ETIWANDA SCHOOL DISTRICT

2021 - 2024

Local Control Accountability Plan (LCAP)

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Etiwanda School District
CDS Code:	36-67702
LEA Contact Information:	Name: Dr. Shawn Judson Position: Superintendent Phone: (909) 899-2451
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$126,421,289
LCFF Supplemental & Concentration Grants	$9,137,403
All Other State Funds	$16,414,851
All Local Funds	$17,264,061
All federal funds	$7,098,621
Total Projected Revenue	$167,198,822

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$176,772,596
Total Budgeted Expenditures in the LCAP	$152,044,329
Total Budgeted Expenditures for High Needs Students in the LCAP	$10,453,244
Expenditures not in the LCAP	$24,728,267

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$10,864,372
Actual Expenditures for High Needs Students in Learning Continuity Plan	$9,260,665

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$1,315,841
2020-21 Difference in Budgeted and Actual Expenditures	$-1,603,707

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	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, CARES Act Funding, transfers, and capital improvement projects.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-	Although there were substantive differences between budget and actual expenditures for some actions, these differences did not impact the implementation of the respective actions with the exception of action PLL2

21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	- Teachers develop, monitor and implement Plans of Action for Student Success (PASS) for select transitional kindergarten through eighth grade students. Because rapidly changing information and circumstances created by the COVID-19 pandemic placed a heavy burden on teachers as they needed to quickly adjust to the changing learning environments, respond to the academic and social-emotional needs of their students, and support the families in their school community, the action of creating written plans of action for student success was not implemented. In an effort to ameliorate excessive workloads teachers were asked to remain flexible, responsive, and sensitive to the varying needs of all their students, in place of creating written plans for specific students during this unprecedented and challenging time. Additionally, the apportionment of funds and the percentage to increase or improve services was reduced as a result of reduced enrollment of unduplicated pupils.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Etiwanda School District

CDS Code: 36-67702

School Year: 2021-22

LEA contact information:

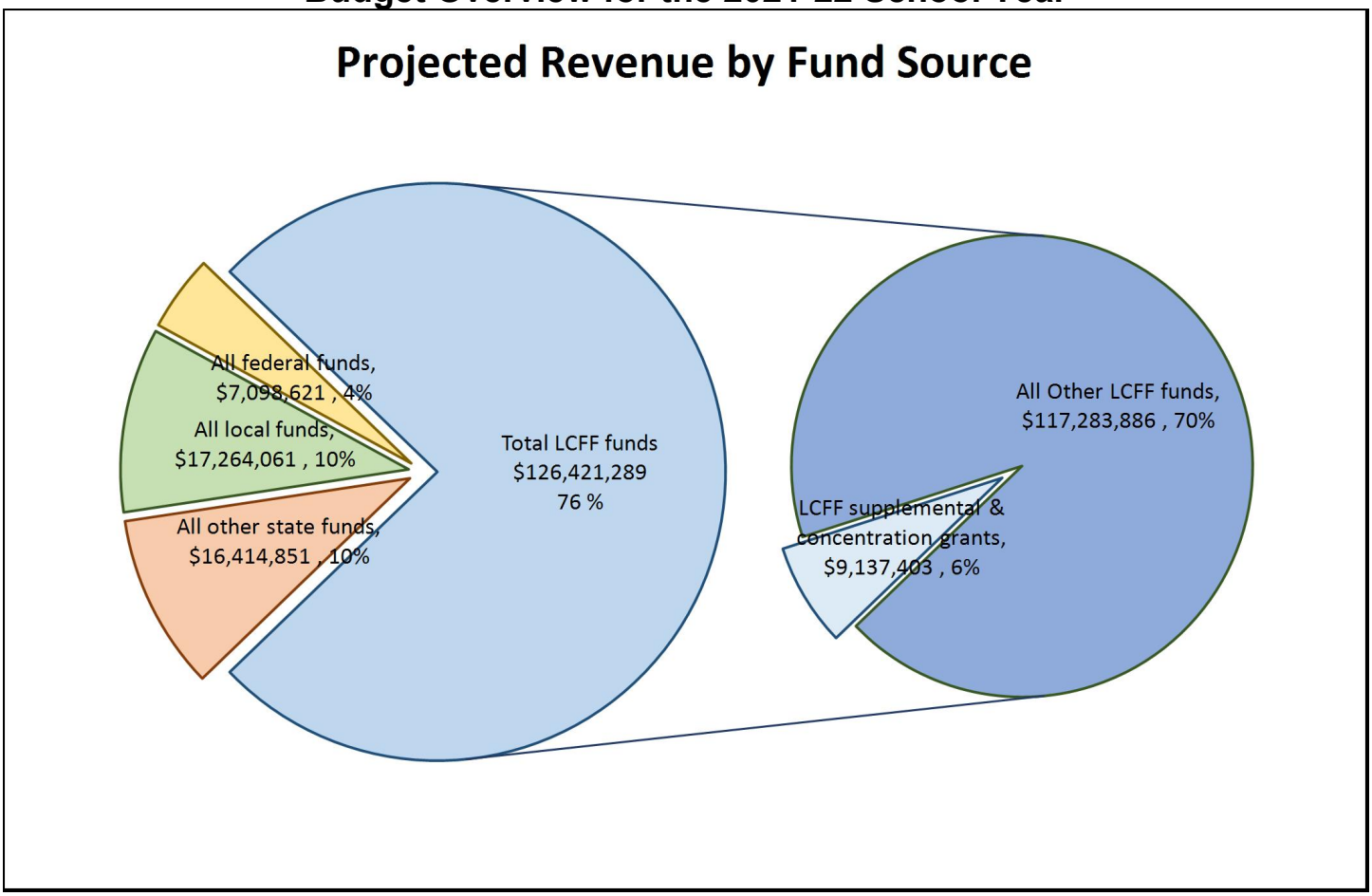
Dr. Shawn Judson

Superintendent

(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 2021-22 School Year

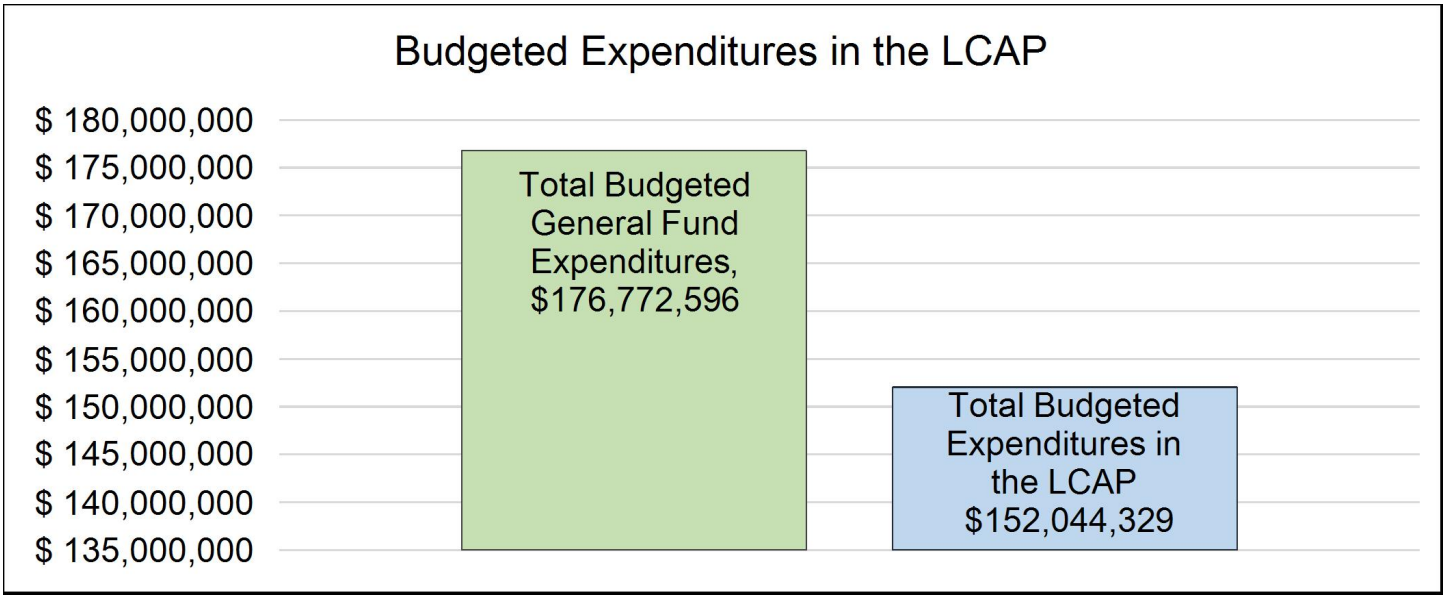


This chart shows the total general purpose revenue Etiwanda School District expects to receive in the coming year from all sources.

The total revenue projected for Etiwanda School District is $167,198,822, of which $126,421,289 is Local Control Funding Formula (LCFF), $16,414,851 is other state funds, $17,264,061 is local funds, and $7,098,621 is federal funds. Of the $126,421,289 in LCFF Funds, $9,137,403 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Etiwanda School District plans to spend $176,772,596 for the 2021-22 school year. Of that amount, $152,044,329 is tied to actions/services in the LCAP and $24,728,267 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

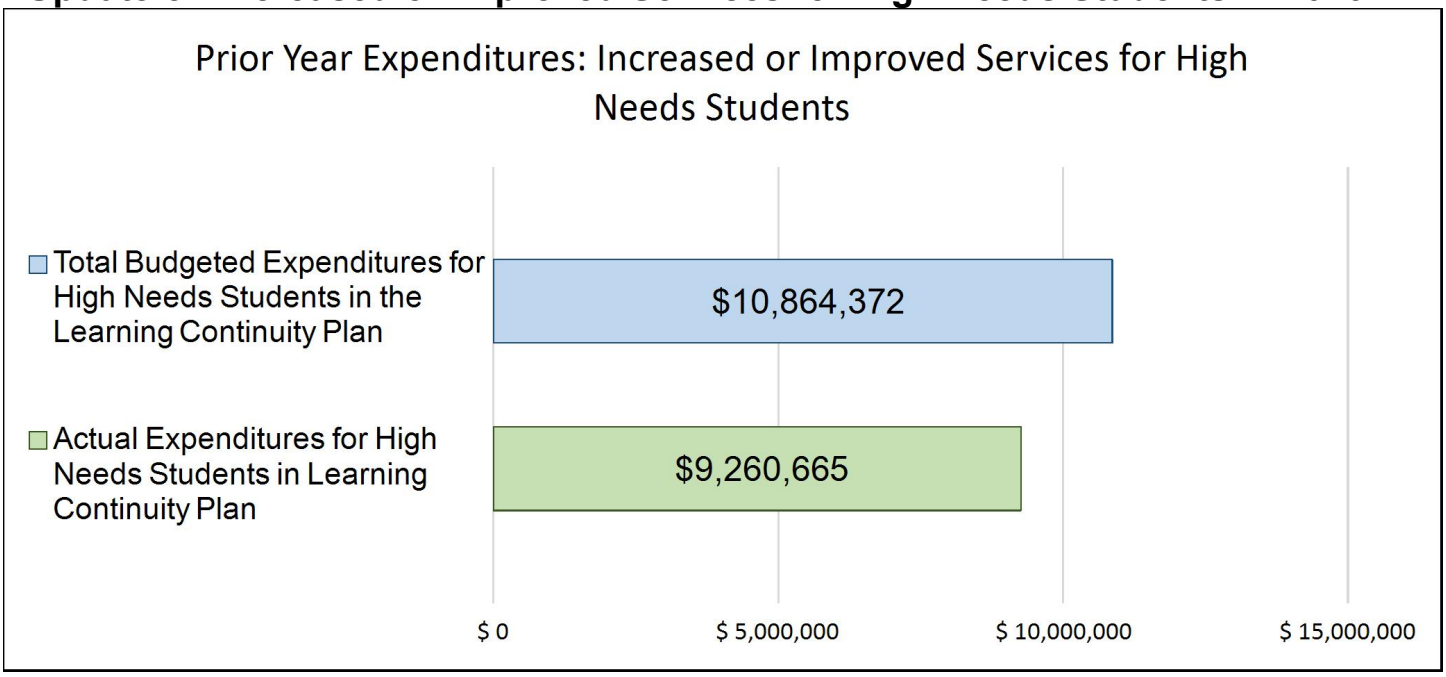
Salaries and employee benefits for administration, certificated, and classified employees including campus support personnel to support school and district wide programs such as special education, before and after school child care, and federal categorical programs. Additional expenditures include books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

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

In 2021-22, Etiwanda School District is projecting it will receive $9,137,403 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 $10,453,244 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 2020-21



This chart compares what Etiwanda School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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.

In 2020-21, Etiwanda School District's Learning Continuity Plan budgeted $10,864,372 for planned actions to increase or improve services for high needs students. Etiwanda School District actually spent $9,260,665 for actions to increase or improve services for high needs students in 2020-21.

Although there were substantive differences between budget and actual expenditures for some actions, these differences did not impact the implementation of the respective actions with the exception of action PLL2 - Teachers develop, monitor and implement Plans of Action for Student Success (PASS) for select transitional kindergarten through eighth grade students. Because rapidly changing information and circumstances created by the COVID-19 pandemic placed a heavy burden on teachers as they needed to quickly adjust to the changing learning environments, respond to the academic and social-emotional needs of their students, and support the families in their school community, the action of creating written plans of action for student success was not implemented. In an effort to ameliorate excessive workloads teachers were asked to remain flexible, responsive, and sensitive to the varying needs of all their students, in place of creating written plans for specific students during this unprecedented and challenging time. Additionally, the apportionment of funds and the percentage to increase or improve services was reduced as a result of reduced enrollment of unduplicated pupils.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Etiwanda School District	Dr. Shawn Judson Superintendent	shawn_judson@etiwanda.org (909) 899-2451

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

Goal 1

CONDITIONS OF LEARNING: Provide students with access to rigorous state academic standards, relevant learning tools, research-based instruction, and safe facilities; and engage educators in professional learning and communities of practice.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Textbook Sufficiency Rate **19-20** 100% Textbook Sufficiency **Baseline** 100% Textbook Sufficiency	Standards-aligned textbooks are accessible to students. As planned, Etiwanda Board Resolution No. 1617-29 certifies each pupil, including English Language Learners, in the district grades Kindergarten through eight has been provided with a standards-aligned textbook or basic instructional materials in each of the following areas: Mathematics, Reading/Language Arts, History/Social Science, and Science. During the 2019-2020 school year, the Etiwanda School District received zero complaints regarding deficiencies in textbooks and instructional materials.
Metric/Indicator Annual Williams Report - includes facilities in good repair **19-20** 100% of facilities in good repair **Baseline** 100% of facilities in good repair	Students have access to facilities that are all in good repair. During the 2019-2020 school year, the Etiwanda School District received zero complaints regarding urgent or emergency facility conditions.

Expected	Actual
Metric/Indicator Rate of Teacher Misassignment **19-20** 0 Misassignment **Baseline** 0 Misassignment	Students have access to appropriately assigned and certificated teachers. All teachers in the Etiwanda School District are fully credentialed and appropriately assigned. During the 2019-2020 school year, the Etiwanda School District received zero complaints regarding teacher vacancy or misassignment.
Metric/Indicator Professional Development Plan **19-20** Professional Development Plan supporting the effective implementation of the state standards fully implemented. **Baseline** Professional Development Plan supporting the effective implementation of the state standards fully implemented.	The district's professional development plan was fully implemented and all elementary and intermediate teachers had access to professional development training in English Language Arts, cooperative learning, Google Classroom, effective use of interim assessments, and home-school communication.
Metric/Indicator Implementation of State Standards Local Indicator **19-20** Implementation of State Standards Local Indicator and an improvement in the level of positive responses from baseline year (2017-18). **Baseline** A local indicator for the Implementation of State Standards for the new California School Dashboard will be developed by the District and approved by the Board of Trustees by October 1, 2017. The baseline will be established once the indicator is developed.	A four question survey regarding the Implementation of State Standards was administered to all certificated employees during the 2019-20 school year. Most (93%) respondents indicated that they demonstrate knowledge of subject matter and academic content standards (CSTP 3.1) at the applying, integrating or innovating level. This represents a decrease in relation to the 2018-19 school wherein 95% of teachers selected these responses. Most (94%) respondents indicated that they understand and organize subject matter for student learning (CSTP 3.3) at the applying, integrating or innovating level. This is equivalent to the 2018-19 survey results. Most (93%) respondents indicated that they plan instruction that incorporates appropriate strategies to meet the learning needs of all students (CSTP 4.4) at the applying, integrating or innovating

Expected	Actual
	level. This represents a decrease in relation to the 2018-19 school wherein 95% of teachers selected these responses. Most (93%) respondents indicated that they collect and analyze assessment data from a variety of sources to inform instruction (CSTP 5.2) the applying, integrating or innovating level. This represents a decrease in relation to the 2018-19 school wherein 94% of teachers selected these responses.
Metric/Indicator Course Access at Elementary School Level Master Schedules at Intermediate School Level **19-20** Students at the elementary level (TK-5) have access to broad course of study, including visual arts, health and nutrition, keyboarding and technology skills, and physical education. Elementary schools annually organize a performing arts event. Students at the intermediate level (6-8) have access to broad course of study, including exploratory classes in in visual and performing arts, health and nutrition, foreign language and college/career exploratory classes. **Baseline** Students at the elementary level (TK-5) have access to broad course of study, including visual arts, health and nutrition, keyboarding and technology skills, and physical education. Elementary schools annually organize a performing arts event. Students at the intermediate level (6-8) have access to broad course of study, including exploratory classes in in visual and performing arts, health and nutrition, foreign language and college/career exploratory classes.	For the 2019-2020 school year all ESD students in grades Kindergarten through five are enrolled in the seven areas identified as a broad course of study during the school day. Physical Education teachers provide two- 50-minute sessions of PE weekly. Every elementary school hosts at least one student-centered performing arts production annually. Health and nutrition studies are included in both the language arts curriculum and the science curriculum. At the intermediate level, some at-risk students and students receiving special education services have limited access to exploratory coursework as a result of additional supports/services. These additional supports decrease throughout the school year as students gain the skills necessary for success in core curriculum coursework or recover credits not earned due to failing grades. Every intermediate school provides all students health classes and offers at least one student center performing arts production. All students at the intermediate level are provided with exploratory classes that include visual arts, foreign language and college/career studies.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Schools provide access to 21st Century technology skills and competencies through: One-to-one Chromebook to student access in grades K-8. Instructional Technology Support Clerk (ITSC) assistance with training, support and maintenance of site instructional technology. Professional development and training for teachers, ITSCs and designated staff in the use of instructional technology to support teaching and learning. Beyond the school day on-campus technology for students is provided through school computers and district wireless network after-school and this availability is advertised on school websites/social media.	2200-2299 – Classified Support Salaries Base $427,846 2300-2399 – Classified Admin Salaries Base $127,012 2400-2499 Classified Clerical Salaries Base $611,886 3000-3999: Employee Benefits Base $455,898 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $282,779 5100-5899 - Services Base $442,238	2200-2299 – Classified Support Salaries Base $381,937 2300-2399 – Classified Admin Salaries Base $130,643 2400-2499 Classified Clerical Salaries Base $518,886 3000-3999: Employee Benefits Base $495,673 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $382,559 5100-5899 - Services Base $488,282
1. 2 District provides all teachers with an adaptive diagnostic assessment system to identify and address the learning needs of all students in the areas of English-Language Arts (ELA) and Mathematics.	5100-5899 - Services Base $57,001	5100-5899 - Services Base $62,594
1.3 District develops annual Professional Development Plan for all educators using input from stakeholders and student achievement data. Professional learning for educators includes training and coaching in equity and engagement, implementation of state academic standards, diversity and cultural understanding, and effective instructional practices.	1100-1199 – Certificated Teaching Salaries Base $608,177 1300-1399 – Certificated Admin Salaries Base $218,328 3000-3999: Employee Benefits Base $280,266 5100-5899 - Services Base $15,754	1100-1199 – Certificated Teaching Salaries Base $586,294 1300-1399 – Certificated Admin Salaries Base $222,757 3000-3999: Employee Benefits Base $287,669 5100-5899 - Services Base $17,680
1.4 District actively recruits, hires and retains high-quality appropriately credentialed educators and provides a two-year training, coaching and mentoring induction program for new teachers.	1300-1399 – Certificated Admin Salaries Base $202,515	1300-1399 – Certificated Admin Salaries Base $206,623

