the 2022-2023 academic year, Etiwanda had a newly appointed Director of Instruction, but a significant portion of the position's funding was not accounted for in the LCAP. However, starting from the 2023-2024 academic year, the funding sources for this position have been completely shifted to the general fund (LCFF), resulting in their full inclusion within the LCAP. This alteration in the funding source has led to an increase in the overall funds allocated to Action 5 in the 2023-2024 LCAP.

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

The Etiwanda School District remains committed to establishing and maintaining strong partnerships with all families through meaningful engagement and decision-making opportunities. This is achieved by fulfilling actions in Goal 4 such as utilizing multiple communication pathways, hosting engagement events throughout the year with an academic focus as well as a family/community social focus, and committees focused on ensuring equity and access to learning.

Etiwanda will continue to find innovative means to communicate with our educational partners to ensure they are engaged and valued as a partner. Based on the feedback during Community Forums and Advisory Committees, there is an expressed desire to streamline the pathways of communication into a single app. Etiwanda will develop and maintain an Etiwanda App that encompasses many important aspects of their child's education in a single, easily accessible location. The app will contain direct access to the online gradebook, child care

services, two-way communication with their child's teacher(s), and upcoming events. Additional features will be added to our mass communication platform including translation and text messaging which will be in addition to our current email and audio messages.

All actions in Goal 4 are intended to positively impact parent and family involvement in all our schools. Baseline data established in the 2020-2021 school year included a self-reflection tool used to inform the Parent Engagement Indicator in addition to a subset of questions on the annual family survey related to family engagement. During the 2022-2023 school year, a group of educational partners completed the self-reflection tool to determine the progress on family and community engagement efforts. This diverse group consisting of teachers, parents, administrators, and community members rated the Etiwanda School District as fully implementing most areas. Some areas were rated as full implementation and sustainability, and one area was rated as initial implementation. This area includes supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Despite the significant amount of work and attention given to this particular area, it is possible some members of the advisory group may not be fully aware of the district's efforts to educate its staff on understanding our families, cultures, and setting goals. The student and parent surveys reflect positive response rates including 97% of families agreed school staff respects and responds to its community's cultural, racial, and language differences. School sites provide family engagement nights during the school year to enhance school climate and improve student outcomes. The topics may include education nights to build home-to-school connections and strategies to support learning at home. Schools have also included events to improve school climate with interactive games, PTA events, and festivals. Efforts that support this area are stated in Goals 2.4, 3.1, 4.1, and 4.4.

Action 2 is intended to support communications across the District by providing training to staff who update websites and maintain social media platforms to support regular communications with all families. This action will continue to be essential as the transition to a new communication provider continues to launch new programs within their platform. These new features will enhance the usability and accessibility of the various programs used by the District including improvements to emails, two-way communication, and audio messages (Action 3). 98% of our families agree teachers and staff communicate when necessary.

As stated in the Engaging Educational Partners section, the District offers a variety of avenues for community members to provide input which is addressed in Action 5. 98% of parents on the annual survey agree there are opportunities to serve on advisory committees.

Action 6 addresses the efforts to hold attendance review meetings with families whose student is in danger of being considered chronically absent. The tiered approach in this action provides a supportive role where the District and the family can work as partners to identify any barriers and develop a plan to best support their child's education. The self-reflection tool completed by the LCAP Advisory Committee showed they gave the highest score for implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. The highest score is considered to be Full Implementation and Sustainability.

Creating advisory committees is a crucial aspect of gathering feedback from diverse community members. The African American Parent and Educator Advisory Committee (AAPEAC) members are committed to decreasing disparities in academic achievement, chronic absenteeism, and suspension rates (Action 7). They have worked closely with District leadership to identify equitable and culturally responsive practices to address achievement gaps. In the 2022-23 school year, the committee suggested five innovation grants all of which were accepted and fully implemented. These proposals consisted of schoolwide and districtwide events such as family engagement nights, cultural events, and

STEAM activities for intermediate school students. According to the parent survey, 98% agree information events are available through my child's school and the District.

