# LOCAL CONTROL ACCOUNTABILITY PLAN




ETIWANDA SCHOOL DISTRICT

**2024-2025**

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Etiwanda School District
CDS Code: 36-67702-0000000
School Year: 2024-25
LEA contact information:
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Superintendent
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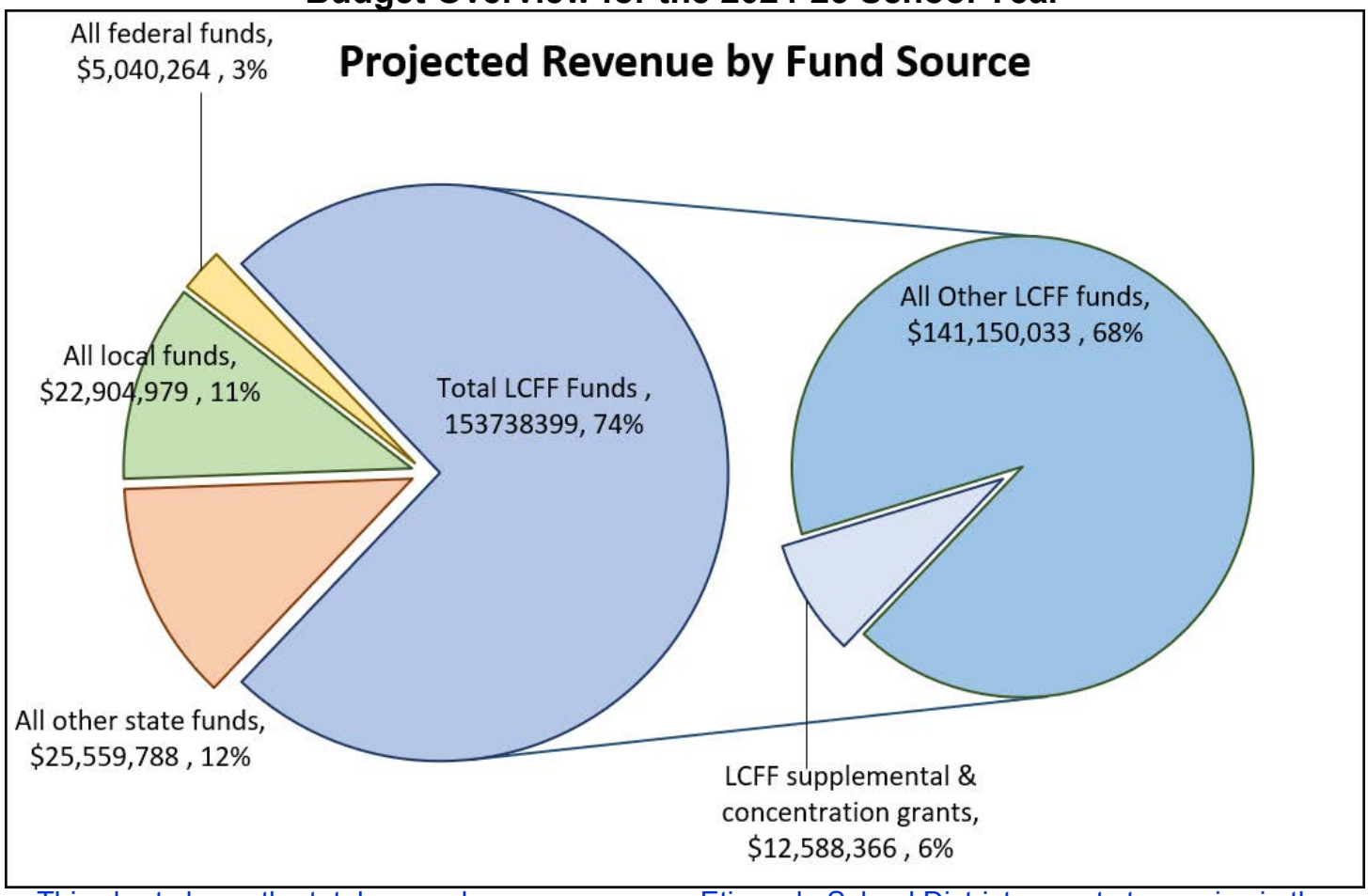
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

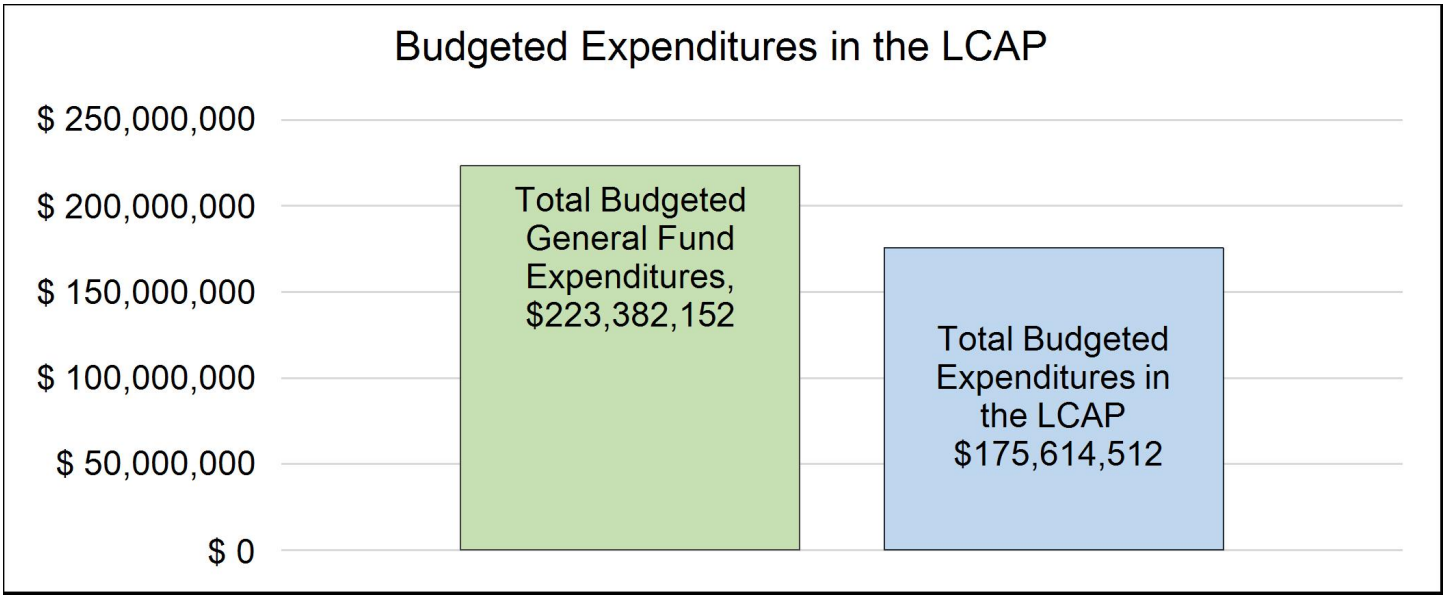



This chart shows the total general purpose revenue Etiwanda School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Etiwanda School District is $207,243,430, of which $153,738,399 is Local Control Funding Formula (LCFF), $25,559,788 is other state funds, $22,904,979 is local funds, and $5,040,264 is federal funds. Of the $153,738,399 in LCFF Funds, $12,588,366 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Etiwanda School District plans to spend $223,382,152 for the 2024-25 school year. Of that amount, $175,614,512 is tied to actions/services in the LCAP and $47,767,640 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

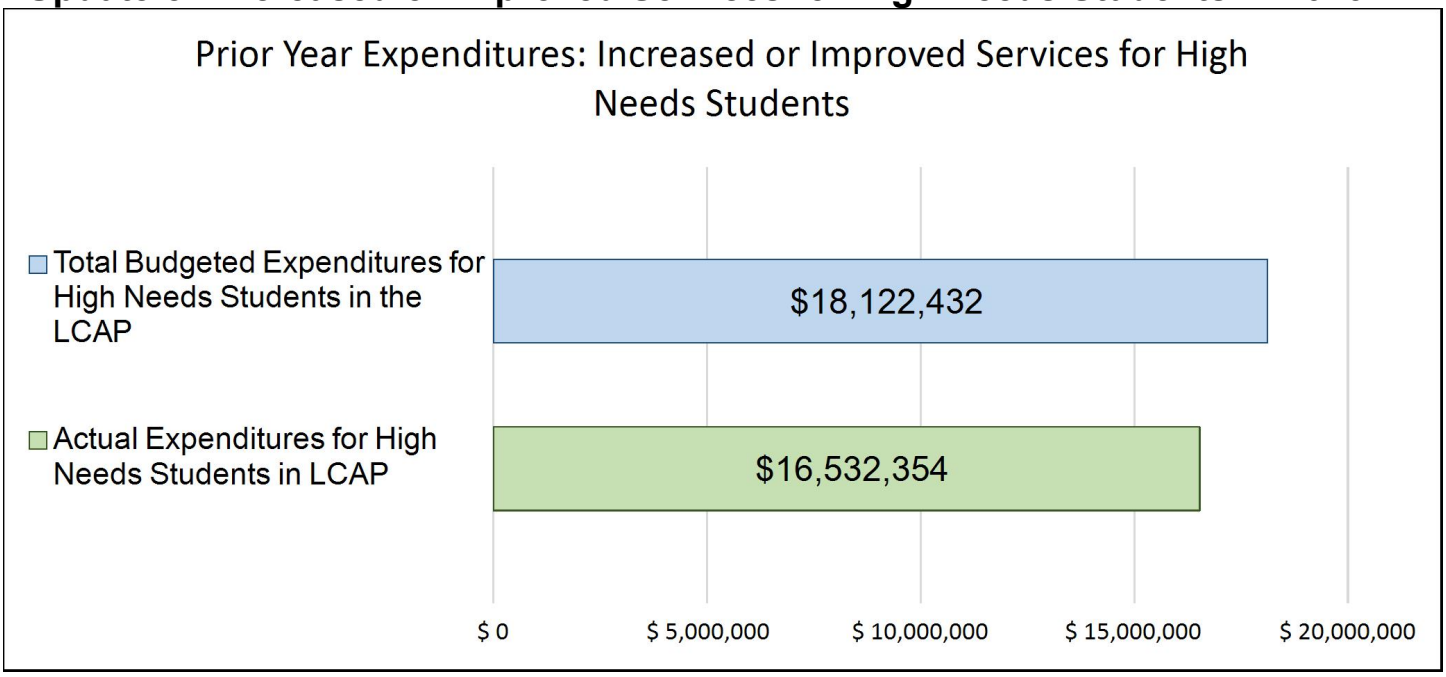
Salaries and employee benefits for administration, certificated, and classified employees including campus support personnel to support school and district wide programs such as special education, before and after school child care, and federal categorical programs. Additional expenditures include books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

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Etiwanda School District is projecting it will receive $12,588,366 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 $12,829,146 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 2023-24




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

The text description of the above chart is as follows: In 2023-24, Etiwanda School District's LCAP budgeted $18,122,432 for planned actions to increase or improve services for high needs students. Etiwanda School District actually spent $16,532,354 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-1,590,078 had the following impact on Etiwanda School District’s ability to increase or improve services for high needs students:

Annual update amounts are estimates as of April, the monies actually spent for planned actions exceeded budgeted amounts, thus the Etiwanda School District was able to increase or improve services for high needs students.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Etiwanda School District | Charlayne Sprague<br>Superintendent | charlayne_sprague@etiwanda.org<br>(909) 899-2451 |

# 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. |

## 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.<br><br>Some at-risk students and students receiving special education services at the intermediate school level had limited but increasing access to exploratory coursework as a result of additional supports/services. | During the 2021-22 school year, all ESD students in grades K-5 were enrolled in the seven areas identified as a broad course of study during the school day. 100% of students had access to a broad course of study. | During the 2022-23 school year, all ESD students in grades K-5 were enrolled in the seven areas identified as a broad course of study during the school day. 100% of all Etiwanda School District students had access to a broad course of study. | During the 2023-24 school year, all ESD students in grades K-5 were enrolled in the seven areas identified as a broad course of study during the school day. 100% of all Etiwanda School District students had access to a broad course of study. | 100% of students with access to a broad course of study. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local evaluation tool used to inform the Basics: Teachers, Instructional Materials, and Facilities Indicator on the CA School Dashboard | During the 2020-2021 school year, students had access to:<br><br>100% appropriately assigned teachers.<br><br>100% student access to curriculum assigned instructional materials.<br><br>100% facilities in good repair. | During the 2021-2022 school year, students had access to:<br><br>100% appropriately assigned teachers.<br><br>100% curriculum assigned instructional materials.<br><br>100% facilities in good repair. | During the 2022-2023 school year, students had access to:<br><br>100% appropriately assigned teachers.<br><br>100% curriculum assigned instructional materials.<br><br>100% facilities in good repair. | During the 2023-2024 school year, students had access to:<br><br>100% appropriately assigned teachers.<br><br>100% curriculum assigned instructional materials.<br><br>100% facilities in good repair. | 100% appropriately assigned teachers.<br><br>100% student access to curriculum assigned instructional materials.<br><br>100% facilities in good repair. |
| Local evaluation tool used to inform the Implementation of State Standards Indicator on the CA School Dashboard | During the 2020-2021 school year:<br><br>93% of teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher.<br><br>94% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher | During the 2021-2022 school year:<br><br>95% of teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher.<br><br>95% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher. | During the 2022-2023 school year:<br><br>95% of teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher.<br><br>95% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher. | During the 2023-2024 school year:<br><br>95% of teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher.<br><br>96% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher. | 95% teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher.<br><br>95% teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher.<br><br>95% teachers rank “planning instruction that incorporates appropriate strategies |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 93% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher<br><br>93% of teachers rank “collection and analysis of assessment data from a variety of sources to inform instruction” as Level 3 Applying or higher | 93% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher.<br><br>94% of teachers rank “collection and analysis of assessment data from a variety of sources to inform instruction” as Level 3 Applying or higher. | 93% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher.<br><br>93% of teachers rank “collection and analysis of assessment data from a variety of sources to inform instruction” as Level 3 Applying or higher. | 96% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher.<br><br>94% of teachers rank “collection and analysis of assessment data from a variety of sources to inform instruction” as Level 3 Applying or higher. | to meet the learning needs of all students” as Level 3 Applying or higher.<br><br>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 | During the 2020-2021 school year:<br><br>97% Agree My child's school has access to and utilizes up-to-date technology.<br><br>98% Agree Students receive the resources (textbooks, supplies, equipment) they need.<br><br>93% Agree My child's school provides a | During the 2021-2022 school year:<br><br>98% Agree My child's school has access to and utilizes up-to-date technology.<br><br>97% Agree Students receive the resources (textbooks, supplies, equipment) they need.<br><br>92% Agree My child's school provides a | During the 2022-2023 school year:<br><br>98% Agree My child's school has access to and utilizes up-to-date technology.<br><br>97% Agree Students receive the resources (textbooks, supplies, equipment) they need.<br><br>94% Agree My child's school provides a | During the 2023-2024 school year:<br><br>99% Agree My child's school has access to and utilizes up-to-date technology.<br><br>98% Agree Students receive the resources (textbooks, supplies, equipment) they need.<br><br>Revision: The question "My child's | 97% Agree My child's school has access to and utilizes up-to-date technology.<br><br>98% Agree Students receive the resources (textbooks, supplies, equipment) they need.<br><br>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 |
|---|---|---|---|---|---|
| | well-rounded curriculum. | well-rounded curriculum. | well-rounded curriculum. | school provides a well-rounded curriculum" was not asked on the 23-24 survey. The question was replaced with a more targeted item regarding work assigned. It states, "The rigor of work assigned to my child is appropriate" which received a positive response rate of 93% | |
| Percent of positive responses on annual Student Survey subset of questions | During the 2020-2021 school year:<br><br>94% Agree My school has access to and utilizes up-to-date technology.<br><br>97% Agree Students receive the resources (textbooks, supplies, equipment) they need.<br><br>93% Agree My school provides a well-rounded curriculum. | During the 2020-2021 school year:<br><br>96% Agree My school has access to and utilizes up-to-date technology.<br><br>97% Agree Students receive the resources (textbooks, supplies, equipment) they need.<br><br>94% Agree My school provides a well-rounded curriculum. | During the 2022-2023 school year:<br><br>96% Agree My school has access to and utilizes up-to-date technology.<br><br>98% Agree Students receive the resources (textbooks, supplies, equipment) they need.<br><br>96% Agree My school provides a well-rounded curriculum. | During the 2023-2024 school year:<br><br>96% Agree My school has access to and utilizes up-to-date technology.<br><br>98% Agree Students receive the resources (textbooks, supplies, equipment) they need.<br><br>Revision: The survey item, "I agree my child's school provides a well-rounded curriculum" was not asked on the 23-24 | 94% Agree My school has access to and utilizes up-to-date technology.<br><br>97% Agree Students receive the resources (textbooks, supplies, equipment) they need.<br><br>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 |
|---|---|---|---|---|---|
| | | | | survey. The question was replaced with a more targeted item regarding work assigned. It states, "The rigor and challenge of the work assigned is just right for me." which received a positive response rate of 87% | |
| Percent of positive responses on annual Student Survey subset questions used to inform the School Climate Indicator on the CA School Dashboard | During the 2018-2019 school year:<br><br>83% Agree Students feel safe at school.<br><br>84% Agree Consistent standards for student behavior are in place.<br><br>87% Agree Staff strives to keep a bully-free environment.<br><br>91% Agree Students get along with each other and respect their differences. | During the 2020-2021 school year:<br><br>89% Agree Students feel safe at school.<br><br>87% Agree Consistent standards for student behavior are in place.<br><br>89% Agree My school focuses on students' character. The following question was not asked on the 2021-2022 survey: Staff strive to keep a bully-free environment.<br><br>72% Agree Students get along with each | During the 2022-2023 school year:<br><br>89% Agree Students feel safe at school.<br><br>91% Agree Consistent standards for student behavior are in place.<br><br>94% Agree My school focuses on students' character.<br><br>The following question was not asked on the 2022-2023 survey: Staff strive to keep a bully-free environment. The desired outcomes | During the 2023-2024 school year:<br><br>89% Agree Students feel safe at school.<br><br>93% Agree Consistent standards for student behavior are in place.<br><br>88% Agree My school focuses on students' character.<br><br>84% Agree Staff strive to keep a bully-free environment.<br><br>77% Agree Students get along with each other and respect their differences. | 83% or more Agree Students feel safe at school.<br><br>84% or more Agree Consistent standards for student behavior are in place.<br><br>Revised May 2023<br>90% or more Agree My school focuses on students' character.<br><br>91% or more Agree Students get along with each other and respect their differences. |

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

## *Goal Analysis*

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.

In the 2023-2024 school year, our school district proudly implemented every aspect of Goal 1: Conditions of Learning. We focused on enhancing the use of our facilities and resources, ensuring students have access to safe, well-maintained schools. Through collaboration with district and site leadership, we efficiently implemented our professional development plan. This preparation allowed our teachers to make educational tools and programs readily available to students, utilizing both educational technology and traditional means to maximize student outcomes.

Despite ongoing challenges such as staff shortages that continue to be felt across the state, our district rose to the occasion. We employed creative scheduling, innovative hiring practices, and partnerships with outside employment agencies. The dedicated work of our personnel team and business department helped us overcome these obstacles, ensuring we fulfilled our promise to provide all planned programs and learning materials to our students without compromise.

Our commitment to providing consistent services, access to a broad course of study, and the full implementation of our professional learning plan, as expected in the classroom, reflects the dedication of our educators across the district.

During the annual process of revising and updating the LCAP survey to make it more applicable and reflective of our actions, there was a subset of questions used as a metric that were revised for clarity for our educational partners. These revisions include the following items: Revision: Previous parent survey item stating, "My child's school provides a well-rounded curriculum" was replaced. The newly developed survey item replacing this metric asks, "The rigor of work assigned to my child is appropriate." The expected outcome remains the same at 93%.

Revision: Previous student survey item, "My school provides a well-rounded curriculum" no longer was asked on the 23-24 survey. The question was replaced with a more targeted item regarding the work assigned. It states, "The rigor and challenge of the work assigned is just right for me." The expected outcome remains the same at 93%.

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

Under Action 1.6, district administrators are committed to developing and implementing a comprehensive professional development plan tailored for all educators. This initiative is strategically focused on refining teaching strategies across core subject areas, with the ultimate goal of supporting diverse learners. By fostering inclusive and effective instruction, we aim to ensure that every student is positioned to meet or exceed their growth targets. Historically, we have leveraged additional one-time funding sources to cover expenses associated with substitute teachers during training sessions and to provide coverage during illness. However, these costs have now been incorporated into the general fund, leading to expenditures that have surpassed initial projections.

Action 1.12 introduces an innovative expansion of our early education offerings, including a new full-day kindergarten program alongside an optional full-day transitional kindergarten program. This expansion is made possible through a collaborative partnership with the district's preschool program, specifically designed to extend support for students requiring Tier II interventions. The rollout of these programs necessitated an increase in classified staff salaries, as well as additional investments in instructional supplies, books, and the physical expansion of classroom facilities at various sites to accommodate the surge in enrollment. As a result, the actual expenditures exceeded the expected amount budgeted for this action.

Action 1.14, which was to reduce the radius for those students who qualify for transportation services, thus expanding our transportation services throughout the district. The material differences in Action 1.14 between budgeted expenditures and estimated actual expenditures stem from unanticipated costs incurred during implementation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Ensuring all students access the necessary infrastructure, instructional supplies, curriculum, and safety measures involves a collaborative effort from various departments, including Instruction, Business Services, and Health Services. Despite challenges from ongoing staffing shortages, strategic approaches, including diversified hiring practices and enhanced advertising efforts, facilitated securing qualified staff within the community. The Etiwanda School District remains dedicated to maintaining safe facilities and delivering high-quality instruction, as demonstrated through the implementation of programs and schedules that guarantee comprehensive access to a broad array of studies, along with a Universal Access instructional block for an enriching, personalized educational experience.

Every action under Goal 1 is meticulously designed to enhance the learning environment within the Etiwanda School District. In the 2020-2021 academic year, baseline scores were established to monitor key aspects of educational quality: access to a diverse curriculum for students, maintenance of both school and district facilities, and other essential factors contributing to an optimal learning atmosphere. These benchmarks have been instrumental in assessing progress by the 2023-2024 school year, revealing significant improvements in conditions for student learning.

Observations in the 2023-2024 school year indicated comprehensive access to studies for all students, excellent maintenance of facilities, and strong teacher confidence in delivering state standards as indicated by consistent 100% results that were sustained since the baseline was established, therefore meeting the desired outcomes. High satisfaction with the learning environment, as reported by families, students, and staff, affirms the commitment to an educational setting where excellence is sustained and enhanced. Such positive feedback reflects the collective efforts to sustain and improve education quality in the Etiwanda School District.

Action 1.1 states 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. During the 2023-2024 school year, all students had access to appropriately assigned teachers, curriculum-assigned instructional materials were readily available and accessible, and facilities were in good repair. The student and parent survey reflected positive results with 98% agreeing schools provide the resources they need compared to the 2020-21 baseline of 97%. This action proved to be effective given the positive response rates and 100% of facilities are in good repair per the facility inspection tool.

Action 1.2 involves annually updated safety plans, with school and district staff overseeing facility maintenance and improvements for secure, well-maintained schools. Action 3, providing trained health professionals at each school for wellness and life-saving equipment, and Action 14, adding staff for enhanced supervision, have shown effectiveness through high safety ratings in the student surveys. Based on the student survey, the following positive response rates met or exceeded the 3-year desired outcome except for two survey questions. 89% of students feel safe at school illustrating the effectiveness of this action compared to baseline data of 83%, and 93% Agree Consistent standards for student behavior are in place as compared to the 2020-21 baseline of 84%. In addition, student survey data revealed further satisfaction with 88% agree my school focuses on students' character as compared to the 2020-21 baseline of 84%. Although these survey questions didn't reach the expected 3-year outcome, each showed growth from baseline measures indicating the need to maintain or revise actions to meet the expected target.

Action 1.4 focuses on developing partnerships to recruit and retain a diverse, highly qualified teaching team, with a two-year induction program for new educators. This action has been effective as evidenced by the high self-assessment scores reported by teachers across key domains, as per recent surveys. During the 2023-2024 school year, 95% of teachers rank their "knowledge of subject matter and academic content standards" as a level 3, Applying or higher as compared to the 2020-21 baseline of 95%, 96% rank their "understanding and organizing of subject matter of student learning" as a level 3 or higher as compared to the 2020-21 baseline of 94%, 96% ranked "planning instruction that incorporates appropriate strategies to meet the learning needs of all students" as level 3 or higher as compared to the 2020-21 baseline of 93%, and 94% rank "collection and analysis of assessment data from a variety of sources to inform instruction" as level 3 or higher as compared to the 2020-21 baseline of 93%. All measures met the expected 3-year desired outcome with the exception of the question regarding data analysis to support instruction being 1% shy of the desired 3-year outcome. The self-reflection tool has proven to be a valuable asset in evaluating the effectiveness of Action 1.4. The consistent high rankings across various domains indicate that the

partnerships and induction program are successfully equipping teachers with the necessary skills and knowledge. Given the high levels of teacher self-assessment in key areas and the near achievement of all desired outcomes, Action 1.4 will continue to be prioritized. This reflects the critical role of teachers' data analysis skills in providing high-quality education and highlights the need for ongoing support and development in this area. The overall effectiveness of this action demonstrates a strong commitment to maintaining a diverse and highly qualified teaching team, ultimately benefiting student learning and achievement.