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2300-2399 – Classified Admin Salaries Base $145,845 2400-2499 Classified Clerical Salaries Base $437,882 3000-3999: Employee Benefits Base $348,841 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $3,160 5100-5899 - Services Base $34,415	2300-2399 – Classified Admin Salaries Base $150,014 2400-2499 Classified Clerical Salaries Base $368,594 3000-3999: Employee Benefits Base $374,029 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $4,370 5100-5899 - Services Base $39,008
1.5 District provides students with state-approved textbooks and provides teachers with standards-aligned materials and scope and sequence for instruction in English-Language Arts, Mathematics, Science, and History Social Science. District instructional leaders, professional development providers, and site representatives collaborate to pilot and adopt instructional materials aligned to Next Generation Science Standards (NGSS). Schools provide students with an opportunity to engage in at least two Science, Technology, Engineering, Art and Math "STEAM" lessons or activities each year.	4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $67,477	4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $73,262
1.6 Schools provide all students with access to broad course of study that includes visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education. Intermediate schools provide additional course access to exploratory courses in language and cultural awareness, financial literacy and college/career exploration.	1100-1199 – Certificated Teaching Salaries Base $6,298,328 3000-3999: Employee Benefits Base $710,886 5100-5899 - Services Base $1,337,026	1100-1199 – Certificated Teaching Salaries Base $6,103,745 3000-3999: Employee Benefits Base $725,000 5100-5899 - Services Base $1,496,381
1.7 District meets state-mandated class-size reduction requirements of 24:1 in grade spans for Transitional Kindergarten (TK) – Grade 3. If a Grade 1–3 classroom exceeds 26 students, three-hours of instructional aide time per week is provided to support instruction. If a Grade 4–5 classroom exceeds 32 students, three-hours of instructional aide time per week is provided to support instruction.	1100-1199 – Certificated Teaching Salaries Base $1,431,215 2300-2399 – Classified Admin Salaries Base $446,402	1100-1199 – Certificated Teaching Salaries Base $1,381,549 2300-2399 – Classified Admin Salaries Base $459,163

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Base $910,217 5100-5899 - Services Base $44,569	3000-3999: Employee Benefits Base $928,288 5100-5899 - Services Base $49,881
1.8 District manages facilities and improvements as determined by District Facility Plan and annually updates Etiwanda School District Safety Plan at all schools.	4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $313,350 5100-5899 - Services Base $44,569	4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $317,559 5100-5899 - Services Base $49,881
1.9 District two-year new teacher induction program provides training and coaching for novice teachers on early intervention, literacy, and integrated/designated English language development.	1100-1199 – Certificated Teaching Salaries Base $909,590 3000-3999: Employee Benefits Base $533,166 5100-5899 - Services Base $44,569	1100-1199 – Certificated Teaching Salaries Base $883,869 3000-3999: Employee Benefits Base $543,751 5100-5899 - Services Base $49,881
1.10 District professional learning and communities of practice for educators includes training and coaching on meeting the needs of all at-risk students through Tier II intervention strategies and resources, explicit academic language and literacy development strategies, and integrated English language development during core instruction and designated English language development during weekly Universal Access time.	1100-1199 – Certificated Teaching Salaries Supplemental $313,364 3000-3999: Employee Benefits Supplemental $133,393 5100-5899 - Services Supplemental $52,968	1100-1199 – Certificated Teaching Salaries Supplemental $305,206 3000-3999: Employee Benefits Supplemental $136,041 5100-5899 - Services Supplemental $59,281
1.11 At-risk students have the same access to a broad course of study and exploratory courses as their proficient and English fluent peers. Intervention support services and designated English language development instruction provided during school-wide or grade-level Universal Access time.	1100-1199 – Certificated Teaching Salaries Supplemental $313,364 3000-3999: Employee Benefits Supplemental $133,393 5100-5899 - Services Supplemental $52,968 2300-2399 – Classified Admin Salaries Supplemental $62,756	1100-1199 – Certificated Teaching Salaries Supplemental $305,206 3000-3999: Employee Benefits Supplemental $136,041 5100-5899 - Services Supplemental $59,281 2300-2399 – Classified Admin Salaries Supplemental $64,550

Goal Analysis

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

Funds budgeted for actions and services in Goal 1: Conditions of Learning were used as planned.

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

The actions for this goal were successful as facilities were well maintained and class sizes were manageable with appropriate support throughout the school year.

All actions for Goal 1 (Conditions of Learning) outlined in the 2019-20 LCAP were fully or partially implemented. School closures that occurred in mid- March as a result of the COVID-19 pandemic impacted actions 1.2, 1.3, and 1.10.

Action 1.2 outlines the district plan to provide a diagnostic assessment system to identify and address the learning needs of all students in the areas of English-Language Arts (ELA) and Mathematics. Typically students participate in diagnostic assessments three times each school year. School closures prevented the completion of the third diagnostic assessment. Students were, instead, provided with access to online, adaptive practice materials in English Language Arts and Math.

Actions 1.3 and 1.10 outline plans for professional development, training, and coaching for educators. While most of the intended professional development plans occurred prior to school closures, a limited number of training and coaching opportunities were adjusted during the months of March through May. To address the shift to distance learning, all teachers and instructional aides were provided opportunities to engage in training related virtual instruction platforms, digital learning management systems, and online instructional resources.

Actions in this goal supported students by providing access to instruction in the state standards even as a shift to distance learning was necessary. Students were supported through resources such as technology equipment and a support infrastructure that allows for success. Immediately following school closures, drive-through Chromebook distribution occurred on three days at various times. Families who were unable to check out a Chromebook on distribution days made appointments at times convenient for their schedules. Approximately 5,000 Chromebooks were distributed to families throughout the school closure.

At the start of school closures some families initially experienced challenges with accessing distance learning. While 72% of families reported through a distance learning survey administered in May 2020 that their child experienced some barriers to engaging in distance learning at some point, 92% of those families indicated their child did gain access to distance learning activities. Initial

challenges were overcome through the Chromebook distribution and access to free internet service provided through community partnerships.

Teachers were provided with necessary professional development sessions focused on the needs of students during both the in-person learning that took place from August through mid-March and the distance learning format that occurred from mid-March through May.
Immediately following school closures, optional training sessions prepared educators for the transition to distance learning. Additionally, professional development providers held daily office hours allowing teachers to receive personalized support on resources and virtual instructional strategies.

Most teachers (73%) reported through the distance learning survey that professional development sessions were helpful. Additionally, 57% of teachers accessed office hours and, of those, 92% indicated that this support was helpful.

Goal 2

PUPIL OUTCOMES: Provide all students with a rigorous instructional program that prepares them to innovate and problem solve, collaborate with others, and communicate their ideas effectively; and reduce the disparity in academic performance between state-identified groups of students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP Summative Assessments (ELA) **19-20** Status: High Change: Increase Percent of students meet/exceed standards increases from prior year. **Baseline** Status: High / +29 Distance from Level 3 Change: Increase / +14.4 points Standard Met or Exceeded: 65%	Due to school closures resulting from the COVID-19 pandemic, CAASPP Summative assessments were not administered as approved by a statewide waiver. Data from these assessments is, therefore, not available.
Metric/Indicator CA Dashboard Achievement Gap Student Groups (ELA) **19-20** Low Income Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year.	Due to school closures resulting from the COVID-19 pandemic, CAASPP Summative assessments were not administered as approved by a statewide waiver. Data from these assessments is used to update the CA School Dashboard. Information related to the CA School Dashboard is therefore, not available.

Expected	Actual
African American Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. Students w/ Disabilities - Yellow Status: Low Change: Increase Significantly Percent of students meet/exceed standards increases from prior year. **Baseline** Low Income Students - Green Status: Medium / +1 Distance from Level 3 Change: Increase / +13.1 points Standard Met or Exceeded: 52% African American Students - Green Status: Medium / -1 Distance from Level 3 Change: Increase / +11.7 points Standard Met or Exceeded: 51% Students w/ Disabilities - Yellow Status: Low / -42 Distance from Level 3 Change: Increase / +14.4 points Standard Met or Exceeded: 27%	
Metric/Indicator CAASPP Summative Assessments (MATH) **19-20** Status: High Change: Increase	Due to school closures resulting from the COVID-19 pandemic, CAASPP Summative assessments were not administered as approved by a statewide waiver. Data from these assessments is, therefore, not available.

Expected	Actual
Percent of students meet/exceed standards increases from prior year. **Baseline** Status: High / +9.4 Distance from Level 3 Change: Increase / +6.6 points Standard Met or Exceeded: 55%	
Metric/Indicator CA Dashboard Achievement Gap Student Groups (MATH) **19-20** Low Income Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. African American Students - Green Status: Medium Change: Increase Percent of students meet/exceed standards increases from prior year. Students w/ Disabilities - Yellow Status: Low Change: Increase Significantly Percent of students meet/exceed standards increases from prior year. **Baseline** Low Income Students - Yellow Status: Medium / -21.7 Distance from Level 3 Change: Increase / +4.4 points Standard Met or Exceeded: 40%	Due to school closures resulting from the COVID-19 pandemic, CAASPP Summative assessments were not administered as approved by a statewide waiver. Data from these assessments is used to update the CA School Dashboard. Information related to the CA School Dashboard is therefore, not available.

Expected	Actual
African American Students - Yellow Status: Medium / -27 Distance from Level 3 Change: Increase / +7.2 points Standard Met or Exceeded: 38% Students w/ Disabilities - Yellow Status: Low / -58 Distance from Level 3 Change: Increase / +6.7 points Standard Met or Exceeded: 24%	
Metric/Indicator English Learner Progress Towards English Fluency **19-20** ELPAC Progress in Learning English + Reclassification Rate Status: High Change: Increase **Baseline** CELDT Progress in Learning English + Reclassification Rate Status: High / +82.8 Change: Increase / +11.7 points	Summative ELPAC testing was suspended for the 2019-20 school year as a result of school closures related to the COVID-19 pandemic. Data pertaining to English learner progress toward English proficiency is, therefore, not available.
Metric/Indicator English Learner Attaining English Proficient Level **19-20** EL Less Than 5 Yrs Increase from prior year EL More than 5 Yrs Long Term English Learner (LTEL) Increase from prior year **Baseline** EL Less Than 5 Yrs 40%	19-20 Students reclassified as Fluent English Proficient = 9.7% (ELPAC suspended so reclassification was lower than it would have been if everyone tested and a full reclassification process was implemented) 18-19 Students reclassified as Fluent English Proficient = 15.7%

Expected	Actual
EL More than 5 Yrs Long Term English Learner (LTEL) 65%	
Metric/Indicator English Learner Academic Indicator-ELA **19-20** EL Only Status: Low Change: Increase Percent of students meet/exceed standards increases from prior year. EL Reclassified Only (4 Yrs) Status: High Change: Increase **Baseline** EL Only Status: Low / -56.6 Distance from Level 3 Change: Maintain / +1.2 points Standard Met or Exceeded: 39% EL Reclassified Only (4 Yrs) Status: High / +41 Distance from Level 3 Change: Increase / +11.2 points	Due to school closures resulting from the COVID-19 pandemic, CAASPP Summative assessments were not administered as approved by a statewide waiver. Data from these assessments is used to update the CA School Dashboard. Information related to the CA School Dashboard is therefore, not available.
Metric/Indicator English Learner Academic Indicator-Math **19-20** EL Only Status: Low Change: Increase Percent of students meet/exceed standards increases from prior year.	Due to school closures resulting from the COVID-19 pandemic, CAASPP Summative assessments were not administered as approved by a statewide waiver. Data from these assessments is used to update the CA School Dashboard. Information related to the CA School Dashboard is therefore, not available.

Expected	Actual
EL Reclassified Only (4 Yrs) Status: High Change: Increase **Baseline** EL Only Status: Low / -49.3 Distance from Level 3 Change: Maintain / -0.3 points Standard Met or Exceeded: 28% EL Reclassified Only (4 Yrs) Status: High / +21.6 Distance from Level 3 Change: Decline / -2.2 points	
Metric/Indicator Physical Fitness Test (PFT) **19-20** Percent of students meeting 4 Healthy Fitness Zones in six physical fitness areas will increase from prior year. **Baseline** Percent of students meeting 5 Healthy Fitness Zones in six physical fitness areas: Grade 5 - 70% Grade 7 - 69%	Due to school closures resulting from the COVID-19 pandemic, the Physical Fitness Test was not administered as approved by a statewide waiver. Data from these assessments is, therefore, not available.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Teachers regularly collect and analyze common district-wide diagnostic, formative and summative assessment data.	1100-1199 – Certificated Teaching Salaries Base $454,798	1100-1199 – Certificated Teaching Salaries Base $441,938

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers engage in communities of practice and use weekly collaboration time (duty-free afternoons or prep periods) to use assessment data to establish instructional priorities, inform classroom instruction, provide enrichment or extended learning opportunities, appropriately place and exit students from support programs, and monitor student progress and achievement.	3000-3999: Employee Benefits Base $284,355 5100-5899 - Services Base $44,569 1300-1399 – Certificated Admin Salaries Base $64,528 2300-2399 – Classified Admin Salaries Base $8,793	3000-3999: Employee Benefits Base $290,001 5100-5899 - Services Base $49,881 1300-1399 – Certificated Admin Salaries Base $65,837 2300-2399 – Classified Admin Salaries Base $9,044
2.2 Administrators, teachers, and clerical staff provide students with a climate of inclusion, respect, and caring that is fostered in the school and classroom. Teachers provide all students with engaging instruction that provides equity and access for all and multiple opportunities to demonstrate 21st Century skills.	1100-1199 – Certificated Teaching Salaries Base $36,423,545 1200-1299 – Certificated Pupil Support Salaries Base $1,522,830 2100-2199 Classified Instructional Salaries Base $4,377,557 2200-2299 – Classified Support Salaries Base $2,194,567 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $1,672,461 2400-2499 Classified Clerical Salaries Base $1,295,323 2900-2999 Campus Aides & Support Base $1,464,382 3000-3999: Employee Benefits Base $14,899,578 5100-5899 - Services Base $7,688,111 6400-6599 – Capitalized Equipment Base $61,614	1100-1199 – Certificated Teaching Salaries Base $35,399,836 1200-1299 – Certificated Pupil Support Salaries Base $1,116,737 2100-2199 Classified Instructional Salaries Base $3,822,876 2200-2299 – Classified Support Salaries Base $1,969,508 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $2,181,465 2400-2499 Classified Clerical Salaries Base $1,669,246 2900-2999 Campus Aides & Support Base $1,394,436 3000-3999: Employee Benefits Base $15,553,879 5100-5899 - Services Base $8,420,035 6400-6599 – Capitalized Equipment Base $61,614

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1100-1199 – Certificated Teaching Salaries Supplemental $2,258,264 1200-1299 – Certificated Pupil Support Salaries Supplemental $154,474 2100-2199 Classified Instructional Salaries Supplemental $377,334 2200-2299 – Classified Support Salaries Supplemental $239,415 2300-2399 – Classified Admin Salaries Supplemental $0 2400-2499 Classified Clerical Salaries Supplemental $159,939 2900-2999 Campus Aides & Support Supplemental $126,226 3000-3999: Employee Benefits Supplemental $1,115,702 4100-4499 – Book, Instructional Materials, Supplies and Equipment Supplemental $205,657 6400-6599 – Capitalized Equipment Supplemental $5,311 7000-7439: Other Outgo Supplemental 41,981 5100-5899 - Services Supplemental $727,536 7000-7439: Other Outgo Base $487,043	1100-1199 – Certificated Teaching Salaries Supplemental $2,104,424 1200-1299 – Certificated Pupil Support Salaries Supplemental $111,537 2100-2199 Classified Instructional Salaries Supplemental $324,403 2200-2299 – Classified Support Salaries Supplemental $209,079 2300-2399 – Classified Admin Salaries Supplemental $0 2400-2499 Classified Clerical Salaries Supplemental $136,160 2900-2999 Campus Aides & Support Supplemental $118,329 3000-3999: Employee Benefits Supplemental $1,149,990 4100-4499 – Book, Instructional Materials, Supplies and Equipment Supplemental $257,421 6400-6599 – Capitalized Equipment Supplemental $50,262 7000-7439: Other Outgo Supplemental $41,287 5100-5899 - Services Supplemental $785,694 7000-7439: Other Outgo Base $486,548

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1300-1399 – Certificated Admin Salaries Base $2,658	1300-1399 – Certificated Admin Salaries Base $7,291
2.3 School administrators and teachers provide all students with weekly Universal Access time to address the diverse learning needs of GATE/Advanced, On-Level, Under-Performing, and English Learner students.	1300-1399 – Certificated Admin Salaries Base $2,248,258 3000-3999: Employee Benefits Base $693,466 5100-5899 - Services Base $44,569	1300-1399 – Certificated Admin Salaries Base $2,293,863 3000-3999: Employee Benefits Base $707,234 5100-5899 - Services Base $49,881
2.4 District provides physical education teachers and physical education program to elementary and intermediate schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	1100-1199 – Certificated Teaching Salaries Base $1,347,188 3000-3999: Employee Benefits Base $710,885 5100-5899 - Services Base $133,703	1100-1199 – Certificated Teaching Salaries Base $1,304,972 3000-3999: Employee Benefits Base $724,999 5100-5899 - Services Base $149,639
2.5 District Teacher Librarians support school site library clerks and collaborate with administrators and teachers on curriculum resources to inform parents of resources and tools that support learning at home and connect students to resources that allows them to explore ideas, acquire information and solve problems. Library clerks implement literacy programs and activities that are flexibly designed to meet a wide variety of needs, build an engaging learning environment for a diverse population of students, and encourage parent involvement with school libraries.	1200-1299 – Certificated Pupil Support Salaries Base $116,121 2200-2299 – Classified Support Salaries Base $780,185 2400-2499 Classified Clerical Salaries Base $109,550 3000-3999: Employee Benefits Base $385,380 5100-5899 - Services Base $134,751	1200-1299 – Certificated Pupil Support Salaries Base $84,987 2200-2299 – Classified Support Salaries Base $697,968 2400-2499 Classified Clerical Salaries Base $92,057 3000-3999: Employee Benefits Base $414,169 5100-5899 - Services Base $150,815
2.6 Intermediate Schools provide a full-time Academic Advisor (AA) or Student Services Assistant (SSA) to support at-risk students who face barriers to academic achievement by: Coaching students in assessing their academic progress and supporting student-developed plans to address progress.	1100-1199 – Certificated Teaching Salaries Base $315,915 2400-2499 Classified Clerical Salaries Base $87,811 3000-3999: Employee Benefits Base $101,792	1100-1199 – Certificated Teaching Salaries Base $304,417 2400-2499 Classified Clerical Salaries Base $73,789 3000-3999: Employee Benefits Base $104,853