Action 8 is intended to increase communication and transparency from the superintendent's office to all educational partners. Regular newsletters include helpful information highlighting the successes throughout the district, informing families about instructional initiatives and encouraging engagement at upcoming community events. The District's efforts in improving communication have been well-received by parents as indicated by a 98% satisfaction rate with staff communication.

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 4.2 has been revised to include the new Etiwanda App in the language.
Action 4.6 was revised to provide clarity to the tiered approach to addressing absenteeism from the school level to the district level. In addition, language was updated to specify the responsibilities for school level attendance teams.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$14,916,384	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.85%	0.00%	$2.00	10.85%

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

Required Descriptions

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

The identification of academic requirements in language arts and math for socioeconomically disadvantaged students, English Learners, and foster youth has been completed by reviewing information collected from the CA School Dashboard, local academic assessments, and surveys. Measures have been outlined to address these needs, and they will be put into effect during the 2023-2024 academic year.

As provided in the Identified Needs, Engaging Educational Partners, and Metrics sections, the disparity in academic achievement levels in reading and math between unduplicated student groups and the overall student population. Data collected from district i-Ready diagnostic assessments administered in the spring of the 2022-2023 school year indicate unduplicated student groups achieve at lower rates in comparison with the overall student group.

Disparities in reading achievement on i-Ready ranged between 9% - 28% lower for unduplicated student groups.

- 71% of the overall student population was at or above grade level.
- 50% of English learners was at or above grade level.
- 62% of the socioeconomically disadvantaged student group was at or above grade level.
- 43% of Foster Youth performed at or above grade level.

Disparities in math achievement ranged between 7% - 37% lower for unduplicated student groups.

- 66% of the overall student population was at or above grade level.
- 53% of English Learners was at or above grade level.
- 57% of the socioeconomically disadvantaged student group was at or above grade level.
- 29% of Foster Youth performed at or above grade level.

CA State Dashboard Data also revealed some disparities within the socioeconomically disadvantaged students, English Learners, and foster youth student populations.

Reading CAASPP results are as follows with disparities ranging from -16.9 to -75.1 with the Distance From Standard (DFS)

- All students performed in the High indicator group with a DFS +41.8
- English Learners performed in the High indicator category with a DFS of +24.9
- Socioeconomically Disadvantaged Students performed in the High indicator category with a DFS of +17.6
- Foster Youth performed in the Low indicator category with a DFS of -33.3

Math CAASPP results are as follows with disparities ranging from -2 to -45 with the Distance From Standard (DFS)

- All students performed in the High indicator group with a DFS 12.3
- English Learners performed in the High indicator category with a DFS of +10.3
- Socioeconomically Disadvantaged Students performed in the Medium indicator category with a DFS of -12.8
- Foster Youth performed in the High indicator category with a DFS of -45

To prioritize the unique needs of unduplicated students, we have developed these actions with careful consideration. Feedback from teachers has highlighted the distinct academic requirements of students in unduplicated groups, necessitating targeted support, increased resources, and additional time dedicated to addressing their needs. In order to identify these needs accurately, we will provide the i-Ready diagnostic assessment system, which will assess each student's personalized learning requirements. Based on the results, educators will create individualized plans that outline specific actions for accelerating their learning. To further support these plans, we will provide supplemental materials and implement extended day programs tailored to meet the needs of our unduplicated students. Specifically, Goal 1, Action 9 emphasizes the utilization of supplemental materials and supports during Universal Access time to address the academic needs of students who are performing below grade level in a small group setting. To measure the success this action, responses will be derived from the student LCAP survey to determine if necessary resources have been provided to meet their needs during Universal Access time. Additionally, Goal 2, Actions 1, 2, 8, and 9 have been designed with a focus on addressing the unique needs of each student, facilitating gradual and sustained growth within unduplicated student groups. This includes team collaboration, data analysis, intentional planning, lesson design, and the utilization of targeted materials to enhance the students' foundational literacy and mathematical skills. To ensure the utmost effectiveness of these actions and reduce disparities in our unduplicated student groups, they will be implemented across the entire

LEA to comprehensively support students who have not yet met the academic standards, ensuring equitable assistance throughout the district.