Action 1.5 addresses learning improvement in classes exceeding specific sizes, maintaining desired adult-to-student ratios and providing additional supports as needed, effectively meeting academic and social-emotional needs for students at the start of their educational journey. This action was implemented and proven effective evident by the local survey indicating all students having access to a broad course of study and complying with board policy as well as the collective bargaining agreement stipulating specific class sizes.

Actions 1.6 and 1.11 center on a professional development plan to enhance teaching strategies across core subject areas, supporting a spectrum of learners, including G.A.T.E. students, and achieving high approval rates in surveys on the appropriateness of work assigned. This was proven to be effective with students responded to a survey item regarding work assigned. It states, "The rigor of work assigned to my child is appropriate" which received a positive response rate of 87%. The previous survey item "My school provides a well-rounded curriculum" was no longer addressed in the survey which previously received a 93% positive response rate. Similarly, parents responded with a 93% positive response rate to the same question in their survey.

Actions 1.7 through 1.9 are intended to ensure all students have a broad course of study with up-to-date instructional technology and full implementation of Universal Access time for targeted instruction. During the 2023-2024 school year, all Etiwanda students in kindergarten through 8th grade were enrolled in the seven identified areas as a broad course of study during the school day. 100% of students had access to a broad course of study based on our local assessment tool meeting the desired outcome which is consistent with the baseline in 2020-21.

Action 1.10 and Action 1.13 serve as strategies to enhance resource access and eliminate barriers for students. Action 10 aims to optimize library operations and extend its hours, making it accessible to students beyond regular school hours. Meanwhile, Action 13 seeks to remove transportation barriers for students living farther from their assigned schools. These efforts have proven effective, with 99% of parents affirming that their child has access to and utilizes up-to-date technology as compared to the 2020-21 baseline of 97%, and 98% agreeing that students receive the necessary resources for success as compared to the 2020-21 baseline of 98%. Reviewing ridership during the 2023-2024 school year, 45% of socioeconomically disadvantaged students are utilizing these free services while up to 70% continue to have the option in the future. Although the action was effective at providing transportation services for families, this action will remain relevant to continue to provide this service and increase ridership in the future.

Action 1.12 is aimed at enhancing student outcomes in early childhood by offering full-day kindergarten and Transitional Kindergarten (TK) to students who are enrolled in a dual enrollment program. Survey results over the past three years indicate a steady increase in positive responses to the statement, 'My school provides a well-rounded curriculum,' reflecting overall satisfaction with the educational opportunities available to students. This satisfaction is mirrored in the steady and continued growth observed in kindergarten students' performance on the i-Ready diagnostic assessments which are administered three times annually revealing the effectiveness for this action.

Action 1.15, which provided all elementary schools with classified staff to monitor student supervision across campuses, has been fully implemented at all sites to enhance safety and foster positive student interactions throughout the school day. This action was proven effective through increased hallway supervision during class time, as reflected in student survey data. According to the surveys, 89% of students now feel safe at school, a significant increase from the 83% baseline. Additionally, 93% of students agree that consistent standards for student behavior are now in place, a substantial improvement from the previous baseline.

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

The metrics for assessing the expected outcomes in the 2024-2025 academic year have remained largely consistent, with some notable changes in the Student and Parent Survey focusing on the rigor of work assigned, rather than questions about a well-rounded curriculum. This adjustment was motivated by consistently high satisfaction rates with the curriculum and aimed to gather more specific, actionable feedback. Consequently, the survey question "My child's school provides a well-rounded curriculum" was omitted from the 2023-2024 survey. In its place, a more focused question was introduced: "The rigor of work assigned to my child is appropriate," which garnered a positive response rate of 93% from parents. Additionally, the student survey item was revised to ask, "The rigor and challenge of the work assigned is just right for me," receiving an approval rate of 87%. These modifications highlight a move towards more refined feedback processes, demonstrating a dedication to ongoing enhancement of educational evaluations. Additionally, future metrics will incorporate a question on targeted instruction during Universal Access time and introduce i-Ready diagnostic data as a metric to gauge the effectiveness of specific actions across various grade levels and student demographics.

Feedback from educational partners has prompted revisions to certain actions to enhance transparency and minimize technical language for enhanced clarity. These revisions include:
Goal 1, Action 1: The 2024-25 LCAP update will remove the term "solvency" to reduce ambiguity.
Goal 1, Action 2: The 2024-25 LCAP revision separates the schools' annual safety plans from action 3. This goal will be added to highlight efforts to enhance facilities to build upon a more robust arts and music program when Prop 28 funds are added to the budget.
Goal 1, Action 3: The 2024-25 LCAP will introduce a new action focused on establishing a sustainable Arts and Music program, necessitating upgraded facilities and infrastructure for future program implementation.
Goal 1, Action 6 (new action number 7 for the 2024-25 LCAP): A comprehensive revision will clarify the objective, incorporating language on computer science and language encompassing all student groups and proficiency levels. This revision will transfer the language from existing Actions 2.11 and 2.12 to Action 1.7 as they will continue to be prioritized for Etiwanda. Professional development remains a cornerstone in our commitment to nurturing high-quality educators, a priority emphasized by our educational partners' feedback throughout the year. Therefore, we are relocating these actions to Goal 1: Conditions of Learning, as their objectives and effectiveness align more closely with the actions and metrics of Goal 1.
Goal 1, Action 8 (new action number 9 for the 2024-25 LCAP): Modified for enhanced clarity.
Goal 1, Action 9 (new action number 10 for the 2024-25 LCAP): Adjusted with a new metric to better reflect the goal's focus on improving student outcomes through assessment data rather than survey responses.

All other actions in goal 1 will remain with the same desired outcomes as they reflect a high standard with the exception of a few updates:

For the parent survey, the subset of survey questions will continue to be a valuable metric to assess the outcomes of their respective actions. The following survey items will be adjusted for the 2024-2027 LCAP.

- Survey item, "My child's school provides a well-rounded curriculum." will no longer be on the survey in an effort to eliminate redundancies in our survey since the item, "At my child's school, students receive the resources they need to be successful" fulfills the same information.
- Survey item, "My child feels safe at school" will be added to the 2024-2027 LCAP as an item to the LCAP Parent Survey subset of questions.
- Survey item, "At my child's school, facilities are well-maintained and clean" will be added to the 2024-2027 LCAP as an item to the LCAP Parent Survey subset of questions.
- Survey item, "I am aware of the resources and support services available to students at my school" will be added to the 2024-2027 LCAP as an item to the LCAP Parent Survey subset of questions.
- Survey item, "Consistent expectations for student behavior are in place at my child's school (i.e. PBIS expectations: Be Respectful, Be Responsible, and Be Safe)" will be added to the 2024-2027 LCAP as an item to the LCAP Parent Survey subset of questions.

Staff Survey items will be added as a metric to the 2024-2027 LCAP including the following subset of questions

- Survey item, "The rigor and challenge of the work assigned is just right for me."
- Survey item, "At my school, I receive the resources I need to be successful."
- Survey item, "I feel safe at my school."
- Survey item, "My school is clean."
- Survey item, "Consistent expectations for student behavior are in place at my school (for example: Be Respectful, Be Responsible, and Be Safe)."

i-Ready Diagnostic Assessment

- i-Ready proficiency on the 3rd administration for kindergarten at 90% on or above

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

# Goals and Actions

## Goal

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

## 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<br><br>All Students Color Gauge - Green<br>41.1 points above standard<br><br>Student Group Color Gauges -<br><br>Blue: Asian, Filipino, White<br><br>Green: African American, Hispanic, Two or More Races, English Learners, Homeless, Socioeconomically Disadvantaged<br><br>Yellow: Foster Youth, Students with | 2020-2021 CA School Dashboard<br><br>State assessments were not administered in spring 2021.<br><br>Local assessments which are strongly correlated to state assessments were administered. Local reading assessments from spring of the 2020-21 school year indicate:<br><br>68% of all students performed at grade level.<br><br>83% of students in the Asian Student Group performed at grade level. | 2021-2022 CA School Dashboard<br><br>With the relaunch of the CA Dashboard after the pandemic, performance levels will be reported using one of five status levels: Very High, High, Medium, Low, and Very Low. This year will be the only year the Dashboard will reflect "cell phone bar" performance levels and the following years will revert to Blue, Green, Yellow, Orange, and Red which show status and growth over two years. | 2023 CA School Dashboard- English Language Arts<br><br>All Students Color Gauge - Green<br>39.1 points above standard<br><br>Student Group Color Gauges -<br><br>Blue: Filipino, Two or More Races<br><br>Green: Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, White<br><br>Yellow: African American, Homeless | All Students Color Gauge - Green or Blue<br><br>45 or more points above standard<br><br>Student Group Color Gauges -<br>Maintain Blue: Asian, Filipino, White<br><br>Maintain Green or Increase to Blue: African American, Hispanic, Two or More Races, English Learners, Homeless, Socioeconomically Disadvantaged<br><br>Increase to Green: Foster Youth, Students with Disabilities |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Disabilities | 35% of students in the English Learner Student Group performed at grade level.<br><br>83% of students in the Filipino Student Group performed at grade level.<br><br>35% of students in the Foster Youth Student Group performed at grade level.<br><br>62% of students in the Hispanic Student Group performed at grade level.<br><br>54% of students in the Homeless Student Group performed at grade level.<br><br>37% of students in the Students with Disabilities Student Group performed at grade level.<br><br>71% of students in the Two or More Races | English Language Arts performance level for all students is High at 41.8 points above standard.<br><br>Student groups performance levels are as follows:<br>Very High- Asian, Filipino, Two or More Races, and White<br>High- English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged.<br>Medium- African American<br>Low- Foster Youth and Students with Disabilities<br>Very Low- No student groups | Orange: Foster Youth, Students with Disabilities<br><br>Red: No Student Groups | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Student Group performed at grade level.<br><br>74% of students in the White Student Group performed at grade level. | | | |
| CA School Dashboard Mathematics Indicator | 2019 CA School Dashboard<br><br>All Students Color Gauge - Green<br>22 points above standard<br><br>Student Group Color Gauges -<br><br>Blue: Asian, Filipino, White<br><br>Green: African American, Hispanic, Two or More Races, English Learners<br><br>Yellow: Foster Youth, Students with Disabilities, Homeless, | 2020-2021 CA School Dashboard<br><br>State assessments were not administered in spring 2021.<br><br>Local assessments which are strongly correlated to state assessments were administered. Local math assessments from spring of the 2020-21 school year indicate:<br><br>50% of all students performed at grade level.<br><br>77% of students in the Asian Student Group | 2021-2022 CA School Dashboard<br><br>With the relaunch of the CA Dashboard after the pandemic, performance levels will be reported using one of five status levels: Very High, High, Medium, Low, and Very Low. This year will be the only year the Dashboard will reflect "cell phone bar" performance levels and the following years will revert to Blue, Green, Yellow, Orange, and Red which show status and growth over two years. | 2023 CA School Dashboard<br><br>All Students Color Gauge - Green<br>16.8 points above standard<br><br>Student Group Color Gauges -<br><br>Blue: Asian, Filipino<br><br>Green: English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, White<br><br>Yellow: Homeless<br><br>Orange: African American, Foster | All Students Color Gauge - Green or Blue<br><br>25 or more points above standard<br><br>Student Group Color Gauges -<br><br>Maintain Blue: Asian, Filipino, White<br><br>Maintain Green or Increase to Blue: African American, Hispanic, Two or More Races, English Learners |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Socioeconomically Disadvantaged | performed at grade level.<br><br>30% of students in the English Learner Student Group performed at grade level.<br><br>69% of students in the Filipino Student Group performed at grade level.<br><br>31% of students in the Foster Youth Student Group performed at grade level.<br><br>39% of students in the Hispanic Student Group performed at grade level.<br><br>32% of students in the Homeless Student Group performed at grade level.<br><br>24% of students in the Students with Disabilities Student Group performed at grade level. | Math performance level for all students is High at 12.3 points above standard.<br><br>Student groups performance levels are as follows:<br>Very High- Asian and Filipino<br>High- English Learners, Two or More Races, and White<br>Medium- Hispanic, Homeless, and Socioeconomically Disadvantaged.<br>Low- African American, Foster Youth, and Students with Disabilities<br>Very Low- Not student groups | Youth, Students with Disabilities<br><br>Red: No Student Groups | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | 55% of students in the Two or More Races Student Group performed at grade level.<br><br>57% of students in the White Student Group performed at grade level. | | | |
| CA School Dashboard English Learner Progress Indicator | 2019 CA School Dashboard<br><br>58.7% making progress toward English language proficiency.<br><br>* State Indicator for English Learner Progress is in development. | The CA School Dashboard is not available for the 2020-2021 school year; however, the English Language Proficiency Assessment for California was administered.<br><br>In the 2020-2021 school year:<br><br>27.08% of English Learners scored Level 4 (Well Developed).<br><br>40.54% of English Learners scored Level 3 (Moderately Developed). | 2021-2022 CA School Dashboard<br><br>With the relaunch of the CA Dashboard after the pandemic, performance levels will be reported using one of five status levels: Very High, High, Medium, Low, and Very Low. This year will be the only year the Dashboard will reflect "cell phone bar" performance levels and the following years will revert to Blue, Green, Yellow, Orange, and Red which show | 2023 CA School Dashboard<br><br>58.8% making progress toward English language proficiency.<br><br>The CA Dashboard EL Acquisition Results revealed:<br>55.6% of ELs progressed at least one ELPI Level.<br>3.3% of ELs maintained ELPI level 4.<br>25.4% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, 3H. | 65% making progress toward English language proficiency. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | 23.61% of English Learners scored Level 2 (Somewhat Developed).<br><br>8.77% of English Learners scored Level 1 (Minimally Developed). | status and growth over two years.<br><br>The CA Dashboard EL Acquisition Results revealed:<br>55.3% of ELs progressed at least one ELPI Level.<br>9.5% of ELs maintained ELPI level 4.<br>23.8% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, 3H.<br>11.5% of ELs decreased at least one ELPI level.<br><br>The English Language Proficiency Assessment for California was administered.<br><br>In the 2021-2022 school year:<br><br>64.7% of English Learners are making progress toward English language proficiency. | 15.6% of ELs decreased at least one ELPI level.<br><br>The English Language Proficiency Assessment for California was administered.<br><br>In the 2022-2023 school year:<br><br>58.8% of English Learners made progress toward English language proficiency.<br><br>29% of English Learners scored Level 4 (Well Developed).<br><br>34% of English Learners scored Level 3 (Moderately Developed). | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 6.3% of English Learners scored Level 4 (Well Developed).<br><br>36.4% of English Learners scored Level 3 (Moderately Developed).<br><br>26.9% of English Learners scored Level 2 (Somewhat Developed).<br><br>30.4% of English Learners scored Level 1 (Minimally Developed). | | |
| Rate of multilingual learners attaining English proficiency | 2019-2020 Students reclassified as Fluent English proficient<br><br>9.7% | 2020-2021 English Learner students reclassified as Fluent English Proficient (RFEP)<br>12% | 2021-2022 English learner students reclassified as Fluent English Proficient (RFEP)<br>14.5% | 2022-2023 English learner students reclassified as Fluent English Proficient (RFEP)<br>23% | Students reclassified as Fluent English proficient<br><br>12% |
| Local Data<br>i-Ready Diagnostic Assessments - Reading (Winter Administration) | 2020-2021 School Year<br><br>Overall Student Population 64% at or above grade level | 2021-2022 School Year<br><br>Overall Student Population 60% at or above grade level | 2022-2023 School Year<br><br>Overall Student Population 65% at or above grade level | 2023-2024 School Year<br><br>Overall Student Population: 62% at or above grade level | Overall Student Population: 65% at or above grade level<br><br>Hispanic Student Group: 60% at or above grade level |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Hispanic Student Group 57% at or above grade level<br><br>Black/African American Student Group 52% at or above grade level<br><br>English Learners 52% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group 53% at or above grade level | Hispanic Student Group 51% at or above grade level<br><br>Black/African American Student Group 49% at or above grade level<br><br>English Learners 46% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group 47% at or above grade level | Hispanic Student Group 55% at or above grade level<br><br>Black/African American Student Group 51% at or above grade level<br><br>English Learners 39% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group 53% at or above grade level | Hispanic Student Group: 54% at or above grade level<br><br>Black/African American Student Group: 49% at or above grade level<br><br>English Learners: 40% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group: 53% at or above grade level | Black/African American Student Group: 55% at or above grade level<br><br>English Learners: 55% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group: 55% at or above grade level |
| Local Data<br>i-Ready Diagnostic Assessments - Mathematics (Winter Administration) | 2020-2021 School Year<br><br>Overall Student Population 56% at or above grade level<br><br>Hispanic Student Group 47% at or above grade level<br><br>Black/African American Student Group 36% at or above grade level | 2021-2022 School Year<br><br>Overall Student Population 50% at or above grade level<br><br>Hispanic Student Group 40% at or above grade level<br><br>Black/African American Student Group 35% at or above grade level | 2022-2023 School Year<br><br>Overall Student Population 54% at or above grade level<br><br>Hispanic Student Group 43% at or above grade level<br><br>Black/African American Student Group 36% at or above grade level | 2023-2024 School Year<br><br>Overall Student Population: 53% at or above grade level<br><br>Hispanic Student Group: 42% at or above grade level<br><br>Black/African American Student Group: 36% at or above grade level | Overall Student Population: 60% at or above grade level<br><br>Hispanic Student Group: 50% at or above grade level<br><br>Black/African American Student Group: 40% at or above grade level |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | English Learners 48% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group 44% at or above grade level | English Learners 43% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group 37% at or above grade level | English Learners 39% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group 44% at or above grade level | English Learners: 41% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group: 42% at or above grade level | English Learners: 50% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group: 45% at or above grade level |
| CA School Dashboard English Language Arts Indicator | 2019 CA School Dashboard<br><br>Overall Student Population - 41.9 points above standard<br><br>African American Student Group - 10.9 points above standard<br><br>Asian Student Group - 88.7 points above standard<br><br>English Learners - 5.6 points above standard<br><br>Filipino Student Group - 82.2 points above standard | 2020-2021 CA School Dashboard<br><br>State assessments were not administered in spring 2021.<br><br>Local assessments which are strongly correlated to state assessments were administered. Local reading assessments from spring of the 2020-21 school year indicate:<br><br>68% of all students performed at grade level<br><br>83% of students in the Asian Student Group | 2021-2022 CA School Dashboard<br><br>State assessments were administered in the spring of 2022.<br><br>Overall Student Population - 41.8 points above standard<br><br>African American Student Group - 7.4 points above standard<br><br>Asian Student Group - 93.1 points above standard<br><br>English Learners - 24.9 points above standard | 2022-2023 CA School Dashboard<br><br>Spring 2023 CAASPP<br><br>Overall Student Population - 39.1 points above standard (maintaining at -2.7 points)<br><br>African American Student Group - 3.6 points above standard<br><br>Asian Student Group - 88.2 points above standard<br><br>English Learners - 18.1 points above standard | Overall Student Population - 41.9 points above standard or higher<br><br>African American Student Group - 10.9 points above standard or higher<br><br>Asian Student Group - 88.7 points above standard or higher<br><br>English Learners - 5.6 points above standard or higher<br><br>Filipino Student Group - 82.2 points above standard or higher |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Foster Youth - 8.3 points below standard<br><br>Hispanic Student Group - 25.2 points above standard<br><br>Homeless Student Group - 11.3 points above standard<br><br>Socioeconomically Disadvantaged Student Group - 16.1 points above standard<br><br>Students with Disabilities - 7.1 points below standard<br><br>Two or More Races Student Group - 47.3 points above standard<br><br>White Student Group - 55.4 points above standard | performed at grade level<br><br>35% of students in the English Learner Student Group performed at grade level<br><br>83% of students in the Filipino Student Group performed at grade level<br><br>35% of students in the Foster Youth Student Group performed at grade level<br><br>62% of students in the Hispanic Student Group performed at grade level<br><br>54% of students in the Homeless Student Group performed at grade level<br><br>37% of students in the Students with Disabilities Student Group performed at grade level | Filipino Student Group - 81.1 points above standard<br><br>Foster Youth - 33.3 points below standard<br><br>Hispanic Student Group - 22.5 points above standard<br><br>Homeless Student Group - 10.8 points above standard<br><br>Socioeconomically Disadvantaged Student Group - 17.6 points above standard<br><br>Students with Disabilities - 36.7 points below standard<br><br>Two or More Races Student Group - 50 points above standard<br><br>White Student Group - 55.9 points above standard<br><br>Local assessments which are strongly | Filipino Student Group - 87.4 points above standard<br><br>Foster Youth - 61.6 points below standard<br><br>Hispanic Student Group - 17.7 points above standard<br><br>Homeless Student Group - 5.6 points above standard<br><br>Socioeconomically Disadvantaged Student Group - 15.1 points above standard<br><br>Students with Disabilities - 43.6 points below standard<br><br>Two or More Races Student Group - 50.2 points above standard<br><br>White Student Group - 51.2 points above standard | Foster Youth - 8.3 points below standard or higher<br><br>Hispanic Student Group - 25.2 points above standard or higher<br><br>Homeless Student Group - 11.3 points above standard or higher<br><br>Socioeconomically Disadvantaged Student Group - 16.1 points above standard or higher<br><br>Students with Disabilities - 7.1 points below standard or higher<br><br>Two or More Races Student Group - 47.3 points above standard or higher<br><br>White Student Group - 55.4 points above standard or higher |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | 71% of students in the Two or More Races Student Group performed at grade level<br><br>74% of students in the White Student Group performed at grade level | correlated to state assessments were administered. Local reading assessments from spring of the 2022-23 school year indicate:<br>71% of all students performed at grade level<br><br>82% of students in the Asian Student Group performed at grade level<br><br>50% of students in the English Learner Student Group performed at grade level<br><br>86% of students in the Filipino Student Group performed at grade level<br><br>43% of students in the Foster Youth Student Group performed at grade level<br><br>64% of students in the Hispanic Student | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Group performed at grade level<br><br>48% of students in the Homeless Student Group performed at grade level<br><br>39% of students in the Students with Disabilities Student Group performed at grade level<br><br>79% of students in the Two or More Races Student Group performed at grade level<br><br>76% of students in the White Student Group performed at grade level | | |
| CA School Dashboard Mathematics Indicator | 2019 CA School Dashboard<br><br>Overall Student Population - 22 points above standard | 2020-2021 CA School Dashboard<br><br>State assessments were not administered in spring 2021.<br><br>Local assessments which are strongly | 2021-2022 CA School Dashboard<br><br>State assessments were administered in the spring of 2022. | 2022-2023 CA School Dashboard<br><br>State assessments were administered in the spring of 2023. | Overall Student Population - 22 points above standard or higher<br><br>African American Student Group - 18.7 points below standard or higher |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | African American Student Group - 18.7 points below standard<br><br>Asian Student Group - 88.9 points above standard<br><br>English Learners - 19.2 points above standard<br><br>Filipino Student Group - 67.6 points above standard<br><br>Foster Youth - 45.8 points below standard<br><br>Hispanic Student Group - .3 points above standard<br><br>Homeless Student Group - 16.3 points below standard<br><br>Socioeconomically Disadvantaged Student Group - 5.1 points below standard<br><br>Students with Disabilities - 55.9 points below standard | correlated to state assessments were administered. Local math assessments from spring of the 2020-21 school year indicate:<br><br>50% of all students performed at grade level<br><br>77% of students in the Asian Student Group performed at grade level<br><br>30% of students in the English Learner Student Group performed at grade level<br><br>69% of students in the Filipino Student Group performed at grade level<br><br>31% of students in the Foster Youth Student Group performed at grade level<br><br>39% of students in the Hispanic Student | Overall Student Population - 12.3 points above standard<br><br>African American Student Group - 36.7 points below standard<br><br>Asian Student Group - 88.6 points above standard<br><br>English Learners - 10.3 points above standard<br><br>Filipino Student Group - 54.3 points above standard<br><br>Foster Youth - 32.7 points below standard<br><br>Hispanic Student Group - 14.4 points below standard<br><br>Homeless Student Group - 23.3 points below standard<br><br>Socioeconomically Disadvantaged Student Group - 12.8 points below standard | Overall Student Population - 16.8 points above standard<br><br>African American Student Group - 35.7 points below standard<br><br>Asian Student Group - 88.6 points above standard<br><br>English Learners - 17.1 points above standard<br><br>Filipino Student Group - 62.4 points above standard<br><br>Foster Youth - 92 points below standard<br><br>Hispanic Student Group - 9.5 points below standard<br><br>Homeless Student Group - 21.2 points below standard<br><br>Socioeconomically Disadvantaged Student Group - 7.7 points below standard | Asian Student Group - 88.9 points above standard or higher<br><br>English Learners - 19.2 points above standard or higher<br><br>Filipino Student Group - 67.6 points above standard or higher<br><br>Foster Youth - 45.8 points below standard or higher<br><br>Hispanic Student Group - .3 points above standard or higher<br><br>Homeless Student Group - 16.3 points below standard or higher<br><br>Socioeconomically Disadvantaged Student Group - 5.1 points below standard or higher<br><br>Students with Disabilities - 55.9 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Two or More Races Student Group - 30.6 points above standard<br><br>White Student Group - 36.4 points above standard | Group performed at grade level<br><br>32% of students in the Homeless Student Group performed at grade level<br><br>24% of students in the Students with Disabilities Student Group performed at grade level<br><br>55% of students in the Two or More Races Student Group performed at grade level<br><br>57% of students in the White Student Group performed at grade level | Students with Disabilities - 59.4 points below standard<br><br>Two or More Races Student Group - 19.6 points above standard<br><br>White Student Group - 30.1 points above standard | Students with Disabilities - 60.3 points below standard<br><br>Two or More Races Student Group - 23.4 points above standard<br><br>White Student Group - 30.8 points above standard | points below standard or higher<br><br>Two or More Races Student Group - 30.6 points above standard or higher<br><br>White Student Group - 36.4 points above standard or higher |

## *Goal Analysis*

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.