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Working and communicating with parents of at-risk students to share in the responsibility for learning and to support effective home-to-school practices including a focus on increasing family involvement in school events and stakeholder input opportunities. Collaborating with school administrators and teachers on addressing the barriers to academic success. Monitoring academic progress and facilitating timely intervention supports and referrals to Student Study Team. Note: Academic Advisors are assigned to intermediate schools with a higher than District average population of at-risk and high need students. Student Services Assistants are assigned to intermediate schools not eligible for Academic Advisors. Elementary physical education teachers serve as Student Services Advisors at all elementary schools.	5100-5899 - Services Base $133,703	5100-5899 - Services Base $149,639
2.7 Teachers provide all students with cooperative, interdependent educational experiences through the daily use of engagement strategies that promote equity and access in all academic content areas and foster positive interdependence, individual accountability, equal participation, and simultaneous interaction. (Kagan Engagement Structures)	1100-1199 – Certificated Teaching Salaries Base $1,318,986 3000-3999: Employee Benefits Base $710,886 5100-5899 - Services Base $133,703	1100-1199 – Certificated Teaching Salaries Base $1,269,678 3000-3999: Employee Benefits Base $725,000 5100-5899 - Services Base $149,639
2.8 Teachers develop a Plan of Action for Student Success (PASS) for select at-risk students not meeting Level 3 Standards Met on the Smarter Balanced summative or district diagnostic assessment. The PASS plans outline actions that remediate the students' academic needs through the use of i-Ready data and prescriptive lessons and involves parents in the plan to support student learning.	1100-1199 – Certificated Teaching Salaries Base $1,319,406 3000-3999: Employee Benefits Base $710,886 5100-5899 - Services Base $133,703	1100-1199 – Certificated Teaching Salaries Base $1,270,098 3000-3999: Employee Benefits Base $725,000 5100-5899 - Services Base $149,639

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers regularly monitor PASS student progress during the year and adjust instruction, programs, and services as needed. School Administrators regularly monitor school PASS students' progress with teachers and report progress through goal meetings with Superintendent.		
2.9 Teachers provide at-risk students with targeted instruction during weekly Universal Access time to address the academic and literacy needs of students not meeting Level 3 Standards Met and the language and learning needs of English learners at all language proficiency levels.	1100-1199 – Certificated Teaching Salaries Supplemental $1,010,604 3000-3999: Employee Benefits Supplemental $278,566 5100-5899 - Services Supplemental $52,968	1100-1199 – Certificated Teaching Salaries Supplemental $973,017 3000-3999: Employee Benefits Supplemental $284,097 5100-5899 - Services Supplemental $59,281
2.10 Schools provide additional programs and services to address the academic needs of at-risk students or students not meeting Level 3 Standards Met in ELA or Math through: Extended day academic intervention and support programs. Use of positive behavior pre-referral interventions and counseling services. Use of an early intervention screening tool at the middle schools to identify those at risk of academic failure and/or attendance or behavioral difficulties and provide early intervention. Assigned district level coordinator to support school administrators in screening intervention candidates and coordinating extended day programs, resources, and training.	1100-1199 – Certificated Teaching Salaries Base $881,808 2200-2299 – Classified Support Salaries Base $491,308 3000-3999: Employee Benefits Base $734,805 5100-5899 - Services Base $133,703	1100-1199 – Certificated Teaching Salaries Base $848,995 2200-2299 – Classified Support Salaries Base $438,557 3000-3999: Employee Benefits Base $751,719 5100-5899 - Services Base $149,639
2.11 The African American Parent Educator Advisory Committee (AAPEAC) comprised of parents, teachers, and school and district leaders meets at least five times per year to collaborate and identify equitable and culturally responsive academic and social practices to	1300-1399 – Certificated Admin Salaries Base $289,723	1300-1399 – Certificated Admin Salaries Base $295,600

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
address the achievement gap and educational equity for African American students.	2400-2499 Classified Clerical Salaries Base $150,260 3000-3999: Employee Benefits Base $114,562 5100-5899 - Services Base $133,703	2400-2499 Classified Clerical Salaries Base $126,266 3000-3999: Employee Benefits Base $121,865 5100-5899 - Services Base $149,639
2.12 Schools provide English learner students in U.S. schools for the first time for less than 12 months (Newcomer) with additional supports through: An electronic tablet to assist in instruction and translation during the school day and provides teachers with English learner instructional aide classroom support. Supplemental English language development program and services. (iLit and Imagine Learning)	2400-2499 Classified Clerical Salaries Base $75,131 3000-3999: Employee Benefits Base $25,861 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $36,252 5100-5899 - Services Base $148,972	2400-2499 Classified Clerical Salaries Base $63,134 3000-3999: Employee Benefits Base $28,889 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $54,501 5100-5899 - Services Base $166,406
2.13 District Teacher Librarians collaborate with teachers on curriculum resources that support access to the core curriculum for students reading below grade level and English learner students. Library clerks increase the number and circulation of high interest low readability and primary language books available in the school libraries.	1200-1299 – Certificated Pupil Support Salaries Supplemental $10,675 2200-2299 – Classified Support Salaries Supplemental $77,260 2400-2499 Classified Clerical Salaries Supplemental $10,071 3000-3999: Employee Benefits Supplemental $35,433 5100-5899 - Services Supplemental $8,673	1200-1399 – Certificated Pupil Support & Admin Salaries Supplemental $7,813 2200-2299 – Classified Support Salaries Supplemental $70,229 2400-2499 Classified Clerical Salaries Supplemental $8,463 3000-3999: Employee Benefits Supplemental $38,079 5100-5899 - Services Supplemental $9,707
2.14 Schools provide Long Term English Learner (LTEL) students (EL students in US schools for five years or more who have not made adequate progress in language proficiency) with additional supports through:	1100-1199 – Certificated Teaching Salaries Supplemental $528,428	1100-1199 – Certificated Teaching Salaries Supplemental $509,036

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Supplemental English language development program and services. (iLit and Imagine Learning) Explicit academic language and literacy development instruction in core content classes and intensive language development during Universal Access time. Progress monitoring system and individualized support plan based on analysis of student achievement results. Annual screening of all English learner students to identify those who are at-risk of becoming an LTEL to provide early interventions.	2200-2299 – Classified Support Salaries Supplemental $25,417 3000-3999: Employee Benefits Supplemental $176,424 5100-5899 - Services Supplemental $159,187	2200-2299 – Classified Support Salaries Supplemental $22,688 3000-3999: Employee Benefits Supplemental $180,047 5100-5899 - Services Supplemental $178,160

Goal Analysis

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

Funds budgeted for actions and services in Goal 2: Pupil Outcomes were used as planned.

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

All actions outlined for Goal 2 (Pupil Outcomes) in the 2019-20 LCAP were fully or partially implemented. School closures that occurred in mid- March as a result of the COVID-19 pandemic impacted actions 2.1, 2.3, 2.9, and 2.10.

Action 2.1 related to collecting and analyzing data was partially implemented as students were able to engage in the district's first and second schedule diagnostic assessment. Students did not have the opportunity to complete the third scheduled diagnostic assessments as a result of the school closures that took place in mid-March. Students were, instead, provided with access to online, adaptive practice materials in English Language Arts and Math.

Actions 2.3 and 2.9 related to Universal Access time was partially implemented as all classes in the Etiwanda School District included

Universal Access time in their regular schedules from August 2019-mid-March 2020. When school facilities closed in mod-March teachers shifted to distance learning that included independent work and virtual instruction through an online meeting platform. At this time teachers included a Tier II instructional block for their most vulnerable learners into their regular schedules.

Action 2.10 related to extended day academic intervention programs was partially implemented as all programs scheduled to take place between August 2019 and mid-March 2020 were facilitated as planned. Programs scheduled to take place between mid-March and May 2020 were canceled as the school community and families adapted to distance learning.

The actions for this goal were successful in supporting students during both in-person instruction when school buildings were open from August 2019 through mid-March 2020 and during distance learning when school facilities closed from mid-March - May 2020.

Teachers provided students with engaging instruction which included cooperative learning activities throughout the year. When school buildings closed in mid-March teachers quickly adapted through a four-phase distance learning implementation plan:

Phase One - March 16-April 3:

- Independent study plans posted on teacher websites with daily activities in core subject areas.
- Paper-based instructional materials mailed home for those without internet access.

Phase Two - April 6-April 10:

- Incorporated all elements of phase one.
- Weekly check-in for student connection with peers and teacher.
- Weekly schedule communicated to families Friday the week before instruction.

Phase Three - April 13-April 17

- Incorporated all elements of phases one and two.
- At least two virtual, interactive instructional lessons.
- Teachers contact parents of students not participating to determine barriers and address needs.
- Site administrators support in parent contact and solution seeking.

Phase Four - April 20-May 21:

- Incorporated all elements of phases one, two, and three.
- Virtual tutoring sessions for students needing additional support.

Intermediate schools Academic Advisors and Student Services Assistants addressed social, academic, and financial barriers to student success by collaborating with students and their families. The personalized outreach they provided during school closures helped families to overcome barriers to accessing distance learning by ensuring families had the necessary schedules, technology equipment, and internet service.

Library staff engaged students in families throughout the year and shifted to virtual library access and opportunities when school facilities closed. They also provided access to pre-recorded story readings for all families.

Physical Education staff engaged students throughout the year and then, upon school building closures, provided access to fitness activities through pre-recorded lessons and activities.

The distance learning survey process revealed most families (73%) and teachers (85%) agree the distance learning activities provided opportunities for continued learning and growth.

Goal 3

ENGAGEMENT: Cultivate a positive school environment and system of supports for student personal and academic growth; and build on the engagement of parents as stakeholders in their child's education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rates **19-20** Attendance rate increases from prior year. **Baseline** 2015-16 District Attendance Rate 96.8%	The district attendance rate for the 2019-2020 school year is 96.9%. Attendance are not comparable given that school buildings closed after March 13, 2020 due to the COVID-19 pandemic.
Metric/Indicator Chronic Absenteeism Rate (ESD defines Chronic Absenteeism as 10% of days enrolled.) **19-20** Chronic absenteeism rate decreases from prior year. **Baseline** ESD Chronic Absenteeism Rate 3.6% State Indicator for Chronic Absenteeism the California School Dashboard is in development.	The Chronic Absenteeism rate for the 2019-20 school year is 4.7%. Chronic Absenteeism rates are not comparable given that school buildings closed after March 13, 2020 due to the COVID-19 pandemic.

Expected	Actual
Metric/Indicator Middle School Drop-Out Rate **19-20** Middle school drop-out rates continues to remain at 0. **Baseline** 2015-16 Middle School Drop-Out Rate 0%	The 2019-2020 Middle School dropout rate is 0%.
Metric/Indicator Suspension Rates Expulsion Rates **19-20** California School Dashboard Suspensions - Green Status: Low Change: Maintain or Decline Suspension rate decreases from baseline year (2016-17) Expulsion rate decreases from baseline year (2016-17) Suspensions/Pacific Islander - Yellow Status: Medium Change: Decrease **Baseline** California School Dashboard Suspensions - Green Status: Low / .8% Rate Change: Declined / -.7% Suspension: 115 students = .8%	The suspension rate for the 2019-20 school year through March 13, 2020 is .6% Suspension rates are not comparable given that school buildings closed after March 13, 2020 due to the COVID-19 pandemic. The expulsion rate for the 2019-20 school year is 0%. Expulsion rates are not comparable given that school buildings closed after March 13, 2020 due to the COVID-19 pandemic.

Expected	Actual
Expulsion: 7 students = .04% Suspensions/Pacific Islander - Orange Status: Medium / 2.7% Rate Change: Increase / .7% Note: The suspension of 1 Pacific Islander student in 2015-16 calculated as an increase in suspension rate due to a decrease in overall Pacific Islander student population from 2014-15 to 2015-16.	
Metric/Indicator School Climate **19-20** The percentage of "Strongly Agree" and "Agree" responses to Elementary and Intermediate Student Survey subset of questions increases from prior year. **Baseline** Percent of positive responses on annual Student Survey subset questions. Gr 3-5 Feel safe at school - 84% Adults encourage me - 85% Bully-free climate - 89% Students respectful to each other - 83% Library offers more than books - 83% I would recommend this school - 86% Gr 6-8 Feel safe at school - 79% Adults encourage me - 83% Bully-free climate - 82% Students respectful to each other - 52% Library offers more than books - 81% I would recommend this school - 80%	The percentage of "Strongly Agree" and "Agree" responses to the 2019-2020 Student survey (administered during October 2019) subset of questions. Gr 3-5 Feel safe at school - 90% Adults encourage me - 93% Bully-free climate - 92% Students respectful to each other - 81% Library offers more than books - 89% I would recommend this school - 91% Gr 6-8 Feel safe at school - 77% Adults encourage me - 86% Bully-free climate - 81% Students respectful to each other - 60% Library offers more than books - 88% I would recommend this school - 79%

Expected	Actual
Metric/Indicator Parent Involvement **19-20** The percentage of "Strongly Agree" and "Agree" responses to Parent Survey subset of questions increases from prior year. The number of participants maintains or increases at the Fall and Spring Community Forum Events from the prior year. **Baseline** Percent of positive responses on annual Parent Survey subset questions. School keeps me informed - 92% School encourages me to: • attend family events - 85% • volunteer - 89% School makes me feel welcome - 87% Teacher is accessible - 90% I check my child's grades online - 85% I would recommend this school - 92%	Note: Revisions were made to the 2019-2020 Parent Surveys which are reflected in the reported data. Teachers effectively communicate - 92% School encourages parental involvement - 93% School makes me feel welcome - 89% I am satisfied with staff responsiveness - 93% I would recommend this school - 93% The 2018-2019 Community Forum Attendance: Fall Community Forums: 244 Spring Community Forums: 310 The 2019-2020 Community Forum Attendance: Fall Community Forums: 226 Spring Community Forum: Cancelled due to Covid-19 social distancing requirements
Metric/Indicator Parent Involvement Local Indicator **19-20** Parent Involvement Local Indicator participation rate and survey subset of questions results in an improvement in the level of positive responses from the prior year. **Baseline** A local indicator for Parent Involvement for the new California School Dashboard will be developed by the District and approved	The self-assessment tool for the Parent and Family Involvement Local Indicator was rated by a diverse group of parents and stakeholders in December 2019 for the 2019-2020 school year. 1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation & Sustainability. This is equivalent to results for the 2018-29 school year. 2. Creating welcoming environments for all families in the community - Full Implementation & Sustainability. This is an

Expected	Actual
by the Board of Trustees by October 1, 2017. The baseline will be established once the indicator is developed.	increase in comparison with results for the 2018-29 school year when stakeholders assigned a rating of Full Implementation. 3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - Full Implementation & Sustainability. This is represents a decrease in comparison with results for the 2018-29 school year when stakeholders assigned a rating of Full Implementation. 4. Multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families - Full Implementation & Sustainability. This is equivalent to results for the 2018-29 school year. 5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - Full Implementation & Sustainability. This is equivalent to results for the 2018-29 school year. 6. Providing families with information and resources to support student learning and development in the home - Full Implementation. This is equivalent to results for the 2018-29 school year. 7. 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. This is equivalent to results for the 2018-29 school year. 8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students - Full Implementation and Sustainability. This is equivalent to results for the 2018-29 school year.

Expected	Actual
	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. This is equivalent to results for the 2018-29 school year. 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making - Full Implementation and Sustainability. This is equivalent to results for the 2018-29 school year. 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. This is equivalent to results for the 2018-29 school year. 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. This is equivalent to results for the 2018-29 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Schools utilize a multi-tiered system of support and implement Positive Behavior Interventions and Supports (PBIS) to improve school climate, address school safety, and overall student wellness. Strategies such as other means of correction, counseling services, and early identification reports address and improve rates of suspension and expulsion.	1300-1399 – Certificated Admin Salaries Base $339,735 2400-2499 Classified Clerical Salaries Base $150,260 3000-3999: Employee Benefits Base $125,409 5100-5899 - Services Base $133,703	1300-1399 – Certificated Admin Salaries Base $346,626 2400-2499 Classified Clerical Salaries Base $126,266 3000-3999: Employee Benefits Base $132,927 5100-5899 - Services Base $149,639

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.2 Schools coordinate a character education bully prevention program at each school site that includes prevention and education to engage students in building a positive school climate and treating each other with respect. Teachers regularly engage students in class-building and team-building activities to support respectful and cooperative learning environments. School administrators investigate and address all reported incidents of bullying and promote caring, trusting and respectful relationships among students through the process.	1300-1399 – Certificated Admin Salaries Base $339,735 2400-2499 Classified Clerical Salaries Base $150,260 3000-3999: Employee Benefits Base $108,004 5100-5899 - Services Base $133,703	1300-1399 – Certificated Admin Salaries Base $346,626 2400-2499 Classified Clerical Salaries Base $126,266 3000-3999: Employee Benefits Base $113,484 5100-5899 - Services Base $149,639
3.3 Schools coordinate two annual parent education events that build the necessary knowledge and skills to support student learning and social/emotional needs at home. Schools provide a method for parents to provide feedback on “where they are” and “what they need” to support their child. No-cost childcare is provided to parents for educational events.	1300-1399 – Certificated Admin Salaries Base $339,735 2400-2499 Classified Clerical Salaries Base $150,260 3000-3999: Employee Benefits Base $107,300 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $10,457 5100-5899 - Services Base $133,703	1300-1399 – Certificated Admin Salaries Base $346,626 2400-2499 Classified Clerical Salaries Base $126,266 3000-3999: Employee Benefits Base $112,698 4100-4499 – Book, Instructional Materials, Supplies and Equipment Base $19,829 5100-5899 - Services Base $149,639
3.4 Schools provide programs beyond the school day to increase opportunities for students to interact with each other and build a positive school community through: No cost after-school extra-curricular activity for students (minimum of three each year). Intra-mural sports program at elementary and intermediate schools to build teamwork.	2200-2299 – Classified Support Salaries Base $214,206 3000-3999: Employee Benefits Base $151,451 5100-5899 - Services Base $133,703	2200-2299 – Classified Support Salaries Base $184,189 3000-3999: Employee Benefits Base $154,458 5100-5899 - Services Base $149,639

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Family Night social activity to build a strong sense of school community (at least one per year).		
3.5 Schools promote and encourage communication between school and home through: Academic progress supported through Aeries Parent Portal and email. District/School events and information supported through school websites, auto-dialer system, newsletters and social media. Resources on district website that assist parents in supporting their children at home by connecting users to video tutorials and academic and social services resources. Families tab on district website connects users to academic information and resources on the state academic standards, Smarter Balanced state assessment system, and Local Control and Accountability Plan. Annual Parent-Teacher Conferences provide families with information about targeted student support/enrichment their child receives during Universal Access time.	2400-2499 Classified Clerical Salaries Base $224,408 3000-3999: Employee Benefits Base $70,124 5100-5899 - Services Base $235,218	2400-2499 Classified Clerical Salaries Base $188,574 3000-3999: Employee Benefits Base $71,516 5100-5899 - Services Base $261,115
3.6 Director of Personnel and Pupil Services coordinates programs to support schools in increasing student and parent engagement and developing a positive school climate through District-level: Programs and services that maximize attendance and minimize truancies, chronic absenteeism, middle school dropout rate, and social promotions. Organization of Positive Behavior Interventions and Supports (PBIS) program implementation for site administrators, teachers, paraprofessionals and campus support staff.	1300-1399 – Certificated Admin Salaries Base $339,735 2400-2499 Classified Clerical Salaries Base $150,260 3000-3999: Employee Benefits Base $107,300 5100-5899 - Services Base $133,703	1300-1399 – Certificated Admin Salaries Base $346,626 2400-2499 Classified Clerical Salaries Base $126,266 3000-3999: Employee Benefits Base $112,698 5100-5899 - Services Base $149,639