Results from local assessment and CAASPP data reflect unduplicated students struggle academically in their transition from elementary to intermediate school both academically, socially, and emotionally. The need for this program is evident in the declining CAASPP results from 5th to 6th grade with 7% drop in proficiency in language arts for all students (at 64% on or above), yet socioeconomically disadvantaged students have a 12% decline from 5th to 6th grade (at 54% on or above). Although math remained relatively constant with a slight increase from 5th to 6th grade by 1% on the 2022 CAASPP assessment for all students, socioeconomically disadvantaged student remain constant from 5th to 6th grade but have a proficiency rate of 12% below the overall student average. In addition, EL students went from a proficiency rate of 54% in 5th grade to 20% in 6th grade for language arts and from 32% in 5th grade to 29% in 6th grade for math.
i-Ready Diagnostic scores were carefully evaluated as an additional data point for students transitioning from elementary school to intermediate school. Twenty (20%) percent of unduplicated grade 5 students scored 2 or more grades below grade level (Tier 3) in reading on the 2022-23 Spring Diagnostic, which is 6% more than the number of students scoring below grade level overall. However, 27% of unduplicated grade 6 students scored 2 or more grades below grade level (Tier 3) on the 2021-22 Fall Diagnostic, which is 23% more than the number of students scoring below grade level overall. This information underscores the need to continue efforts to engage unduplicated students and their families in the school environment. Goal 2, Action 8 will be measured by reviewing results on the CAASPP and i-Ready assessments in both language arts and math. Goal 2 Action 8 addresses the supports for unduplicated students with academic advisors and school counselors. Academic advisors collaborate closely with unduplicated students, offering guidance in monitoring their progress, establishing support systems like tier II intervention programs, and proactively engaging low-income, English Learner (EL), and foster youth parents/guardians to eliminate obstacles and pave the way for success. School counselors similarly focus on unduplicated student populations, providing social and emotional support to ensure a comprehensive approach that addresses the holistic needs of each child. Together, these professionals foster a nurturing, supportive environment that encompasses all aspects of student well-being.

Additionally, feedback from staff and families indicate there are increased social-emotional needs of unduplicated students. Implementing a multitiered system of supports for PBIS, restorative practices, and other means of correction for students to promote equitable access to positive school climates and learning opportunities is aimed to positivity impact the CA Dashboard suspension rates. The Dashboard reflects highest suspension rates for foster youth (high at 5.3%) and socioeconomically disadvantaged students at 0.4% higher than all students. In addition, the chronic absenteeism rates on the CA Dashboard reflect similar results with 35.2% of foster youth (13.3% more than all students), 27.5% of socioeconomically disadvantaged students (5.6% more than all students) and 17% of EL students. To address these needs, increased counseling support, Positive Behavior and Intervention Supports (PBIS), family outreach, and 6th grade transition programs with specific outreach to unduplicated students will be provided (Goal 3 Actions 3, 4, and 8). To maximize the impact of these actions in reducing discipline referrals, suspensions, and absences, they are being offered on an LEA-wide or schoolwide basis. These actions are expected to promote the positive trajectory of student engagement and academic proficiency for socioeconomically disadvantaged, English Learners, and foster youth students as they address their identified needs. To measure the outcomes for these actions, CA School Dashboard (Goal 3, Action 3) and student survey data (Goal 3, Actions 4 and 8) will be reviewed.

Feedback from parents serving on advisory committees have mentioned the importance of providing transportation services as a way to remove additional barriers for their students. To enhance transportation services and provide access to more students, Goal 1 has been

updated with the addition of a new action, Action 14. This action involves reducing the radius around schools from 2.5 miles to 2.0 miles thereby extending transportation services to a greater number of students. An analysis of the data for those families currently living within this reduced radius revealed 71% of the qualifying ridership are considered socioeconomically disadvantaged. This action is expected to increase the services by over 40% of the previous ridership.