Etiwanda remains dedicated to implementing actions under Goal 2 focused on providing research-driven instructional strategies, engaging students and their families, and improving small group instruction in language arts and math to meet the diverse needs of all students. Our continuous effort to prepare students for success and reduce educational disparities is evident in our efforts to support team collaboration,

comprehensive instructional planning, analysis of districtwide assessment data, intervention and support systems, and additional opportunities beyond the regular school day.

The implementation of Goal 2 successfully met its objectives, preparing students for high school, college, and career pathways, while addressing achievement disparities among different student groups. All actions within Goal 2 were fully implemented including the administration of i-Ready diagnostic assessments three times a year demonstrating students' consistent academic growth and an increase in overall proficiency, as detailed in Action 2.1. Through the professional learning plan, educators received comprehensive training and coaching, which directed their efforts in instructional planning sessions (Actions 2.11 and 2.12) and encouraged collaborative efforts among teachers to analyze data and develop strategies tailored to student needs (Actions 2.2, 2.3, and 2.4).

Staffing shortages, particularly in substitute teaching and support staff roles, still presented challenges. However, partnerships with external agencies and innovative recruitment strategies helped maintain continuity in the professional learning plan. Targeted training initiatives equipped certificated and classified staff working with English Learners (ELs) with integrated and designated instructional strategies (Action 2.7), focusing on the effective use of resources to aid language acquisition. To expedite support for EL students and staff, the district streamlined the process for accessing electronic translation devices, minimizing delays upon student enrollment.

The district's instructional block schedule was implemented to enhance the critical Universal Access time during the school day and reinforce foundational skills in ELA and math. This action has fostered collaboration between primary grade teachers and middle school teachers to support students not performing at grade level. To facilitate this, instructional block schedules have been introduced at all elementary sites, prioritizing time specifically for phonics, fluency, and morphology instruction. Guided reading sessions in small groups are an integral part of these block schedules, emphasizing and prioritizing this educational approach (Actions 2.6, 2.8, and 2.13). Collaboration between district and site leadership, including the special education department, facilitated planning time for addressing the needs of the most vulnerable student groups, as indicated in Actions 2.5, 2.7, and 2.10. Specific plans were devised to assist students not performing at grade level, incorporating time within the school day to tackle learning gaps and offering Tier II sessions after hours for additional learning opportunities and development (Action 2.9). Recognizing the importance of fostering a supportive and respectful environment, Action 2.14 emphasizes strategies that validate students' identities, enhance teacher-student relationships, and leverage students' existing abilities for classroom success.

Fully implemented contributing actions, including 2.5, 2.7, 2.8, and 2.9, provided crucial support for unduplicated students below grade level, effectively removing obstacles and providing a pathway to their academic progress.

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

All actions were fully implemented, with only one action showing a material difference between budgeted and actual expenditures. The District successfully met the requirements of the professional development plan by allocating the necessary release time for both training and coaching sessions. To address the increased demand for professional learning, the district enlisted the services of external substitute teacher

providers. This strategic approach ensured the smooth implementation of all planned actions without significant deviations. The material difference concerning Action 2.2 included reduced costs from streamlining extraneous vacancies across the district. Additionally, there was a decrease in expected costs related to extra time for staff, instructional aides, and campus support.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Improving student outcomes in Etiwanda begins with a detailed analysis of local diagnostic data to identify the specific needs of each student (Action 2.1). This analysis directly informs grade-level planning sessions, where general education teachers, grade-level teams, and specialists work together to create instructional plans. These plans are designed to meet students at their current level of understanding and help them progress toward meeting grade-level standards (Actions 2.2, 2.3, and 2.4). When the instructional plan is crafted, Action 2.6 specifically allocates "Universal Access Time" within the schedule. This period is dedicated to applying differentiation strategies with the focus of accelerating learning for all students. It provides a structured opportunity to address the varying needs of students, particularly focusing on those who require extra support, ensuring that the educational approach is inclusive and designed to facilitate growth and progress for every student.

The effectiveness of these strategies is confirmed by the CA Dashboard results, showing that all students achieved the desired outcomes, receiving a green indicator for both reading and math. Additionally, the winter i-Ready diagnostic for reading indicates that 62% of students are at or above grade level, which, while slightly below the 3-year desired outcome by 3%, demonstrates relative consistency at high levels of performance as compared to the 2020-21 baseline of 64%. In math, the winter i-Ready diagnostic shows that 53% of students are at or above grade level declining from the baseline by 3% and 7% short of the 3-year desired outcome. Similarly, the Distance from Standard (DFS) on the CAASPP in math shows an improvement of 4.5 points from the previous year but a 5.2 point decline from the 2020-21 baseline of 22 points. While the status in math is commendable for maintaining a high level of proficiency, these outcomes in both i-Ready and CAASPP highlight the importance of continuing these targeted actions to ensure ongoing improvement in student achievement.

Actions 2.5 and 2.7 were strategically designed to enhance language acquisition for English Learners. During the 2022-23 school year, these actions led to 58.8% of English Learners showing progress toward language proficiency as compared to the 2020-21 baseline of 58.7%, with 55.6% of these students advancing at least one level on the Summative ELPAC Assessment. Although the desired outcome on the ELPI was 65%, the influx of newcomers in our district requires continued attention to the student group, therefore continuing with these actions to highlight the importance of targeted, leveled instruction. With that said, this progress highlights the effectiveness of these targeted actions, affirming their continued importance in future planning. To further bolster these efforts, Action 2.7 will be more closely integrated with Actions 2.4 and 2.6, focusing on the use of instructional aides to provide dedicated ELD instruction during Universal Access Time. This approach is specifically designed to support English Learners, leveraging targeted instruction during dedicated instructional blocks to meet their unique needs. The success of these combined strategies is evident by a significant increase in the reclassification rate of English Learners from 14.5% in the 2021-22 school year to 23% in 2022-23. The 2022-23 reclassification rate exceeded the 3-year outcome by 11% and revealed an increase from baseline by 13.3% This improvement signals the positive impact of these measures on English Learners' educational outcomes and reaffirms the district's commitment to enhancing language proficiency and academic achievement for this student group.

Action 2.8 has significantly contributed to supporting families by enabling academic advisors and student service assistants to proactively engage with families. Their focus on enhancing attendance, closely monitoring academic progress, facilitating timely interventions, and providing support for both academic and behavioral needs, including tier II supports. This concerted effort has shown tangible benefits, particularly among targeted student groups such as socioeconomically disadvantaged students. These students have maintained their level of proficiency in language arts according to the winter i-Ready assessment, compared to the previous year, albeit experiencing a slight 2% decrease in math proficiency. On the other hand, English Learners demonstrated growth, improving by 1% in language arts and 2% in math on the winter i-Ready assessments. While these outcomes may not have fully met the ambitious goals set, the observed growth reveals the effectiveness of Action 2.8. It highlights a positive trajectory in academic progress, particularly for English Learners, emphasizing the need to continue these efforts to further support student success and engagement.

Actions 2.9 and 2.10 have been developed to provide extended learning opportunities for students who are not performing at their grade level, involving a comprehensive analysis of student performance using both i-Ready diagnostic data and CAASPP scores to identify students falling below benchmarks across multiple areas. The success of these strategies is clearly evidenced by the significant growth in i-Ready scores among targeted students; specifically, those who were two grades behind showed a median growth of 143%, which equates to nearly a year and a half of academic progress, while students who were three or more grades behind demonstrated a 159% increase in their scores. This level of progress substantially exceeds that observed in the broader student population, indicating that these targeted efforts are effectively bridging the educational gap and helping students reach grade-level expectations. Although the baseline assessment does not detail the progress of students initially performing below grade level in the first measurement window, it provides data on group results for students at or above grade level, showing declines in all groups except African American students: Hispanic students are now at 42% at or above grade level, down from 47%; African American students remain steady at 36%; English Learners have decreased to 41% from 48%, and socioeconomically disadvantaged students have decreased to 42% from 44%. These results underscore the need for a renewed focus on professional development that is targeted to meet diverse student needs, prioritizing extended learning opportunities and enhancing overall engagement and school connectedness to address disparities in student achievement results.

Actions 2.11 and 2.12 targeted professional development, offering training and coaching tailored to specific grade levels in different subject areas. These actions supported and strengthened the collaborative efforts outlined in Actions 2.2 and 2.3 as well as the focused planning sessions described in Actions 2.4 and 2.6. The primary objective was to offer teachers clarity into the rigor of the state standards and improve their instructional techniques. The implementation of all planned training sessions was successfully completed. The impact of these sessions was evident during classroom walkthroughs, where the application of the strategies learned could be clearly observed in practice. This, coupled with the high status for both language arts and math on the Dashboard, indicates that the professional development provided not only enhanced teacher pedagogy but also contributed positively to the learning environment. Action 2.11 and 2.12 do not necessarily reveal effectiveness as i-Ready data and CAASPP data did not meet expected outcomes (as mentioned above), yet the high level of achievement in comparison to surrounding districts is evidence that Etiwanda is maintaining a high standard for achievement. These actions will be revised and remain a priority for Etiwanda as professional development is a key component to investing in high-quality educators which was highlighted by our educational partners in their feedback throughout the year. Moving forward, these actions will be moved to Goal 1: Conditions of Learning as the action and metric to measure effectiveness align with Goal 1.

Action 2.13 focused on establishing a foundational literacy program to support primary literacy and language development, achieved successfully. i-Ready data post-pandemic emphasized the need to master foundational skills by 2nd grade. Partner feedback revealed

satisfaction with efforts to support teachers, ensuring they have the materials and training availability so students of all levels can be successful. Dashboard data maintained a green status since the established baseline three years ago, meeting the desired outcome, and English Learners' proficiency progress remained consistent at 58.8%, aligned with the baseline. The goal is to boost overall proficiency levels on i-Ready assessments. The program demonstrated success, with participating teachers implementing programs leading to decreased percentages of non-proficient students in phonics and phonemic awareness on the i-Ready assessment. However, the full impact will be seen with district-wide adoption and implementation.

Action 2.14, designed to support culturally responsive teaching and learning, has been implemented across all designated sites as planned. This strategy, aimed at affirming and bridging cultural and linguistic behaviors, saw its first cohort of schools successfully applying these methods, with the second cohort scheduled to continue in the 2024-2025 school year. The effectiveness of this action is evident with parent survey results, where 97% of respondents noted that staff respect and respond effectively to the community's cultural, racial, and linguistic diversity. This survey question was added to the 2023-24 parent LCAP survey which met the desired outcome. The high positive response rate highlights the success of this approach in fostering an inclusive and empathetic educational environment. However, the impact on academic outcomes shows varied results. According to the CA State Dashboard data, improvements in language arts achievement have been observed among various student groups. Specifically, students identifying as 'Two or more races' and 'English Learners' have shown improvements, alongside Filipino students, whose DFS changed from baseline data by +2.9, +12.5, and +5.2 respectively. However, significant disparities persist for certain groups. African American students are now scoring 3.6 points above the standard, a decline from a 10.9 point above standard baseline. Homeless students, previously 11.3 points above the standard, are now 5.6 points above. Most notably, students with disabilities currently score 43.6 points below the standard, a decline from the baseline of 7.1 points below. This data indicates that while the action was effective in enhancing cultural responsiveness and staff engagement, its effectiveness in equitably boosting academic outcomes across all student groups was only partially achieved. With the continuation of the implementation in the second cohort during the 2024-25 school year, there is an expectation of reduced disparities in achievement. This ongoing effort will be vital in fully realizing the goals of Action 2.14, suggesting that sustained and expanded implementation could lead to more consistent and widespread improvements across all student demographics.

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.

In reflecting on our previous practices and their outcomes, the Etiwanda School District is making thoughtful adjustments to Goal 2: Pupil Outcomes, to continue our commitment to academic excellence and equity. These changes are driven by our ongoing analysis of educational effectiveness and feedback from our community.

The metrics for assessing the expected outcomes in the 2024-2025 academic year will remain mostly consistent with a few notable changes. The 3-year outcomes are designed to reflect growth and/or maintain high levels of success including CA Dashboard data revealing indicator levels of green or blue with respective student groups maintaining or improving to green or blue. Similarly, the i-Ready reading assessment 3-year outcome will improve by 1% to 70% overall with student groups improving 2-3% from baseline.

New metrics being added include a subset of questions from the Parent and Staff LCAP surveys.
Parent survey items - "My child's school addresses the academic needs of advanced learners during the school day" with a desired outcome of a 92% positive response rate.
Staff survey items -
"Teachers at my school use assessments to understand and respond to students' academic needs" with a desired outcome of a 99% positive response rate.
"Teachers at my school collaborate on student needs and meeting the range of learners" with a desired outcome of a 97% positive response rate.
"Instruction during UA time is substantively different for each leveled group" with a desired outcome of a 94% positive response rate.
"Teachers regularly include hands-on science activities in lessons " with a desired outcome of a 90% positive response rate.
"Teachers address the academic needs of advanced learners during the school day " with a desired outcome of a 92% positive response rate.

Revisions to the Actions within Goal 2 for the upcoming LCAP are based on feedback from educational partners which has prompted revisions to certain actions to enhance transparency and minimize technical language for enhanced clarity.

Action 2.2 (new action number 3 for the 2024-25 LCAP) will be clarified to better define the subjects it covers, based on feedback indicating a need for more specific guidance in its application.
Action 2.6 (new action number 7 for the 2024-25 LCAP) will undergo modifications to provide a clearer understanding of Universal Access (UA) time, ensuring it includes leveled instruction that accelerates learning for all students. This is a response to observations that the previous description did not fully capture the scope of instructional strategies intended during UA time. This adjustment to the action is focused on improved outcomes on the i-Ready assessment to reduce disparities among certain student groups. By prioritizing i-Ready as a metric, timely intervention and scaffolds can be implemented throughout the school year to ultimately improve disparities in CAASPP data.

Actions 2.11 and Action 2.12 are being realigned to Goal 1.6, as their focus on providing access to standards-aligned resources and culturally responsive instruction more directly supports the Conditions of Learning.

New actions introduced to further academic progress and reaffirm our dedication to continuous improvement include:

New Action number Goal 2.2 for the 2024-25 LCAP: In response to identified needs for early literacy support, district administrators will select a literacy screener for grades K-2 and coordinate assessments for Gifted and Talented Education (GATE) eligibility in grade 3. This action focuses on early detection and intervention, which have been proven beneficial for students' literacy development and overall academic growth.
Action 2.14: Acknowledging the unique challenges faced by Foster Youth, the Director of Pupil Services will oversee a support program designed to enhance both the well-being and academic performance of these students. This action is rooted in our district's data analysis, which highlighted the critical need for targeted support in this area.
Action 2.15: In response to needs in our special needs population, specifically among our moderate to severe students, Action 2.15 will be added. It states the Assistant Principal of Student Services provides support for special education students, offering curriculum guidance, compliance oversight, and instructional leadership to enhance educational outcomes.

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

# Goals and Actions

## Goal

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

## 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<br>97.95% | 2020-2021 District Attendance Rate<br>97.42% | 2021-2022 District Attendance Rate<br>94.1% | 2022-2023 District Attendance Rate as of January 2024<br>95.77% | District Attendance Rate remains at 97.95% or higher. |
| CA School Dashboard Chronic Absenteeism Indicator | 2019 CA School Dashboard<br><br>4.3% Chronically Absent<br>All Students Color Gauge - Yellow<br><br>Student Group Color Gauges -<br>Blue: Filipino<br><br>Green: Asian, White<br><br>Yellow: American Indian, Hispanic, Two or More Races, English Learners | School Dashboard results are not yet available.<br><br>5.21% of students missed 10% or more of the school in 2020-2021 due to absences. | 2022 CA School Dashboard<br><br>21.9% Chronically Absent<br>All Students indicator in Very High status<br><br>Student Indicator groups (highest to lowest)<br>Very High: Pacific Islander (80.5%), Foster Youth (35.2%), American Indian (33.3%), Homeless (31.7%), Student with Disabilities (31.5%), Hispanic (28.1%), | 2023 CA School Dashboard<br><br>17% Chronically Absent<br>All Students color gauge in Yellow<br><br>Student Indicator groups by color (Percent considered chronically absent)-<br>Blue: No Student Groups<br><br>Green: Filipino (7.6%), Asian (6.6%) | 4% Chronically Absent<br>All Students Color Gauge - Green<br><br>3.5% Chronically Absent<br>Improve All Students Color Gauge - Green<br><br>Student Group Color Gauges -<br><br>Maintain a Blue Indicator: Filipino<br><br>Maintain a Green Indicator or Increase |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Orange: African American, Pacific Islander, Foster Youth, Homeless, Socioeconomically Disadvantaged | | Socioeconomically Disadvantaged (27.5%), African American (26.4%), and Two or More Races (22.7%)<br><br>High: White (17.9%), English Learners (17%), and Filipino (10.7%)<br><br>Medium: Asian (7.8%)<br><br>Low: No student groups<br><br>Very Low: No student groups | Yellow: Homeless (25.2%), Students with Disabilities (24.5%), African American (22%), Hispanic (21.9%), Socioeconomically Disadvantaged (21.5%), Two or More Races (17.6%), White (13.5%), English Learners (12.6%)<br><br>Orange: Pacific Islander (61.5%), Foster Youth (30%), American Indian (27.8%)<br><br>Red: No Student Groups | to a Blue Indicator: Asian, White<br><br>Increase to a Green Indicator: American Indian, Hispanic, Two or More Races, English Learners<br><br>Increase to a Green Indicator: African American, Pacific Islander, Foster Youth, Homeless, Socioeconomically Disadvantaged |
| District Expulsion Rate | 2019-2020 District Expulsion Rate .01% | 2020-2021 District Expulsion Rate 0% | 2021-2022 District Expulsion Rate 0% | 2022-2023 District Expulsion Rate 0% | District expulsion rate remains at or below .01% |
| CA School Dashboard Suspension Rate Indicator | 2019 CA School Dashboard<br><br>.8% Suspended at least once<br>All Students Color Gauge - Yellow | School Dashboard results are not yet available.<br><br>2020-2021 Suspension Rate - .015% | 2022 CA School Dashboard<br><br>1% Suspended at least once<br>All Students Indicator status in Low | 2023 CA School Dashboard<br><br>1.2% Suspended at least once<br>All Students Color Gauge - Green (Maintained 0.2%) | .8% or fewer Suspended at least once<br>All Students Color Gauge - Green<br><br>Student Group Color Gauges - |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Student Group Color Gauges -<br>Blue: American Indian, Asian, Filipino, Pacific Islander, White<br><br>Yellow: Hispanic, Two or More Races, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged<br><br>Orange: African American, Students with Disabilities | | Student Indicator groups (highest to lowest)<br>Very High: No student groups<br><br>High: Foster Youth<br><br>Medium: African American (2.5%), Pacific Islander (2.4%), Students with Disabilities (2.1%), and Homeless (1.7%)<br><br>Low: Socioeconomically Disadvantaged (1.4%). Hispanic (1.1%), Two or More Races (1%), English Learners (0.9%), and White (0.7%)<br><br>Very Low: Asian (0.5%), Filipino (0.2%), and American Indian (0%) | Student Indicator groups (highest to lowest)<br>Red: No student groups<br><br>Orange: Pacific Islander (4.8%), African American (3.2%), American Indian (2.8%), Homeless (2%)<br><br>Yellow: Foster Youth (4.9%), Two or More Races (1.4%), White (1.1%)<br><br>Green: Students with Disabilities (1.7%), Socioeconomically Disadvantaged (1.5%), Hispanic (1.2%), English Learners (0.7%)<br><br>Blue: Asian (0.4%), Filipino (0%) | Maintain Blue Indicator: American Indian, Asian, Filipino, Pacific Islander, White<br><br>Increase to a Green Indicator: Hispanic, Two or More Races, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged<br><br>Increase to a Green Indicator: African American, Students with Disabilities |
| Middle School Drop-Out Rate | 2019-2020 Middle School Drop-Out Rate<br>0% | 2020-2021 Middle School Drop-Out Rate<br>0% | 2021-2022 Middle School Drop-Out Rate<br>0% | 2022-2023 Middle School Drop-Out Rate<br>0% | Middle school drop-out rate remains at 0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | In the 2023-24 school year, 0% of middle school students have dropped out. | |
| 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<br><br>91% Agree My teacher makes class interesting.<br><br>96% Agree Teachers encourage students on a regular basis.<br><br>96% Agree Teachers promote cooperative learning and collaboration.<br><br>89% Agree Teachers value students' backgrounds and cultures.<br><br>85% Agree Counseling services are available at my school.<br><br>94% Agree I would recommend this school to my friends. | 2021-22 Student Survey<br><br>90% Agree My teacher makes class interesting.<br><br>94% Agree Teachers encourage students on a regular basis.<br><br>97% Agree Teachers promote cooperative learning and collaboration.<br><br>92% Agree Teachers value students' backgrounds and cultures.<br><br>95% Agree Counseling services are available at my school.<br><br>92% Agree I would recommend this school to my friends. | 2022-23 Student Survey<br><br>89% Agree My teacher makes class interesting.<br><br>97% Agree Teachers encourage students on a regular basis.<br><br>96% Agree Teachers promote cooperative learning and collaboration.<br><br>93% Agree Teachers value students' backgrounds and cultures.<br><br>95% Agree Counseling services are available at my school.<br><br>89% Agree I would recommend this school to my friends. | 2023-24 Student Survey<br><br>89% Agree My teacher makes class interesting.<br><br>Revised:<br>The survey question "Teachers encourage students on a regular basis" has been revised to say, "My school sets high expectations for student achievement" which received a positive response rate of 96%.<br><br>96% Agree Teachers promote cooperative learning and collaboration.<br><br>93% Agree Teachers value students' backgrounds and cultures. | 95% Agree My teacher makes class interesting.<br><br>96% Agree Teachers promote cooperative learning and collaboration.<br><br>95% Agree Teachers value students' backgrounds and cultures.<br><br>95% Agree I would recommend this school to my friends. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | Revised:<br>The survey question, "Counseling services are available at my school" was replaced with, "I understand who to contact at my school if I need help" which received a positive response rate of 92%.<br><br>90% Agree I would recommend this school to my friends. | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

During the 2023-24 academic school year, all planned activities were successfully implemented. Educational partners continued to be integral members of the team to support students' high level of engagement, maintain consistent expectations for behavior, and reinforce these expectations to support a positive climate. These efforts by school and district staff, coupled with the partnerships from parents/guardians, promoted success, as evidenced by the California State Dashboard. Teachers maintained intentional efforts to facilitate cooperative learning opportunities (Action 3.1) that are a priority for our community members. In addition, actions focused on building character and providing social-emotional learning opportunities (Actions 3.2 and 3.4) were critically important as both new and returning students exhibited the need for a layered support system focused on education as a meaningful measure that had a high likelihood of preventing further incidents of misbehavior. Suspension rates remain low, and chronic absenteeism declined, which is evidence that Multi-Tiered Systems of Supports (MTSS) including restorative practices, other means of correction, and Positive Behavior Intervention and Supports (PBIS) were implemented and continue to be a priority (Actions 3.3 and 3.5). In addition, additional staff were utilized to support the implementation of PBIS to ensure its success at every school in the district (Action 3.10). In situations where Tier I and Tier II are not

positively impacting behavior, Tier III supports were implemented to develop focused behavior support plans to help shape positive behaviors (Action 3.6). Targeted students received additional support through a summer school transition program from 5th grade to 6th grade when they were about to begin their middle school experience (Action 3.8). Support systems continued beyond the school day to extended day programs provided to a diverse group of students as a means to increase academic performance, improve engagement, exposure to more opportunities, and promote a feeling of connectedness to the school community (Action 3.7). Students and parents were also provided an opportunity to continue their education within Etiwanda through alternative means when their situation did not make it feasible to attend school on a traditional school campus. Home school and community day school options were available in such situations to meet their needs (Action 3.9).

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

In the analysis of the actions within Goal 3, it was observed that all programs were implemented as planned, resulting in no significant differences between budgeted expenditures and actual expenditures except for Action 3.9. Professional development and coaching in engagement and cooperative group work were executed within the anticipated budget, with no unexpected cost variations.

The investment in social-emotional learning strategies and Restorative Practices was fully utilized, indicating the value placed on these areas and their alignment with budgeted projections.

The actual expenditures was lower than the estimated amount regarding Action 3.9 for the alternative studies program. This decrease is expected to reduce the associated costs, aligning with our goal to maintain sustainability and continue to provide this option for some families.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the 2023-2024 academic year, several strategies were implemented under Goal 3 to enhance student engagement and reduce absenteeism. To gauge the effectiveness of these strategies, we utilized a variety of measures, including chronic absenteeism and suspension rates via the California State Dashboard, feedback from LCAP surveys among parents and students, and local data on attendance and discipline referrals.