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Coordination of mental health services and family information events related to mental health.		
3.7 District and Schools provide multiple pathways for stakeholders to provide input on school climate, student outcomes, and overall performance of schools, including: Annual Student Survey in Grades 3–8. Annual Parent Survey. Annual Staff Survey. Fall and Spring LCAP Community Forums for parents and educator input on Local Control and Accountability Plan actions and services for student outcomes within the district. District Advisory Council/District English Learner Advisory Committee for parent and educator input on district-wide programs and services for students and English learner students. Etiwanda Teachers Association teacher representatives' input on district-wide goals and actions for student outcomes. School Site Council for parent and educator input on school-wide programs and services for students Parent Teacher Association/Parent Teacher Organization for parent input on programs and services that engage parents and build a positive school climate. Etiwanda's Local Control and Accountability Plan (LCAP) Advisory Committee collects stakeholder feedback and uses it to update and	1300-1399 – Certificated Admin Salaries Base $339,735 2400-2499 Classified Clerical Salaries Base $150,260 3000-3999: Employee Benefits Base $107,300 5100-5899 - Services Base $133,703	1300-1399 – Certificated Admin Salaries Base $346,626 2400-2499 Classified Clerical Salaries Base $126,266 3000-3999: Employee Benefits Base $112,698 5100-5899 - Services Base $149,639

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
revise the plan annually for student outcomes. An online forum for stakeholders is provided during the month of May to review the draft LCAP and provide feedback.		
3.8 Director of LCAP/Communications coordinates programs and activities to develop a comprehensive plan for student outcomes using stakeholder input and state Dashboard; and manages district communications regarding programs and services for students in the Etiwanda School District.	1300-1399 – Certificated Admin Salaries Base $339,735 2400-2499 Classified Clerical Salaries Base $150,260 3000-3999: Employee Benefits Base $107,300 5100-5899 - Services Base $133,703	1300-1399 – Certificated Admin Salaries Base $346,626 2400-2499 Classified Clerical Salaries Base $126,266 3000-3999: Employee Benefits Base $112,698 5100-5899 - Services Base $149,639
3.9 Credentialed School Counselors at intermediate schools implement programs and provide direct and indirect services to meet the social and emotional needs of students which includes implementation of school-wide counseling curriculum and identification of beneficial student resources and services. Counselors will collaborate with administrators to develop and implement a common understanding of school wide behavioral expectations and Tier II behavioral intervention supports. West End Family Counseling provides services to students and parents at all school sites with resources and support in meeting social and emotional needs through short-term individual or small group therapy.	1100-1199 – Certificated Teaching Salaries Base $775 2400-2499 Classified Clerical Salaries Base $0 3000-3999: Employee Benefits Base $78,188 5100-5899 - Services Base $176,147 1200-1299 – Certificated Pupil Support Salaries Base $276,981	1100-1199 – Certificated Teaching Salaries Base $1,188 2400-2499 Classified Clerical Salaries Base $0 3000-3999: Employee Benefits Base $78,701 5100-5899 - Services Base $204,470 1200-1299 – Certificated Pupil Support Salaries Base $202,705
3.10 Schools expand efforts to engage families of at-risk student groups in parent education opportunities, family social nights, and stakeholder input opportunities through: Parent input and research to plan and implement effective outreach to families who may have barriers to participation.	1300-1399 – Certificated Admin Salaries Supplemental $460,598 2400-2499 Classified Clerical Salaries Supplemental $178,579 3000-3999: Employee Benefits Supplemental $161,374	1300-1399 – Certificated Admin Salaries Supplemental $469,941 2400-2499 Classified Clerical Salaries Supplemental $150,063 3000-3999: Employee Benefits Supplemental $170,553

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Personalized contact regarding family social nights, parent education events, and stakeholder input opportunities by teachers, school administrators, and Academic Advisors or Student Services Assistants. Free childcare during parent educational events and stakeholder input opportunities. Additional parent surveys if the district-wide Parent Survey on improving school climate, student outcomes and overall performance does not represent district demographics. If parent survey participation is over 50% and representative of district demographics, additional surveys will not be administered.		
3.11 Schools ensure at-risk students have the same access to after-school extra-curricular programs and athletic activities as their proficient and English fluent peers by providing intervention support services and intensive language development instruction during school-wide or grade-level Universal Access time.	2200-2299 – Classified Support Salaries Supplemental $12,081 3000-3999: Employee Benefits Supplemental $7,763	2200-2299 – Classified Support Salaries Supplemental $10,021 3000-3999: Employee Benefits Supplemental $7,917
3.12 Director of Personnel and Pupil Services coordinates services to address the needs of at-risk students and their families through: District Attendance and Review Team (DART) program that minimizes truancies, chronic absenteeism, middle school dropout rate, and social promotions by minimizing academic, social/emotional, or financial barriers. Academic Advisors and Student Service Assistants provide academic programs that address interventions and services for at-risk students and their families. Alternative educational settings such as home school (Etiwanda Alternative Studies Education - EASE) and community day school (Etiwanda Community Day School - ECDS).	1300-1399 – Certificated Admin Salaries Base $281,795 2400-2499 Classified Clerical Salaries Base $150,260 3000-3999: Employee Benefits Base $112,842	1300-1399 – Certificated Admin Salaries Base $272,626 2400-2499 Classified Clerical Salaries Base $126,266 3000-3999: Employee Benefits Base $120,110

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Other Means of Correction coaching for all site administrators to improve suspension and expulsion rates.		
3.13 Intermediate schools provide a multi-day transitional program prior to the start of 6th grade to prepare at-risk students for adjustment to the middle school environment.	1100-1199 – Certificated Teaching Salaries Base $5,792 1300-1399 – Certificated Admin Salaries Base $4,584 2200-2299 – Classified Support Salaries Base $704 3000-3999: Employee Benefits Base $3,365 5100-5899 - Services Base $440	1100-1199 – Certificated Teaching Salaries Base $5,792 1300-1399 – Certificated Admin Salaries Base $4,584 2200-2299 – Classified Support Salaries Base $704 3000-3999: Employee Benefits Base $3,365 5100-5899 - Services Base $440

Goal Analysis

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

Funds budgeted for actions and services in Goal 3: Engagement were used as planned.

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

All actions outlined for Goal 3 (Engagement) in the 2019-20 LCAP were fully or partially implemented. School closures that occurred in mid- March as a result of the COVID-19 pandemic impacted action 3.4.

Action 3.4 related to extra-curricular activities and intra-mural sports programs were fully implemented through mid-March and then suspended upon school building closures.

To assist families during the school closures protocols to ensure ongoing outreach were implemented and included distance learning participation data collection and personal family contact to determine participation barriers. All classroom teachers, special education case carriers, academic advisors, and school administrators regularly reached out to families.

Ongoing personalized support was provided to families to reduce or eliminate identified barriers. This included motivational discussions with students, providing any needed supplies including technology equipment, and free internet service referrals.

To address students' mental health needs, wellness resource phone lines were established and answered by District psychologists weekdays from April 30-May 21. Phone line information was shared through multiple platforms. During the operational window a total of 9 calls were received.

Additionally, locally available mental health and behavioral resources were widely shared with the community. Counselors also provided virtual and telephone-based wellness services to students on their caseload.

The actions for this goal were successful in supporting students during both in-person instruction when school buildings were open from August 2019 through mid-March 2020 and during distance learning when school facilities closed from mid-March - May 2020.

Established communication pathways play an important role in engaging students and families. Regular efforts to engage our school community made it possible for teachers, students, and families to quickly pivot to distance learning and stay informed through the fluid and rapidly changing situations caused by the COVOD-19 pandemic.

Upon school closures communication was sent through regular Superintendent emails, a dedicated and easily accessible COVID-19 page on the District website, and three social media platforms. Personalized assistance was provided to families through two district helplines that were widely advertised.

Most families (85%) reported through a distance learning survey that communication was adequate or better.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IPO1 - Administrators, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members.	$82,417	$99,717	No
IPO2 - District and school administrators provide personal protective equipment for all students and staff to promote safe and healthy learning and work environments for all.	$1,342,108	$1,056,381	No
IPO3 - District and schools provide personnel trained in sanitizing and disinfecting to ensure all students and staff are operating within safe and healthy learning and work environments.	$2,564,209	$2,424,270	No
IPO 4 - Administrators, teachers, and staff create and implement a hybrid learning model that includes four, half days of in-person learning, daily independent work, and weekly Universal Access time to ensure learning continuity for all students.	$392,850	$327,515	No
IPO5 - District and school administrators create and implement a professional development plan for general and special education teachers that includes training and coaching in effective intervention strategies and integrated/designated English language development to address student learning loss that may have or will occur as a result of school closures. This is an improved service for students who are English learners, foster youth, and/or who have families with	$1,179,116	$674,493	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
low-income, and/or are foster youth as it increases the quality of instruction to ensure accelerated student growth.			
IPO 6 - Teachers provide additional face-to-face small group instruction to address the needs of students who have not yet met academic standards by using intervention strategies, supplemental resources, and expanded language development strategies to address student learning loss that may have or will occur as a result of school closures. This is an increased service for students who are English learners, foster youth and/or who have families with low-income as it provides additional instruction time targeted towards specific student needs to accelerate growth and increase achievement.	$3,113,008	$3,023,320	Yes

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

There were substantive differences between the planned budgeted expenditures for in-person instruction and what was expended on the action IPO2 and IPO5.

IPO2 – Originally the district planned to use local funds to purchase district wide personal protective equipment (PPE) for students and staff. Later in the school year San Bernardino County and San Bernardino County Superintendent of Schools (SBCSS) offered separate funding for the purchase of additional PPE, therefore less local funds were used.

IPO 5 – Due to extended school building closures and extended period of virtual learning for all students, planned expenses for teacher substitutes for professional development was dramatically reduced. The virtual school environment provided the opportunity to provide training opportunities during the school day but outside of live virtual instruction time which significantly reduced the need for substitute teachers.

Analysis of In-Person Instructional Offerings

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

Rapidly changing guidance and COVID-19 transmission rates posed challenges for the implementation of actions related to in-person learning.

Initial guidance released through California's Blueprint for a Safer Economy indicated that schools could not offer in-person learning until a county was in the Red Tier. Due to high COVID-19 transmission rates in San Bernardino County, in-person instruction was not an option for the majority of the 2020-21 school year.

Small cohort guidance was later released that would allow for a very limited number of students to return to in-person instruction.

In an effort to better serve our students with the highest needs, our District implemented a return to in-person instruction through small cohort guidance for our Moderate/Severe and STARS Special Day Classes (SDC) the week of November 16, 2020. Shortly after this cohort started COVID-19 transmission rates sharply increased and all in-person instruction was suspended.

In January 2021 school reopening guidance was adjusted. COVID-19 transmission rates in San Bernardino County began trending down in February allowing for a return to in-person instruction. Using a phased approach, some of our most vulnerable students began returning to in-person instruction in small cohorts beginning February 22, 2021. Eventually all students whose families selected the Hybrid Learning Model for their children began transitioning to the hybrid schedule. Transitional kindergarten through second grade students began on March 15, 2021. Students in grade 3 through grade 6 began their hybrid schedules on March 29, 2021 and students in grades 7 and 8 began on April 4, 2021.

All actions outlined for in-person learning were successfully implemented. Safe and healthy work and learning environments protocols were implemented by all staff members. The transition to the Hybrid Learning Model was implemented through a phased in approach with groups of students beginning with a week or two weeks apart. Each phase provided staff, students, and families with resources, training, space, and time to practice.

Feedback was gathered from families at community forums held in April 2020. At these forums families were asked to comment on successes and needs. Comments received overwhelmingly indicate that the majority of Etiwanda families feel the return to in-person instruction has been a safe and successful endeavor. Families feel the district needs to continue efforts to keep students safe and healthy at school and expand opportunities for students to socialize during the school day.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL1 - Administrators and teachers create and implement a virtual learning model that includes daily virtual, interactive instruction and independent work, and weekly tier II instruction blocks for transitional kindergarten through eighth grade students with specific intention targeted toward the needs of those who have not yet met academic standards.	$632,497	$391,497	No
DL 2 - District and schools provide at-home access to 21st Century technology and digital integration to support student learning through the procurement, maintenance, and replacement of Chromebooks for every student and wireless hotspots for those who would not otherwise have internet service.	$3,286,341	$2,107,678	No
DL3 - District and schools provide supplemental online programs and resources for all teachers and students to support effective virtual classroom instruction.	$1,208,185	$1,219,325	No
DL4 - District and school administrators create and implement a professional development plan for general and special education teachers that includes training and coaching in effective virtual intervention strategies and integrated/designated English language development to address student learning loss that may have or will occur as a result of school closures. This is an improved service for students who are English learners, foster youth and /or have families with low-income as it increases the quality of instruction to ensure accelerated growth.	$1,179,116	$728,119	Yes
DL5 - Teachers provide additional virtual, interactive, small group instruction on a weekly basis to address the needs of students who have not yet met academic standards and those who have or will experience learning loss as a result of school closures through intervention and expanded language development strategies. This is an increased service for students who are English learners, foster youth and/or who have families with low-income as it provides	$716,292	$727,225	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
additional instruction time targeted towards specific student needs to accelerate growth and increase achievement.			
DL6 - District teacher librarians and school library clerks implement virtual weekly literacy programs and ensure access to supplemental resources which meet diverse student needs and encourage involvement with school libraries for all students in transitional kindergarten through eighth grade.	$1,447,653	$1,502,077	No

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

There were substantive differences between the planned budgeted expenditures for the distance learning program and what expended on actions DL1, DL2, and DL4.

DL1 – There was a reduction in staffing for professional development providers that were originally scheduled to assist with developing and implementing the Virtual Learning Model. The decrease in planned budgeted expenditures reflects this reduction in staffing.

DL2 - Originally the district planned to use local funding to purchase Chromebooks and 21st century technology tools for students and staff. During the school year, San Bernardino County and San Bernardino County Superintendent of Schools (SBCSS) offered separate funding for the purchase of technology; therefore, less local funds were expended for this purpose.

DL4 - Due to extended school building closures and an extended period of virtual learning for all students, planned expenses for teacher substitutes for professional development was dramatically reduced. The virtual school environment provided the opportunity to provide training opportunities during the school day but outside of live virtual instruction time which significantly reduced the need for substitute teachers.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

All actions outlined for distance learning were fully implemented. To analyze the effectiveness of these actions a survey was administered to families, third-eighth grade students, and staff members in January 2021. Over 4,500 parents/guardians, 7,200

students and 930 staff members participated in the survey process.

Continuity of instruction was made possible through the Virtual Learning Model. In this learning model, students learn at home in a structured virtual format. Teachers utilize a variety of instructional strategies including daily scheduled, interactive, whole-class, and small group instruction in addition to independent work. Live interactive lessons are facilitated through Zoom or Google Meets video conferencing platforms. This district-wide model outlines the amount and length of virtual classroom sessions that each teacher must hold throughout each school day. A minimum of three 30-60 minute virtual classroom sessions will be conducted daily Monday-Friday to ensure students maintain access to a full curriculum that includes lessons in English language arts, mathematics, science, history/social studies, physical education and some elective courses such as band. Requirements for minimum instructional minutes for each school day are met through a combination of compulsory live instruction and independent study. Instruction is provided with the use of district adopted materials and supplemental programs. Students earn grades on assignments and report cards as they would in the traditional school setting. Although there were initially challenges with a small percentage of students not regularly logging into classes for the duration of the lessons, most of these were overcome through outreach efforts.

The January 2021 survey indicates 92% of participating parents/guardians, 93% of students, and 96% of staff members agree our schools provide a well-rounded curriculum.

Devices and connectivity have been provided for every student. At the beginning of the school year, all families were asked to complete the online data confirmation process. During this process families indicated their desire to check out a Chromebook for their student(s) and their need for support with internet access. Families without at-home internet access are provided with an internet hotspot that allows access on the designated student Chromebook. Administrators provided personal outreach to families that did not participate in the data confirmation process to assist them. This outreach continued until all families were reached and indicated their technology needs had been addressed.

Each school hosted at least one virtual technology event for parents and guardians. During these events employees shared information to supports families' understanding of virtual classroom platforms (Zoom and Google Meet), the Google Suite of tools, online curriculum resources, and digital organization. Technology assistance is provided throughout the school year through an email support system. Families send emails to helpdesk@etiwanda.org and receive a response within a very short time frame.

The January 2021 survey indicates 98% of participating parents/guardians, 97% of students, and 98% of staff members agree students receive the resources (including equipment) they need.

Pupil participation and progress has been assessed through grades on student assignments, quizzes and tests in addition to teacher observation and a systematic cycle of assessments. Assessments are administered during synchronous instruction time as teachers use mirror screening technology tools to monitor students. Daily attendance in the Virtual Learning Model is based upon student attendance in live synchronous lessons and the completion of independent study assignments. An absence is recorded in the district's

student information system anytime a student misses a full day of virtual instruction and does not complete the independent study assignments provided for a given day. Because each day in the Virtual Learning Model consists of several online classroom sessions throughout the day, teachers also record session attendance using a variety of formats such as daily chat questions, Google Forms, poll questions, Jamboard prompts, or asking students to respond orally to roll-call or mic check for the day.

The January 2021 survey indicates 95% of participating parents/guardians, 98% of students, and 91% of staff members agree students are willing to work hard to do well in school.

Distance learning professional development has been made possible through Etiwanda School District's robust wireless infrastructure with sufficient wireless access points and district-issued technology devices that include cameras and microphones for all teachers. Prior to the start of the school year, teachers were prepared for virtual learning through their participation in required professional development for the following programs and practices:

- Google Classroom or Seesaw as a learning management system (LMS)
- Google Meets or Zoom as a virtual classroom platform
- Intentional planning for distance learning
- Other virtual platforms: Google drive, teacher web page, online textbook features, etc.

All sessions were recorded and archived so teachers can access and review sessions at their convenience. Additionally, each school site has an Instructional Technology Support Clerk assigned to assist teachers with any needed technology support.

The January 2021 survey indicates 91% of participating parents/guardians, 96% of students, and 97% of staff members agree teachers understand students' academic needs.

Staff roles and responsibilities successfully shifted as needed for the 2020-21 school year as a result of the different school operating conditions caused by the COVID-19 pandemic.

Support personnel such as campus support and clerical staff is the preparation and distribution of materials through a curbside pick-up process. Staff members have prepared large bags containing student textbooks, Chromebooks, hotspots, worksheets, and all supplies students need to engage in learning while at home. School administrators prepared campuses for social distancing and safety procedures, facilitated staff training on social distancing and safety procedures, and monitored adherence to social distancing and safety procedures. They also ensured equitable access to the school environment by reaching out to families to remove any barriers to school participation. Teachers and instructional aides have successfully navigated online platforms not previously used and implemented engaging, virtual instructional practices. School nutrition staff prepared meals to be consumed outside of school facilities and designed safe and efficient curbside meal pick-up routines.

The January 2021 survey indicates 97% of participating parents/guardians, 94% of students, and 99% of staff members agree they

would recommend their school to others.