Behavior referrals and suspension rates, although remain low, continue to have a higher prevalence among foster youth as mentioned in the description above. District and site administrators will be trained on other means of correction approaches, restorative practices, and building positive behavior systems (Goal 3, Action 3) throughout the year. These proactive as well as reactive approaches are designed to reduce the number of incidents and severity of the infractions which will lessen the disparity of suspensions to less than 0.5% as compared to all students. In addition, equipping administrators, academic advisors, and school counselors with a deep understanding of trauma-informed approaches will better prepare them to recognize and address the impact of trauma on students' social, emotional, and academic well-being. This proactive approach will enable them to provide early intervention and support, helping students navigate the challenges they may face and fostering an environment that promotes resilience and success (Goal 3, Action 4).

Districtwide supplemental funds are assigned primarily to address the needs of unduplicated student groups. These funds aim to offer additional support and intervention services to improve equity and reduce achievement gaps for low-income, foster youth, and English Learner populations. To determine the best course of action, research on best practices, recent district performance data, and feedback from educational partners via surveys, advisory groups, and meetings were considered when selecting strategies to increase and enhance services for unduplicated students.

For the 2023-2024 school year, the following enhancements in actions and services have been identified for implementation:

Our educational partners have shown keen interest in creating more avenues for our GATE and advanced learners to constantly grow and be challenged, regardless of their proficiency levels. To address this feedback, we have come up with a comprehensive plan that includes motivating teachers to obtain GATE certification, introducing project-based learning opportunities during Universal Access time, and offering extracurricular activities beyond the regular school hours. While these initiatives will undoubtedly benefit advanced learners, our primary focus is on building a differentiated approach to teaching and learning that caters to the needs of all students.

Etiwanda is committed to providing continuous professional learning opportunities for certificated and classified staff members. By providing ongoing professional development, guidance to develop effective support plans, and assisting with program implementation, Etiwanda educators will be empowered to maximize their professional potential and create highly effective learning environments leading to the highest levels of achievement for all students, specifically focused on the instructional needs EL and Low-Income students (Goal 2, Action 1 and 2). It has been observed there is a correlation between teacher clarity and quality and increased student achievement.

The knowledge and abilities of teachers have the greatest impact on what students learn. Since unduplicated students often require additional support, providing professional development opportunities for educators is especially crucial for English Learners, foster youth, and students from low-income families. Taking steps to enhance and support the quality of teaching and practice are highly effective strategies for promoting the academic growth of our unduplicated students who have not yet attained the necessary academic standards (Goal 2,

Action 8).

The implementation of supplemental materials coupled with extended learning time primarily aims to cater to the needs of unduplicated students in the district. This approach is particularly beneficial for students who are English Learners, foster youth, or come from low-income families as it allows for targeted instruction customized to their unique requirements (Goal 2, Action 9). By providing individualized support, we can ensure these students experience accelerated growth and achieve greater success in their academic pursuits.

The i-Ready local diagnostic assessments offer a thorough evaluation of students' competency levels across different domains in math and reading, and have a strong correlation with the CAASPP outcomes. These assessments enable teachers to pinpoint precise areas of learning gaps and create personalized plans to meet the unique needs of unduplicated students. Access to such data and information enhances the quality of instruction and services provided to students who are English Learners, foster youth, or come from low-income families, as it helps identify their specific instructional requirements, leading to accelerated growth and increased achievement.

Our academic advisors and student services assistants remain committed to supporting the emotional and social well-being of our unduplicated students while also providing targeted family outreach services and access to educational opportunities to ensure their accelerated growth and increased achievement. Considering the heightened needs of unduplicated student groups, these services are offered at a higher rate to their families thereby providing them with additional support and assistance. Additionally, they provide guidance and support with the 6th-grade transition program that ensures our unduplicated students transition smoothly into intermediate school and are introduced to staff who can support their needs (Goal 3, Action 8).