Although the Etiwanda School District observed a noticeable decrease in chronic absenteeism rates, absenteeism levels remained higher than pre-pandemic levels. Nevertheless, positive feedback from parents indicates our concerted efforts to promote regular attendance and establish support systems to address absenteeism causes. This is evidenced by the parent survey's new item in the 2023-24 survey, where 99% expressed agreement with the statement 'my child's school values regular attendance to ensure consistent instructional opportunities.' Progress in the 2023-2024 school year, with an increase in attendance rates from 94.1% to 95.77%, reflects ongoing impacts of COVID and societal changes, consistent with trends across California. Additionally, chronic absenteeism decreased from 21.9% on the 2022 CA

Dashboard to 17% on the 2023 CA Dashboard. As of May 2024, the chronic absenteeism rate is 10%, showing continued improvement. While the district attendance rate of 97.95% set as a 3-year outcome before the pandemic wasn't met, the current growth trend in the district is encouraging and efforts will continue to be a priority, especially at specific sites to further their progress. Notably, due to these efforts and parental prioritization of education, all 11 schools previously designated as Additional Targeted Support and Improvement (ATSI) due to chronic absenteeism have been removed from that designation.

Educational partners have highlighted the effectiveness of incorporating cooperative learning strategies to enhance student interaction and communication. This is evident in our daily application of Kagan structures across all student interactions, as detailed in Action 3.1, which received overwhelming approval from 96% of students meeting the desired outcomes as compared to the 2020-21 baseline of 96%. Advisory committees have also highlighted the importance of character education, anti-bullying programs, and positive behavior incentives, which have been addressed in Action 3.2. Our focus on PBIS and culturally responsive teaching has significantly contributed to creating a positive school climate as 93% of students agree that their school maintains consistent expectations for behavior, exemplified by principles such as Be Respectful, Be Responsible, and Be Safe. This positive response rate on the survey reflects notable growth from the baseline of 89% percent and nearly meeting the desired outcome. This sustained growth reflects effectiveness for these actions. There will be continued efforts to maintain high levels of respect for one another as suspension rates continue to be low with all students in the green, meeting the 3-year desired outcome.

The district remains committed to fostering school environments where mutual respect and appreciation for students of diverse backgrounds thrive, a commitment supported by 93% of students who agree that teachers value their background and culture, again revealing an improvement of 4% on the student survey. The district met the 3-year expected outcomes for expulsion and middle school dropout rates illustrating effectiveness by having 0% of students expelled and 0% drop out.

School sites have reported an increase in behavioral referrals, highlighting ongoing challenges with student behavior and underscoring the need for effective support systems. Actions 3.3 and 3.5 have been implemented to focus on professional development for site administrators in alternative correction methods, Tier II positive behavior interventions, and incentive programs. These actions are designed to equip administrators with the tools to proactively address behavioral issues and reduce reliance on suspensions. Additionally, Actions 3.4 and 3.6 address the root causes of behavior by enhancing access to counseling services and trained support staff for students who require additional support. This approach is necessary for understanding the underlying factors driving misbehavior and proactively preventing such incidents. The effectiveness of these actions is observed in the improved attendance rates, which rose from 94.1% in the 2021-22 school year to 95.77% in 2022-23, and a reduction in chronic absenteeism from 21.9% to 17% over the same period. However, the residual effects of the pandemic continue to impact these rates, with a decline from a baseline attendance rate of 97.95% and a 12.7% increase in chronic absenteeism from the baseline. Furthermore, persistent issues indicated by Tier II and Tier III behavioral data suggest that while some progress has been made, there is still a significant need to enhance and possibly expand the preventative measures and restorative practices currently in place. This mixed outcome suggests that while the actions have been partly successful in improving some aspects of student behavior and engagement, further efforts are needed to consistently address and reduce more severe behavioral issues. The continued focus on preventative measures through counseling and the ongoing implementation of behavioral supports are essential steps toward achieving more comprehensive improvements in student behavior management. Action 3.10, focusing on the implementation of Positive Behavioral Interventions and Supports (PBIS) programs, has demonstrated clear effectiveness in enhancing student attendance and engagement. Specifically, the reported 1.67% increase in overall attendance rates and a 4.9% reduction in chronic absenteeism directly

reflect the positive impact of PBIS strategies. These results underscore the importance of not only maintaining but also enhancing PBIS strategies to support a positive school climate. Despite these successes, ongoing challenges with severe behavioral issues highlight the need for continued and expanded PBIS interventions. This suggests that while PBIS programs are effective, there is a critical need to further refine and broaden these interventions to address comprehensively the needs of all students. The sustained improvements in student behavior and engagement further justify the continued prioritization of this action within our strategic objectives.

These efforts have been communicated to all students as evidenced by 92% agreeing with the survey question stating, "I understand who to contact at my school if I need help" as compared to a similarly related survey item that was removed from the survey asking students if they agree that, "Counseling services are available at my school" which received a positive response rate of 85% on 2020-21. In addition, 89% of students agree with the survey item, "I feel welcomed and cared for at my school" which was a new survey item in 2022-23.

Actions 3.7 and 3.8, which introduced proactive engagement strategies such as the transition program from 5th to 6th grade, have shown significant effectiveness in improving engagement and attendance. Recognizing the transition from elementary to intermediate school as a potentially stressful period for students, these actions have been instrumental in ensuring a smooth transition. This is evidenced by the maintained high attendance rates during this pivotal time in students' educational journeys, with no noted decline, indicating the effectiveness of the programs and actions implemented. The high participation rates and positive feedback from parents highlight the value of these actions in supporting student needs. The extracurricular opportunities and summer transition program are designed to strengthen students' connection to their school and reduce anxiety. Feedback from parents has led to the continuation and expansion of intramural sports at the elementary and intermediate levels, allowing hundreds of students at each school site to participate. According to survey responses, 89% of students agree that teachers make school an engaging place to learn as compared to the 2020-21 baseline of 91%.

Regarding Action 3.9, although the Alternative Studies Center (ASC) continues to serve as a favorable option for some families, there was a notable decline in enrollment observed this school year. Despite this, the program will continue because it provides much-needed flexibility compared to the traditional school schedule. Families participating in the program have voiced a strong desire to maintain it for the foreseeable future. This sentiment is echoed by students, with 100% recommending the school, up from a baseline of 94%. Additionally, iReady growth results reflect high levels of progress, with a median typical growth target of 195%, which exceeds the district-wide results.

A significant highlight from our survey data is that 90% of students, 97% of parents, and 96% of staff members would recommend their school to others as compared to the 2020-21 baseline of 94% for students. Although there was a decline of 4%, there was a 1% gain from the previous 2021-22 school year. This endorsement demonstrates the effective relationships staff have built with students and families, fostering trust and meaningful rapport that positively influences students' desires to succeed and be part of a positive, supportive, and welcoming community.

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.

Community partners have maintained their position that their priorities are focused on providing engaging lessons with a balanced approach between using traditional methods while incorporating online-based programs. As such, several actions including engagement structures and character development programs will remain the same. In addition, implementation of PBIS programs and transitional programs will remain to reach the sustainability required for schoolwide implementation. Support structures utilizing support staff such as counselors and Board-Certified Behavior Analysts (BCBA) will continue to support students' physical and emotional well-being.

In response to feedback from educational partners, we will implement three revisions to the existing actions and introduce two new actions under Goal 3. These changes reflect our commitment to continuously enhance student engagement and attendance, demonstrating our dedication to improving our educational strategies and support systems based on community feedback. The updates will address identified needs and gaps, informed by ongoing discussions with educators, parents, and students, to ensure our efforts are effective and impactful. Introducing new actions shows our determination to innovate and respond to the changing educational environment, especially in areas essential to student success.

In response to feedback from educational partners, we have updated our strategies under Goal 3: Student Engagement, which focuses on creating and maintaining environments where students show respect and appreciation for themselves and others in inclusive settings.

Action 3.7 Enhancement: The role of behavior analysts in developing and implementing behavior support plans has been expanded to more effectively promote positive student behaviors. This revision's impact will be monitored through the Suspension Rate Indicator on the CA State Dashboard, with an expectation of reduced suspension rates as a positive outcome of improved behavioral support.

Action 3.8 Clarity Improvement: Action 3.8 now more clearly specifies its objective to enhance school connectedness, thereby boosting student engagement. The effectiveness of this action will be assessed through responses to survey items "I would recommend this school to others" and "My teacher makes class interesting," ensuring these questions accurately measure students' sense of belonging and engagement.

Action 3.10 will undergo slight adjustments. Despite maintaining the language within the action, declining enrollment in the alternative studies program requires an adjustment of staff numbers due to shifting demand. Reductions in enrollment have resulted in the program's capacity being reduced by half, leading to a corresponding reduction in staffing levels. Consequently, associated costs will also be impacted.

Action 3.11 Revision for Clarity: This action has been revised to clearly identify the Positive Behavior Interventions and Supports (PBIS) program as the focus. The Chronic Absenteeism Indicator on the CA State Dashboard will continue to measure the success of PBIS in reducing absenteeism, highlighting the program's role in fostering a welcoming and positive school atmosphere that encourages regular attendance.

New Actions for Enhanced Student Engagement:

In response to the need for improved services, two new goals will be integrated into Goal 3 to specifically address chronic absenteeism among at-risk student groups. The introduction of support teams, including clinical counselors, and a real-time attendance monitoring system are anticipated improvements. The financial implications of these actions have been carefully evaluated to ensure they fit within our expected budget, reflecting our commitment to improving services in a sustainable manner.

Action 3.5: Clinical counselors and site support teams will implement targeted interventions for students at risk of chronic absenteeism. This strategic effort is designed to bolster engagement by providing necessary support and facilitating students' reconnection with their school community. The effectiveness of this action will be measured using the Chronic Absenteeism Indicator on the CA School Dashboard, focusing on reducing absenteeism rates among targeted students.

Action 3.12: A real-time attendance and academic monitoring system will be introduced to promptly identify and support students with excessive absences. This system includes weekly ABC (Attendance, Behavior, Course Grades) reports to help school staff quickly determine which students are on track and who may require immediate intervention. The impact of this action will be measured by improvements in the Chronic Absenteeism Indicator and the District Attendance Rate on the CA School Dashboard, striving for enhanced student engagement and reduced absenteeism.

An additional metric will be added to the 2024-25 LCAP including a survey item from the Parent LCAP Survey.

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

# Goals and Actions

## Goal

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

## 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<br><br>1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation and Sustainability<br><br>2. Creating welcoming environments for all families in the community - Full Implementation<br><br>3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their | 2021-2022 Self-Reflection Tool<br><br>1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation<br><br>2. Creating welcoming environments for all families in the community - Full Implementation and Sustainability<br><br>3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their | 2022-2023 Self-Reflection Tool<br><br>1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation<br><br>2. Creating welcoming environments for all families in the community - Full Implementation and Sustainability<br><br>3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their | 2023-2024 Self-Reflection Tool<br><br>1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation<br><br>2. Creating welcoming environments for all families in the community - Full Implementation and Sustainability<br><br>3. Supporting staff to learn about each family's strengths, cultures, languages, | 1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation and Sustainability<br><br>2. Creating welcoming environments for all families in the community - Full Implementation and Sustainability<br><br>3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - Full |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | children - Full Implementation and Sustainability<br><br>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<br><br>5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - Full Implementation and Sustainability<br><br>6. Providing families with information and resources to support student learning and development in the home - Full Implementation | children - Full Implementation<br><br>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<br><br>5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - Full Implementation and Sustainability<br><br>6. Providing families with information and resources to support student learning and development in the home - Full Implementation<br><br>7. Implementing policies or programs | children - Initial Implementation<br><br>4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families - Initial Implementation<br><br>5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - Full Implementation and Sustainability<br><br>6. Providing families with information and resources to support student learning and development in the home - Full Implementation<br><br>7. Implementing policies or programs | and goals for their children - Initial Implementation<br><br>4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families - Initial Implementation<br><br>5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - Full Implementation<br><br>6. Providing families with information and resources to support student learning and development in the home - Full Implementation and Sustainability | Implementation and Sustainability<br><br>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<br><br>5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - Full Implementation and Sustainability<br><br>6. Providing families with information and resources to support student learning and development in the home - Full Implementation and Sustainability |

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | groups and decision-making - Full Implementation and Sustainability<br><br>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<br><br>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 | Implementation and Sustainability<br><br>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<br><br>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 | Implementation and Sustainability<br><br>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<br><br>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 | making - Full Implementation<br><br>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<br><br>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 | engage in advisory groups and decision-making - Full Implementation and Sustainability<br><br>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<br><br>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 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percent of positive responses on the annual Parent Survey subset of questions used to inform the Parent Engagement Indicator on the CA School Dashboard | 2020-2021 Parent Survey<br><br>94% Agree My child's school effectively communicates with parents/guardians regarding their child's progress.<br><br>96% Agree My child's teacher responds to my questions in a timely manner.<br><br>97% Agree Parent/Guardian information events are available through my child's school and the Etiwanda School District.<br><br>97% Agree My child's school offers parents/guardians an opportunity to serve on advisory councils.<br><br>98% Agree I am satisfied with the courtesy and respect of the school staff. | 2021-2022 Parent Survey<br><br>94% Agree My child's school effectively communicates with parents/guardians regarding their child's progress.<br><br>95% Agree My child's teacher(s) communicate(s) well with all families. The following question was not asked on the 2021-2022 survey: My child's teacher responds to my questions in a timely manner. This question has been removed from the "Desired Outcomes" section to reflect this revision to the survey.<br><br>94% Agree Parent/Guardian information events are available through my child's school and the Etiwanda School District. | 2022-2023 Parent Survey<br><br>95% Agree My child's school effectively communicates with parents/guardians regarding their child's progress.<br><br>95% Agree My child's teacher(s) communicate(s) well with all families.<br><br>98% Agree Parent/Guardian information events are available through my child's school and the Etiwanda School District.<br><br>98% Agree My child's school offers parents/guardians an opportunity to serve on advisory councils.<br><br>96% Agree School staff is generally friendly, helpful, and shows respect and care for all students. | 2023-2024 Parent Survey<br><br>95% Agree My child's school effectively communicates with parents/guardians regarding their child's progress.<br><br>The following question was revised on the 2023-2024 survey: "My child's teacher(s) communicate(s) well with all families" has been replaced with item, "I am satisfied with the accessibility and responsiveness of the teachers and school staff" which received a positive response rate of 95%. This question has been added in the "Desired Outcomes" section to reflect this survey revision.<br><br>97% Agree Parent/Guardian information events are available through my child's school and the | 95% Agree My child's school effectively communicates with parents/guardians regarding their child's progress.<br><br>97% Agree Parent/Guardian information events are available through my child's school and the Etiwanda School District.<br><br>97% Agree My child's school offers parents/guardians an opportunity to serve on advisory councils.<br><br>98% Agree School staff is generally friendly, helpful, and shows respect and care for all students.<br><br>97% I am satisfied the courtesy and respect of the administration at my child’s school.<br><br>97% Agree I am able to communicate with |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 97% Agree I am able to communicate with teachers and staff when necessary.<br><br>97% Agree I would recommend this school to others. | 97% Agree My child's school offers parents/guardians an opportunity to serve on advisory councils.<br><br>97% Agree School staff is generally friendly, helpful, and shows respect and care for all students.<br>The following question was not asked on the 2021-2022 survey: I am satisfied with the courtesy and respect of the school staff.<br>This question has changed in the "Desired Outcomes" section to reflect this revision to the survey.<br><br>98% Agree I am able to communicate with teachers and staff when necessary.<br><br>97% Agree I would recommend this school to others. | The following question was revised on the 2022-2023 survey: I am satisfied with the courtesy and respect of the school staff.<br>The new revised survey item is: I am satisfied with the courtesy and respect of the administration at my child's school.<br>This question has added in the "Desired Outcomes" section to reflect this revision to the survey.<br>96% I am satisfied with the courtesy and respect of the administration at my child's school.<br><br>98% Agree I am able to communicate with teachers and staff when necessary.<br><br>97% Agree I would recommend this school to others. | Etiwanda School District.<br><br>The following question was removed on the 2023-2024 survey: "My child's school offers parents/guardians an opportunity to serve on advisory councils."<br>This question has been updated in the "Desired Outcomes" section to reflect this revision to the survey.<br><br>97% Agree School staff is generally friendly, helpful, and shows respect and care for all students.<br><br>The following question was revised on the 2023-2024 survey: "I am satisfied with the courtesy and respect of the school staff."<br>The new revised survey item is: "School staff respects and responds to its community's cultural, racial, and language | teachers and staff when necessary.<br><br>97% Agree I would recommend this school to others. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | differences." This question has been added in the "Desired Outcomes" section to reflect this revision.<br>97% Agree School staff respects and responds to its community's cultural, racial, and language differences.<br><br>The following question was removed from the 2023-2024 survey: "I am able to communicate with teachers and staff when necessary." This question has been removed from the "Desired Outcomes" section to reflect this revision to the survey.<br><br>97% Agree I would recommend this school to others. | |

## *Goal Analysis*

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.

The successful implementation of the Actions in Goal 4, focused on Family Engagement, clearly demonstrates the Etiwanda School District's effective strategies in building an inclusive and collaborative environment for parents and families. By fully realizing all planned actions under this goal, the district has not only reinforced its dedication to fostering meaningful partnerships with the community but has recognized how essential these relationships are in student's performance and engagement. The district's ongoing commitment to valuing community members as trusted partners in their children's education is evident, through results from the LCAP surveys, Thought Exchange feedback, and input from Advisory Committees. This comprehensive approach to engagement has been vital in creating a welcoming and connected school community, where every educational partner feels valued and involved in shaping the educational experience.

Actions under Goal 4 were designed with the dual purpose of promoting meaningful involvement from our community and ensuring that our staff interactions embody warmth, respect, and care (Action 4.1). Our multifaceted approach to communication has been vital in keeping parents informed and engaged, utilizing a blend of direct and indirect channels such as email, two-way communication tools, websites, social media, and parent engagement nights offered in both traditional and virtual formats to accommodate diverse needs (Actions 4.2, 4.3, 4.4 and 4.8).

We have also prioritized offering a variety of feedback opportunities, ensuring that our engagement strategies reflect the diversity and preferences of our community. This commitment to obtaining feedback has resulted in high participation rates across the board. The sustained engagement of our advisory committees and parent groups throughout the year highlights the strength of our community partnerships and the effectiveness of our engagement strategies (Actions 4.5 and 4.7).

Our targeted efforts through Action 4.6 have laid a strong foundation for building positive relationships with families, identifying and addressing barriers to attendance, and collaboratively crafting strategies to improve student presence. This collaborative approach to removing barriers and identifying solutions continues to show positive results through improved absenteeism rates on the CA State Dashboard and survey results.

The District has implemented several strategies to enhance communication with families, including training staff responsible for updating websites and managing social media platforms. This ensures consistent communication with all families and promotes the visibility of opportunities for parents to join advisory committees at both the district and school levels, providing invaluable feedback. Furthermore, the superintendent's office regularly issues correspondence on pertinent topics, contributing to our comprehensive communication strategy.

In summary, the complete implementation of all actions under Goal 4 has not only achieved its intended outcomes but has also solidified the foundation for ongoing and future efforts to engage parents and families in their children's education. These actions will continue to be a cornerstone of our strategy, reflecting their proven effectiveness and the positive impact they have had on our school community.

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

The Etiwanda School District has implemented its financial and operational plans for all actions within Goal 4, adhering closely to our projected budget with the exception of Action 4.3 with a slight increase from the expected expenditure. This diligence has resulted in no significant discrepancies within the overall budget, reinforcing our dedication to both transparency and the efficient allocation of resources. We have made targeted adjustments to specific allocations, particularly for Action 3. Action 3 saw an increased cost attributed to the reallocation of funds towards the general budget, primarily for enhancing our communication efforts to increase family engagement. This included addressing the rising costs associated with outside contracts, demonstrating our flexible approach to financial management aimed at ensuring our communication efforts remain robust without sacrificing quality.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Etiwanda School District is unwavering in its commitment to building strong partnerships with families through strategic engagement and decision-making opportunities. By implementing Goal 4 actions, we prioritize diverse communication channels, organize events with academic and social focuses, and form committees dedicated to equity and access to education. This approach highlights our belief in community collaboration to improve educational outcomes and create an inclusive environment for every student and their family.

Etiwanda is dedicated to leveraging innovative communication methods and technologies to engage and value our educational partners. Responding to community feedback, we introduced a new app-based platform, centralizing many district-adopted online programs to streamline Action 4.3. This initiative has led to remarkable engagement, with over 92% of students having a parent or guardian actively using the app to communicate with teachers. The platform has facilitated hundreds of thousands of messages and announcements this year, a number expected to grow as users become more accustomed to it. Considering the usage data, this action is considered effectively met. In addition, parent engagement events at each school across the district yield high participation numbers. The enthusiastic feedback from our educational partners affirms the value of these efforts, particularly the opportunities for on-campus involvement. With 95% of parents agreeing with the survey item stating, my child's school effectively communicates with parents/guardians regarding their child's progress which is a 1% gain from the 2020-21 baseline, meeting the 3-year desired outcome.

All eight actions within Goal 4 work to enhance parental and family involvement across our schools and are deemed effective. In the 2020-2021 academic year, we established baseline data using a self-reflection tool for the Parent Engagement Indicator and a set of questions in our annual family survey on engagement. In the 2023-2024 school year, a diverse group of educational partners, including teachers, parents, administrators, and community members, used this tool to assess our progress in family and community engagement. The group recognized the Etiwanda School District for fully implementing most areas, with some achieving full implementation and sustainability which is the 3-year desired outcome. However, one area—focused on educating staff about the strengths, cultures, languages, and goals of each family—was identified as being in the initial stages of implementation declining from the 2020-21 baseline of full implementation and sustainability. Despite considerable efforts in this area, it's noted that some advisory group members may not fully recognize the district's initiatives aimed at fostering an understanding of our diverse families and their aspirations. Our district-wide endeavor in culturally responsive teaching and learning is expanding, with the second cohort of staff undergoing professional development and coaching during the 2024-25 school year. Although feedback in our survey reflects high levels of effectiveness within this action, given that 97% Agree School staff

respects and responds to its community's cultural, racial, and language differences. Since this is a revised survey item in 2023-24, the similar item previously asked during the baseline year of 2020-21 received 97% who agree to the statement, "I am able to communicate with teachers and staff when necessary" and 96% agree to the statement, "my child's teacher responds to my questions in a timely manner", representing consistently high approval ratings over the years.

As we progress, efforts to strengthen our communication to deepen parents' and families' understanding of these efforts. Surveys from students and parents indicate a positive response rate, with 97% acknowledging that school staff respects and responds to the community's cultural, racial, and language differences. Advisory groups are pleased with the type and frequency of engagement events. The self-reflection tool maintains a high standard of excellence as compared to the baseline measure according to a couple of data points. Number 6 on the self-reflection tool stating, "Providing families with information and resources to support student learning and development in the home" received a score of Full Implementation and Sustainability. Secondly, number 11 meets expectations stating, "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" which constantly reached Full Implementation every year since the baseline measure in 2020-21. Family engagement nights are organized throughout the year to bolster school climate and student success, covering topics like enhancing home-school connections and supporting at-home learning. Specific initiatives target English learner (EL) families, providing essential information on curriculum support, highlighting online grade book preferences and accessibility, and other resources to foster learning and engagement. Additionally, schools host events designed to improve school climate, including interactive games, PTA/PTO events, and school-wide festivals. These actions, detailed in Actions 4.1 and 4.4, illustrate an ongoing commitment to fostering inclusive educational environments.

Action 2 is intended to support communications across the District by providing training to staff who update websites and maintain social media platforms to support regular communications with all families. This action will continue to be essential as the transition to a new communication provider continues to launch new programs within their platform. These new features will enhance the usability and accessibility of the various programs used by the District including improvements to emails, two-way communication, and audio messages (Action 3). 98% of our families agree teachers and staff communicate when necessary illustrating the action's effectiveness with our community. Additionally, effectiveness can be viewed by measuring the usage of our communications platform which was rolled out during the 2023-24 school year. Etiwanda has reached unprecedented engagement with 92% of parents actively participating in the new two-way communication tool.

Feedback from our families reveals the success of the district's communication efforts: 95% of families confirm that their school effectively communicates with them about their child's progress. Moreover, 97% of parents acknowledge the accessibility of informational events offered by their child's school and the Etiwanda School District as compared to the 2020-21 baseline of 97%. In addition, the parent survey item, "school staff is generally friendly, helpful, and shows respect and care for all students" received a 98% positive response rate as compared to 98% from baseline. These positive responses highlight the impact of Actions 4.2, 4.5, 4.7 and 4.8.

Action 6 focuses on conducting attendance review meetings with families of students at risk of chronic absenteeism which includes School Attendance Review Teams (SART) and District Attendance Review Teams (DART). This action adopts a tiered, supportive approach, fostering a partnership between the District and families to identify obstacles and formulate a supportive plan for the student's education. The LCAP Advisory Committee's self-reflection tool revealed that the highest marks were awarded for the implementation of policies or programs enabling teachers to engage with families and students. This top rating signifies Full Implementation and Sustainability consistent with the

baseline metric and meeting the 3-year desired outcome. According to the self-reflection tool, all other evaluated areas also achieved the Full Implementation level. In addition, the outcome of these efforts is ultimately reflected not only in the feedback in the self-reflection tool but in the improvement in chronic absenteeism rates and districtwide attendance rates which, as stated in Goal 3, has improved significantly since COVID and continues to surpass state and county rates.

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.

While all actions have demonstrated effectiveness according to established metrics and measures, revisions have been made to enhance clarity and incorporate feedback from our educational partners. These adjustments are aimed at refining the actions and addressing additional areas of improvement identified through feedback, ensuring a new or strengthened approach to our strategies.