Support for pupils with unique needs has been provided through additional small group virtual sessions in the areas of English language arts and math that have taken place four times each week by all classroom teachers with some additional support offered through instructional aides. English learners also receive designated English language development instruction facilitated by teachers and instructional aides in a small group format and special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP).

The January 2021 survey indicates 92% of participating parents/guardians, 97% of students, and 98% of staff members agree that teachers help students when they do not understand.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PLL1 - District provides an adaptive diagnostic assessment system in reading and mathematics for kindergarten through eighth grade students that provides information on student learning loss, progress, and prescriptive lessons that target individual needs. This is an improved service for students who are English learners, foster youth, and/or have families with low-income as it identifies the specific instructional needs of individual students to ensure accelerated growth and increased achievement.	$112,127	$132,599	Yes
PLL2 - Teachers develop, monitor and implement Plans of Action for Student Success (PASS) for select transitional kindergarten through eighth grade students. Plans outline actions to address learning loss and support academic needs through the use of diagnostic data and prescriptive lessons while involving families in the plan to support learning. This is an improved service for students who are English learners, foster youth, and/or have families with low-income as it outlines specific instructional plans to meet students' individual needs to ensure accelerated growth and increased achievement.	$118,142	$0	Yes
PLL3 - District administrators and teachers provide English learners new to the United States (newcomer) with additional supports through instructional aides, an electronic tablet to assist with instruction and translation, and supplemental English language development programs. This is an improved service for English learners as it provides additional language acquisition support to meet students' individual needs, accelerate growth, and increase achievement.	$195,903	$235,319	Yes
PLL4 - School administrators and teachers provide English learners with additional supports through an individualized plan for those close to becoming or identified as a long-term English learner (English learners in US schools for five years or more who have not made adequate progress in language proficiency). This is an improved service for English learners as it provides additional language	$716,292	$727,225	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
acquisition and instruction support in all academic areas to meet students' individual needs, accelerate growth, and increase achievement.			
PLL5 - School administrators and Intermediate school academic advisors/student services support students who face barriers to academic achievement by: • Monitoring progress using an early intervention screener. • Coaching students in developing goals and assessing their progress. • Collaborating with colleagues to address barriers to academic success. • Facilitating intervention supports and referrals to the Student Study Team (SST). • Assisting with outreach efforts for families to remove barriers to school participation. This is an increased service for students who are English learners, foster youth, and/or have families with low-income as it increases access to instructional programs and services through outreach and mentoring support to meet students' individual needs, accelerate growth and increase achievement.	$860,190	$783,176	Yes
PLL6 - District provides access to one-on-one online tutoring in English language arts, mathematics, science, and social studies 24 hours a day, 7 days each week for all students in first through eighth grade to support students during independent study.	$295,000	$355,475	No
PLL7 - District provides intervention supports and services in English language arts and/or mathematics through an outside vendor for students currently performing at the lowest levels on district diagnostic assessments to mitigate learning loss and accelerate learning.	$2,225,000	$1,779,500	No

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

A substantive difference associated with the implementation of actions for Pupil Learning Loss can be found with PLL2 related to written plans of action for student success. Rapidly changing information and circumstances created by the COVID-19 placed a heavy burden on teachers as they needed to quickly adjust to changing learning environments, respond to the academic and social-emotional needs of their students, and support the families in their school community. To ameliorate excessive workloads teachers were asked to remain flexible, responsive, and sensitive to the varying needs of all their students, in place of creating written plans for specific students during this unprecedented and challenging time.

Budgeted expenditures for this action were redirected toward the district's home school program in response to the unusually high demand and comparatively higher enrollment for this program in the 2020-2021 school year.

Additionally, there were substantive differences between the planned budgeted expenditures for pupil learning loss and what expended on action PLL7.

PLL7 – Online tutoring was offered to students through various vendors with cost savings achieved through volume pricing; therefore, the actual expenditure was significantly less than what was planned.

Analysis of Pupil Learning Loss

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

All actions developed for addressing pupil learning loss were implemented with the exception of action PLL2 related to written plans of action for student success. Rapidly changing information and circumstances created by the COVID-19 placed a heavy burden on teachers as they needed to quickly adjust to changing learning environments, respond to the academic and social-emotional needs of their students, and support the families in their school community. In an effort to ameliorate excessive workloads teachers were asked to remain flexible, responsive, and sensitive to the varying needs of all their students, in place of creating written plans for specific students during this unprecedented and challenging time.

Successes related to actions created to address pupil learning loss include the implementation of small group support, online tutoring, and contracted intervention services for our most vulnerable students.

Students who have not yet met academic standards were provided with small group intervention classes in the areas of English language arts and math is provided four times each week by all classroom teachers with some additional support offered through

instructional aides. English learners also received designated English language development instruction and special education case carriers provided instructional support for students in accordance with their Individualized Education Plan (IEP) in additional small group sessions.

A survey was administered to families, third-eighth grade students, and staff members in January 2021. Over 4,500 parents/guardians, 7,200 students and 930 staff members participated in the survey process. The survey indicates 97% of participating parents/guardians, 98% of students, and 99% of staff members agree that our schools want students to succeed. The survey also indicates 92% of participating parents/guardians, 97% of students, and 98% of staff members agree that teachers help students when they do not understand.

The Etiwanda School District has also contracted with an online agency for tutoring services that students in first through eighth grade can access anytime 24 hours a day, 7 days a week. To access this service, students select a subject-specific link in their learning management system. Links are available for all students in the areas of English language arts, mathematics, science, and social studies. Once a link is selected a live tutor trained in the Socratic method of instruction connects with the student within 5 minutes (average wait time is 23 seconds). Once the student and tutor connect, the student uploads the assignment or explains how the tutor can help. The tutor asks the student a series of questions to assist and remains connected with the student until a level of understanding is reached. Each session is recorded and available for students and teachers to access as needed. Students can also upload written assignments and essays to receive feedback. Feedback on written work is available to the student within 24 hours of the upload and students can connect with a tutor to review the feedback that was received.

Throughout the school year 4,343 students accessed these online services to engage in 17,614 tutoring sessions and receive feedback on 3,286 essays.

Our district has also contracted with outside agencies to provide intervention services for students scoring in the lowest performance levels on district diagnostic assessments. Families of those who qualify to receive these supports may select a provider from a district approved list and receive a set amount of services that families can access at their convenience. Providers independently assess student needs, create a success plan based on the student's needs, teach the necessary skills in a small group or one-on-one format, monitor progress and adjust instruction as needed. Students engaged in these programs can also receive support on daily assignments.

Fifteen percent of students enrolled in the Etiwanda School District were invited to participate in the intervention services provided by outside agencies and 9% of students enrolled. An analysis of district 2020-21 diagnostic assessment data for students who participated in these services indicates a 7% increase in students performing at the Tier I level (on grade level), a 6% increase in the amount of students performing at the Tier II level (approaching grade level), and a 19% decrease in the amount of students performing in tier III level (below grade level).

An analysis of winter diagnostic assessment data indicates that Etiwanda students performed at similar levels in reading and math during the 2020-21 school year in comparison with performance on these same assessments administered during the same timeframe in the 2019-20 school year. Reading assessments in the 2020-21 school year indicate that 64% of all students performed at grade level in comparison with 63% in 2019-20. Math assessments in the 2020-21 school year indicate that 56% of all students performed at grade level which is equal to the results for the 2019-20 school year.

Reading assessments in the 2020-21 school year indicate that 52% of English learners performed at grade level in comparison with 41% in 2019-20. Math assessments in the 2020-21 school year indicate that 48% of English learners performed at grade level in comparison with 40% in the 2019-20 school year.

Reading assessments in the 2020-21 school year indicate that 53% of students who are socioeconomically disadvantaged performed at grade level which is equal to performance levels in 2019-20. Math assessments in the 2020-21 school year indicate that 44% of students who are socioeconomically disadvantaged performed at grade level in comparison with 43% in the 2019-20 school year.

Reading assessments in the 2020-21 school year indicate that 33% of foster youth performed at grade level in comparison with 14% in 2019-20. Math assessments in the 2020-21 school year indicate that 26% of foster youth performed at grade level in comparison with 16% in the 2019-20 school year.

Reading assessments in the 2020-21 school year indicate that 51% of students who are homeless performed at grade level in comparison with 50% in 2019-20. Math assessments in the 2020-21 school year indicate that 41% of students who are homeless performed at grade level in comparison with 39% in the 2019-20 school year.

Reading assessments in the 2020-21 school year indicate that 35% of students who are receiving Special Education services performed at grade level in comparison with 30% in 2019-20. Math assessments in the 2020-21 school year indicate that 30% of students who are receiving Special Education services performed at grade level in comparison with 26% in the 2019-20 school year.

Analysis of Mental Health and Social and Emotional Well-Being

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

A success of the 2020-21 school year in the Etiwanda School District includes the multiple pathways for accessing virtual or in-person mental health and social and emotional support offered to students, their families, and staff members. Opportunities to address the trauma and other impacts of COVID-19 on the school community included:

- Coordinated services including direct and group counseling in addition to referral services facilitated by the District Clinical Counselor and provided through the CARES intern program for all transitional kindergarten through eighth grade students.
- Coordinated services including direct and group counseling, in addition to referral services, facilitated by credentialed counselors for all intermediate grade (6th-8th) students.
- Care Solace mental healthcare coordination and concierge services for staff members, students, and their immediate family members.
- Direct counseling services provided by the district's Educationally Related Mental Health Services (ERMHS) Counselors for students receiving special education services.

A survey was administered to families, third-eighth grade students, and staff members in January 2021 to monitor the services and supports provided through the Learning Continuity and Attendance Plan. Over 4,500 parents/guardians, 7,200 students and 930 staff members participated in the survey process. The survey indicates 92% of participating parents/guardians, 85% of students, and 98% of staff members agree counseling services are available through the school.

During the 2020-2021 school 1,013 Etiwanda students accessed individualized counseling services provided through the CARES counseling intern program and by middle school counselors and through. Additionally, 479 inquiries were made through Care Solace and 41 individuals received assistance in scheduling appointments through this service.

Etiwanda School District counselors and psychologists also hosted a series of well-attended, virtual social-emotional wellness seminars and a suicide awareness and prevention family event for the community.

Analysis of Pupil and Family Engagement and Outreach

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

Pupil engagement and outreach efforts for the 2020-21 school year included procedures for tiered reengagement strategies for students who are absent from distance/virtual learning. District personnel provided outreach to students and their parents/guardians (including those who speak languages other than English) when students were not meeting compulsory education requirements. Challenges related to this area include difficult-to reach families. The tiered reengagement strategies outlined below below were consistently implemented to overcome as many of these challenges as possible:

Tier 1 for all students:
Students are required to attend daily virtual classes through a meeting platform chosen by the teacher (Meet, Zoom, etc.). Students should only miss if they are ill and absent from school. Weekly engagement records are maintained that include:

- Daily attendance taken and recorded by classroom teachers in the district's student database at the end of each instructional day.
- Assignment completion and student participation kept through grades in the district's student database.
- Assessment information recorded and shared with parents/guardians through the district's student database.
- School attendance clerks monitor student attendance documented in the district's database on a daily basis, verifies current contact information, and makes daily absence notification to parents/guardians.

Tier II for students who have accumulated three or more consecutive absences, have missed 60 percent of the instructional days in a school week, or for students who are present but not engaging instruction:
Attendance clerks notify the assigned student services assistant/academic advisor when a student meets the criteria for Tier II reengagement support. Student services assistants/academic advisors contact families (with assistance from translators when necessary) to identify barriers to student engagement and provide personalized assistance in eliminating barriers. Assistance may include but is not limited to:

- Providing access to necessary resources such as technology, internet access, materials, etc.
- Ensuring translation support if necessary.
- Referrals to mental health and social and emotional supports and services.
- Assign an adult mentor to check in with and connect to student/family daily or weekly.

Tier III for chronically absent students who have accrued 10 or more absences from distance learning:
School administrators and student services assistants/academic advisors continue to work with and support the family to address ongoing barriers which may include interagency case management teams. They also facilitate referrals to the School Attendance Review Team, District Attendance Review Team, and/or the county School Attendance Review Board. Attendance review teams and boards work with families to eliminate barriers to school attendance.

A survey was administered to families, third-eighth grade students, and staff members in January 2021 to monitor the services and supports provided through the Learning Continuity and Attendance Plan. Over 4,500 parents/guardians, 7,200 students and 930 staff members participated in the survey process. The January 2021 survey indicates 95% of participating parents/guardians, 98% of students, and 91% of staff members agree students are willing to work hard to do well in school. The survey also indicates 94% of participating parents/guardians and 97% of staff members agree that Etiwanda schools effectively communicate with parents regarding their child's progress.

Student services assistants regularly met with a caseload of 115 students designated for Tier II reengagement support throughout the 2020-2021 school year. The District Attendance Review Team (DART) met with 43 families for Tier III reengagement support. The overall effectiveness of Etiwanda's pupil engagement and outreach efforts for the 2020-21 school year was high as the chronic

abseenteeism rate was 3.1% based upon teacher documentation.

Analysis of School Nutrition

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

During the 2020-21 school year when all schools were operating solely in the Virtual Learning Model, the Etiwanda School District provided lunch meals to students in a drive-through, curbside system available at all school sites. Child nutrition personnel involved in meal distribution follow safety protocols by wearing facial coverings and sterile gloves. Social distance is maintained during distribution by placing the meals on tables and trays adjacent to the curb so families can easily drive through and access them in a contact-free manner. This service was provided from 11:30-12:30 on all scheduled school days Monday-Friday.

As some students began transitioning to the Hybrid Learning Model while others remained in the Virtual Learning Model, the lunch service model needed to change to adjust to traffic created by multiple drop-off and pick-up times on school campuses. At this time families in the Virtual Learning Model were asked to participate in curbside meal pickup at four designated school sites located throughout the district. Student participating in the Hybrid Learning Model picked up school lunches "to-go" style as they left campus at the end of their instructional day.

Menus have been posted on the district website for families to access.

When our district was operating in a solely virtual environment an average of approximately 7.5% of students in our district participated in the free curbside meal service. When some students returned to school for the Hybrid Learning Model beginning in mid-March, approximately 49% of students participating in this model participated in the free meal service and approximately 3.5% of students participating in the Virtual Learning Model participated in the free meal service.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Continuity of Instruction)	AA1 - District provides alternative educational settings for students such as the Etiwanda Alternative Studies Education (EASE) Home School and our district's Community Day School to meet unique student needs and provide learning model options for families.	$679,603	$1,541,403	No
Distance Learning Program (Continuity of Instruction)	AA2 - Teacher leaders and district collaborate to pilot, adopt, and procure state-approved instructional materials in English Language Arts, Mathematics, Science, and History/Social Studies that are provided to all students.	$393,109	$366,946	No
In-Person Instructional Offerings	AA3 - District promotes safe environments for students by providing all schools with a licensed vocational nurse (LVN) or health clerk, automated external defibrillator (AED), security cameras, and visitor check-in system that performs background checks.	$2,972,437	$2,909,430	No
In-Person Instructional Offerings	AA4 - District and school administrators annually update safety plans and oversee facility maintenance and improvements.	$12,304,497	$14,275,507	No
Pupil Learning Loss (Pupil Learning Loss Strategies)	AA5 - General and special education teachers regularly utilize time built into the school year calendar (non student days, preparation periods, and minimum days) to collaborate with each other, identify the learning needs of every student, and plan for differentiated instruction.	$716,292	$727,225	No
Pupil Learning Loss (Effectiveness of Implemented Pupil	AA6 - Coordinators, specialists, and teachers on assignment collaborate and support general and special education teachers to assist with program	$1,339,787	$1,228,370	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning Loss Strategies)	implementation, data collection, intervention, and progress monitoring for students who have not yet met academic standards.			
Mental Health and Social and Emotional Well-Being	AA7 - District clinical counselor facilitates a counseling program and coordinated services to provide mental health and social-emotional support for students at all school sites, and credentialed counselors at intermediate schools facilitate a schoolwide counseling curriculum and coordinated services to provide mental health and social-emotional support for middle school students.	$3,873,503	$2,546,795	No
Pupil Engagement and Outreach	AA8 - Administrators and teachers promote and encourage home-school communication to engage families through: • Websites, auto-dialer system, newsletters, social media, Aeries portal. • Email and a platform which can be accessed on mobile or desktop devices. • Annual family conferences which provide information about student progress and targeted support/enrichment their child receives during Tier II instructional blocks.	$323,916	$271,277	No
Pupil Engagement and Outreach	AA9 - Administrators, teachers, and academic advisors/student services assistants contact parents/guardians to engage under-served families in the decision-making process, determine school participation barriers for students, and provide personalized support to eliminate barriers. This is an increased service for students who are English learners, foster youth, and/or have families with low-income as it increases access to instructional programs and services through outreach and mentoring support to meet students' individual	$860,190	$686,715	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	needs and ensure accelerated growth and increased achievement.			
Pupil Engagement and Outreach	AA10 - School administrators and teachers utilize a multitiered system of supports which includes Positive Behavior Interventions and Supports (PBIS), restorative practices, bully prevention programs, and other means of correction to ensure positive school climates and wellness for all students. This is an improved service for students who are English learners, foster youth, and/or have families with low-income as it improves learning environments and access to school and classroom cultures conducive to learning ensuring increased achievement.	$1,789,861	$1,518,295	Yes
Pupil Engagement and Outreach	AA11 - Coordinator of instruction provides school administrators with monthly chronic absentee reports and facilitates a District Attendance and Review Team that provides referral and support services for families to minimize barriers to school attendance.	$126,370	$131,696	No
N/A	AA12 - District recruits and hires highly qualified general/special education teachers and provides a two-year induction program to mentor and develop those new to the profession.	$74,558,012	$78,116,500	No
N/A	AA13 - District maintains a grade level span ratio of 24:1 in Transitional Kindergarten through 3rd grade at each school site. Three hours of weekly instructional aide time is provided to support instruction when a Grade 1-3 classroom exceeds 26 or a Grade 4-5 classroom exceeds 32 students. Smaller class sizes and classroom support increases student engagement and interaction.	$399,600	$372,324	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	AA14 - District and school administrators coordinate and provide education events for all families to build positive, collaborative school communities.	$17,700	$17,700	No
N/A	AA15 - 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 to ensure educational equity and address disparities in achievement for African American students. This is an improved service for students who are English learners, foster youth, and/or have families with low-income as it allows for the examination of supports and services for African American students and identifies areas for improvement to ensure decreased achievement gaps.	$24,135	$24,179	Yes

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

There were substantive differences between the planned budgeted expenditures for additional actions and what expended on actions AA1, AA4, AA6, AA7, AA9, AA10 and AA12.

AA1 - Increased expenditures for the district's home school program were in response to the unusually high demand and comparatively higher enrollment for this program in the 2020-2021 school year.

AA4 – Facility maintenance costs were significantly lower than projected as a result of extended school building closures.

AA6 – Additional staff was budgeted to assist with program implementation but was not necessary due to the extended period of time schools operated exclusively in the Virtual Learning Model.

AA7 - Additional psychological staff that was budgeted for was determined to be unnecessary due to the extended period of time schools operated exclusively in the Virtual Learning Model.

AA9 – Due to extended school building closures staff worked less additional time outside of their contracted time resulting in less salary and benefit expenses.

AA10 - Additional psychological staff and Instructional Aide time that was budgeted for was determined to be unnecessary mid-year as current staff were able to provide a positive school climate and wellness for all students.

AA12 - Additional staffing hours were needed above and beyond original budget estimates to implement both the Virtual Learning Model and Hybrid Learning Model while keeping class sizes as low as possible.