District counselors and the transition programs they facilitate support unduplicated students by better preparing students to regulate their emotions and navigate the world around them (Goal 3, Action 4). This is an improved service by targeting students who are foster youth and/or have families with low income as it increases access to social-emotional support systems.

Providing ongoing, enhanced, and better training on Positive Behavior Interventions and Supports (PBIS) will enhance the quality of the learning atmosphere for unduplicated students (Goal 3, Action 3). This improved service will be especially beneficial for foster youth and students from low-income families as it will improve their access to the classroom and school cultures that are conducive to learning, thereby ensuring greater academic success.

The measures implemented in our approach are specifically designed to address the needs of unduplicated students, as evident from the data. These measures have already been put into practice and have demonstrated their effectiveness in benefiting certain student groups. Each measure is supported by research, including CalEdFacts, which emphasizes the importance of counseling programs as an integral part of the educational environment, preparing students for lifelong learning. Furthermore, the American Institute of Research recognizes student advisors as an evidence-based practice that builds relationships and provides students with a caring, trusted adult who monitors their progress. Additionally, the effectiveness of PBIS (Positive Behavioral Interventions and Supports) is highlighted by the Johns Hopkins Bloomberg School of Public Health, while the California Department of Education references the multi-tiered system of supports as a core component of the Response to Intervention (RTI) framework, addressing both academic and behavioral needs.

Here are some other measures that were considered:

- Hiring more instructional aides and/or reducing the number of students in each class.
- Introducing more programs for character education and behavior. However, it was concluded that our schools already have such programs in place, and introducing more programs could lead to confusion and hinder the consistent implementation of the existing programs.

The allocation of supplemental funds toward these actions is deemed the most efficient means of enhancing academic performance for unduplicated students.

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

As stated in the sections covering Identified Needs, Engaging Educational Partners, and Metrics, there is a noticeable gap in reading academic achievement between English Learners (EL) and the general student population. According to district diagnostic assessments conducted during the 2022-2023 school year in the spring administration, English Learners achieved at lower rates than the overall student group.

Reading achievement scores are 21% lower for English Learners.

- 71% of the overall student population was at or above grade level.
- 50% of English Learners was at or above grade level.

Although the reading achievement gaps appear to expand in the spring administration, it is important to note that approximately 350 out of 1,300 EL students were reclassified during the 22/23 school year which means these students who were originally in this student group are no longer reflected in the spring administration this year due to growth with their language acquisition skills, yet our overall EL population did not decline throughout the year. More students continued to enroll in the district replenishing our EL student population. With that said, the EL student group made significant gains on the i-Ready assessment with 67% meeting their typical growth targets in i-Ready with 38% meeting or exceeding their annual stretch growth targets.

Although reclassification rates of English Learners in the district have fluctuated over the years, declining from 33% in 2018-19 to 16% in 2019-20 and further down to 10% in 2020-21, we observed a rebound to prepandemic rates with 26% being reclassified during the 2022-2023 school year. In response to the identified needs of English Learner (EL) students, the District English Learner Advisory Committee (DELAC) recommended implementing additional scaffolds and language support programs to provide increased language development opportunities. To fulfill this recommendation, programs such as Imagine Learning, electronic tablets for translation, oral transition devices, and enhanced instructional aide support will be introduced. These initiatives are aimed at supporting EL students (Goal 1, Action 9) and providing more training and coaching for teachers and instructional aides working with our multi-lingual cluster classes. It is expected that

these supports, in addition to the use of translation devices, will contribute to the improvement of reading achievement scores among EL students (Goal 2, Action 7). It is the goal to prevent sending long term English Learners (LTELs) unto high school. Currently there are 131 LTELs in the district and 34 students will be 8th graders during the 2023-24 school year. EL Staff and EL Facilitators will be trained in integrated and designated ELD instruction to target LTEL students to increase performance, therefore reclassify by the time they promote from 8th grade (Goal 2, Action 5).