Although the metrics for Goal 4 will remain the same for the 2024-25 LCAP, the subset of questions within the metric will be adjusted to more accurately reflect implementation and effectiveness with the respective actions.
The following questions will be added to the subset of questions from the annual parent LCAP survey:
I feel welcomed when I enter the school office, with a desired outcome of a 96% positive response rate.
I am aware of the resources and support services available to students at my school, with a desired outcome of a 95% positive response rate.
My child's school values regular attendance to ensure consistent instructional opportunities, with a desired outcome of a 99% positive response rate.
School staff respects and responds to its community's cultural, racial, and language differences, with a desired outcome of a 97% positive response rate.
I am satisfied with the accessibility and responsiveness of the teachers and school staff, with a desired outcome of a 95% positive response rate.
The following questions will be removed from the metrics as the questions are no longer asked in our survey or and not associated with actions in Goal 4:
My child's school offers parents/guardians an opportunity to serve on advisory councils.
I would recommend this school to others.

Revised Actions Include:
Action 4.2: Now provides guidance for district staff support through training on all communication platforms in use. This update acknowledges the rapid technological evolution and the necessity of continuous learning. The impact of this revision will be assessed through the parent survey question focused on the accessibility of Parent/Guardian information events provided by my child's school and the Etiwanda School District.

Action 4.3: Revised for added clarity and reduced the list of the various forms of communication to streamline the action, yet still highlighting the purpose of communication which is to maintain engagement by providing information about upcoming events, homework, student

progress, and available support or enrichment opportunities. The metric used to measure this action will be two survey questions: "My child's school effectively communicates with me regarding my child's progress" and "I am satisfied with the accessibility and responsiveness of the teachers and school staff."

Action 4.5: Modified to highlight intentional efforts to engage unduplicated student groups, with a special focus on providing translation services for English learner families. This ensures all families fully comprehend the information being presented. Action 4.5 has undergone revisions to broaden the scope of family engagement events held by the district and school sites. We are not only continuing our educational presentations designed to support parents in their children's education but are also extending these opportunities through workshops specifically tailored for EL families. These workshops promote engagement among unduplicated and underrepresented student groups, strengthening the home-school connection and building a more inclusive community. The effectiveness of this revised action will be assessed using response data from the parent survey question: "Am I informed about the resources and support services available to my child at school."

Action 4.7: This action received slight language modifications for added clarity and better execution of the action and district and site administrators. The effectiveness of this revised action will be assessed using response data from the survey question: "My child's school values regular attendance to ensure consistent instructional opportunities."

Introduction of Action 4.4:
A new action has been added, requiring district and school administrators to provide essential resources, such as visitor check-in systems and translation devices, to support parent participation on school campuses. As part of our commitment to increased and improved services, we are excited to introduce Action 4.4 in the 2024-25 Local Control and Accountability Plan (LCAP). This action focuses a renewed action on encouraging parent visitors and volunteerism through the implementation of a streamlined visitor sign-in system. This system not only enhances operational efficiency but also incorporates security scanning software, bolstering safety across all school campuses. Furthermore, we are ensuring that translation devices are available at the front offices, facilitating improved communication between parents and office staff during visits. The impact of this action will be gauged by responses to the parent survey question: "My child's school offers opportunities for me to be involved in my child's education (events, newsletters, etc.)."

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

## *Instructions*

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

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) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

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.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Etiwanda School District | Charlayne Sprague<br>Superintendent | charlayne_sprague@etiwanda.org<br>(909) 899-2451 |

# Plan Summary [2024-25]

## General Information

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

Established in May 1883 in the historic Cucamonga Wine Region, the Etiwanda School District began as a one-room schoolhouse and has since evolved into a school community rich in heritage. Bound together by enduring relationships and a commitment to "Excellence in Education," the district serves as a testament to the community's dedication to educational achievement.

Located in the Inland Empire within San Bernardino County, approximately 45 miles east of Los Angeles, the district encompasses an area with about 41,000 residents. The median household income in the city is $126,111 per year.

In its initial years, Etiwanda experienced consistent enrollment growth, a trend that has continued to the present day. Currently, the district educates over 14,000 preschool through eighth-grade students across 13 elementary schools, 4 intermediate schools, and a community day school. Serving the communities of Rancho Cucamonga and Fontana on the western edge of San Bernardino County, Etiwanda schools have distinguished themselves and earned various accolades, including National Blue Ribbon Honors for:

Carleton P. Lightfoot Elementary School
John L. Golden Elementary School
Day Creek Intermediate School
Grapeland Elementary School
Terra Vista Elementary School

Additionally, 15 schools within the district have been recognized as California Distinguished Schools, with many receiving this honor on multiple occasions, alongside Golden Bell Awards.

The student body is diverse, comprising 43% Hispanic, 18% White, 17% Asian, and 8% African American students, with the remaining 14% belonging to other ethnic groups. Students identified as low-income account for 30% of the population, while 14% receive special education

services, 9% are English learners, and less than 1% are foster youth. Unduplicated students, which consist of socioeconomically disadvantaged, English learners, and Foster Youth make up 43% of the total student population.

The Etiwanda School District is committed to promoting high standards in curriculum, instruction, performance, and personal behavior. Our goal is for each student to achieve academic excellence and develop respect for self and others, thereby becoming contributing members of our culturally diverse society. This development is achieved through a cooperative effort among students, parents, staff, and the community.

Building on its tradition and success, the District remains dedicated to the development of the whole child, providing a safe, healthy, culturally proficient, and inclusive school environment. Our supportive community, balanced and challenging curriculum, and engaging, high-quality instruction cater to the needs of all students. This foundation prepares them for college and career, celebrating and leveraging the diverse backgrounds and life experiences of our student population. Students are encouraged to realize their potential, becoming model citizens and contributing members of both our nation and the global society.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The annual performance provided by the 2023 California School Dashboard provides valuable insight into our students' academic performance, engagement, and school culture and climate, along with our local data sources. The Etiwanda School District takes pride in maintaining high academic standards, supported by our dedicated staff and a community that actively contributes to our students' success. The information from the California Dashboard shows our commitment to "Excellence in Education" and continuous improvement across various domains, including academic performance, engagement, and climate.

Academic Achievement
Our students in grades 3-8 have exhibited outstanding performance in both language arts and math, scoring 39.1 and 16.8 points above the standard, respectively. This achievement places us in the green (high) status level for these academic areas. Significantly, seven out of the eleven student groups assessed have scored within the green or blue levels, indicating strong performance across diverse student demographics. Notably, no student groups were categorized in the red level (very low) for either subject area. This accomplishment speaks volumes about our collective effort to uphold high academic expectations and ensure every student has the opportunity to excel.

English Learner Progress
The Dashboard reveals that 58.8% of our English Learners are making satisfactory progress, according to the English Learner Progress Indicator (ELPI). Additionally, our reclassified fluent English proficient (RFEP) students are showing remarkable growth, scoring 81 points above standard in language arts and 63.5 points above standard in math. Our reclassification rates improved from 14% to 23% from the 2021-2022 school year to the 2022-2023 school year. These results reflect the effectiveness of our English Language Development programs and the targeted support provided to our English Learners, enabling them to not only meet but exceed academic expectations.

Student Group Performance

While the Dashboard highlights our district's overall high performance, it also identifies areas requiring focused attention. Specifically, some student groups are performing at the low-performance level (orange), though none are in the lowest performance category (red). This identification will guide our efforts in providing targeted interventions and support to ensure that all student groups experience success and growth.
Language Arts-
Blue (Very High) Status - Filipino, Two or More Races
Green (High) Status - Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, and White
Yellow (Medium) Status - African American, Homeless
Orange (Low) Status - Foster Youth and Students with Disabilities
Red (Very Low) Status - No student groups
Math-
Blue (Very High) Status - Asian and Filipino
Green (High) Status - English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and White
Yellow (Medium) Status - Homeless
Orange (Low) Status - African American, Foster Youth, and Students with Disabilities
Red (Very Low) Status - No student groups

Student/Academic Engagement
Student engagement stands as a pivotal component of our educational ethos in the Etiwanda School District. Recognizing that engaged learners are more likely to succeed academically and socially, we have dedicated considerable resources and efforts toward fostering an environment where students feel connected, valued, and motivated. The 2023 California School Dashboard shows an indicator level of yellow, yet there is a notable decline of 4.9% with no student groups in the very low category. This equates to 17% of students are considered chronically absent compared to 21.9% the previous year.
Blue (Very High) Status - No student groups
Green (High) Status - Asian and Filipino
Yellow (Medium) Status - African American, English Learners, Hispanic, Homeless, Two or More Races, Students with Disabilities, Socioeconomically Disadvantaged, and White
Orange (Low) Status - American Indian, Foster Youth, and Pacific Islander
Red (Very Low) Status - No student groups

Conditions and Climate
Etiwanda received a green (high) indicator score for suspension rate, maintaining 1.2% of suspended students at least one day. Again, there are no student groups in the lowest (red) level.
Blue (Very High) Status - Asian and Filipino
Green (High) Status - English Learners, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged,
Yellow (Medium) Status - Foster Youth, Two or More Races, and White
Orange (Low) Status - African American, American Indian, Homeless, and Pacific Islander
Red (Very Low) Status - No student groups

School Site - All student groups showing lowest performance indicator

West Heritage - Chronic Absenteeism-

Any student group within any school with lowest performance outcomes
David W. Long Elementary, Carleton P. Lightfoot Elementary, Day Creek Intermediate
Engagement Indicator (Chronic Absenteeism) - African American
Summit Intermediate
Engagement Indicator (Chronic Absenteeism) - English Learner and African American
Cecilia Lucero Solorio Elementary
Engagement Indicator (Chronic Absenteeism) - Hispanic and Socioeconomically Disadvantaged
John L. Golden Elementary
Engagement Indicator (Chronic Absenteeism) - Students with Disabilities and Asian
Etiwanda Intermediate
Engagement Indicator (Chronic Absenteeism) - Homeless, Students with Disabilities, and Hispanic
West Heritage Elementary
Engagement Indicator (Chronic Absenteeism) - Homeless, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White, and Two or More Races
Academic Indicator (Language Arts) - Students with Disabilities
Academic Indicator (Math) - Students with Disabilities
Heritage Intermediate
Academic Indicator (Math) - Students with Disabilities

Local Data Insights and Achievements
The Etiwanda School District's commitment to excellence in education is highlighted by our analysis of local data, particularly from the i-Ready assessments during the 2022-2023 school year. This data revealed remarkable gains in student achievement, with the median percent progress towards Typical Growth reaching 136% in reading and 117% in math. These achievements reflect our multifaceted approach to education which includes data-driven instruction, high-level engagement strategies, differentiation for small group instruction, ongoing teacher training and coaching, and grade-level collaboration among many other priorities. Our efforts have been geared towards not just meeting but exceeding expectations, which is evident in the substantial progress our students have made.

The most recent i-Ready assessments (window 3 data) show that 69% of our students are on or above grade level in reading and 66% in math. Moreover, the median percent progress towards Typical Growth for our district has been maintained at an impressive 138%. This metric, representing the average annual growth for a student at their grade and baseline placement level, highlights our continued success in fostering academic growth and excellence. In math, the median percent progress toward Typical Growth remains strong at 117%.

Addressing the Achievement Gap
Recognizing significant strides across the Etiwanda School District, a deep commitment exists to ensure the success of every student. Yet, nuanced challenges persist, highlighting an achievement gap affecting students from diverse backgrounds, such as African Americans, foster youth, and special education communities. This gap does not reflect the potential of students but rather identifies areas where support and resources can be strengthened.

In response, a holistic and inclusive approach is adopted to bridge this gap by imploring administrators and staff to make intentional efforts to build relationships and learn strategies to affirm and bridge their students' academic and cultural behaviors. This will be combined with methods to enhance inclusion practices across schools, delivering targeted instruction during Universal Access (UA) time, and providing extended learning opportunities tailored to meet the unique needs of each student. Additionally, efforts in culturally responsive teaching and learning are intensified, recognizing the importance of creating welcoming, nurturing environments that reflect and respect all students' identities and experiences.

Understanding the profound impact of instructional time, focus is also placed on mitigating chronic absenteeism. The aftermath of the pandemic and societal changes show the need for targeted strategies to ensure students remain engaged and supported, both academically and emotionally. The aim is not only to improve attendance but also to enhance the overall learning experience, ensuring every student has the opportunity to thrive.

Through these efforts, the goal is not just to address learning gaps but to foster an educational environment where every student is seen, valued, and supported. By working together—educators, families, and the wider community—a more equitable and inclusive educational landscape is created, where every student has the pathway to success.

Currently, no schools in our district are designated as requiring Additional Targeted Support and Improvement (ATSI). This significant progress comes after all eleven schools, previously under ATSI status due to chronic absenteeism impacted by pandemic restrictions, have seen this designation removed within just one year. This achievement is a testament to the effectiveness of our efforts to reengage students and families. We have observed a consistent improvement in attendance rates and a decline in chronic absenteeism, demonstrating our commitment to overcoming the challenges posed by the pandemic and ensuring all students and families have the support they need.

Conclusion
The insights from the California School Dashboard and our local i-Ready assessments illustrate Etiwanda School District's significant strides in academic achievement and engagement. Our celebration of these accomplishments goes hand in hand with a recognition of the challenges that lie ahead. With a foundation built on our dedicated staff, an actively involved community, and robust data-driven strategies, we are poised to address these challenges. Our goal remains clear: to continually improve the educational experiences and outcomes for every student in our district, ensuring they have the opportunity to succeed and thrive.

Recognition and Awards
Our district's commitment to excellence is further validated by our receipt of several prestigious awards, including California Distinguished School awards, National Blue Ribbon recognition, and Positive Behavioral Interventions and Supports (PBIS) awards. These accolades reflect not only our academic achievements but also our effective engagement strategies and positive school climate.

National Blue Ribbon Awards (since 2020)
Day Creek Intermediate
John L. Golden Elementary
Grapeland Elementary
Carleton P. Lightfoot Elementary

Terra Vista Elementary

California Distinguished Schools (since 2018)
2024 Day Creek Intermediate
2020 Carleton P. Lightfoot Elementary
2020 Cecilia Lucero Solorio Elementary
2020 Etiwanda Colony Elementary
2020 Perdew Elementary
2020 West Heritage Elementary
2019 Day Creek Intermediate
2019 Etiwanda Intermediate
2019 Heritage Intermediate
2019 Summit Intermediate
2018 Perdew Elementary
2018 Terra Vista Elementary

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on the 2023 Dashboard, the district is not eligible for Differentiated Assistance.

# 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.

No schools within the Etiwanda School District require comprehensive support and improvement, highlighting the district's dedication to sustaining high levels of academic achievement and ensuring equitable educational opportunities for all students.

### *Support for Identified Schools*

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

Not Applicable

## *Monitoring and Evaluating Effectiveness*

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

Not Applicable

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| LCAP Advisory Committee (Parent Advisory Committee) | The LCAP Advisory Committee (a.k.a. Parent Advisory Committee) meticulously reviews feedback from educational partners across various platforms to identify key themes and trends. The committee meets six times a year to achieve this task. It is composed of a diverse group of members, including parents and guardians of English Learners, low-income families, foster youth, and students with disabilities, as well as teachers, counselors, classified staff, representatives from the Etiwanda Teachers Association, district administrators, principals, SELPA administrators, and community organization members. To accommodate all participants, meetings were held in a hybrid format, enabling both virtual and in-person attendance throughout the academic year. This method facilitated effective collaboration and ensured all members could engage comfortably, especially important during the pandemic.<br><br>These meetings were held on September 18, 2023, October 16, 2023, January 8, 2024, February 19, 2024, April 16, 2024, and May 7, 2024. All meetings are open to the public and links to access agendas are shared through email and the District website. Information about Local Control Funding Formula (LCFF) funding and current LCAP goals and actions are presented. Data shared at meetings pertained to the strengths and challenges students demonstrated on the CAASPP and local assessment data from i-Ready for math and ELA. State and local data for attendance, suspension, and expulsion were also presented. Educational partner feedback collected from Thought |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Exchanges, surveys, and community forums was also shared. Educational partner input was requested to maintain, modify, delete, or add LCAP actions. During the six LCAP Advisory Committee meetings held throughout the year, they reviewed Educational Partner feedback, reviewed and monitored progress on current goals and actions, and reviewed the draft LCAP on May 8, 2024. During the final meeting, a complete draft of the plan, including the annual update, was reviewed by the committee and an online feedback portal is available to provide any additional feedback on the plan. Written responses to this feedback was made available on the website by the superintendent. Additionally, the committee completed the Parental Involvement and Family Engagement Self-Reflection Tool for Priority 3. |
| LCAP Survey (parents, students, teachers, and other staff) | In September 2023, the Etiwanda School District conducted its annual LCAP Surveys online, from the 23rd to the 29th, to gather insights from families, students, and staff. These surveys are a valuable tool used to evaluate and enhance services while tracking progress toward LCAP goals. The 2023-24 LCAP survey, featuring about 40 items on a 4-point Likert Scale, examined areas aligned with the LCAP goals: Conditions of Learning, Pupil Outcomes, Student Engagement, and Family Engagement.<br><br>Parent Survey: Targeting areas such as learning conditions, improvement strategies for pupil outcomes, and engagement of students and families, this survey saw participation from 4,950 parents/guardians, representing every school, grade level, and demographic group within the district.<br><br>Student Survey (Grades 3-8): Conducted in schools for students in grades 3–8 with parental consent, this survey focused on learning conditions, improvement strategies for pupil outcomes, and student engagement. A total of 7,672 students participated, ensuring representation across all schools, grades 3rd-8th, and demographic groups. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Staff Survey: Held during school staff meetings and promoted via email, the staff survey collected feedback on learning conditions, improvement strategies for pupil outcomes, engagement of students and families, and teacher preparedness. Nearly 1,000 staff members contributed, with representation from every school, demographic group, job classification, and length of employment. |
| Thought Exchange | During December of the 2023-2024 academic year, the Etiwanda School District conducted a districtwide Thought Exchange focusing on our four LCAP goals. This initiative involved families, teachers, administrators, and students from grades 4 to 8 who were invited to share their insights on the strengths and unique qualities of our district that should be preserved and enhanced. The feedback gathered from these discussions played a pivotal role in refining our LCAP action plans.<br><br>The Thought Exchange saw enthusiastic participation with nearly 8,000 individuals across all groups contributing to a total of 186,350 exchanges which included a variety of comments shared via the platform. The breakdown of participants included 1,783 parents, 566 staff members, 5,428 students, and 15 community members ensuring a wide-ranging representation of our school community's perspectives. |
| LCAP Community Forums | LCAP Community Forums were conducted virtually on Tuesday, April 2, 2024, with sessions at 9:00 a.m. and 6:00 p.m., and in-person on Wednesday, April 3, 2024, at 6:00 p.m. Invitations for the events were distributed to all parents/guardians and staff through a variety of platforms including email, automated phone calls, text messages, flyers, social media, as well as personal invitations. These forums provide an opportunity in the spring to discuss the proposed draft actions for the LCAP, reflecting on the feedback previously gathered through various platforms. The Forums present any updates or new additions to the LCAP actions and solicit further input. Feedback collected during these forums is reviewed by the LCAP Advisory Committee before finalizing the plan for approval. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | The community forum events offered a comprehensive overview of the LCFF and LCAP frameworks, along with discussions on the current LCAP goals and actions. Attendees, including parents/guardians, teachers, support staff, students, and community members participated in detailed group presentations led by district and school administrators, with the chance to submit questions via Google Forms on various topics:<br><br>Goal 1: Conditions of Learning<br>The Etiwanda School District is dedicated to furnishing students with essential learning tools through initiatives in LCAP's Goal 1, focusing on Conditions of Learning. Participants were asked to evaluate how well the current resources and programs meet their child's educational needs and enhance student outcomes.<br><br>Goal 2: Pupil Outcomes<br>Under Goal 2 of the LCAP, the district aims to fulfill the academic requirements of every learner, emphasizing Pupil Outcomes. The forums sought opinions on the effectiveness of existing support systems for students.<br><br>LCAP Goal 3: Student Engagement<br>Reflecting on LCAP's Goal 3, the forums addressed the significance of creating engaging learning environments and gauged participants' views on the extent to which current school environments captivate their children.<br><br>LCAP Goal 4: Family Engagement<br>With a focus on Goal 4 of the LCAP, the importance of family participation in the educational journey was highlighted. Questions were raised about how motivated families feel to be involved in school activities.<br><br>Following the group discussions, educational partners were invited to share their input on additional questions via the Mentimeter platform, specifically concerning a new draft LCAP action related to arts and music education. Participants were asked to prioritize areas within arts education and to provide any further comments or suggestions |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | for improvement, allowing for a comprehensive collection of feedback on what aspects are successful and where enhancements can be made. |
| District English Learner Advisory Committee (DELAC) | The District English Learner Advisory Committee (DELAC) consists of staff members, principals from School Site Councils, and parents or guardians of English Learners from each school site. For the 2023-24 school year, committee meetings adopted a hybrid format, enabling participants to attend either in person or virtually via Zoom on November 19, 2023, January 21, 2024, February 18, 2024, and April 22, 2024. These sessions facilitated discussions on the LCAP and the initiatives of the LCAP Advisory Committee. Feedback from educational partners was sought to consider the maintenance, adjustment, removal, or addition of LCAP Actions. The draft LCAP Goals and Actions were specifically presented and examined on April 22, 2024. |
| Student Engagement Advisory Committee (SEAC) | Highlighting the significance of involving educational partners in shaping the Local Control and Accountability Plan (LCAP), the Etiwanda School District places a particular emphasis on the perspectives of its students. This commitment is exemplified through the Student Engagement & Advisory Committee (SEAC), a diverse group of students from grades 4-8 to represent their voices. This district-level committee is pivotal in offering insights for the LCAP, highlighting the district's dedication to recognizing students as valuable educational partners.<br><br>Scheduled to meet twice this year, the SEAC meetings are characterized by energetic, data-driven discussions. The students examine feedback from LCAP surveys and Thought Exchange platforms, offering invaluable perspectives on their educational experiences. These discussions transcend mere formality and play a key role in enhancing educational strategies, initiatives, and programs. |
| Board of Trustee Meeting Presentations | Regular updates on the LCAP development process are shared through presentations at public Board of Trustees meetings throughout the school year. These updates were presented on the |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | following dates: July 27, 2023; August 24, 2023, October 26, 2023, December 13, 2023, February 8, 2024, February 29, 2024, April 11, 2024, May 2, 2024, May 30, 2024. The information disseminated covered strategies for involving educational partners, updates to surveys, and summaries of feedback received from educational partners. The LCAP Mid-Year Update was presented at the February 8 Board meeting. Additionally, a public hearing on the proposed LCAP was held on May 30, 2024, at 6:30 p.m. in the Etiwanda School District Board Room, located at 6061 East Avenue, Etiwanda, CA 91739. Notifications about the public hearing were posted at least 10 days before the meeting at all school sites, on local community boards, on the District website, and in the District office lobby. The Local Control and Accountability Plan was formally adopted by the Board of Trustees during a public session on June 13, 2024. |
| Additional Site Advisory Teams | Additional advisory committees and groups include school leadership teams including principals, teachers, staff members, the Student Engagement and Advisory Committee, School Site Councils (SSC), English Learner Advisory Committees (ELAC), and PTA/PTO leadership. These groups participate in LCAP goal development activities and regularly receive updates as advisory groups during meetings throughout the school year. |
| District Website Online Portal | The draft 2024-25 LCAP is posted on the Etiwanda School District website for parents, school staff, and the community to view prior to final approval. The online response portal is made available annually for parents, school staff, and community members to provide feedback and suggestions. The online portal was available from May 3, 2024 - June 7, 2024. |
| Communications | To ensure widespread participation, the district utilizes multiple communication methods to disseminate information and invitations for all events. These methods include updates on the district website, distribution of flyers/posters, automated phone calls, direct outreach by school administrators, emails, text messages, and social media posts. Specifically, school administrators are tasked with directly contacting and inviting families of students who belong to groups experiencing achievement gaps, as well as English Learners, low-income families, and Foster Youth. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Regarding feedback, the superintendent is committed to providing written responses to inputs from the LCAP Advisory Committee, DELAC, and any comments submitted through online portals. However, as no comments or questions were submitted, there was no necessity for written responses from the superintendent. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The process of engaging all educational partners in the Etiwanda School District in shaping the Local Control and Accountability Plan (LCAP) encompasses a range of inclusive strategies. These include organizing district-wide Thought Exchanges, conducting annual surveys targeting families, staff, and students from grades 3 to 8, and facilitating community forums both online and face-to-face. Additionally, the district schedules regular meetings with advisory committees and groups throughout the academic year, hosts LCFF/LCAP informational sessions during public Board of Trustees meetings, and publishes the draft LCAP on its website, complete with a feedback portal for community contributions. To ensure broad participation, the District communicates LCAP development events to our educational partners via a comprehensive outreach approach, leveraging the district-wide calling system, email notifications, distribution of flyers, social media platforms, and the District's website.

During the LCAP development process, the District gathered input from various educational partners to identify key areas of interest and concern based on parent/guardian feedback. The synthesized insights highlight several focal points:

- Positive learning environment, supportive teachers, and engaging educational tools are recognized strengths.
- Appreciation for the district’s emphasis on teamwork, respect, and safety.
- Valued access to extended day opportunities, field trips, and hands-on activities.
- Support for activities such as sports, choir, music, and STEAM, along with positive school climate efforts.
- Continued value and encouragement for parent engagement events.
- Encouragement to expand learning avenues, especially in arts and music.
- Overwhelming trust in and positive perceptions of schools by families.
- Acknowledgment of efforts and high expectations for student success, highlighting the district’s valuation of student outcomes.
- Instructional strategies tailored to individual needs, abilities, and learning styles are well-regarded.
- Emphasis on character education, teaching the value of respect, kindness, unity, and embracing diversity.
- Ensuring schools are safe and welcoming environments to continue to engage parents in their children’s education.
- Concerns regarding student behavior and the need for enhanced social and emotional learning support.
- A stronger connection with staff is felt by families.
- A desire for more volunteer opportunities to foster parental involvement.
- The need for timely and diverse communication platforms, including two-way communication, email, audio messages, and social media.
- Importance of maintaining a safe, welcoming learning environment that values all students' cultural backgrounds.