Overall Analysis

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

Ever changing conditions created by the COVID-19 pandemic left school communities grappling with a dynamic school year that included a lengthy period of time when instruction had to take place in a solely virtual environment. Changing guidance, continual alterations in health and safety guidelines, and personal losses caused the polarization of viewpoints and opinions about how schools should be able to respond to this crisis.

COVID-19 transmission rates in San Bernardino County did not allow schools the option of on-campus learning for the majority of the school year. The option of offering the Hybrid Learning Model became available in the spring of 2021. During this process, many of our community members clearly communicated their desire for students to safely return to in-person instruction while others expressed hesitation about returning to campus. This experience highlights the value of including alternative education models in the district's Local Control Accountability Plan.

As we prepared for the possibility of hybrid, on-campus learning we carefully studied safety guidance released from state and local health officials and began preparing our schools and staff. Ensuring the availability of personal protective equipment, cleaning supplies, and adequate staffing to support safety protocols will continue to be a priority. Our Local Control Accountability Plan will continue to include actions centered on providing safe environments and health personnel to meet the needs of our students.

We also learned that whether instruction is delivered in-person or virtually, students appreciate opportunities to interact with their peers and work in small groups. For this reason actions related to student engagement will reflect the need to include student interaction and small group opportunities into our daily routines.

Throughout the year, regardless of the learning model students participated in, we also learned that monitoring and supporting mental health and social-emotional well-being is part of the role of every staff member. For this reason, our district's plan needs to include actions to address staff training on identifying mental health needs as well as programs and services to address these needs.

Engaging families is an essential component to the success of any plan and this year we learned that providing virtual opportunities for families to participate in meetings, and events can yield higher participation rates. Actions related to engaging families will include language that addresses the need for virtual meeting and event options.

Perhaps one of the most valuable lessons learned from the 2020-21 school year is that the COVID-19 pandemic has had a variety of far reaching impacts on students and families. For this reason, our plan will include a goal centered upon building on the resilience developed during the pandemic and recovering connections to the school environment to regain pre-pandemic academic performance levels.

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

Specific student academic needs in English language arts, mathematics, and English language development will be determined through a systematic cycle of assessments. This system includes:

- i-Ready diagnostic assessments in both English language arts and mathematics administered to all kindergarten through eighth grade students. The full battery of assessments is administered in August/September, November/December, and March/April.
- Performance tasks in English language arts and math for all kindergarten through eighth grade students in October and January/February.
- Interim assessments provided through the Smarter Balanced Assessment Consortium (SBAC) for third through eighth grade students are administered in October and February.
- English language development assessments provided through supplementary English language development programs at the elementary (Imagine Learning) and intermediate (iLit) school levels for English learners are administered at the beginning of the school year and monthly throughout the school year.

Because students in the Etiwanda School District participate in these assessments each year, results for continuing students can be compared with the assessments taken during the previous school year. A detailed analysis of assessment results will be conducted to identify students who experienced learning loss or have not yet met academic standards. All assessments provide detailed information about the specific skills students have not yet mastered.

In all other curricular areas, student growth and potential learning loss will be measured and monitored through assignments and tests provided by district adopted instructional materials. Teachers grade at least one assignment/test in each subject area weekly, allowing educators to closely monitor student progress/learning loss in every academic area.

Opportunities to address student learning loss and/or identified academic needs for all students including those with unique needs occur during small group Universal Access time, online tutoring, and extended day intervention programs.

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

Although there were substantive differences between budget and actual expenditures for some actions, these differences did not impact the implementation of the respective actions with the exception of action PLL2.

Because rapidly changing information and circumstances created by the COVID-19 pandemic placed a heavy burden on teachers as they needed to quickly adjust to the changing learning environments, respond to the academic and social-emotional needs of their students, and support the families in their school community, the action of creating written plans of action for student success was not implemented. In an effort to ameliorate excessive workloads teachers were asked to remain flexible, responsive, and sensitive to the varying needs of all their students, in place of creating written plans for specific students during this unprecedented and challenging time.

Additionally, the apportionment of funds for increased or improved services was reduced from $9,485,931 to $9,055,801 as a result of reduced enrollment of unduplicated pupils. The percentage to increase or improve services reduced from 8.51% to 8.12%.

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

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

Analysis and reflection on student outcomes in the 2019-20 Local Control Accountability Plan (LCAP) and the 2020-21 Local Continuity and Attendance Plan (LCP) informed the development of our district's LCAP for the 21-22 through 23-24 school years. Local assessment data indicates that students in our district achieved at comparable levels indicating that actions in our most recent LCAP and LCP have yielded comparatively high achievement results for our overall population of students. Furthermore, disparities in achievement levels between student groups exist, indicating that continued focus on developing culturally proficient school environments and meeting the individual needs of students through differentiated instruction, extended learning opportunities, and focused support is needed. It can also be reasonably assumed, based on stakeholder feedback and the fact that approximately 40% of enrolled students chose to remain in a remote learning option for the entire 2020-2021 school year, that we will face challenges as more students transition back to in-person learning for the 2021-2022 school year.

Due to this analysis, the goals in our newest LCAP will be adjusted to reflect the district's focus on providing culturally responsive instruction, reducing disparities between student groups, and creating engaging and inclusive environments. The language in several actions will also be edited to provide clarity of purpose for our school community. Additionally, a new action to provide universal screening for the eligibility of Gifted and Talented Education (GATE) identification will be added as an example of our commitment to providing equitable opportunities for all students. A focus goal intended to build upon the resiliency gained during the pandemic and recover school connections will also be included in the 2021-2024 Local Control Accountability Plan.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

Actions Related to the Distance Learning Program

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources		
	112,161,095.00	111,990,200.00
	9,668,146.00	9,503,304.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types		
	55,739,547.00	53,999,260.00
	2,081,081.00	1,515,966.00
	0.00	7,813.00
	5,811,397.00	5,918,878.00
	4,754,891.00	4,147,279.00
	4,462,989.00	3,984,880.00
	790,808.00	813,414.00
	4,392,660.00	4,279,094.00
	1,590,608.00	1,512,765.00
	25,732,361.00	26,730,136.00
	2,591,593.00	3,290,966.00
	13,285,357.00	14,653,342.00
	66,925.00	111,876.00
	529,024.00	527,835.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		
		51,315,523.00	49,802,371.00
		4,424,024.00	4,196,889.00
		1,915,932.00	1,404,429.00
		165,149.00	111,537.00
		0.00	7,813.00
		5,350,799.00	5,448,937.00
		460,598.00	469,941.00
		4,377,557.00	3,822,876.00
		377,334.00	324,403.00
		4,108,816.00	3,672,863.00
		354,173.00	312,017.00
		728,052.00	748,864.00
		62,756.00	64,550.00
		4,044,071.00	3,984,408.00
		348,589.00	294,686.00
		1,464,382.00	1,394,436.00
		126,226.00	118,329.00
		23,690,313.00	24,627,371.00
		2,042,048.00	2,102,765.00
		2,385,936.00	3,033,545.00
		205,657.00	257,421.00
		12,231,057.00	13,501,938.00
		1,054,300.00	1,151,404.00
		61,614.00	61,614.00
		5,311.00	50,262.00
		487,043.00	486,548.00
		41,981.00	41,287.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	18,853,413.00	18,845,428.00
Goal 2	95,619,192.00	95,356,921.00
Goal 3	7,356,636.00	7,291,155.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,673,708.00	$7,605,696.00
Distance Learning Program	$8,470,084.00	$6,675,921.00
Pupil Learning Loss	$4,522,654.00	$4,013,294.00
Additional Actions and Plan Requirements	$100,379,012.00	$104,734,362.00
All Expenditures in Learning Continuity and Attendance Plan	$122,045,458.00	$123,029,273.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$4,381,584.00	$3,907,883.00
Distance Learning Program	$6,574,676.00	$5,220,577.00
Pupil Learning Loss	$2,520,000.00	$2,134,975.00
Additional Actions and Plan Requirements	$97,704,826.00	$102,505,173.00
All Expenditures in Learning Continuity and Attendance Plan	$111,181,086.00	$113,768,608.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$4,292,124.00	$3,697,813.00
Distance Learning Program	$1,895,408.00	$1,455,344.00
Pupil Learning Loss	$2,002,654.00	$1,878,319.00
Additional Actions and Plan Requirements	$2,674,186.00	$2,229,189.00
All Expenditures in Learning Continuity and Attendance Plan	$10,864,372.00	$9,260,665.00

Local Control 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	Dr. Shawn Judson Superintendent	shawn_judson@etiwanda.org (909) 899-2451

Plan Summary [2021-22]

General Information

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

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 13,000 transitional kindergarten through eighth grade students attending 13 elementary schools, 4 intermediate schools, a community day school, and a blended on-line home 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 Blue Ribbon Honors, California Distinguished Schools and Golden Bell Awards.

Our student enrollment is comprised 44% Hispanic, 22% White, 13% Asian, and 9% African American, with the remaining 12% identified in other ethnic groups. Students identified as low income make up 35% of our population, 12% are receiving Special Education services, 7% are English learners and less than 1% are foster youth.

The Etiwanda School District is dedicated to promoting high standards in curriculum, instruction, performance and personal behavior. It is our goal that each student achieve academic excellence and develop respect for self and others so that they 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 community.

Intent on building upon its tradition and success, the District is committed to the development of the whole child and providing for a safe, healthy, culturally proficient, and inclusive school environment. A supportive community, balanced, challenging curriculum, and engaging, high-quality instruction work to 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 its staff, and supported by its 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. The District has seen continuous and significant growth on student achievement in the areas of language arts and mathematics. Careful 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, and the alternative education programs positioned the district to seamlessly address many of the challenges created by the COVID-19 pandemic.

The COVID-19 pandemic dramatically altered school systems beginning in mid-March 2020 and throughout the entire 2020-21 school year. In spite of the many challenges created by the pandemic, the Etiwanda School District remained committed to serving our over 13,000 students by providing a high quality, equitable instructional program and continuing our efforts to meet the needs of all students. This dedication is evidenced by the continued high rates of pupil achievement.

To help parents and educators identify strengths and areas for improvement, California reports how districts, schools, and student groups are performing across state and local measures on the CA School Dashboard. 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 colors: red, orange, yellow, green, or blue. A red indicator represents the lowest performance level while blue represents the highest level.

Although several of the metrics used to inform the CA School Dashboard were not available for the 2019-2020 and 2020-2021 school years it is useful to reflect on the most recent data from the dashboard (2018-19) to determine successes for our district.

In the area of English Language Arts, the 2019 CA Dashboard shows a green indicator for our overall student population.
Students in the following groups show a blue indicator: Asian, Filipino, and white.
Students in the following groups show a green indicator: Hispanic, African American, two or more races, English learners, socioeconomically disadvantaged, and homeless.
Foster youth and students with disabilities show a yellow indicator.
There were no student groups with red or orange indicators.

In the area of Mathematics, the 2019 CA Dashboard shows a green indicator for our overall student population.
Students in the following groups show a blue indicator: Asian, Filipino, and white.
Students in the following groups show a green indicator: Hispanic, African American, two or more races, and English learners.
Foster youth, socioeconomically disadvantaged, homeless, and students with disabilities show a yellow indicator.

There were no student groups with red or orange indicators.

Because information from the CA School Dashboard is not recent, it is also useful to determine successes based upon local data. The Etiwanda School District administers the i-Ready diagnostic assessment in English Language Arts and Mathematics three times annually for all students in kindergarten through grade 8.

An analysis of winter diagnostic assessment data indicates that Etiwanda students performed at similar levels in reading and math during the 2020-21 school year in comparison with performance on these same assessments administered during the same timeframe in the 2019-20 school year. This can be attributed to efforts to maintain continuity of instruction to the extent practicable and efforts made by families to support their students during this time. Reading assessments in the 2020-21 school year indicate that 64% of all students performed at grade level in comparison with 63% in 2019-20. Math assessments in the 2020-21 school year indicate that 56% of all students performed at grade level which is equal to the results for the 2019-20 school year.

Reading assessments in the 2020-21 school year indicate that 52% of English learners performed at grade level in comparison with 41% in 2019-20. Math assessments in the 2020-21 school year indicate that 48% of English learners performed at grade level in comparison with 40% in the 2019-20 school year.

Reading assessments in the 2020-21 school year indicate that 53% of students who are socioeconomically disadvantaged performed at grade level which is equal to performance levels in 2019-20. Math assessments in the 2020-21 school year indicate that 44% of students who are socioeconomically disadvantaged performed at grade level in comparison with 43% in the 2019-20 school year.

Reading assessments in the 2020-21 school year indicate that 33% of foster youth performed at grade level in comparison with 14% in 2019-20. Math assessments in the 2020-21 school year indicate that 26% of foster youth performed at grade level in comparison with 16% in the 2019-20 school year.

Reading assessments in the 2020-21 school year indicate that 51% of students who are homeless performed at grade level in comparison with 50% in 2019-20. Math assessments in the 2020-21 school year indicate that 41% of students who are homeless performed at grade level in comparison with 39% in the 2019-20 school year.

Reading assessments in the 2020-21 school year indicate that 35% of students who are receiving Special Education services performed at grade level in comparison with 30% in 2019-20. Math assessments in the 2020-21 school year indicate that 30% of students who are receiving Special Education services performed at grade level in comparison with 26% in the 2019-20 school year.

While the results of these assessments indicate a level of success, it is important to note they may have been positively affected by students obtaining assistance during remote administration. Therefore, to ensure pre-pandemic academic achievement levels are regained on standardized assessments such as the California Assessment of Student Performance and Progress (CAASPP), it is critical we establish appropriate goals and actions for the 2021-22 school year.

Though students in our district experienced very different conditions of learning during the 2020-21 school year, stakeholders continued to report high levels of satisfaction through surveys administered in January 2021.

The survey indicates 92% of participating parents/guardians, 93% of students, and 96% of staff members agree our schools provide a well-rounded curriculum. The survey also indicates 98% of participating parents/guardians, 97% of students, and 98% of staff members agree students receive the resources (including equipment) they need. Additionally, 91% of participating parents/guardians, 96% of students, and 97% of staff members agree teachers understand students' academic needs. To underscore the value our teachers place o assisting students 92% of participating parents/guardians, 97% of students, and 98% of staff members agree that teachers help students when they do not understand. And finally, 97% of participating parents/guardians, 94% of students, and 99% of staff members agree they would recommend their school to others.

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.

An analysis of local diagnostic assessment data indicates that disparities in academic achievement levels between student groups exist.

Assessment data in the 2020-21 school year indicate that 64% of all students performed at grade level in Reading and 56% performed at grade level in Mathematics. Conversely 57% of Hispanic students performed at grade level in Reading and 47% performed at grade level in Mathematics. Additionally, 52% of Black/African American students performed at grade level in Reading and 36% performed at grade level in Mathematics. Also, 52% of English learners performed at grade level in Reading and 48% performed at grade level in Mathematics. Finally, 53% of students who are socioeconomically disadvantaged performed at grade level in Reading and 44% performed at grade level in Mathematics.

To address these disparities the LCAP will include goals and actions focused on providing culturally responsive instruction, reducing disparities between student groups, and creating engaging and inclusive environments.

Additionally, although the results of local assessments indicate a level of success, it is important to note they may have been positively affected by students obtaining assistance during remote administration. To ensure pre-pandemic academic achievement levels are regained on standardized assessments such as the California Assessment of Student Performance and Progress (CAASPP), it is critical that goals and actions included in the 2021-2024 Local Control Accountability Plan increase support for students as we recover from learning conditions created the COVID-19 pandemic.

An analysis of stakeholder input collected through surveys, advisory groups, and a district-wide Thought Exchange reveal community priorities include expanding character education programs to include a focus on perseverance and a growth mindset and expanding training and resources related to the implementation of Positive Behavior Intervention Supports (PBIS). Though these actions have been included in previous plans, increased focus will be given to these areas.

LCAP Highlights

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

The 2021-2024 LCAP focuses 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 stakeholders, refining classroom instruction, improving school climate and safety, reducing disparities in academic achievement levels between student groups and recovering from the impact of the COVID-19 pandemic.

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 the District's vision and goals. Additionally, the LCAP reflects efforts to provide more clarity and transparency for stakeholders on District services and expenditures. Significant actions and services include the following:

- Providing engaging and equitable learning experience for all students.
- Understanding the needs of every student through consistent data analysis.
- Meeting the needs of every student through differentiated assistance provided during and beyond the school day.
- Fostering collaboration between professionals who are focused on improving student outcomes.
- Addressing the mental health and social-emotional needs of children through coordinated services.
- Ensuring there are multiple pathways that encourage stakeholder involvement in decision-making.

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.

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Etiwanda School District's process for engaging stakeholders in the in the development of the LCAP includes a districtwide Thought Exchange, annual surveys, community forums, meetings with advisory committees and groups throughout the school year, LCFF/LCAP Presentations to the Board of Trustees and Stakeholders, and posting the draft LCAP online with a portal that allows community members the opportunity to provide feedback.

Thought Exchange - Administered in December 2020
The Etiwanda community was invited to participate in a Thought Exchange. Families and staff members participated in an adult exchange and fourth through eighth-graders participated in a student exchange. Participants were asked to respond to the following question and then rate the ideas that others had submitted: What changes could be made to virtual learning to make it a better experience for students and families?

Annual Surveys - Administered online during the month of January:

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 4,550 parents/guardians participated in the survey this year. Each school and demographic group were equitably represented.

Student Survey (Gr 3-8) –
The student survey is administered at school with 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 6,200 students participated in the survey process this year. Each school and demographic group were equitably 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 the conditions of learning in our schools, strategies and services related to improving pupil outcomes, student and family engagement and teacher preparedness. Approximately 930 staff members participated in the survey process this year. Each school, demographic group, and job classification were equitably represented.

LCAP Community Forums - Virtual through the Zoom platform:
Tuesday, April 6, 2021, 8:30 a.m. and 6:00 p.m.
Thursday April 8, 2021, 8:30 a.m. and 6:00 p.m.

Invitations are sent through a variety of communication venues 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 at-risk student groups (student groups with an achievement gap, English learner, low income, and foster youth). This year stakeholders registered for the event using a QR code or link and the Zoom link was emailed to them.

574 families were represented at the virtual LCAP Community Forum events – participants represented all stakeholder groups, including low income, English learner, and foster youth student families, certificated, classified and administrative staff members, and Board members.

The Community Forum events include an overview of LCFF and LCAP, a review of recently collected stakeholder feedback, and a review of the proposed LCAP goals. Participants engaged in small group presentations with district and school administrators to learn about previous LCAP actions. Stakeholders provided feedback by scanning a QR code that appeared on the screen and answering the following questions:

- As we consider conditions of learning and services for improving student outcomes, what do you feel our district priorities should be?
- As we consider strategies for engaging students and families in the school environment, what do you feel our district priorities should be?
- As our district works to move beyond the challenges created by the COVID-19 pandemic, what should we consider?

Advisory Committees and Groups:
The LCAP Advisory Committee is comprised of thirty-four (34) members that represent all stakeholder groups in the Etiwanda School District. The committee meets five times during the school year to analyze stakeholder input and state metric results. The committee uses metric data and stakeholder input to monitor progress towards current LCAP goals, actions and services and develop updates and revisions. Staff committee members are designated to represent all aspects of the Etiwanda School District K-8 educational system, including teachers, principals, administrators, counselors, classified school personnel, local bargaining unit members, special education, English learner program, student services, and intervention programs. Parent committee members are designated to represent the demographics of the Etiwanda School District community, including parents of student groups with a significant achievement gap, special education, English learner, low income and foster youth student families. Additional members on the committee include a School Site Council representative and PTA/PTO representative. Once committee members are contacted and agree to serve on the committee for one year, reminder emails with meeting agendas are sent via email at least one week prior to each meeting. The LCAP Advisory Committee meetings for the 2020-21 school year were as follows:

August 26, 2020
The 2020-21 Learning Continuity and Attendance Plan actions were shared and discussed. The committee provided feedback on community priorities related to the plan to impact the actions.