Our reclassification rates for the 2022-2023 school year have shown significant growth, indicating the progress our English Learners are making. While many students are reclassifying, we are also seeing an influx of newcomers, necessitating a specific focus on emerging language acquisition strategies and resources. To address this, additional training, coaching, and supplemental materials will be provided for classroom support, particularly for teachers and instructional aides working with Multi-Lingual clusters (Goal 2, Action 7). The support will focus on integrated and designated instructional strategies to accelerate learning for this student population. In addition to the efforts mentioned above, specific language has been added to Goal 2, Action 5 to clarify the responsible parties for plan development and implementation. To ensure a comprehensive approach, these initiatives will be implemented on an LEA-wide basis for our ML students who are at level 1 and 2 on the ELPAC summative or score novice on the Initial ELPAC assessment, ensuring impact across all students.

These services and supports quantitatively and/or qualitatively meet the 10.85% minimum proportionality percentage for the 2022-2023 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).

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

The Etiwanda School District did not receive concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$154,273,383.00	$18,945,852.00		$5,756,472.00	$178,975,707.00	$160,997,089.00	$17,978,618.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Fiscal Solvency	All	$494,220.00				$494,220.00
1	1.2	Facilities, Maintenance, and Operations	All	$15,425,860.00				$15,425,860.00
1	1.3	Health Professionals (Revised May 2023)	All	$3,447,183.00	$512,804.00			$3,959,987.00
1	1.4	Highly Qualified Teachers	All	$90,564,539.00	$9,332,269.00		$4,778,909.00	$104,675,717.00
1	1.5	Class Size & Support (Revised May 2023)	All				$497,329.00	$497,329.00
1	1.6	Professional Development (Revised May 2023)	All	$567,178.00	$21,304.00			$588,482.00
1	1.7	Broad Course of Study	All	$559,262.00				$559,262.00
1	1.8	21st Century Technology	All	$2,320,417.00				$2,320,417.00
1	1.9	Supplemental Materials	English Learners Foster Youth Low Income	$819,890.00				$819,890.00
1	1.10	School Libraries (Revised May 2023)	All	$1,967,802.00				$1,967,802.00
1	1.11	Universal GATE Screening	All	$258,987.00				$258,987.00
1	1.12	Extended TK and Kindergarten (Revised May 2023)	All		$5,207,710.00			$5,207,710.00
1	1.13	Professional Learning for GATE and Advanced Learners	Advanced learners and those identified as Gifted and	$93,475.00				$93,475.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(New Action May 2023)	Talented Students with Disabilities					
1	1.14	Expanded Transportation Services (New Action May 2023)	English Learners Foster Youth Low Income	$3,206,048.00				$3,206,048.00
1	1.15	School Supervision and Safety (New Action May 2023)	All	$1,889,417.00				$1,889,417.00
2	2.1	Diagnostic Assessments	English Learners Foster Youth Low Income	$33,335.00				$33,335.00
2	2.2	Plan Implementation	English Learners Foster Youth Low Income	$10,033,997.00				$10,033,997.00
2	2.3	Teacher Collaboration	All	$901,879.00				$901,879.00
2	2.4	Intentional Planning (Revised May 2023)	All	$5,268,150.00	$225,231.00			$5,493,381.00
2	2.5	Individualized Success Plans (Revised May 2023)	English Learners	$171,825.00				$171,825.00
2	2.6	Universal Access (Revised May 2023)	All	$983,869.00				$983,869.00
2	2.7	Support for Multilingual Learners	English Learners	$398,808.00				$398,808.00
2	2.8	Academic Advisors / Student Services Assistants	English Learners Foster Youth Low Income	$1,176,221.00				$1,176,221.00
2	2.9	Extended Day Intervention Programs	English Learners Foster Youth Low Income	$445,143.00	$14,380.00			$459,523.00
2	2.10	Extended School Year	Students with Disabilities		$99,306.00			$99,306.00