- A call for more collaborative learning opportunities with engaging lessons.
- Suggestions to focus on positive reinforcement for improving student behavior.
- Requests for increased enrichment opportunities allowing students at all performance levels to advance.
- Advised to periodically revisit school safety plans and ensure supervision throughout the school day.
- Preference for balancing computer-based programs with more hands-on learning opportunities in the classroom.
- Continue and expand efforts to provide teachers with the tools they need to meet the diverse needs of all students.
- Increase support for teachers in ensuring program implementation and intervention for at-risk students.
- Continue to build upon our PBIS system and Multitiered system of supports to support behavioral and academic needs.
- Continue to provide transportation services to families to support attendance, especially those experiencing hardships.

Parents of English Learners:

- Host parent information events with translators to ensure all parents understand how to support their students.
- Offer online computer programs to aid ELD instruction both at home and in school.
- Improve the designated instructional program for Multilingual (ML) cluster students with instructional aide support and ELD resources in the adopted curriculum.
- Train teachers and instructional aides in strategies specifically benefiting EL students.
- Conduct targeted outreach to families of multilingual learners to involve them more in their children's education.
- Work on increasing the reclassification rates of EL students.
- Equip EL families with detailed information on the ELPAC, including access to practice/training tests.
- Provide test preparation opportunities for level 3 students before taking the Summative ELPAC.

Parents/Guardians of Students with Disabilities and SELPA Administrator:

- Offer extended school year opportunities for students with unique needs.
- Address the social and emotional needs of students effectively.
- Organize parent information events to assist families in supporting their students at home.
- Provide adequate support for students with behavioral needs.
- Keep monitoring suspension rates and implement restorative practices to minimize disparities.
- Maintain counseling services across all school sites.
- Offer academic support during and after school hours.
- Enhance efforts towards inclusion to improve learning opportunities and social interactions for students.
- Monitor EL students who are also classified as special education, when language is not the primary factor affecting their performance, to optimize the reclassification process.

Students:

- Students appreciate the chance to collaborate, highlighting how it enhances the learning environment and offers peer learning opportunities.
- They value the integration of technology and online educational tools in the classroom, finding it makes learning more enjoyable and engaging.
- Provide resources in science and materials for hands-on experiments and projects.
- The importance of teaching and practicing respect to maintain a conducive learning environment is recognized.

- There’s a call for more after-school programs to keep students interested and involved beyond regular school hours.
- Students suggest reinforcing expectations and rules throughout the year to maintain cleanliness on campus.
- Teaching students respect and ensuring their safety. This includes teaching students to be safe, making every student feel accepted, and maintaining a clean school environment.
- Open the lines of communication between staff and students so students are more comfortable and know who to talk to when they need help.
- Promote awareness of available counseling and support services within the school.
- Continue to build connections and reinforce positive behavior
- Include more opportunities for art instruction

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

- Acknowledgment that staff members are caring and compassionate towards students and families.
- Provide time for teacher teams to work together, enhancing their combined effectiveness
- A need for increased communication about the multitiered systems of support available at schools.
- A call for more training on restorative practices and Positive Behavior Interventions and Supports (PBIS).
- Appreciation for the district's commitment to making every student feel accepted and included.
- A desire to continue offering after-school intervention and enrichment programs.
- The importance of further developing support plans for Long-Term English Learners (LTEL).
- A continued focus on PBIS, positive reinforcement, and fostering positive relationships.
- An emphasis on refining Universal Access through leveled, small-group learning and guided reading opportunities.
- The necessity to document discipline in Aeries and review the reports with PBIS site teams.
- Encouragement to provide students with differentiated learning options, choices, and engagement with relevant, real-world topics.
- Ensure resources are provided for the adopted curriculum and approved supplemental materials
- Build on the science curriculum by allocating time and team planning
- More hands-on science and art activities

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

- Continue enhancing support for students’ social-emotional well-being by utilizing clinical counselors, school counselors, Student Success Coaches, and counseling interns in elementary schools.
- Increase student engagement and collaboration to improve social interactions.
- Upgrade facilities to better support visual and performing arts programs.
- Address chronic absenteeism to boost engagement and academic achievement.
- Strengthen the implementation of Positive Behavior Interventions and Supports (PBIS) across schools, especially for more targeted Tier II and III supports.
- Offer support both during and after school to assist students at various levels, including both intervention for those who need extra help and enrichment for those seeking more challenge.
- Encourage team collaboration among staff to improve planning and instructional strategies.
- Further develop our staff's and students' skills in digital literacy and technology use appropriate for the 21st century.
- Plan to introduce a universal screening process for dyslexia in young students.
- Increase outreach to families to encourage more active involvement in their children's education.

- Expand professional development opportunities in subjects like language arts and math, including foundational literacy skills.
- Continue to prioritize data-driven instructional practices to be responsive to students' individual learning needs and reduce disparities among certain student groups including African American students, Socioeconomically Disadvantaged students, and Foster Youth.
- Enhance family engagement initiatives to foster stronger partnerships based on trust between parents and the school.
- Maintain safe and healthy school environments for all.

The goals and actions within the LCAP have been substantially shaped by the feedback received from educational partners, leading to specific revisions to enhance clarity and accessibility. This feedback process, guided by the LCAP Advisory Committee's analysis, has not only reaffirmed existing successful strategies but also introduced new actions and modifications to better meet the community's needs.

In response to the feedback:

Goal 1 saw updates to remove technical jargon, like "solvency," for clarity and to include more inclusive language that addresses digital literacy and a wider range of learners. Specific actions have been clarified, metrics revised for more relevant assessment focuses, and new initiatives, such as the establishment of a sustainable Arts and Music program, have been planned to enhance infrastructure for future implementation.
Goal 2 adjustments include clearer definitions and the introduction of actions focusing on early literacy and targeted support for Foster Youth, special education students, and continued focus for English learners, reflecting a deepened commitment to addressing specific educational needs.
Goal 3 revisions enhance and clarify strategies for promoting positive student behavior and engagement, including an expanded role for behavior analysts and more precise actions to improve school connectedness.
New initiatives are being rolled out to combat chronic absenteeism through targeted interventions and a real-time monitoring system, showcasing a proactive approach to fostering student engagement.
Goal 4 updates provide specific guidance for district staff on utilizing communication technologies, focus on engaging underserved student groups, and introduce necessary resources to facilitate parent involvement on school campuses.

These revisions and new actions reflect a responsive and evolving approach to the LCAP, revealing the district's commitment to transparency, inclusivity, and continuous improvement. Each change is a direct response to the valuable input of our educational partners, ensuring that the LCAP remains a dynamic framework for enhancing the educational experience and outcomes for all students within the district.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal is to create a welcoming, inclusive environment for all students within the Etiwanda School District, ensuring equitable access to necessary academic standards within safe settings.

The combined measures within this goal are dedicated to securing the necessary, highly qualified staff, instructional materials, equipment, and facilities vital for preparing students for future success. Additionally, these actions aim to create and sustain conducive learning conditions and climates, recognized as characteristics of successful educational institutions.

Metrics related to this goal are systematically reviewed with educational partners to gauge progress. Historical data from local evaluation tools and surveys consistently show that students have access to the resources and supports needed for effective learning and a sense of safety at school. For several years, the local measure used for the Access to Broad Course of Study Indicator on the CA School Dashboard has indicated that 100% of students have access to a broad curriculum. Furthermore, annual surveys from the 2023-2024 school year reveal that 98% or more of parents believe their children receive the necessary resources for success, an improvement from 96% in the 2022-2023 school year. Surveys from students in 2023-2024 indicate that 93% or more feel the schools enforce consistent behavior standards and emphasize character development, up from 87% in the previous year. Feedback from educational partners also frequently highlights the trust and positive perceptions Etiwanda families have towards our schools, with a strong preference for continuing current efforts in these areas. Through providing safe educational environments, employing skilled educators, offering learning resources, and removing barriers, students in Etiwanda schools are positioned to continue thriving. During the advisory committee analysis of survey data, feedback received indicated an appreciation for transportation services for qualified students who live beyond a 2.0 radius of their school. Although this is a valuable resource, there may be parents who are still not aware that their child qualifies. Educational partner feedback shows transportation is a top priority for socioeconomically disadvantaged families.

This goal ensures basic services are met so students and staff have a safe, clean environment to reach or exceed expectations. In addition, this goal ensures the students and staff are equipped with the necessary materials to perform their responsibilities and ultimately enhance student outcomes and achieve high levels of success for all student groups. Providing well-maintained facilities, instructional materials, and

equal access to a broad course of study supports other interrelated goals, including Goal 2: Student Outcomes, Goal 3: Student Engagement, and Goal 4: Family Engagement.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Annual District Created Parent LCAP Survey (Percent of Positive Responses on Subset of questions) | During the 2023-2024 school year:<br><br>99% Agree - My child's school has access to and utilizes up-to-date technology.<br><br>98% Agree - At my child's school, students receive the resources they need to be successful.<br><br>97% Agree - My child feels safe at school.<br><br>96% Agree - At my child's school, facilities are well-maintained and clean.<br><br>93% Agree - The rigor of work assigned to my child is appropriate.<br><br>92% Agree - I am aware of the resources and support services available to students at my school. | | | 99% Agree - My child's school has access to and utilizes up-to-date technology.<br><br>98% Agree - At my child's school, students receive the resources they need to be successful.<br><br>97% Agree - My child feels safe at school.<br><br>96% Agree - At my child's school, facilities are well-maintained and clean.<br><br>95% Agree - The rigor of work assigned to my child is appropriate.<br><br>95% Agree - I am aware of the | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 98% Agree - Consistent expectations for student behavior are in place at my child's school (i.e. PBIS expectations: Be Respectful, Be Responsible, and Be Safe). | | | resources and support services available to students at my school.<br><br>98% Agree - Consistent expectations for student behavior are in place at my child's school (i.e. PBIS expectations: Be Respectful, Be Responsible, and Be Safe). | |
| 1.2 | Annual District Created Student LCAP Survey (Percent of Positive Responses on Subset of questions) | During the 2023-2024 school year:<br><br>96% Agree - The rigor and challenge of the work assigned is just right for me.<br><br>98% Agree - At my school, I receive the resources I need to be successful.<br><br>89% Agree - I feel safe at my school.<br><br>73% Agree - My school is clean. | | | 96% Agree - The rigor and challenge of the work assigned is just right for me.<br><br>98% Agree - At my school, I receive the resources I need to be successful.<br><br>92% Agree - I feel safe at my school.<br><br>80% Agree - My school is clean. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 93% Agree - Consistent expectations for student behavior are in place at my school (for example: Be Respectful, Be Responsible, and Be Safe). | | | 95% Agree - Consistent expectations for student behavior are in place at my school (for example: Be Respectful, Be Responsible, and Be Safe). | |
| 1.3 | Annual District Created Staff LCAP Survey (Percent of Positive Responses on Subset of questions) | During the 2023-2024 school year:<br><br>98% Agree - Teachers have access to the resources they need to perform their work well.<br><br>95% Agree - The students at my school feel safe.<br><br>92% Agree - At my school, facilities and grounds are kept in good condition.<br><br>98% Agree - My school maintains a high level of academic rigor for students.<br><br>92% Agree - Staff at my school are committed to teaching and reinforcing | | | 98% Agree - Teachers have access to the resources they need to perform their work well.<br><br>95% Agree - The students at my school feel safe.<br><br>95% Agree - At my school, facilities and grounds are kept in good condition.<br><br>98% Agree - My school maintains a high level of academic rigor for students.<br><br>95% Agree - Staff at my school are committed to | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | consistent expectations for student behavior. | | | teaching and reinforcing consistent expectations for student behavior. | |
| 1.4 | Principal Worksheet: Broad Course of Study Access (Student Percentage) | During the 2023- 2024 school year, 100% of students in grades K-8 were enrolled in the seven areas identified as a broad course of study during the school day. | | | 100% of students in grades K-8 were enrolled in the seven areas identified as a broad course of study during the school day. | |
| 1.5 | Local Williams Report for Basics: Teachers, Instructional Materials, and Facilities Indicator (Percentage) | During the 2023-2024 school year, students had access to:<br><br>100% Appropriately assigned teachers.<br><br>100% Student access to curriculum assigned instructional materials.<br><br>100% Facilities in good repair. | | | 100% Appropriately assigned teachers.<br>100% Student access to curriculum assigned instructional materials.<br>100% Facilities in good repair. | |
| 1.6 | Implementation of State Standards Teacher Survey (Positive Response Rate Percentage) | During the 2023-2024 school year:<br><br>95% of teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher. | | | 95% of teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 96% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher.<br><br>96% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher.<br><br>94% of teachers rank “collection and analysis of assessment data from a variety of sources to inform instruction” as Level 3 Applying or higher. | | | 96% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher.<br><br>96% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher.<br><br>95% of teachers rank “collection and analysis of assessment data from a variety of sources to inform instruction” as Level 3 Applying or higher. | |
| 1.7 | Local Data i-Ready Diagnostic Data Reading- Spring Administration (Percent At or Above Grade Level) | 2023-2024 School Year Overall Student Population 69% at or above grade level<br><br>Hispanic Student Group | | | Overall Student Population 70% at or above grade level<br><br>Hispanic Student Group | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 63% at or above grade level<br><br>Black/African American Student Group<br>57% at or above grade level<br><br>English Learners<br>39% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>59% at or above grade level | | | 66% at or above grade level<br><br>Black/African American Student Group<br>60% at or above grade level<br><br>English Learners<br>42% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>62% at or above grade level | |
| 1.8 | Local Data i-Ready Diagnostic Data Math-Spring Administration (Percent At or Above Grade Level) | 2023-2024 School Year Overall Student Population 65% at or above grade level<br><br>Hispanic Student Group<br>56% at or above grade level<br><br>Black/African American Student Group<br>48% at or above grade level<br><br>English Learners<br>47% at or above grade level | | | Overall Student Population 67% at or above grade level<br><br>Hispanic Student Group<br>60% at or above grade level<br><br>Black/African American Student Group<br>52% at or above grade level<br><br>English Learners | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Socioeconomically Disadvantaged Student Group<br>56% at or above grade level | | | 51% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>60% at or above grade level | |
| 1.9 | District Annual Attendance Rate (In-Seat Student Percentage)<br>SIS Data Report | 2022-23 District Attendance Rate<br><br>All Students Rate - 94.17%<br>Foster Youth Rate - 93.70%<br>English Learners Rate - 94.81%<br>Socioeconomically Disadvantaged Rate - 93.47% | | | All Students Rate - 95%<br>Foster Youth Rate - 95%<br>English Learners Rate - 96%<br>Socioeconomically Disadvantaged Rate - 95% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Fiscal Management | District and school administrators utilize sound budgeting practices to manage finances effectively and ensure resources are maximized to meet the needs of all current and future students as measured by 1.1 and 1.2. | $475,658.00 | No |
| **1.2** | Safe and Secure Schools | District and school administrators collaborate to annually update safety plans to ensure all students have access to safe and secure schools as measured by 1.1 and 1.2. | $53,509.00 | No |
| **1.3** | Facilities, Maintenance, and Operations | Facilities and Operations Department manages facility maintenance and improvements to ensure staff and students have access to modern and well-maintained schools conducive to a broad course of study that includes visual and performing arts as measured by 1.5. | $15,630,669.00 | No |
| **1.4** | Health Services | 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 as measured by 1.1, 1.2, and 1.3. | $4,150,165.00 | No |
| **1.5** | Highly Qualified Teachers Support | 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 as measured by 1.6. | $98,592,502.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.6** | Class size and support | District administrators maintain grade level span averages in transitional kindergarten at a student-to-adult ratio of 12:1 and kindergarten through third grade at a ratio of 24:1. District will provide additional instructional aide support for kindergarten through fifth-grade classes that exceed specific sizes to provide assistance for students as measured by 1.5. | $449,253.00 | No |
| **1.7** | Professional Development Plan | District administrators develop and implement a professional development plan for educators to enhance teaching strategies across core subjects including language arts, math, science, social studies, computer science, and arts, including supports for EL and LTEL students, ensuring inclusive practices and equal access for all learners as measured by 1.1, 1.2, 1.3, and 1.6. | $1,866,176.00 | No |
| **1.8** | Broad Course of Study | School administrators design programs and schedules incorporating Universal Access time and a broad course of study to provide a well-rounded instructional program meeting every student's needs as measured by 1.4.<br><br>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. | $595,995.00 | No |
| **1.9** | Instructional Technology Access and Support Services | District and site administrators provide access to age-appropriate technology such as 1:1 Chromebooks, stable internet, and dedicated technology staff to prepare all students for 21st-century skills as measured by 1.4. | $2,402,511.00 | No |
| **1.10** | Supplemental Materials and | School administrators provide supplemental materials and supports for use during Universal Access time to meet the individual needs of students | $840,634.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Individualized Academic Supports | requiring additional academic support or enrichment as measured by 1.7 and 1.8. This action is principally targeted at supporting unduplicated students (English learners, foster, and low-income youth), but it can benefit all students by improving educational outcomes and fostering an inclusive environment. | | |
| **1.11** | Library Access and Resource Services | Teacher librarians and school library clerks provide access to a range of diverse literature, supplemental resources, and extended hours outside the school day to support the school community including those with limited access to reading materials as measured by 1.1 and 1.2. | $2,065,606.00 | No |
| **1.12** | Early Education | District and school administrators provide a full-day kindergarten program for all kindergarten students to enhance their early educational development and ensure a strong foundation for future learning as measured by 1.7 and 1.8. | $15,131,421.00 | No |
| **1.13** | Student Transportation Services | District administrators provide transportation services to students who live beyond a 2-mile radius of schools to remove barriers to attendance. This action is principally directed to unduplicated students (English learners, foster, and low-income youth) and will be measured by a subset of questions in metrics 1.1 and 1.9. | $4,719,048.00 | Yes |
| **1.14** | School Supervision and Safety | District administrators provide all elementary schools with classified staff to monitor student supervision throughout the campus to enhance safety and positive student interactions throughout the school day as measured by metrics 1.1, 1.2, and 1.3. | $2,250,637.00 | No |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

This goal has been designed to ensure that all students in the Etiwanda School District have equitable access to the curriculum and are afforded multiple opportunities to achieve academic success.

The concerted efforts under this goal are dedicated to boosting academic performance, a hallmark of successful schools. Metrics associated with this goal are regularly reviewed to ensure continuous progress.

Historical data from state and local academic assessments indicate students in Etiwanda are generally well-prepared for success beyond high school. However, achievement disparities persist among certain student groups. For instance, the CAASPP results from the 2022-2023 school year show that while the "All students" group excelled with a green color gauge, indicating an average of 39.1 points above standard in English Language Arts and 16.8 points above in Math, groups such as Students With Disabilities and Foster Youth showed a disparity in their achievement, each receiving an orange indicator in both subjects. Similarly, African American students received an orange indicator in Math and a yellow in English Language Arts. Moreover, Socioeconomically Disadvantaged students achieved a green indicator for both language and math. Homeless students faced challenges, as evidenced by a yellow indicator in both English Language Arts and Math.

These trends of disparities are corroborated by local assessment data, which mirror the performance levels and the existing gaps in student achievement. Feedback from educational partners and families consistently suggests a desire to sustain and enhance academic support. In response to this, we are dedicated to improving instructional methods through further professional development and enhanced team collaboration. These efforts are essential not only for retaining our talented educators but also for equipping them with the necessary resources and strategies to perform their roles with confidence and effectiveness. To address these challenges, the district is committed to administering a diagnostic assessment system three times annually that pinpoints specific educational needs enabling us to expand learning opportunities effectively. We are also focused on providing structured time for educators to collaborate and plan, ensuring they can implement the most effective teaching strategies. Increased opportunities for professional development will empower our teachers to deliver targeted and impactful instruction. Our comprehensive strategy is designed to sustain high-performance levels across the board while