October 29, 2020 Meeting
Committee members reviewed the school reopening waiver and provided feedback on community priorities related to returning students to in-person learning. Committee members learned about the LCFF model for basic, supplemental, and concentration grants and the eight state priorities for education. The annual LCAP development process was shared and discussed with committee members.

January 7, 2021 Meeting

Committee members reviewed and discussed stakeholder input from a district-wide Thought Exchange. An analysis of the “big ideas” and trends in the stakeholder input provided members with evidence of progress towards goals and actions and recommendations for improvements and revisions to the LCAP update.

February 18, 2021 Meeting
Committee members reviewed and discussed stakeholder input from parent, student, and staff surveys. An analysis of the “big ideas” and trends in the stakeholder input provided members with evidence of progress towards goals and actions and recommendations for improvements and revisions to the LCAP update. Members reviewed progress towards goals, consistency in implementation of actions, and effectiveness of actions to develop recommendations for improvements and revisions for the annual LCAP update.

April 15, 2021 Meeting
Committee members reviewed and discussed stakeholder input from the LCAP Community Forum events where input was elicited from stakeholders on evidence of progress towards goals and suggestions for improvement. An analysis of the “big ideas” and trends in the stakeholder input provided members with evidence to evaluate progress towards goals and actions and suggestions for improvements and revisions to the annual LCAP update. Committee members also reviewed pertinent information and completed the self-reflection for the 2020-21 Parent and Family Involvement indicator for the CA School Dashboard.

May 6, 2021 Meeting
Committee members reviewed draft goals and actions for the 2020-23 LCAP, made recommendations for adjustments to the actions and, as a group, came to consensus on whether or not to move forward with their newly revised version of the proposed goals and actions. Members were notified that the draft would be posted on the district website so stakeholders could provide feedback through the online portal. The date and location of the LCAP public hearing was also provided.

The District English Learner Advisory Committee (DELAC) is comprised of staff members representing School Site Councils from school sites and parents of English learners representing each school site. Committee meetings for the 2020-21 school year were as follows:

November 18, 2020 Meeting
An overview of the LCFF model for basic, supplemental, and concentration grants and the annual LCAP development process was presented to council members.

January 27, 2021 Meeting
Committee members reviewed and discussed stakeholder input from a district-wide Thought Exchange. An analysis of the “big ideas” and trends in the stakeholder input provided members with evidence of progress towards goals and actions and recommendations for improvements and revisions to the LCAP update.

February 24, 2021 Meeting
A summary of the stakeholder input from the parent, student, and staff surveys "big ideas" were shared and discussed with committee members. Members participated in an activity that provided additional stakeholder input aligned with survey.

Additional advisory committees and groups include school leadership teams, 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 Stakeholders
Regular updates and information about the LCAP development process are provided to the Board of Trustees and stakeholders throughout the school year. Presentations for the 2020-21 school year were as follows:

October 22, 2020
Presented proposed plan for stakeholder engagement and development of 2020-2023 LCAP. The Board of Trustees took action to approve the plan.

November 19, 2020
Presented proposed revisions to the parent, student, and staff surveys. The Board of Trustees took action to approve the revisions.

February 11, 2021
Presented LCAP Advisory Committee analysis and summary of findings on stakeholder input from the LCAP surveys for Board discussion No action was needed.

March 11, 2021
Presented community forum event format and draft goals for the 2021-24 LCAP. No action was needed.

February 27, 2021
Presented draft LCAP goals and actions for the 2021-2024 LCAP for Board discussion. No action was needed.

May 13, 2021
Presented Presented stakeholder input from LCAP Community Forums. No action was needed.

May 26, 2021
Present proposed 2021-24 LCAP at Public Hearing for Board discussion. No action was needed.

ESD Board of Trustees - LCAP Public Hearing
Date held: May 26, 2021, 6:30 PM
Etiwanda School District Board Room
6061 East Ave.
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, on the district website, and in the district office lobby.

ESD Board of Trustees - LCAP Submitted for Approval
Date held: June 23, 2021, 6:30 PM
Etiwanda School District Board Room
6061 East Ave.
Etiwanda, CA 91739

Online Public Review and Comment:
The Draft 2021-24 LCAP is posted on the Etiwanda School District website for parents, school staff, and the community to view for prior to the Board of Trustees' final consideration for approval. An online response portal is available for parents, school staff, and community members to provide feedback and suggestions.

A summary of the feedback provided by specific stakeholder groups.

LCAP Surveys:

Big ideas/trends that emerged from the parent/guardian surveys were:

- Continue monitoring student progress and targeting specific needs.
- Increase support for teachers in ensuring program implementation and intervention for students struggling academically.
- Continue efforts to communicate with and engage parents/guardians in their children's education.

A big idea/trend that emerged from the student surveys was to expand efforts to encourage student voice and involve students in the decision-making process.

A big idea/trend that emerged from the staff surveys was to expand training and resources related to PBIS.

Community Forums: Big ideas/trends that emerged from the community forms were:

- The opportunity to engage in the LCAP update process through forums is appreciated.
- A focus on positive school climate is a priority.
- Home to school communication is a priority.
- Expand efforts to meet student needs after a year of virtual learning.
- Continue and expand efforts to address students' social and emotional needs.

Advisory Committees and Groups: Big ideas/trends that emerged from advisory committees and groups were:

- Focus on creating safe school environments in the post-COVID-19 era.
- Expand efforts to recruit and hire diverse educators and school staff.
- Expand efforts to create culturally proficient school environments.

Online Public Review and Comment: Comments submitted online were related to a community member's desire to fully reopen schools for the 2021-2022 school year.

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

Stakeholder engagement influences the development of the LCAP each year. Feedback from stakeholders is collected through surveys, responses to questions collected during community forums, and information gathered during meetings with advisory groups and committees. 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 as goals and actions are revised, updated, added, or removed from the LCAP. These common themes influenced the development of the LCAP as outlined below:

Goal 1: Conditions of Learning
The goal includes phrasing to highlight the District's focus on providing culturally responsive instruction.
(1.1 and 1.2) Actions have been updated and added to addressing safe school environments.
(1.9) An action to provide universal screening for the identification of students eligible for Gifted and Talented Education (GATE) has been added.

Goal 2: Pupil Outcomes
The goal includes phrasing to highlight the District's focus on reducing the disparities in achievement between student groups.
(2.3) An action has been added that states that coordinators, specialists, and teachers on assignment will collaborate and support general and special education teachers to assist with program implementation, data collection, intervention, and progress monitoring for students who have not yet met academic standards.
(2.4, 2.5, and 2.8) The language in several actions has been updated to clarify the purpose of services and supports is to accelerate learning for students who have not yet met academic standards.

Goal 3: Student Engagement
The goal includes phrasing to highlight the District's focus on creating inclusive school climates.
(3.3) Language has been updated to clarify the intent to provide equitable access to positive school climates.
(3.4) The action related to counseling services has been revised to increase and improve mental health and social-emotional support for students.

Goal 4: Family & Community Engagement
The goal includes phrasing to highlight the District's focus on establishing meaningful partnerships with families.
(4.4 An action has been updated to include students as stakeholders for providing input into the LCAP.

Goal 5: Resilience & Recovery

The inclusion of this focus goal and all actions have been added to improve services for all students in the post COVID-19 era as we work to restore pre-pandemic connections and achievement levels.

Additionally, advisory groups and committees reviewed all proposed goals and actions and made recommendations and suggestions to ensure clarity for the general public.

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 has been developed 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
Priority 2 - State Standards
Priority 7 - Course Access

The combined actions included in this goal are centered 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 to monitor progress.

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.				100% Students with access to a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Some at-risk students and students receiving special education services at the middle school level had limited but increasing access to exploratory coursework as a result of additional supports/services.				
Local evaluation tool used to inform the Basics: Teachers, Instructional Materials, and Facilities Indicator on the CA School Dashboard	100% Appropriately assigned teachers 100% Student access to curriculum assigned instructional materials 100% Facilities in good repair				100% Appropriately assigned teachers 100% Student access to curriculum assigned instructional materials 100% Facilities in good repair
Local evaluation tool used to inform the Implementation of State Standards Indicator on the CA School Dashboard	93% Teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher, 94% Teachers rank their “understanding and organizing subject matter for student				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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	learning," as Level 3 Applying or higher 93% Teachers rank "planning instruction that incorporates appropriate strategies to meet the learning needs of all students" as Level 3 Applying or higher 93% Teachers rank "collection and analysis of assessment data from a variety of sources to inform instruction" as Level 3 Applying or higher				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 Level 3 Applying or higher
Percent of positive responses on annual Parent Survey subset of questions	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.				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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of positive responses on annual 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 child's school provides a well-rounded curriculum.				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 child's school provides a well-rounded curriculum.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$143,669.00	No
2	Safe Environments	1.2 School administrators and district maintenance staff annually update safety plans and oversee facility maintenance and	$12,374,170.00	No

Action #	Title	Description	Total Funds	Contributing
		improvements to ensure all students have access to safe, secure, and well-maintained schools.		
3	Health Professionals	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.	$3,106,884.00	No
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.	$97,007,368.00	No
5	Class Size & Support	1.5 District maintains grade level span averages in transitional kindergarten through third grade at a ratio of 24:1 and provides instructional aide support for first through fifth grade classes that exceed specific sizes to provide additional assistance for students.	$4,695,572.00	No
6	Professional Development	1.6 District and school administrators create and implement a professional development plan for general and special education teachers that includes training and coaching on 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.	$1,879,074.00	No
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.	$461,703.00	No

Action #	Title	Description	Total Funds	Contributing
		* 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.		
8	21st Century Technology	1.8 District provides 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.	$1,809,318.00	No
9	Supplemental Materials	1.9 School administrators provide supplemental materials and supports for use during Universal Access time to meet the individual needs of English learners, foster youth, and students who have families with low income.	$821,542.00	Yes
10	School Libraries	1.10 Teacher librarians and school library clerks provide access to a range of diverse literature and supplemental resources for the school community to support literacy development for all students including those with limited access to reading materials.	$1,714,325.00	No
11	Universal GATE Screening	1.11District 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.	$194,970.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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
Priority 8 - Other Pupil Outcomes

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.

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 -				All Students Color Gauge - Green or Blue 45 or more points above standard Student Group Color Gauges - Maintain Blue: Asian, Filipino, White

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Blue: Asian, Filipino, White Green: African American, Hispanic, Two or More Races, English Learners, Homeless, Socioeconomically Disadvantaged Yellow: Foster Youth, Students with Disabilities				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
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				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 Increase to Green: Foster Youth,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disabilities, Homeless, Socioeconomically Disadvantaged				Students with Disabilities, Homeless, Socioeconomically Disadvantaged
CA School Dashboard English Learner Progress Indicator	2019 CA School Dashboard 58.7% making progress towards English language proficiency * State Indicator for English Learner Progress is in development				65% making progress towards English language proficiency
Rate of multilingual learners attaining English proficiency	2019-2020 Students reclassified as Fluent English proficient 9.7%				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				Overall Student Population 65% at or above grade level Hispanic Student Group 60% at or above grade level Black/African American Student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Black/African American Student Group 52% at or above grade level English Learners 52% at or above grade level Socioeconomically Disadvantaged Student Group 53% at or above grade level				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
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				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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged Student Group 44% at or above grade level				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Diagnostic Assessment System	2.1 District provides an adaptive diagnostic assessment system in reading and mathematics that monitors student progress for teachers allowing them to target the individual academic needs of English learners, foster youth, and students who have families with low income.	$33,774.00	Yes
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.	$5,271,169.00	Yes
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.	$821,542.00	No
4	Intentional Planning	2.4 Teachers intentionally plan and provide culturally inclusive instruction that reflects the intent of the standards to develop higher order knowledge and skills for all students.	$7,658,185.00	No

Action #	Title	Description	Total Funds	Contributing
5	Individualized Success Plans	2.5 Teachers develop and monitor individualized plans for select English learners, foster youth, and students who have families with low income that have not yet met academic standards and/or have been identified as a Long Term English Learner (LTEL) to outline actions for accelerating learning.	$253,917.00	Yes
6	Universal Access	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 enrichment opportunities for on level and advanced learners.	$821,542.00	No
7	Support for Multilingual Learners	2.7 District and school administrators provide multilingual learners (EL) with additional scaffolds such as supplemental language acquisition programs, electronic tablets for translation, and instructional aide support to increase access to the core curriculum and supplement language development opportunities.	$171,627.00	Yes
8	Academic Advisors / Student Services Assistants	2.8 School administrators and Intermediate school academic advisors/student services assistants monitor academic progress, collaborate with colleagues, coordinate intervention supports, and facilitate family outreach to remove barriers to school participation and student success for English learners, foster youth, and students who have families with low income.	$720,971.00	Yes
9	Extended Day Intervention Programs	2.9 School administrators and teachers increase services through extended-day intervention programs for English learners, foster youth, and students who have families with low income that have not yet met academic standards in English language arts or math to address academic needs and accelerate learning.	$504,323.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$110,087.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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
Priority 6 - School Climate

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

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%				District Attendance Rate remain 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 -				4% Chronically Absent All Students Color Gauge - Green 3.5% Chronically Absent Increase All Students Color Gauge to Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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				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 Increase to a Green Indicator: African American, Pacific Islander, Foster Youth, Homeless, Socioeconomically Disadvantaged
District Expulsion Rate	2019-2020 District Expulsion Rate .01%				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				.8% or fewer Suspended at least once All Students Color Gauge - Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student Group Color Gauges - Blue: American Indian, Asian, Filipino, Pacific Islander, White Yellow: Hispanic, Two or More Races, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged Orange: African American, Students with Disabilities				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, 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%				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.				95% Agree My teacher makes class interesting. 96% Agree Teachers encourage students on a regular basis. 96% Agree Teachers promote cooperative

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' background and culture. 85% Agree Counseling services are available at my school. 94% Agree I would recommend this school to my friends.				learning and collaboration. 95% Agree Teachers value students' background and culture. 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
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 while fostering interdependence, individual accountability, and equal participation.	$128,718.00	No
2	Character Education	3.2 School administrators coordinate 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	$1,272,189.00	No

Action #	Title	Description	Total Funds	Contributing
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 foster youth and students who have families with low income to promote equitable access to positive school climates and learning opportunities.	$29,500.00	Yes
4	Counseling Services	3.4 District counselors oversee and facilitate staff training and programs to provide foster youth and students who have families with low income with access to mental health and social-emotional support.	$2,612,104.00	Yes
5	Other Means of Correction Coaching	3.5 District pupil services 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.	$348,117.00	No
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.	$105,893.00	No
7	Extracurricular Activities	3.7 School administrators provide extracurricular activities beyond the school day for students to create engaging school communities.	$137,281.00	No
8	6th Grade Transition Program	3.8 Intermediate school counselors provide an orientation for all incoming 6th grade students and a multiday summer transition program for identified foster youth, and students who have families with low income prior to the start of 6th grade to prepare them for the adjustment to intermediate school.	$34,317.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Alternative Education Settings	3.9 District provides alternative educational settings including, but not limited to, home school (Etiwanda Alternative Studies Education - EASE) 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.	$1,566,116.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 meaning partners who contribute to the decision-making process.

The actions in this goal address the following state priorities:
Priority 3 - Parental Involvement
Priority 6 - School Climate

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.

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 -				1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Full Implementation and Sustainability 2. Creating welcoming environments for all families in the community - Full Implementation 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				2. Creating welcoming environments for all families in the community - Full Implementation and Sustainability 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 -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	partner with families - Full Implementation and Sustainability 6. Providing families with information and resources to support student learning and 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				Full Implementation and Sustainability 6. Providing families with information and resources to support student learning and development in the home - Full 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	engage families in advisory groups and with decision-making - 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 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan,				and staff to effectively engage families in advisory groups and with decision-making - 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	design, implement and evaluate family engagement activities at school and district levels - Full Implementation and Sustainability				administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels - Full Implementation and Sustainability
Percent of positive responses on 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				95% 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	opportunity to serve on advisory councils. 98% Agree I am satisfied with the 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.				98% Agree I am satisfied with the 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.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$821,542.00	No
2	Communications Clerk	4.2 Communications clerk facilitates training for website updaters and manages district social media platforms and the digital information kiosk in the district lobby to provide consistent communication for all families.	$61,973.00	No
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	$112,034.00	No

Action #	Title	Description	Total Funds	Contributing
		grades portal, annual family conferences, and additional outreach efforts to provide information about upcoming events, homework, student progress, and available targeted support/enrichment.		
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.	$137,281.00	No
5	Stakeholder 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).	$203,713.00	No
6	Student Attendance Support	4.6 District pupil services administrators coordinate and oversee the District Attendance and Review Team (DART) for families of English learners, foster youth, and students who have families with low income that are chronically absent to provide information and resources targeted toward removing barriers to school attendance.	$242,508.00	No
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.	$24,401.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
5	Resilience and Recovery: Build upon the resilience developed during the COVID-19 pandemic to recover connections to the school environment and regain pre-pandemic academic performance levels during the 2021-22 school year as measured by student surveys and assessments.

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 opportunities to rebuild school connections and regain pre-pandemic achievement levels in the post-COVID-19 era.

The actions in this goal address the following state priorities:
Priority 2 - State Standards
Priority 5 - Pupil Engagement
Priority 6 - School Climate

The combined actions included in this focus goal are centered on addressing conditions created by the pandemic and providing opportunities to overcome challenges. The district has chosen to focus on pandemic recovery efforts as a result of stakeholder input collected through a district-wide Thought Exchange and advisory committees indicating that students will likely need additional resources and supports as they transition from virtual learning environments to in-person learning.

The most recent data from the California Assessment of Student Performance and Progress (CAASPP) available through the CA School Dashboard in 2019 indicates Etiwanda students were, at that time, performing at relatively high levels of achievement. Because students did not participate in CAASPP during the 2019-2020 or 2020-2021 school years, it can be reasonably assumed that additional supports and services will be necessary to regain those achievement levels.

Additionally, prior to school closures in the 2019-20 school year, students participated in a survey and responded favorably to a subset questions related to on-campus behavioral expectations and safe school environments. Because students participated in virtual learning environments for the majority of the 2020-21 school year, this subset of questions could not be included on the 2020-21 school year. It can be reasonably assumed that additional supports and services will be necessary to recover connections to the school environment.