2	2.11	Professional Learning - Math (Revised May 2023)	All	$66,051.00				$66,051.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.12	Professional Learning - Reading (Revised May 2023)	All	$66,051.00				$66,051.00
2	2.13	Developing Foundational Reading and Math Skills (New Action May 2023)	All	$1,147,847.00				$1,147,847.00
2	2.14	Cultural and Linguistic Professional Learning (New Action May 2023)	All	$25,500.00				$25,500.00
3	3.1	Engaging Learning Experiences	All	$173,431.00				$173,431.00
3	3.2	Character Education (Revised May 2023)	All	$1,726,788.00				$1,726,788.00
3	3.3	Multitiered Support Systems	Foster Youth Low Income	$29,500.00				$29,500.00
3	3.4	Counseling Services	Foster Youth Low Income	$1,762,558.00	$1,764,422.00			$3,526,980.00
3	3.5	Other Means of Correction Coaching	All	$56,997.00			$480,234.00	$537,231.00
3	3.6	Board Certified Behavior Analysts	All		$1,768,426.00			$1,768,426.00
3	3.7	Extracurricular Activities (Revised Action May 2023)	All	$275,678.00				$275,678.00
3	3.8	6th Grade Transition Program	Foster Youth Low Income	$45,107.00				$45,107.00
3	3.9	Alternative Education Settings	All	$3,080,126.00				$3,080,126.00
3	3.10	Positive School Climate (New Action May 2023)	All	$3,066,138.00				$3,066,138.00
4	4.1	Welcoming Environments	All	$1,065,858.00				$1,065,858.00
4	4.2	Communications Clerk (Revised May 2023)	All	$85,005.00				$85,005.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Communication Pathways	All	$116,069.00				$116,069.00
4	4.4	Information & Engagement Events	All	$14,678.00				$14,678.00
4	4.5	Educational Partner Input	All	$251,428.00				$251,428.00
4	4.6	Student Attendance Support (Revised May 2023)	All	$155,393.00				$155,393.00
4	4.7	African American Parent & Educator Advisory Committee	All	$27,476.00				$27,476.00
4	4.8	Superintendent Correspondence	All	$8,199.00				$8,199.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$137,478,193	$14,916,384	10.85%	0.00%	10.85%	$18,122,432.00	0.00%	13.18 %	**Total:**	$18,122,432.00
								LEA-wide Total:	$17,506,692.00
								Limited Total:	$570,633.00
								Schoolwide Total:	$45,107.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$819,890.00	
1	1.14	Expanded Transportation Services (New Action May 2023)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,206,048.00	
2	2.1	Diagnostic Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,335.00	
2	2.2	Plan Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,033,997.00	
2	2.5	Individualized Success Plans (Revised May 2023)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$171,825.00	
2	2.7	Support for Multilingual Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$398,808.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Academic Advisors / Student Services Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,176,221.00	
2	2.9	Extended Day Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$445,143.00	
3	3.3	Multitiered Support Systems	Yes	LEA-wide	Foster Youth Low Income	All Schools	$29,500.00	
3	3.4	Counseling Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,762,558.00	
3	3.8	6th Grade Transition Program	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Intermediate Schools Grade 6	$45,107.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$157,304,870.00	$161,437,383.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Fiscal Solvency	No	$176,299.00	249804
1	**1.2**	Safe Environments	No	$12,619,290.00	20015890
1	**1.3**	Health Professionals	No	$3,227,609.00	3615059
1	**1.4**	Highly Qualified Teachers	No	$101,833,106.00	91069679
1	**1.5**	Class Size & Support	No	$374,166.00	370340
1	**1.6**	Professional Development	No	$1,517,776.00	1014628
1	**1.7**	Broad Course of Study	No	$365,510.00	505769
1	**1.8**	21st Century Technology	No	$2,388,141.00	2509655
1	**1.9**	Supplemental Materials	Yes	$819,354.00	876201
1	**1.10**	School Libraries	No	$1,561,260.00	1723581