systematically bridging the achievement gaps among all student groups. The overarching goal is to provide focused, intentional instruction that caters to the diverse learning needs of our students, thereby ensuring progress at every proficiency level and fostering an inclusive educational environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | CA School Dashboard English Language Arts Indicator 5 x 5 Grid Color | 2023 CA School Dashboard- English Language Arts<br><br>All Students Color Gauge - Green<br>39.1 points above standard<br><br>Student Group Color Gauges -<br>Blue: Filipino, Two or More Races<br><br>Green: Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, White<br><br>Yellow: African American, Homeless<br><br>Orange: Foster Youth, Students with Disabilities<br><br>Red: No Student Groups | | | All Students Color Gauge - Green or Blue<br><br>45 or more points above standard<br><br>Student Group Color Gauges - Maintain Blue: Asian, Two or More Races<br><br>Maintain Green or Increase to Blue: Asian<br>English Learners, Hispanic, Socioeconomically Disadvantaged<br><br>Increase to Green: African American, Homeless,<br>Foster Youth, and Students with Disabilities | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.2 | CA School Dashboard Mathematics Indicator 5 x 5 Grid Color | 2023 CA School Dashboard<br><br>All Students Color Gauge - Green<br>16.8 points above standard<br><br>Student Group Color Gauges -<br><br>Blue: Asian, Filipino<br><br>Green: English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, White<br><br>Yellow: Homeless<br>Orange: African American, Foster Youth, Students with Disabilities<br><br>Red: No Student Groups | | | All Students Color Gauge - Green or Blue<br><br>Improve to all students 20 points above standard<br><br>Student Group Color Gauges - Maintain Blue: Asian and Filipino<br><br>Maintain Green or Increase to Blue: English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, White<br><br>Increase to Green: African American, Homeless, Foster Youth, and Students with Disabilities<br><br>Red: No Student Groups | |
| 2.3 | CA School Dashboard English Learner Progress Indicator (ELPI)- Student Percentages | 2023 CA School Dashboard English Learner Progress Indicator | | | The CA Dashboard English Learner Progress Indicator | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 58.8% making progress toward English language proficiency<br><br>The CA Dashboard EL Acquisition Breakdown by level:<br><br>55.6% of ELs who progressed at least one ELPI Level<br><br>3.3% of ELs who maintained ELPI level 4<br><br>25.4% of ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H<br><br>15.6% of ELs who decreased at least one ELPI level | | | 63% making progress toward English language proficiency<br><br>The CA Dashboard EL Acquisition Breakdown by level:<br><br>65% of ELs who progressed at least one ELPI Level<br><br>2.6% of ELs who maintained ELPI level 4<br><br>20.1% of ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H<br><br>12.3% of ELs who decreased at least one ELPI level | |
| 2.4 | CA School Dashboard English Language Arts Indicator- Distance From Standard (DFS) | 2023 CA School Dashboard<br><br>Overall Student Population - 39.1 points above standard | | | Overall Student Population - 42 points above standard or higher<br><br>African American Student Group - 10 points above standard or higher | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | African American Student Group - 3.6 points above standard<br><br>Asian Student Group - 88.2 points above standard<br><br>English Learners -18.1 points above standard<br><br>Filipino Student Group - 87.4 points above standard<br><br>Foster Youth - 61.6 points below standard<br><br>Hispanic Student Group - 17.7 points above standard<br><br>Homeless Student Group - 5.6 points above standard<br><br>Socioeconomically Disadvantaged (SED) Student Group - 15.1 points above standard<br><br>Students with Disabilities (SWD) - 43.6 points below standard | | | Asian Student Group - 90 points above standard or higher<br><br>English Learners - 27.1 points above standard or higher<br><br>Filipino Student Group - 88 points above standard or higher<br><br>Foster Youth - 10 points below standard or higher<br><br>Hispanic Student Group - 26.8 points above standard or higher<br><br>Homeless Student Group - 10 points above standard or higher<br><br>Socioeconomically Disadvantaged (SED) Student Group - 20 points above standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Two or More Races Student Group - 50.2 points above standard<br><br>White Student Group - 51.2 points above<br><br>School sites with red indicators:<br>West Heritage - SWD - 110.6 points below standard | | | Students with Disabilities (SWD) - 10 points below standard<br><br>Two or More Races Student Group - 51 points above standard<br><br>White Student Group - 52 points above<br><br>School sites with red indicators:<br>West Heritage - SWD - 5 points below standard | |
| 2.5 | CA School Dashboard Mathematics Indicator- Distance From Standard (DFS) | 2023 CA School Dashboard<br><br>State assessments were administered in the spring of 2023.<br><br>Overall Student Population - 16.8 points above standard<br><br>African American Student Group - 35.7 points below standard | | | Overall Student Population - 22 points above standard or higher<br><br>African American Student Group - 25 points below standard or higher<br><br>Asian Student Group - 88.6 points above standard or higher | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Asian Student Group - 88.6 points above standard<br><br>English Learners - 17.1 points above standard<br><br>Filipino Student Group - 62.4 points above standard<br><br>Foster Youth - 92 points below standard<br><br>Hispanic Student Group - 9.5 points below standard<br><br>Homeless Student Group - 21.2 points below standard<br><br>Socioeconomically Disadvantaged (SED) Student Group - 7.7 points below standard<br><br>Students with Disabilities (SWD) - 60.3 points below standard<br><br>Two or More Races Student Group - 23.4 points above standard | | | English Learners - 24 points above standard or higher<br><br>Filipino Student Group - 62.4 points above standard or higher<br><br>Foster Youth - 45.8 points below standard or higher<br><br>Hispanic Student Group - .5 points above standard or higher<br><br>Homeless Student Group - 12.2 points below standard or higher<br><br>Socioeconomically Disadvantaged (SED) Student Group - 0 points below standard or higher<br><br>Students with Disabilities (SWD) - 30 points below standard or higher | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | White Student Group - 30.8 points above standard<br><br>School sites with red indicators:<br>West Heritage - SWD - 107.6 points below standard<br>Heritage Intermediate - SWD - 112.4 points below standard<br>White Student Group - 30.8 points above standard | | | Two or More Races Student Group - 31.2 points above standard or higher<br><br>White Student Group - 33.6 points above standard or higher<br><br>School sites with red indicators:<br>West Heritage - SWD - 25 points below standard<br>Heritage Intermediate - SWD -25 points below standard | |
| 2.6 | Local Data- i-Ready Diagnostic Reading Assessment Spring Administration (Percent At or Above Grade Level) | 2023-2024 School Year<br><br>Overall Student Population: 69% at or above grade level<br><br>Hispanic Student Group: 63% at or above grade level<br><br>Black/African American Student Group: 58% at or<br>above grade level | | | Overall Student Population 70% at or above grade level<br><br>Hispanic Student Group<br>66% at or above grade level<br><br>Black/African American Student Group | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | English Learners: 40% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group: 59% at or above grade level | | | 60% at or above grade level<br><br>English Learners 42% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group 62% at or above grade level | |
| 2.7 | Local Data- i-Ready Diagnostic Mathematics Assessment Spring Administration (Percent At or Above Grade Level) | 2023-2024 School Year<br><br>Overall Student Population: 66% at or above grade level<br><br>Hispanic Student Group: 57% at or above grade level<br><br>Black/African American Student Group: 48% at or<br>above grade level<br><br>English Learners: 47% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group: 56% at or above grade level | | | Overall Student Population 67% at or above grade level<br><br>Hispanic Student Group<br>60% at or above grade level<br><br>Black/African American Student Group<br>52% at or above grade level<br><br>English Learners 51% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | 60% at or above grade level | |
| 2.8 | Annual District Created Parent LCAP Survey (Percent of Positive Responses on Subset of questions) | 2023-2024 School Year<br><br>92% Agree- My child's school addresses the academic needs of advanced learners during the school day. | | | 92% Agree- My child's school addresses the academic needs of advanced learners during the school day. | |
| 2.9 | Annual District Created Staff LCAP Survey (Percent of Positive Responses on Subset of questions) | 2023-2024 School Year<br><br>99% Agree- Teachers at my school use assessments to understand and respond to students' academic needs.<br><br>97% Agree- Teachers at my school collaborate on student needs and meeting the range of learners.<br><br>94% Agree- Instruction during UA time is substantively different for each leveled group.<br><br>90% Agree- Teachers regularly include hands-on science activities in lessons. | | | 99% Agree- Teachers at my school use assessments to understand and respond to students' academic needs.<br><br>97% Agree- Teachers at my school collaborate on student needs and meeting the range of learners.<br><br>94% Agree- Instruction during UA time is substantively different for each leveled group.<br><br>90% Agree- Teachers regularly include hands-on | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 92% Agree- Teachers address the academic needs of advanced learners during the school day. | | | science activities in lessons.<br><br>92% Agree- Teachers address the academic needs of advanced learners during the school day. | |
| 2.10 | Annual district rate of multilingual learners attaining English proficiency (Reclassification Percentage) SIS/Ellevation Report | 2022-2023 District Reclassification Rate English learner students reclassified as Fluent English Proficient (RFEP) 23% | | | District reclassification rate of 25% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Diagnostic Assessments and Personalized Learning | The district will provide a diagnostic assessment in reading and mathematics to determine individual academic student needs, principally directed to unduplicated students as measured by metrics 2.6 and 2.7. | $180,483.00 | Yes |
| **2.2** | Universal Screening | District administrators facilitate diagnostic systems by piloting and adopting a literacy screener for grades kindergarten-2 and coordinating Gifted and Talented Education (GATE) eligibility assessments to identify students' instructional needs as measured by metrics 2.8 and 2.9. | $89,218.00 | No |
| **2.3** | Data Driven Program Implementation | Coordinators, specialists, and mentor teachers collaborate with general and special education teachers to assist with data collection and program/plan implementation targeted toward students who have not yet met academic standards in English language arts and/or mathematics. This action is principally directed at supporting unduplicated students, but it is designed to benefit all students by improving educational outcomes as measured by metrics 2.4, 2.5, and 2.9. | $2,801,503.00 | Yes |
| **2.4** | Team Collaboration | 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 one another, identify the learning needs of every student, and plan for differentiated instruction that meets the needs of all students as measured by metrics 2.4, 2.5, and 2.9. | $924,698.00 | No |
| **2.5** | Intentional Planning | Teachers intentionally plan engaging lessons that balance the use of computer-based tools with hands-on strategies that reflect the rigor of the standards and connect students through culture, traditions, and community | $1,071,522.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | to develop higher-order knowledge and skills for all students as measured by metrics 2.4, 2.5, and 2.9. | | |
| **2.6** | Professional Development for EL and LTEL Support | Site administrators, EL facilitators, and teachers will participate in Professional Development for English learners and Long-Term English Learners (LTEL), which includes a focus on collaboration to develop and monitor individualized plans that outline actions for accelerating learning and advancing language acquisition to effectively support EL students.This action is principally directed to English learners (EL) as measured by metrics 2.3 and 2.10. | $263,418.00 | Yes |
| **2.7** | Universal Access | Teachers plan and facilitate Universal Access time instruction which is designed for leveled instruction that accelerates learning for students who have not yet met academic standards, develops language proficiency for multilingual learners, and provides project-based learning opportunities for advanced learners as measured by metrics 2.6, 2.7, and 2.9. | $1,008,761.00 | No |
| **2.8** | Support for Multilingual Students | District and school administrators provide English learners with electronic tablets for translation, instructional aide support, and teacher professional development to increase access to the core curriculum and enhance language development opportunities. This action is principally directed to English learners (EL) and long term English learners (LTELs) as measured by metrics 2.1, 2.2, and 2.3. | $267,523.00 | Yes |
| **2.9** | Collaborative support systems | Designated school staff monitor student progress, collaborate with colleagues, coordinate Tier II supports, and facilitate family outreach to remove barriers to school participation for students who have not yet met academic standards. This action is principally directed to unduplicated students as measured by as measured by metrics 2.4 and 2.5. | $1,134,004.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.10** | Extended Day Intervention Programs | School administrators and teachers increase services through extended-day Tier II programs for students who have not yet met academic standards in English language arts and/or math to accelerate learning. This action is principally directed towards unduplicated students, but it is designed to benefit all students as measured by metrics 2.4 and 2.5. | $428,373.00 | Yes |
| **2.11** | Extended School Year | 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 as measured by metrics 2.4 and 2.5. | $104,762.00 | No |
| **2.12** | Foundational Skills for Literacy and Math | Teachers ensure all students have mastered foundational literacy skills utilizing a new phonics program and regularly practice math fluency skills to establish academic abilities, attitudes, and behaviors that lead to success as measured by metrics 2.6 and 2.7. | $1,176,888.00 | No |
| **2.13** | Cultural and Linguistic Professional Development | District professional development team and site equity team members collaborate on instructional strategies that validate and affirm students' cultural and linguistic behaviors, help build rapport, and bridge academic and social skills that lead to student success in the classroom and beyond as measured by metrics 2.4 and 2.5. | $47,600.00 | No |
| **2.14** | Foster Youth Supports | The Director of Pupil Services oversees the Foster Youth Support Program to enhance their well-being and academic success. This action is principally directed towards Foster Youth students as measured by metrics 2.4 and 2.5. | $251,062.00 | Yes |
| **2.15** | Leadership and support for Special Education Success | The Assistant Principal of Student Services provides additional support for students receiving Title I and special education mild-moderate services offering curriculum guidance, compliance oversight, and instructional | $174,636.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | leadership to enhance educational outcomes as measured by metrics 2.4 and 2.5. | | |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 - Student Engagement: Create and maintain environments where students show respect and appreciation for themselves and others and participate in inclusive settings. This goal is developed to engage all students and their families in the Etiwanda School District in the educational process.

The focus of this goal is on academic engagement, which is characteristic of top-performing schools. Metrics such as attendance and suspension rates, alongside survey feedback, are monitored to assess progress.

Historical data from the district reveals high levels of respect and appreciation among students, leading to notably high attendance and relatively low suspension rates compared to nearby districts. The overall attendance rate for the 2021-2022 school year was 94.1%, with the rate of chronic absenteeism at 21.9%, showing improvement since the return from the pandemic. For the 2022-2023 school year, the attendance rate increased to 94.17%, and the rate of chronic absenteeism has decreased to 17%. These changes are largely due to efforts to reconnect students and families with the educational system. Suspension and expulsion figures remain low, with 1.0% of students suspended and no students expelled in 2021-2022, as compared to 1.2% suspended and 0% expelled in 2022-2023. At least 89% of students feel their classes are engaging, they receive regular encouragement, experience cooperative learning environments, and believe their cultural backgrounds are respected by teachers. Furthermore, 90% of students in 2023-2024 would recommend their school to peers, a slight decrease from 93% the previous year.

Feedback from educational partners consistently highlights the value placed by Etiwanda families on strong relationships between staff, students, and parents, and the positive perception of our schools. The community supports ongoing initiatives in student engagement. Through character education, multitiered support systems, Positive Behavior Interventions and Supports (PBIS), counseling, and other supportive programs, Etiwanda schools constantly look to continue enhancing student success.

Despite favorable survey responses and feedback from educational partners, Etiwanda remains committed to developing actions under Goal 3: Family and Community Engagement, recognizing its importance in highly effective schools.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | CA School Dashboard Chronic Absenteeism Indicator (Percentages) | 2023 CA School Dashboard<br>All students- 17.0% Chronically Absent<br><br>Asian - 6.6%<br>Filipino - 7.6%<br>English Learners - 12.6%<br>White - 13.5%<br>Two or More Races - 17.6%<br>Hispanic - 21.9%<br>African American - 22%<br>Socioeconomically Disadvantaged (SED) - 21.5%<br>Students with Disabilities (SWD) - 24.5%<br>Homeless - 25.2%<br>American Indian - 27.8%<br>Foster Youth - 30%<br>Pacific Islander - 61.5%<br><br>School sites with red indicators<br>Carleton P. Lightfoot - African American 20.6%<br>Cecilia Solorio - SED- 23.7%,<br>Hispanic-25.8%<br>David W. Long - African American - 26.7% | | | CA School Dashboard<br>All Students- 9.0% Chronically Absent<br><br>Asian - 5.0%<br>Filipino - 5.0%<br>English Learners - 7.6%<br>White - 7.9%<br>Two or More Races - 9.2%<br>Hispanic - 8.9%<br>African American - 9%<br>Socioeconomically Disadvantaged (SED) - 8.9%<br>Students with Disabilities (SWD) - 9.9%<br>Homeless - 10%<br>American Indian - 11%<br>Foster Youth - 11.6%<br>Pacific Islander - 22%<br><br>School sites with red indicators<br>Carleton P. Lightfoot - African American 8.6% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | John L. Golden - SWD-26.7%,<br>Asian-11.3%<br>West Heritage - All students-25.5%,<br>Homeless-34.8%,<br>SED-31.5%,<br>SWD-29.4%,<br>Hispanic-30.4%,<br>White-21.8%,<br>Two or More-25%<br>Day Creek Intermediate - African American-20.6%<br>Etiwanda Intermediate - Homeless-27.5%<br>SWD-31.3%<br>Hispanic-24.6%<br>Summit Intermediate - English Learners-30.5%<br>African American-27.3% | | | Cecilia Solorio - SED-9.5%,<br>Hispanic-10.2%<br>David W. Long - African American - 10.5%<br>John L. Golden - SWD-10.5%,<br>Asian-5.5%<br>West Heritage - All students-9.9%,<br>Homeless-10%,<br>SED-10%,<br>SWD-10%,<br>Hispanic-10%,<br>White-10%,<br>Two or More-10%<br>Day Creek Intermediate - African American - 10%<br>Etiwanda Intermediate - Homeless-10%<br>SWD-10%<br>Hispanic-10%<br>Summit Intermediate - English Learners-10%<br>African American-10% | |
| 3.2 | CA School Dashboard Suspension Rate Indicator (Percentages) | 2023 CA School Dashboard<br>1.2% Suspended at least once | | | CA School Dashboard<br>0.8% Suspended at least once | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Asian - 0.4%<br>Filipino - 0%<br>English Learner - 0.7%<br>Socioeconomically Disadvantaged - 1.5%<br>Student with Disabilities - 1.7%<br>Hispanic - 1.2%<br>Foster Youth - 4.9%<br>White - 1.1%<br>Two or More Races - 1.4%<br>African American - 3.2%<br>American Indian - 2.8%<br>Homeless - 2%<br>Pacific Islander - 4.8% | | | Asian - 0.3%<br>Filipino - 0%<br>English Learner - 0.5%<br>Socioeconomically Disadvantaged - 0.5%<br>Student with Disabilities - 0.5%<br>Hispanic - 0.5%<br>Foster Youth - 1.9%<br>White - 0.5%<br>Two or More Races - 0.5%<br>African American - 1.4%<br>American Indian - 1.2%<br>Homeless - 0.5%<br>Pacific Islander - 2.4% | |
| 3.3 | District Annual Attendance Rate (In-Seat Student Percentage)<br>SIS Data Report | 2022-2023 District Attendance Rate<br>All Students Rate - 94.17%<br>Foster Youth Rate - 93.70%<br>English Learners Rate - 94.81%<br>Socioeconomically Disadvantaged Rate - 93.47% | | | All Students Rate - 95%<br>Foster Youth Rate - 94.5%<br>English Learners Rate - 96%<br>Socioeconomically Disadvantaged Rate - 95% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.4 | District Expulsion Rate (Student Percentage) SIS Data Report | 2022-2023 District Expulsion Rate 0% | | | District Expulsion Rate 0% | |
| 3.5 | District LCAP Student Survey (Positive Response Percentage) | 2023-2024 School Year Survey Results<br><br>89% Agree - My teacher makes class interesting.<br><br>88% Agree - My school helps students build character.<br><br>84% Agree - My school strives to keep a bully-free environment.<br><br>92% Agree - I understand who to contact at my school if I need help.<br><br>96% Agree - My teacher promotes cooperative learning and collaboration (for example: team building, group work).<br><br>90% Agree - I would recommend this school to my friends. | | | Maintain 90% Positive Response Rate-<br>My teacher makes class interesting.<br><br>90% Positive Response Rate - My school helps students build character.<br><br>85% Positive Response Rate - My school strives to keep a bully-free environment.<br><br>Maintain 92% Positive Response Rate -<br>I understand who to contact at my school if I need help.<br><br>Maintain 96% Positive Response Rate -<br>My teacher promotes cooperative learning and | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | collaboration (for example: team building, group work).<br><br>Maintain 90% Positive Response Rate -<br>I would recommend this school to my friends. | |
| 3.6 | District LCAP Parent Survey (Positive Response Percentage) | 2023-2024 School Year Survey Results<br><br>96% Agree - At my child's school, counseling services are available. | | | Maintain 96% Positive Response Rate<br>At my child's school, counseling services are available. | |
| 3.7 | Middle School Dropout Rate (Student Percentage) SIS Data Report | 2022-2023 Middle School Dropout Rate<br>0% | | | Maintain Middle School Dropout Rate at 0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Inclusive Engagement Practices | All teachers provide engaging learning experiences through the daily use of engagement structures (Kagan) for all students to promote equity and access to instruction while fostering interdependence, individual accountability, and equal participation as measured by metric 3.5. | $182,349.00 | No |
| **3.2** | Student Support and Positive Culture Programs | School staff implement programs such as bully prevention, character education, and social-emotional programs that cultivate a school environment that fosters respect, a growth mindset, and relationship-building skills, thereby enhancing student wellness and academic success across all grades as measured by metric 3.5. | $1,873,549.00 | No |
| **3.3** | Multitiered Support Systems | School administrators and teachers utilize a multitiered system of supports including Positive Behavior Interventions and Supports (PBIS), restorative practices, and other means of correction for students to promote equitable access to positive school climates and learning opportunities. This action is principally directed to unduplicated students as measured by metric 3.2. | $34,000.00 | Yes |
| **3.4** | Counseling Services | School counselors oversee and facilitate staff training and programs for unduplicated students to support physical and emotional well-being. This action is principally directed to unduplicated students as measured by metrics 3.5 and 3.6. | $3,684,303.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.5** | Targeted Student Support and Engagement Services | Clinical counselors and site support teams implement targeted interventions for students at risk of being chronically absent to increase engagement in learning as measured by metric 3.1. | $1,017,090.00 | No |
| **3.6** | Training in Restorative Practices and Other Means of Correction | District administrators coordinate and provide training and coaching on other means of correction and restorative practices for school administrators to promote positive school climates and provide equitable learning opportunities as measured by metrics 3.2 and 3.7. | $641,855.00 | No |
| **3.7** | Collaborative Behavior Support Plan Development | District board-certified behavior analysts (BCBA) collaborate with educators to develop and help implement behavior support plans that address the needs of identified students and promote positive behaviors as measured by metric 3.2. | $1,815,353.00 | No |
| **3.8** | Extracurricular Activities | School administrators provide extracurricular activities including intramural programs for grades 1-8 and an intermural sports program for students in grades 6-8 beyond the school day for students to promote school connectedness as measured by metric 3.5. | $386,266.00 | No |
| **3.9** | Middle School Readiness and Orientation Program | Intermediate school principals and counselors provide an orientation for all incoming 6th grade students and a multiday summer program for select students prior to the start of 6th grade to prepare them for the transition to intermediate school. This action is principally directed to unduplicated students as measured by metrics 3.1 and 3.7. | $51,563.00 | Yes |
| **3.10** | Alternative Education Settings | District administrators provide an Alternative Studies Center and Community Day School for eligible and/or interested students to support success by focusing on individual strengths, talents, and social-emotional and/or behavioral needs as measured by metrics 3.2 and 3.7. | $606,994.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.11** | PBIS Program Support | District administrators provide all schools with classified staff to support Positive Behavior Interventions and Support (PBIS) programs that enhance and improve learning opportunities for all students as measured by metrics 3.1. | $3,822,962.00 | No |
| **3.12** | Attendance and Academic Monitoring System | District and site administrators implement a real-time attendance and academic monitoring system for all students with excessive absences to increase engagement in school as measured by 3.1 and 3.3. | $40,414.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Goal 4: Family & Community Engagement<br>Establish and maintain strong partnerships with all families through meaningful engagement and decision-making opportunities. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is developed to include families as active and meaningful partners within the school environment, contributing significantly to the decision-making process that shapes educational outcomes. It aligns with important state priorities highlighting the importance of parental involvement and a positive school climate, both of which are essential for student success.

The actions under this goal are designed to forge meaningful opportunities for family engagement in the school setting. These efforts are supported by metrics regularly reviewed to ensure effective monitoring and adaptation of strategies to foster deeper parental involvement and improve the overall school climate.

Local evaluation tools and surveys have consistently shown that parents feel they are in meaningful partnerships with schools and are actively engaged in the decision-making process. Over recent years, the local tool used to inform the Parent Engagement Indicator on the CA School Dashboard has revealed several measures the District has implemented, which include:

- Ongoing Professional Development: Developing the capacity of staff including administrators, teachers, and classified personnel to cultivate trusting, respectful relationships with families.
- Nurturing Environments: Creating welcoming and nurturing settings for all students, families, and staff which are fundamental for inclusive education.
- Cultural Awareness and Individualization: Encouraging all staff to learn about the strengths, cultures, and unique characteristics of each student to better appreciate and understand their diversity and individual needs.
- Communication Improvements: Developing a streamlined communication system that consolidates various forms of communication into a single platform. In addition, enhancing translation capabilities for multilingual families in our communications.
- Resource Provision: Offering families resources and information to support their children’s learning and development at home thereby strengthening home-to-school connections.
- Collaborative Programs: Implementing programs that encourage teachers to meet with families to discuss collaborative strategies to support student success.

Surveys conducted during the 2023-2024 school year revealed encouraging feedback from our parent community. 95% of parents indicated satisfaction with school communication alongside the availability of informational events. Additionally, parents and guardians indicate their awareness of available resources and support services at my school with a positive response rate of 92%. Furthermore, school staff received high praise with a positive response rate of 97% for being friendly, helpful, and caring towards all students, including those from diverse backgrounds.

In addition, 97% of survey participants expressed willingness to recommend their school to others. Educational partners consistently emphasized the strong trust and positive perceptions that Etiwanda families hold towards our schools with a positive response rate of 97% in the area of family engagement efforts with opportunities to engage in their child's education.

Family and community engagement have long been recognized as the hallmark of Etiwanda, serving as the cornerstone to academic achievement and the preparation for college and career success. While our positive response rates indicate a strong foundation of engagement, it is essential to recognize that maintaining and nurturing this relationship requires ongoing effort and commitment. The actions outlined within Goal 4 are essential in sustaining and elevating our family and community engagement. By providing various communication pathways, we ensure families are informed and involved in their child's education journey, creating a sense of partnership and trust between home and school. Ongoing opportunities for educational partner input highlight the district's commitment to collaborative decision-making, ensuring the voices of all educational partners are heard and valued.

Several actions within Goal 4, although beneficial to all families, specifically benefit parents of students with disabilities (SWD) by fostering meaningful relationships that promote partnerships in their child’s success. These actions include strategies to support the Individualized Education Plan (IEP) process. They ensure ongoing communication and engagement activities designed to actively involve parents in their child's education.