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

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 Overall Student Population - 41.9 points above standard 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				Overall Student Population - 41.9 points above standard or higher 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student Group - 16.1 points above standard Students with Disabilities - 7.1 points below standard Two or More Races Student Group - 47.3 points above standard White Student Group - 55.4 points above standard				Socioeconomically Disadvantaged Student Group - 16.1 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
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				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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners - 19.2 points above standard Filipino Student Group - 67.6 points above standard Foster Youth - 45.8 points below standard 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				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 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					points above standard or higher White Student Group - 36.4 points above standard or higher
Percent of positive responses on annual Student Survey subset questions used to inform the School Climate Indicator on the CA School Dashboard	2019 Student Survey 83% Agree Students feel safe at school 84% Agree Consistent standards for student behavior are in place 87% Agree Staff strive to keep a bully-free environment 91% Agree Students get along with each other and respect their differences				83% or more Agree Students feel safe at school 84% more Agree Consistent standards for student behavior are in place 87% more Agree Staff strive to keep a bully-free environment 91% more Agree Students get along with each other and respect their differences

Actions

Action #	Title	Description	Total Funds	Contributing
1	PBIS Professional Development	5.1 District pupil services administrators provide a professional development series centered on restorative practices for school administrators and site Positive Behavior Intervention Strategies (PBIS) teams to enhance PBIS implementation.	$99,817.00	No

Action #	Title	Description	Total Funds	Contributing
2	Reentry Plans	5.2 District and school counselors and psychologists develop and implement school wellness and reentry plans that include needs surveys, social-emotional learning lessons, and workshops for students, families, and staff members to create self-awareness, build self-management skills, and improve relationships within the school community.	$42,800.00	No
3	Summer Programs	5.3 District instruction administrators coordinate and oversee summer "smart start" programs available to all students in first through eighth grade to support academic achievement and prepare students for the new school year.	$1,353,685.00	No
4	Summer Professional Development Opportunities	5.4 District instruction administrators coordinate a summer professional development series and coaching opportunities available to all teachers to develop strategies for overcoming instructional losses.	$486,973.00	No
5	Online Reading & Math Practice	5.5 District provides access to supplemental online, adaptive reading and math practice activities for all kindergarten through fifth grade students to address instructional limitations occurred during the COVID-19 pandemic.	$395,000.00	No
6	Math Intervention Program	5.6 District instruction administrators adopt materials and oversee the implementation of math intervention programs for students who have not yet met academic standards to scaffold grade level math instruction.	$146,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	Support for Multilingual Clusters	5.7 District provides instructional aide support for grade 1-8 classes with at least five multilingual learners to facilitate additional small group language development instruction.	$252,427.00	No
8	Online Tutoring	5.8 District provides access to online tutoring for all fourth through eighth grade students to assist with independent work in all subject areas.	$290,000.00	No
9	Extended Kindergarten Learning Opportunities	5.9 School administrators coordinate and oversee extended learning opportunities for kindergarten students who have not yet met academic standards to build foundational reading skills.	$564,208.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.80%	$9,137,403

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

Required Descriptions

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

Academic needs have been identified for low-income students, English learners, and foster youth based on information from the CA School Dashboard. The all student average distance from standard is 41.1 points above standard in English language arts (ELA) and 22 points above standard in mathematics. Disparities in achievement for the socioeconomically disadvantaged, English learner and foster youth student groups exist as the average distance from standard for each of these groups is well below the average for all students. Students in the socioeconomically disadvantaged group scored an average distance from standard of 16.1 points above standard in English language arts and an average of 5.1 points above standard in mathematics on the most recent California Assessment of Student Performance and Progress (2019). Students in the English learner group scored an average distance from standard of 28.8 points above standard in English language arts and an average of 19.2 points above standard in mathematics. Students in the foster youth group scored an average distance from standard of 39 points below standard in English language arts and an average of 45.8 points below standard in mathematics.

Actions to address these needs were identified after considering alternatives. The possibility of increasing instructional aides and/or decreasing student-to-teacher ratios in classrooms were considered, however, funding limitations would make actions such as these unsustainable over time.

The following actions are provided districtwide and principally directed toward meeting the needs of unduplicated students. These actions are the most effective use of supplemental funds for the purpose of improving academic performance for unduplicated students. Many of these actions were previously implemented and proven successful. Each of these actions is research-based and expected outcomes have been identified.

Actions 1.9 & 2.9: Based on the needs above, the district will provide supplemental materials and supports for use during Universal Access time and extended day intervention programs. Supplemental materials at the students' instructional level will be provided to facilitate learning focused on specific areas of student need. During extended day programs students will receive additional instruction time targeted toward their specific needs. Supplemental materials and extended day are principally directed and effective in addressing the needs of low-income students, English Learners, and foster youth students as they both allow for individualized, targeted, academic support at the students' instructional level which is best practice for reducing disparities in achievement.
Previous Implementation: Supplemental funds have supported similar actions in previous plans and have proven to be the most effective use of the funds as evidenced by increases in student achievement for unduplicated students. In both ELA and math all unduplicated student groups either increased or maintained the average distance from standard in comparison with achievement levels the previous year.
Research: A review of research and practice by Farbman (2015) explains, "Preponderance of evidence points to the powerful association between more time in school and better outcomes for students, especially for those who otherwise lack productive learning outside school."
Expected Outcomes: The district expects this to result in continued increased outcomes in ELA and math for low-income students, foster youth, and English Learners. The district also expects this to result in continued high response rate of at least 97% on the annual student survey subset of questions related to the availability of resources students need to be successful.

Actions 2.1 & 2.5: Based on the needs above, the district will provide an adaptive diagnostic assessment system and will ask teachers to develop and monitor individualized plans for select low-income students, foster youth, and English Learners who have not yet met academic standards. These supports are principally directed and effective in addressing the needs of low-income students, English Learners, and foster youth students as diagnostic assessments pinpoint specific student needs and individualized plans outline actions that will be taken to address those needs. The focus provided by this support will have the greatest impact on unduplicated students which will reduce disparities in achievement by accelerating growth for students.
Previous Implementation: Supplemental funds have supported similar actions in previous plans and have proven to be the most effective use of the funds as evidenced by increases in student achievement for unduplicated students. In both ELA and math all unduplicated student groups either increased or maintained the average distance from standard in comparison with achievement levels the previous year.
Research: The most significant purpose for administering diagnostic tests to children in schools is to provide information that is useful in planning more effective instruction. (Florida Center of Reading Research 2015).
Expected Outcomes: The district expects this to result in continued increased outcomes in ELA and math for low-income students, foster youth, and English Learners.

Action 2.2: Based on the needs above, the district will provide teachers with support for data collection and program implementation. Coordinators, specialists, and mentor teachers will coach and support teachers in the classroom through observation and individualized support to improve classroom practices. Implementation support is principally directed and effective in addressing the needs of low-income students, English Learners, and foster youth students as the teacher clarity provided by this support will have the greatest impact on unduplicated students which will reduce disparities in achievement by accelerating growth for students.
Previous Implementation: Supplemental funds have supported similar actions in previous plans and have proven to be the most effective use of the funds as evidenced by increases in student achievement for unduplicated students. In both ELA and math all unduplicated student groups either increased or maintained the average distance from standard in comparison with achievement levels the previous year.

Research: Comprehensive research done by John Hattie studied areas and teacher practices that contribute to learning. The influences that relate to learning outcomes were assigned an effect size. One of the practices that ranked among those as having the highest possible positive effects is teacher clarity with an effect size of .75. An effect size of .75 yields approximately two years of growth in one year.
Expected Outcomes: The district expects this to result in continued increased outcomes in ELA and math for low-income students, foster youth, and English Learners.

Action 2.8: Based on the needs above, the district will provide personnel to assist with progress monitoring, collaboration, coordination of intervention supports, and family outreach. This support is principally directed and effective in addressing the needs of low-income students, English Learners, and foster youth students as the collective use of these strategies reduce barriers to academic success for unduplicated students which will reduce disparities in achievement.
Previous Implementation: Supplemental funds have supported similar actions in previous plans and have proven to be the most effective use of the funds as evidenced by increases in student achievement for unduplicated students. In both ELA and math all unduplicated student groups either increased or maintained the average distance from standard in comparison with achievement levels the previous year.
Research: Academic advising supports key institutional conditions that have been identified as promoting student success, including setting high expectations, providing support, offering feedback, and facilitating involvement in learning through frequent student contact with faculty and staff (Tinto 2002).
Expected Outcomes: The district expects this to result in continued increased outcomes in ELA and math for low-income students, foster youth, and English Learners.

Additional needs have been identified for low-income students and foster youth based on information from the CA School Dashboard. The average suspension rate for all students is .8%, making this exceptionally low in comparison with other districts. While the overall suspension rate is low, disparities still exist between the foster youth and socioeconomically disadvantaged student groups which have rates of 1.8% and 1.2% respectively. Additionally, the average chronic absenteeism rate for all students is 4.3%, which is exceptionally low in comparison with other districts. While the overall chronic absenteeism rate is low, disparities still exist between the foster youth and socioeconomically disadvantaged student groups which have rates of 7.1% and 6.5% respectively.

Actions to address these needs were identified after considering alternatives. The possibility of adopting additional behavior and character education programs was considered. Ultimately it was determined our schools already have programs in place and adding additional programs could create confusion and barriers for consistent implementation of current programs..

The following actions are provided districtwide and principally directed toward meeting the needs of unduplicated students. These actions are the most effective use of supplemental funds for the purpose of improving academic performance for unduplicated students. Many of these actions were previously implemented and proven successful. Each of these actions is research-based and expected outcomes have been identified.

Action 3.3: Based on the needs above, the district personnel will utilize multitiered systems of support including Positive Behavior Interventions and Supports (PBIS), restorative practices, and other means of correction . This support is principally directed and effective in addressing the needs of low-income students and foster youth as the collective use of these strategies empower students with skills that

nurture a positive school climate that is safe, respectful, equitable, and ensures accountability which will reduce disparities in suspension rates.
Previous Implementation: Supplemental funds have supported similar actions in previous plans and have proven to be the most effective use of the funds as evidenced by extremely low overall suspension rates which immediately resulted from the implementation of Tier I and Tier II systems.
Research: Research studies suggest, "Students need to know expectations. The PBIS concept of assume nothing and teach everything ensures that all students know and understand the process and the expectations. Expectations don't need to be lowered in schools; they just need to be taught. (Sanfelippo, 2012)
Expected Outcomes: Decrease suspension rate disparities between student groups as Tier III systems are implemented.

Actions 3.4 & 3.8: Based on the needs above, the district will provide school counselors who oversee and facilitate staff training and programs which will provide access to mental health and social-emotional support for students. Counselors also provide orientation programs for students transitioning to 6th grade. This support is principally directed and effective in addressing the needs of low-income students and foster youth as counselors serve as a sympathetic ear for students when necessary and encourage students to have productive conversations with their parents and peers. Orientations provided to unduplicated students transitioning to middle schools prepare 6th graders for success in their new school environments as students are taught campus routines and expectations. Orientations also facilitate positive relationships between students and school staff.
Previous Implementation: Supplemental funds have supported similar actions in previous plans and have proven to be the most effective use of the funds as evidenced by extremely low overall rates of chronic absenteeism. Because chronic absenteeism rates unfortunately, increased for unduplicated student groups in comparison with the previous year, the actions have been slightly modified. Action 3.4 now includes a staff training component which will include staff training to specifically address the unique needs of unduplicated students. As Action 3.8 is implemented an increased number of unduplicated students will participate in the multiday orientation program.
Research: Research suggests counseling can help improve school attendance. Enea and Dafinoiu (2019) used counseling as a strategy to decrease truancy rates for students. Nineteen students were in the experimental group which met eight times over a four month period. Truancy rates for this group decreased by 61%.
Expected Outcomes: Decrease suspension rate disparities between student groups as Tier III systems are implemented. Decrease chronic absenteeism rate disparities between student groups.

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

Supplemental funds will be used to support a limited action (2.7) directed toward our English learners. There is a disparity in achievement in area of English language arts as data for all students is compared with data for students in the English learner group. All students earn an average distance from standard that is 41.1 points above standard. English learners, however have an average of 28.8 points above standard. To address this need teachers need high-quality instructional materials to provide adequate language development instruction. The absence of such materials leave teachers with limited options such as the use of resources that are too simplistic and/or disconnected from the core curriculum. The ability to translate text is also important for English learners. Translation helps students understand the connection between languages and explores the potential of both of them. It is a necessary and natural activity, because in many common places

foreign words are met and they need to be decoded. Supplemental funds will be utilized to provide additional scaffolds such as supplemental language acquisition programs, electronic tablets for translation, and instructional aide support to increase access to the core curriculum and supplement language development opportunities. The intended outcome is a reduction in achievement disparities in the area of English language arts for English learners.

Supplemental funds are allocated districtwide and principally directed towards meeting the needs of unduplicated student groups. These funds are targeted to support low-income, foster youth and English learner populations to increase support and intervention services to ensure equity and close the opportunity and achievement gaps for identified students. Actions selected to increase and improve services for unduplicated students were chosen in response to research about best practices, recent data regarding the district's performance, and stakeholder input provided through surveys, advisory groups, and various gatherings.

The following identified improvements in actions and services are planned for the 2021-2022 school year:

Ongoing professional development and support plans and assistance with program implementation will enable Etiwanda educators to optimize their professional potential in order to create highly effective learning environments, ensuring the highest levels of achievement for all students. There is a link between teacher quality and increased student achievement. What teachers know and can do is the most important influence on what students learn. Because unduplicated students typically have a higher level of need , professional development for educators is even more beneficial for English learners, foster youth, and students students with families who have low income than it is for other students. Actions to support and improve teacher quality and practice are improvements that are high impact strategies to support the growth of our unduplicated students who have not yet met academic standards.

Extended learning time with the use of supplemental materials is principally directed at meeting the needs of unduplicated students in the district by improving services for students who are English learners, foster youth and/or have families with low-income, are English learners, and/or are foster youth as it provides instruction specific to students' individual needs to ensure accelerated growth and increased achievement.

Diagnostic assessments (iReady) allow teachers to identify specific gaps in understanding to create individualized plans to meet the needs of unduplicated students. Access to this data and information improves the quality of instruction and services provided to students who are English learners, foster youth, and/or have families with low-income as it identifies the specific instructional needs of individual students to ensure accelerated growth and increased achievement.

Academic advisors and student services assistants continue to support the social and emotional well-being of our unduplicated students while also providing family outreach services and access to educational opportunities to ensure accelerated growth and increased achievement. These services are offered to families of unduplicated at a higher rate given the higher needs of these students groups.

The continued, increased, and improved training in, and use of Positive Behavior Interventions and Supports (PBIS) adapted for the virtual learning environment will improve the quality of the learning environment for unduplicated students. This is an improved service for students who are foster youth and/or have families with low-income as it increases access to school and classroom cultures conducive to learning ensuring increased achievement.

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. This is an improved service for students who are foster youth and/or have families with low-income as it increases access to social-emotional support systems.

These services and supports quantitatively and/or qualitatively meet the 7.80% minimum proportionality percentage for the 2021-2022 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).

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$126,421,289.00	$15,221,603.00		$10,401,437.00	$152,044,329.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$136,808,507.00	$15,235,822.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Fiscal Solvency	$143,669.00				$143,669.00
1	2	All	Safe Environments	$12,374,170.00				$12,374,170.00
1	3	All	Health Professionals	$2,573,523.00	$163,635.00		$369,726.00	$3,106,884.00
1	4	All	Highly Qualified Teachers	$82,347,256.00	$9,697,147.00		$4,962,965.00	$97,007,368.00
1	5	All	Class Size & Support				$4,695,572.00	$4,695,572.00
1	6	All	Professional Development	$1,780,116.00	$98,958.00			$1,879,074.00
1	7	All	Broad Course of Study	$461,703.00				$461,703.00
1	8	All	21st Century Technology	$1,809,318.00				$1,809,318.00
1	9	English Learners Foster Youth Low Income	Supplemental Materials	$821,542.00				$821,542.00
1	10	All	School Libraries	$1,714,325.00				$1,714,325.00
1	11	All	Universal GATE Screening	$194,970.00				$194,970.00
2	1	English Learners Foster Youth Low Income	Diagnostic Assessment System	$33,774.00				$33,774.00
2	2	English Learners Foster Youth Low Income	Plan Implementation	$5,271,169.00				$5,271,169.00
2	3	All	Teacher Collaboration	$821,542.00				$821,542.00
2	4	All	Intentional Planning	$7,453,160.00	$205,025.00			$7,658,185.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	Individualized Success Plans	$253,917.00				$253,917.00
2	6	All	Universal Access	$821,542.00				$821,542.00
2	7	English Learners	Support for Multilingual Learners	$171,627.00				$171,627.00
2	8	English Learners Foster Youth Low Income	Academic Advisors / Student Services Assistants	$720,971.00				$720,971.00
2	9	English Learners Foster Youth Low Income	Extended Day Intervention Programs	$474,604.00	$29,719.00			$504,323.00
2	10	Students with Disabilities	Extended School Year		$110,087.00			$110,087.00
3	1	All	Engaging Learning Experiences	$128,718.00				$128,718.00
3	2	All	Character Education	$1,272,189.00				$1,272,189.00
3	3	Foster Youth Low Income	Multitiered Support Systems	$29,500.00				$29,500.00
3	4	Foster Youth Low Income	Counseling Services	$1,325,982.00	$1,286,122.00			$2,612,104.00
3	5	All	Other Means of Correction Coaching	$80,836.00			$267,281.00	$348,117.00
3	6	All	Board Certified Behavior Analysts				$105,893.00	$105,893.00
3	7	All	Extracurricular Activities	$137,281.00				$137,281.00
3	8	Foster Youth Low Income	6th Grade Transition Program	$34,317.00				$34,317.00
3	9	All	Alternative Education Settings	$1,566,116.00				$1,566,116.00
4	1	All	Welcoming Environments	$821,542.00				$821,542.00
4	2	All	Communications Clerk	$61,973.00				$61,973.00
4	3	All	Communication Pathways	$112,034.00				$112,034.00
4	4	All	Information & Engagement Events	$137,281.00				$137,281.00
4	5	All	Stakeholder Input	$203,713.00				$203,713.00
4	6	All	Student Attendance Support	$242,508.00				$242,508.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	7	All	African American Parent & Educator Advisory Committee	$24,401.00				$24,401.00
5	1	All	PBIS Professional Development		$99,817.00			$99,817.00
5	2	All	Reentry Plans		$42,800.00			$42,800.00
5	3	All	Summer Programs		$1,353,685.00			$1,353,685.00
5	4	All	Summer Professional Development Opportunities		$486,973.00			$486,973.00
5	5	All	Online Reading & Math Practice		$395,000.00			$395,000.00
5	6	All	Math Intervention Program		$146,000.00			$146,000.00
5	7	English Learners	Support for Multilingual Clusters		$252,427.00			$252,427.00
5	8	All	Online Tutoring		$290,000.00			$290,000.00
5	9	All	Extended Kindergarten Learning Opportunities		$564,208.00			$564,208.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$9,137,403.00	$10,453,244.00
LEA-wide Total:	$8,931,459.00	$10,247,300.00
Limited Total:	$171,627.00	$171,627.00
Schoolwide Total:	$34,317.00	$34,317.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**9**	Supplemental Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$821,542.00	$821,542.00
2	**1**	Diagnostic Assessment System	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,774.00	$33,774.00
2	**2**	Plan Implementation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,271,169.00	$5,271,169.00
2	**5**	Individualized Success Plans	LEA-wide	English Learners Foster Youth Low Income	All Schools	$253,917.00	$253,917.00
2	**7**	Support for Multilingual Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$171,627.00	$171,627.00
2	**8**	Academic Advisors / Student Services Assistants	LEA-wide	English Learners Foster Youth Low Income	All Schools	$720,971.00	$720,971.00
2	**9**	Extended Day Intervention Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$474,604.00	$504,323.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	**3**	Multitiered Support Systems	LEA-wide	Foster Youth Low Income	All Schools	$29,500.00	$29,500.00
3	**4**	Counseling Services	LEA-wide	Foster Youth Low Income	All Schools	$1,325,982.00	$2,612,104.00
3	**8**	6th Grade Transition Program	Schoolwide	Foster Youth Low Income	Specific Schools: Intermediate Schools Grade 6	$34,317.00	$34,317.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 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 stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 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**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 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% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.