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Universal GATE Screening	No	$232,183.00	266142
1	1.12	Extended TK and Kindergarten	No	$16,442.00	7539244
1	1.13	Collaboration for Enrichment Opportunities	No	$27,387.00	30594
2	2.1	Diagnostic Assessments	Yes	$23,462.00	84365
2	2.2	Plan Implementation	Yes	$7,922,638.00	7190765
2	2.3	Teacher Collaboration	No	$819,354.00	876201
2	2.4	Intentional Planning	No	$8,041,884.00	9631161
2	2.5	Individualized Success Plans	Yes	$327,801.00	359435
2	2.6	Universal Access	No	$819,354.00	876201
2	2.7	Support for Multilingual Learners	Yes	$320,740.00	330323
2	2.8	Academic Advisors / Student Services Assistants	Yes	$1,105,555.00	894929
2	2.9	Extended Day Intervention Programs	Yes	$433,485.00	453210

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Extended School Year	No	$89,009.00	93698
2	2.11	Professional Learning - Math	No	$135,560.00	76732
2	2.12	Professional Learning - Reading	No	$135,560.00	76732
3	3.1	Engaging Learning Experiences	No	$145,865.00	160940
3	3.2	Character Education	No	$1,469,978.00	1721821
3	3.3	Multitiered Support Systems	Yes	$29,500.00	29500
3	3.4	Counseling Services	Yes	$2,827,106.00	2421363
3	3.5	Other Means of Correction Coaching	No	$327,691.00	424375
3	3.6	Board Certified Behavior Analysts	No	$1,290,807.00	1443152
3	3.7	Extracurricular Activities	No	$140,324.00	137839
3	3.8	6th Grade Transition Program	Yes	$41,660.00	9442
3	3.9	Alternative Education Settings	No	$4,362,272.00	2735808
4	4.1	Welcoming Environments	No	$819,354.00	876201

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Communications Clerk	No	$66,562.00	80338
4	4.3	Communication Pathways	No	$127,508.00	319567
4	4.4	Information & Engagement Events	No	$140,324.00	137839
4	4.5	Educational Partner Input	No	$8,103.00	9819
4	4.6	Student Attendance Support	No	$139,310.00	159685
4	4.7	African American Parent & Educator Advisory Committee	No	$27,387.00	30594
4	4.8	Superintendent Correspondence	No	$8,194.00	8762
5	5.1	PBIS Professional Development	No		
5	5.2	Reentry Plans	No		
5	5.3	Summer Programs	No		
5	5.4	Summer Professional Development Opportunities	No		
5	5.5	Online Reading & Math Practice	No		
5	5.6	Math Intervention Program	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.7**	Support for Multilingual Clusters	No		
5	**5.8**	Online Tutoring	No		
5	**5.9**	Extended Kindergarten Learning Opportunities	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$12,649,535	$12,556,634.00	$12,649,533.00	($92,899.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.9	Supplemental Materials	Yes	$819,354.00	876201	0	0
2	2.1	Diagnostic Assessments	Yes	$23,462.00	84365	0	0
2	2.2	Plan Implementation	Yes	$7,922,638.00	7190765	0	0
2	2.5	Individualized Success Plans	Yes	$327,801.00	359435	0	0
2	2.7	Support for Multilingual Learners	Yes	$320,740.00	330323	0	0
2	2.8	Academic Advisors / Student Services Assistants	Yes	$1,105,555.00	894929	0	0
2	2.9	Extended Day Intervention Programs	Yes	$425,846.00	453210	0	0
3	3.3	Multitiered Support Systems	Yes	$29,500.00	29500	0	0
3	3.4	Counseling Services	Yes	$1,540,078.00	2421363	0	0
3	3.8	6th Grade Transition Program	Yes	$41,660.00	9442	0	0

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$130,273,286	$12,649,535	0.00%	9.71%	$12,649,533.00	0.00%	9.71%	$2.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

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

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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