Supporting student attendance is another critical aspect addressed within Goal 4. By implementing strategies to improve attendance, we recognize the direct link between regular school attendance and academic success. Proactive measures and support systems are designed to reduce barriers to attendance and enhance student engagement in learning. The actions within Goal 4 not only build upon the existing foundation of family and community engagement, they also demonstrate the commitment to continuous improvement and excellence in fostering partnerships that are essential for student success and well-being.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Self-Reflection Tool for the Parent Engagement Indicator (State Priority | 2023-2024 Self-Reflection Tool<br><br>1. Developing the | | | 2026-2027 Self-Reflection Tool<br><br>1. Developing the | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 2) on the CA School Dashboard<br>5 Point Rating Scale | capacity of staff to build trusting and respectful relationships with families<br>• 4 - Full Implementation<br><br>2. Creating welcoming environments for all families in the community<br>• 5 - Full Implementation and Sustainability<br><br>3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• 3 - Initial Implementation<br><br>4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families | | | capacity of staff to build trusting and respectful relationships with families<br>• Maintain Full Implementation or Increase to Full Implementation and Sustainability<br><br>2. Creating welcoming environments for all families in the community<br>• Maintain Full Implementation and Sustainability<br><br>3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• Improve to Full | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • 3 - Initial Implementation<br><br>5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families<br>• 4 - Full Implementation<br><br>6. Providing families with information and resources to support student learning and development in the home<br>• 5 - Full Implementation and Sustainability<br><br>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<br>• 5 - Full Implementation | | | Implementation<br><br>4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>• Improve to Full Implementation<br><br>5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families<br>• Maintain Full Implementation or Increase to Full Implementation and | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | n and Sustainability<br><br>8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students<br>• 4 - Full Implementation<br><br>9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making<br>• 4 - Full Implementation<br><br>10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision making<br>• 4 - Full Implementation<br><br>11. Providing all families with | | | Sustainability<br><br>6. Providing families with information and resources to support student learning and development in the home<br>• Maintain Full Implementation and Sustainability<br><br>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<br>• Maintain Full Implementation and Sustainability<br><br>8. Supporting | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.<br>• 4 - Full Implementation<br><br>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.<br>• 4 - Full Implementation | | | families to understand and exercise their legal rights and advocate for their own students and all students<br>• Maintain Full Implementation or Increase to Full Implementation and Sustainability<br><br>9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making<br>• Maintain Full Implementation or Increase to Full Implementation and Sustainability | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision making<br>• Maintain Full Implementation or Increase to Full Implementation and Sustainability<br><br>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.<br>• Maintain Full Implementation or | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | Increase to Full Implementation and Sustainability<br><br>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.<br>• Maintain Full Implementation or Increase to Full Implementation and Sustainability | |
| 4.2 | Percent of positive responses on the annual Parent Survey subset of questions used to inform the Parent Engagement | 2023-2024 Parent Survey<br><br>97% Agree - School staff is generally | | | 2026-2027 Parent Survey<br><br>Maintain 97% - School staff is | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Indicator on the CA School Dashboard | friendly, helpful, and cares for all students, including those from diverse backgrounds.<br><br>96% Agree - I feel welcomed when I enter the school office.<br><br>97% Agree - My child's school provides opportunities for me to engage in my child's education (events, newsletters, etc.).<br><br>95% Agree - My child's school effectively communicates with me regarding my child's progress.<br><br>92% Agree - I am aware of the resources and support services available to students at my school.<br><br>99% Agree - My child's school values regular attendance to ensure consistent instructional opportunities.<br><br>97% Agree - School staff respects and responds to its | | | generally friendly, helpful, and cares for all students, including those from diverse backgrounds.<br><br>Maintain 96% - I feel welcomed when I enter the school office.<br><br>Maintain 97% - My child's school provides opportunities for me to engage in my child's education (events, newsletters, etc.).<br><br>Maintain 95% - My child's school effectively communicates with me regarding my child's progress.<br><br>Increase to 95% - I am aware of the resources and support services available to students at my school. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | community's cultural, racial, and language differences.<br><br>95% Agree - I am satisfied with the accessibility and responsiveness of the teachers and school staff. | | | Maintain 99% - My child's school values regular attendance to ensure consistent instructional opportunities.<br><br>Maintain 97% - School staff respects and responds to its community's cultural, racial, and language differences.<br><br>Maintain 95% - I am satisfied with the accessibility and responsiveness of the teachers and school staff. | |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Cultivating Respectful and Supportive School Environments | All district employees sustain welcoming, respectful, and caring environments for all community members by providing skilled staff to maintain the values of Excellence in Education, as measured by a subset of questions in metric 4.2. | $1,092,825.00 | No |
| **4.2** | District Communications | Communication clerk coordinates and provides training for staff on the district's digital communications platforms to ensure timely and consistent communication for all families as measured by 4.2. | $84,911.00 | No |
| **4.3** | Digital Communication and Outreach | Administrators and teachers regularly engage with families using various digital platforms and outreach efforts to share information about upcoming events, homework, student progress, and available support or enrichment opportunities as measured by 4.2. | $520,935.00 | No |
| **4.4** | Enhancing Parental Involvement and Volunteerism | District and school administrators ensure the availability of essential resources such as a visitor check-in system and translation devices to facilitate parent involvement on school campuses as measured by 4.2. | $350,252.00 | No |
| **4.5** | Family Information and Engagement Events | District and school administrators host both in-person (offering free childcare) and virtual family workshops and engagement events to foster positive school cultures and strengthen home-to-school connections, especially focused at supporting engagement among unduplicated, | $10,282.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | underrepresented, and special education student groups as measured by 4.2. | | |
| **4.6** | Opportunities for Educational Partner Input | District and staff administrators provide 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) as measured by 4.1. | $146,602.00 | No |
| **4.7** | Attendance Support Teams | District and school administrators create attendance goals and action plans, organize School Attendance Review Team (SART) and District Attendance Review Team (DART) meetings for families of chronically absent students, and facilitate access to key information and resources to eliminate barriers and improve school attendance as measured by 4.2. | $40,414.00 | No |
| **4.8** | African American Parent & Educator Advisory Committee | 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 as measured by metric 4.2. | $54,952.00 | No |
| **4.9** | Superintendent Correspondence | The Superintendent enhances district communication and transparency by disseminating regular correspondence that addresses relevant topics for our educational partners as measured by 4.1. | $8,406.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $12588366 | $ |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 8.926% | 0.000% | $0.00 | 8.926% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.10** | **Action:**<br>Supplemental Materials and Individualized Academic Supports<br><br>**Need:**<br>Local diagnostic data reveal a disparity in achievement among student groups, highlighting the need for additional instructional resources to address these discrepancies and ensure equitable educational opportunities. | To enhance skills for ELA and Math across all grades, the district is providing supplemental materials to support targeted, differentiated instruction during Universal Access time. By supplementing state-adopted materials with resources that bridge the gap between current performance levels and expected standards, the goal is to provide more effective scaffolding during this instructional block. | i-Ready diagnostic assessments for reading and math metrics 1.7 and 1.8. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Disparities in reading achievement on the i-Ready diagnostic assessment range between 10% - 39% lower for unduplicated student groups.<br>• 69% of the overall student population was at or above grade level.<br>• 40% of English learners (EL) were at or above grade level.<br>• 59% of the Socioeconomically Disadvantaged (SED) student group was at or above grade level.<br>• 30% of Foster Youth (FY) performed at or above grade level.<br><br>Disparities in math achievement on the i-Ready diagnostic assessment range between 10% - 38% lower for unduplicated student groups.<br>• 66% of the overall student population was at or above grade level.<br>• 47% of English Learners were at or above grade level.<br>• 56% of the socioeconomically disadvantaged student group was at or above grade level.<br>• 28% of Foster Youth performed at or above grade level.<br><br>Furthermore, as stated in the Engaging Educational Partners section, one of the priorities that emerged from our Advisory Committees was to ensure resources are provided for the adopted curriculum and approved supplemental materials. Parents of English Learner (EL) students also expressed | This approach will enable the district to directly address these discrepancies, ensuring all students receive the support necessary to meet academic challenges and improve their learning outcomes.<br><br>Data shows that while all students benefit from this action, it is important to focus on English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and Foster Youth (FY), as they continue to lag behind their peers. As highlighted in the Engaging Educational Partner section, teachers, bargaining unit members, administrators, principals, and staff emphasize the importance of ensuring that resources are provided for the adopted curriculum and approved supplemental materials to support all students' needs. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | a desire for additional online computer programs to support English Language Development (ELD) instruction both at home and in school.<br><br>**Scope:**<br>LEA-wide | | |
| **1.13** | **Action:**<br>Student Transportation Services<br><br>**Need:**<br>In our ongoing commitment to reduce chronic absenteeism and enhance school accessibility, the LCAP highlights action 1.13: offering transportation services to all students residing more than 2 miles from their schools. Analysis revealed that 70% of students eligible for bus transportation are from socioeconomically disadvantaged backgrounds, among all student groups. In addition, Foster Youth (FY) and Socioeconomically Disadvantaged (SED) student groups' attendance rates are lower than All Students reflecting a greater need to support these students with the attendance gap of 0.47% for FY and 0.7% for SED students as compared to All Students. In addition, 92% of parents agree with the survey item, "I am aware of the resources and support services available to students at my school" demonstrating their overall awareness of the support infrastructure provided by the school/district. Since transportation services are an integral part of the support system, | The action of offering transportation services is being provided on an LEA-wide basis to address the identified needs of unduplicated student groups, particularly those facing significant socioeconomic challenges. The continued focus on actively increasing ridership demonstrates Etiwanda's commitment to removing attendance barriers and supporting equitable access to education for all students. By expanding transportation services and reducing the radius of qualified students, the LEA hopes to increase accessibility and improve attendance rates, particularly for socioeconomically disadvantaged and Foster Youth students. Implementation of this action aligns with the overall goals and priorities of the LCAP, emphasizing the importance of providing transportation support to meet the needs of all students and promote educational equity. Research conducted by organizations such as Attendance Works has shown that reliable transportation to school can improve attendance rates, especially for students from low-income families who may face transportation barriers. This supports districtwide implementation base on the following:<br>• Equal Access to Education: Transportation services help eliminate | The effectiveness of this action will be monitored through LCAP surveys distributed to parents, focusing on accessibility improvements and attendance outcomes metrics 1.1 and 1.9. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parents who are aware of other resources are likely to also be aware of transportation services.<br><br>Additionally, as mentioned in the Engaging Educational Partners section, key areas of interest based on parent/guardian feedback were identified. One significant point of interest was the need to continue providing transportation services to support student attendance, especially for families facing difficulties.<br><br>**Scope:**<br>Schoolwide | barriers that prevent socioeconomically disadvantaged students from attending school regularly.<br>• Closing the Achievement Gap: Socioeconomically disadvantaged students often face additional challenges that can impact their academic performance. By providing transportation, we remove one significant obstacle, allowing these students to focus more on their studies.<br>• Improved Safety: Reliable transportation services ensure that students travel to and from school in a safe environment.<br>• Support for Families: Many families of socioeconomically disadvantaged students may lack the means to provide transportation themselves. Offering district-wide transportation services alleviates this burden, allowing parents and guardians to focus on other essential aspects of their family's well-being. | |
| **2.1** | **Action:**<br>Diagnostic Assessments and Personalized Learning<br><br>**Need:**<br>The implementation of three i-Ready diagnostic assessments throughout the year is essential to addressing disparities in achievement on the CAASPP state test, particularly in reducing achievement gaps for unduplicated students. Analysis of Distance from Standard (DFS) disparities reveals a significant range, from -21 to -100.7 points, | This targeted approach is particularly essential for unduplicated students, who may require more focused educational support to overcome educational barriers and achieve academic equity. By conducting regular diagnostic assessments, educators can closely monitor student progress, identify areas of weakness, and provide targeted interventions to address learning gaps before they impact performance on standardized tests.<br><br>This proactive approach not only allows for timely intervention but also empowers educators to tailor instruction to meet the diverse needs of | This action will be measured using English Language Arts and math CAASPP scores metrics 2.1 and 2.2. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | indicating varying levels of academic performance among student groups.<br><br>Additionally, feedback from teachers and students indicates that English Learners, Socioeconomically Disadvantaged students, and Foster Youth face particular challenges when completing the state assessment. Factors such as test length (stamina), mental health-related issues (such as test anxiety), and vocabulary usage contribute to difficulties in motivation and performance. To address these challenges, there is a shared need for formative diagnostic assessments that are administered more frequently, providing targeted learning skills for academic vocabulary and other essential skills. By using i-Ready assessments, which offer formative and frequent diagnostic feedback, educators can better support English learners and Foster Youth in developing the necessary skills to increase academic achievement and reduce test anxiety.<br><br>CA State Dashboard Data also revealed some disparities within the socioeconomically disadvantaged students, English Learners, and foster youth student populations.<br><br>Reading CAASPP results are as follows:<br>• All students performed in the Green indicator group (39.1 DFS points)<br>• English Learners performed in the Green indicator group (18.1 DFS points) | unduplicated students, ultimately working towards closing the achievement gap and promoting equitable educational outcomes. By identifying specific learning gaps early and adjusting instructional strategies accordingly, the goal is to enhance educational outcomes for these students, directly addressing any disparities.<br><br>This action serves multiple critical purposes:<br><br>Identifying Disparities: By implementing these assessments, the district can gain a precise understanding of where achievement gaps exist between different student groups. This clarity is vital in recognizing which groups are under-performing and why, which then informs strategic responses.<br><br>Facilitating Targeted Instruction: With detailed assessment data, teachers can move beyond a one-size-fits-all approach. They are equipped to customize their teaching strategies to meet the specific academic needs of each student with a deeper insight into each student's strengths and weaknesses. This tailored instruction is important for addressing individual learning gaps effectively and efficiently.<br><br>Data-Driven Decision-Making: The use of diagnostic assessments enables a data-driven approach to educational decision-making. By continuously analyzing the data from these assessments, schools can adjust their educational strategies and interventions throughout the year with the three administrations meant to assist in | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | • Socioeconomically Disadvantaged Students performed in the Green indicator group (15.1 DFS points)<br>• Foster Youth performed in the Orange indicator group (-61.6 DFS points)<br><br>Math CAASPP results are as follows:<br>• All students performed in the Green indicator group (16.8 DFS points)<br>• English Learners performed in the Green indicator group (17.1 DFS points)<br>• Socioeconomically Disadvantaged Students performed in the Green indicator group (-7.7 DFS points)<br>• Foster Youth performed in the Orange indicator group (-99 DFS points)<br><br>Administering diagnostic assessments in reading and mathematics is grounded in the efforts to address and rectify disparities in achievement across various student groups within the district.<br><br>**Scope:**<br>LEA-wide | monitoring progress, ensuring that they are always addressing the most current needs.<br><br>Long-Term Academic Improvement: Ultimately, the goal of these assessments is to ensure all students, regardless of their background or starting level, can achieve academic success and maximize annual growth measures. By continually adapting instruction based on assessment data, the district's goal is to raise overall student performance, reduce achievement gaps, and promote equitable education outcomes. | |
| **2.3** | **Action:**<br>Data Driven Program Implementation<br><br>**Need:**<br>The dashboard data reveals disparities among socioeconomically disadvantaged (SED), English Learners (EL), and Foster Youth (FY) compared to all students, as illustrated below. | The need for this LCAP action arises from the necessity to address the unique academic requirements of each student, particularly focusing on unduplicated groups and students with disabilities who exhibit significant variations in achievement levels. Educational partners stress the importance of investing in educators by dedicating time to teamwork and collaboration, | The effectiveness of this action will be measured with metrics 2.4, 2.5, and 2.9 ensuring the targeted support is effective and leads to measurable improvements in student performance. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Additionally, teachers express the need for additional support in collecting, disaggregating, and discussing data related to these populations. This support is crucial for effectively planning targeted instruction aimed at reducing disparities.<br><br>Reading CAASPP results are as follows:<br>• All students - 39.1 DFS points<br>• English Learners - 8.1 DFS points<br>• Socioeconomically Disadvantaged Students - 15.1 DFS points<br>• Foster Youth - -61.6 DFS points<br><br>Math CAASPP results are as follows:<br>• All students - 16.8 DFS points<br>• English Learners - 17.1 DFS points<br>• Socioeconomically Disadvantaged Students - -7.7 DFS points<br>• Foster Youth - -99 DFS points<br><br>**Scope:**<br>LEA-wide | which is essential among coordinators, specialists, mentor teachers, and both general and special education teachers. This emphasis is driven by the need to enhance support for students who have not yet met academic standards in English Language Arts and/or mathematics.<br><br>Our annual LCAP staff survey reveals that 97% of respondents value collaborative practices, emphasizing the importance of prioritizing effective teamwork across the district with equitable access to meet with their teams regularly. This collaboration optimizes instructional minutes, delivers rigorous lessons, provides targeted instruction, and enhances teacher understanding of content standards.<br><br>Such collaboration ensures cohesive data collection and program implementation across all educational settings, maximizing effectiveness, particularly among student groups performing below grade level on the i-Ready diagnostic assessment. This coordination is particularly important for unduplicated students, including socioeconomically disadvantaged students, English Learners, foster youth, and students with disabilities facing significant barriers to academic achievement. Aligning the goals and instructional strategies of general educators and students' case carriers fosters consistent content reinforcement, essential for closing achievement gaps. | |
| **2.9** | **Action:**<br>Collaborative support systems<br><br>**Need:** | Designated staff will conduct ongoing monitoring and early detection of academic challenges. This staff includes Academic Advisors, Student Service Assistants, and Student Success Coaches who | The success of this action is measured by metrics 2.4 and 2.5. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The action of having designated school staff monitor student progress, collaborate on Tier II supports, and facilitate family outreach is beneficial in addressing the disparities in achievement scores among unduplicated students as revealed by CAASPP data. Unduplicated students have a Distance From Standard (DFS) disparity that ranges from -21 points to -100.7 points for ELA and +0.3 points to -108.8 points in math.<br><br>English Language Arts (ELA)<br>Overall Student Population - 39.1 points above standard<br>English Learners - 18.1 points above standard (-21 points as compared to all students)<br>Foster Youth - 61.6 points below standard (-100.7 points as compared to all students)<br>Socioeconomically Disadvantaged - 15.1 points above standard (-24 points as compared to all students)<br><br>Mathematics<br>Overall Student Population - 16.8 points above standard<br>English Learners - 17.1 points above standard (+0.3 points as compared to all students)<br>Foster Youth - 92 points below standard (-108.8 points as compared to all students)<br>Socioeconomically Disadvantaged Student Group - 7.7 points below standard (-24.5 points as compared to all students)<br><br>In the development process of the LCAP, the District gathered input from various educational partners to identify community | enable prompt interventions essential for students who have not yet met academic standards. This includes providing instructional materials to reinforce classroom instruction, incentive and recognition programs to motivate students. The staff will develop individualized support plans for students. Also, integrating intervention supports with family outreach efforts is key to increasing student participation and engagement, which in turn boosts academic achievement. These combined efforts are designed to effectively remove barriers to school participation, ensuring that all students, particularly those facing academic difficulties and Special Education students, receive the tailored support they need to succeed. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | priorities which reported their desire to continue and expand efforts to provide teachers with the tools they need to meet the diverse needs of all students. In addition, there is an emphasis voiced from staff to continue to refine Universal Access through leveled, small-group learning and guided reading opportunities.<br><br>**Scope:**<br>LEA-wide | | |
| **2.10** | **Action:**<br>Extended Day Intervention Programs<br><br>**Need:**<br>The action to extend services through extended-day Tier II programs in English Language Arts and Mathematics is a strategic response to the needs of the districts' unduplicated student groups, as indicated by recent state CAASPP data. In ELA, the overall student population scores 39.1 points above the standard, but disparities are evident among specific groups. English learners, despite scoring 18.1 points above the standard, lag 21 points behind the overall student population. Foster youth fare significantly worse, scoring 61.6 points below the standard and 100.7 points behind the general student population. Socioeconomically disadvantaged students, while 15.1 points above the standard, still trail the overall student performance by 24 points. | The data highlights that while all students perform above standard in both subjects, significant gaps persist for English learners, foster youth, and socioeconomically disadvantaged students, particularly in English Language Arts. These student groups require additional support to close achievement gaps in all schools across the district.<br><br>The extended-day Tier II programs implemented at each school site provide a much-needed solution by offering additional instructional time that is beneficial for helping unduplicated student groups catch up, accelerate learning, and bridge these gaps. This action aligns with community input advocating for enhanced educational experiences and greater participation in extracurricular opportunities, ultimately enriching the educational environment for unduplicated students and helping them reach their full academic potential.<br><br>Teachers across all schools in the district will utilize data-driven strategies, including the analysis of pre- and post-assessments, to monitor student | The effectiveness of this action is measured with metrics 2.4 and 2.5 ensuring the additional supports and enrichment activities lead to measurable improvements in academic performance. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | In mathematics, the overall student population scores 16.8 points above the standard. English learners surpass this, scoring 17.1 points above the standard, just 0.3 points ahead of the overall student population. However, gaps remain for other groups: foster youth, scoring 92 points below the standard, are 108.8 points behind the general population. Socioeconomically disadvantaged students score 7.7 points below the standard, creating a gap of 24.5 points relative to the overall student performance.<br><br>As mentioned in the Engaging Educational Partners section, one of the trends that emerged from various sources of input was the need to offer support both during and after school. This includes providing intervention for students who need extra help and enrichment for those seeking additional challenges.<br><br>**Scope:**<br>LEA-wide | growth effectively within these programs. By conducting these assessments, teachers can adjust their instructional strategies in real- time to meet the evolving needs of their students. The intervention programs are structured in small group settings, allowing for focused instruction tailored to the specific learning gaps identified through data analysis.<br><br>Providing these extended services on an LEA-wide basis ensures equitable access across all schools and provides a consistent instructional approach to extended-day opportunities meeting the needs of unduplicated student groups regardless of location. By aligning these efforts with community input, we create a proactive approach that reflects local priorities while demonstrating our commitment to closing achievement gaps and being equitable to all students. | |
| **3.3** | **Action:**<br>Multitiered Support Systems<br><br>**Need:**<br>Data from the CA Dashboard indicates notable disparities in suspension rates among different student groups. Specifically, socioeconomically disadvantaged/homeless students and foster youth are experiencing higher rates of suspension (2.0% and 4.9%, respectively) compared to their peers. These | A unified approach that can be implemented districtwide rather than isolated interventions at individual schools will help support all students. A LEA-wide strategy ensures consistency in practices and policies, fostering a supportive and inclusive environment across all school sites. The action acknowledges that while some schools might be experiencing more acute challenges, there is a general need for support systems at all schools. By implementing a multitiered system of supports, the district can provide scalable and | The effectiveness of this action will be measured by the CA School Dashboard Suspension Rate Indicator metric 3.2. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | elevated suspension rates can contribute to a range of negative outcomes including decreased academic performance, disengagement from school, and increased dropout rates. Our community feedback, as mentioned in the Engaging Educational Partners section, states the need to support these students who have displayed disparities in achievement and attendance.<br><br>2023 CA School Dashboard<br>All Students Color Gauge - Green 1.2% suspended (increase of 0.2%)<br>English Learners- Green - 0.7% suspended (decline of 0.2%)<br>Socioeconomically Disadvantaged - Green 1.5% suspended (increase of 0.1%)<br>Foster Youth- Yellow - 4.9% suspended (decline of 0.4%)<br><br>The data above reveals the highest suspension rates for foster youth and socioeconomically disadvantaged students exceeding the all students percentage.<br><br>In addition, the chronic absenteeism rates on the CA Dashboard reflect similar results with 30% of foster youth (13% more than all students) and 21.5% of socioeconomically disadvantaged students (4.5% more than all students).<br><br>By targeting these disparities, the action creates a more equitable school environment where all students have the opportunity to succeed. In addition, there has been a | adaptable interventions that meet the varying needs of students at different schools, enhancing the overall effectiveness of the strategy. This in turn will reduce the overall suspension rate as well as the disparity among impacted student groups. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | noticeable increase in behavioral incidents across the district suggesting additional strategies are needed to address the root causes of student behavior or that new challenges have emerged that require different approaches. These incidents can disrupt the learning environment and impact the well-being of both students and staff, necessitating a comprehensive strategy to effectively manage and reduce such occurrences.<br><br>**Scope:**<br>LEA-wide | | |
| **3.4** | **Action:**<br>Counseling Services<br><br>**Need:**<br>Counseling referrals have been steadily increasing over the past few years indicating a growing need to support students' social-emotional well-being. As these needs become more apparent, it is essential that staff members receive the necessary training to provide appropriate interventions and supports. Prompt response and accessibility to trained staff are necessary for students who face unique challenges and adversities.<br><br>Research shows that foster youth often experience trauma, instability, and a lack of consistent support due to frequent changes in caregivers and schools. https://partnersforourchildren.org/project/foster-care-and-education/ | Training and implementation of support programs will enable staff to address the challenges students face effectively. By continuing to focus on this action, we can mitigate other potential issues that may arise when a child's physical and emotional well-being is compromised. This proactive approach is vital in maintaining a supportive educational environment that fosters student success.<br><br>This action, in which school counselors oversee and facilitate staff training and programs for unduplicated students to support their physical and emotional well-being, addresses a critical need within our district. Unduplicated students often face unique challenges that can impede their academic success and personal development. The training and programs designed for these students are focused on mitigating these barriers, fostering an environment where these students can thrive both emotionally and academically. Trained | The effectiveness of these efforts will be assessed through feedback gathered from LCAP student and parent surveys metrics 3.5 and 3.6. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | A study by the American Psychological Association found children in poverty are at greater risk of experiencing chronic stress which can lead to mental health issues, behavioral problems, and lower academic achievement. https://www.apa.org/news/press/releases/2018/01/stress-minority-income<br><br>According to the parent LCAP survey, 96% agree with the statement, "At my child's school, counseling services are available" with only 84% of Foster Youth guardians agreeing with the survey item. 92% of students indicate they are aware of who to contact when they need help representing a survey item that received one of the lower positive response rates. In addition, educational partner feedback reinforces the need for this action by supporting our students who can get access to counseling services for their social and emotional well-being.<br><br>**Scope:**<br>LEA-wide | support staff and school counselors can support students through a variety of strategies including, but not limited to:<br><br>Guidance on Academic Goal Setting and Monitoring: They monitor students' progress, identify those who are struggling, and implement strategies to support at-risk students.<br><br>Intervention and Referral: Counselors coordinate with teachers and special education services to provide interventions and refer students for additional support when necessary.<br><br>Counseling Services: Provide individual and group counseling to help students cope with personal and social challenges such as peer pressure, social anxiety, family issues, and more.<br><br>Conflict Resolution: Facilitate the resolution of conflicts between students and teach conflict resolution skills.<br><br>Crisis Intervention: Act swiftly in crisis situations to provide support and guidance to students affected by issues like bullying, mental health crises, or traumatic events.<br><br>Interdisciplinary Collaboration: Work closely with teachers, administrators, and clinical counseling interns to create a supportive learning environment.<br><br>Parent and Community Engagement: Provide families with information and resources to support | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | student learning and development in the home and enhance home-to-school connections.<br><br>Implementing this action LEA-wide is essential for several reasons. First, it ensures all unduplicated students across the district receive equitable access to the supports tailored to their specific needs thereby promoting fairness and uniformity in the quality of these opportunities. This approach aligns with our district's commitment to equity and inclusion ensuring every student, regardless of their circumstances, has the necessary resources to succeed. | |
| **3.9** | **Action:**<br>Middle School Readiness and Orientation Program<br><br>**Need:**<br>The need for this action arises from observed trends in our district data which show an increase in absenteeism rates among unduplicated students as they transition from elementary to middle school.<br><br>2022-23 Attendance Rates<br>5th grade unduplicated students - 94.23%<br>6th grade unduplicated students - 94.56%<br><br>Districtwide Attendance Rates<br>All Students Rate - 94.17%<br>Foster Youth Rate - 93.70%<br>English Learners Rate - 94.81%<br>Socioeconomically Disadvantaged Rate - 93.47% | The '6th Grade Readiness and Orientation Program' directly addresses these challenges by providing a structured introduction to middle school life. This comprehensive orientation and multiday summer program are designed to mitigate the anxiety and uncertainty associated with entering a new school setting. Key components of the program include detailed presentations about school resources, direct introductions to supportive staff members, and interactive activities focused on fostering strong peer relationships. These elements collectively work to ease the transition, support emotional and social adjustment, and ultimately improve attendance by making the school environment more familiar and welcoming for incoming 6th graders.<br><br>Implementing this program LEA-wide ensures all incoming 6th graders, regardless of the specific school they are attending within the district, receive consistent support. This approach is | The effectiveness of this action will be measured by 3.1 and 3.7. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The shift to middle school represents a notable change for students, encompassing new academic expectations, social environments, and daily routines. This transition can be particularly challenging for some students who may face additional barriers such as economic disadvantages, limited English proficiency, or lack of stable support networks. Since the onset of this program, attendance data among the targeted group has improved signifying a continued need for this program. Additionally, qualitative feedback from the participants and their parents shows appreciation and value of the time invested in our students.<br><br>**Scope:**<br>Schoolwide | essential for mitigating the impact of the transition across the entire student population, prioritizing the unduplicated student groups and promoting equal opportunities for successful adaptation and engagement. Additionally, the LEA-wide implementation allows for more effective measurement and comparison of program impacts across different schools. By coordinating efforts districtwide, we can more accurately assess the effectiveness of the orientation and summer program, make data-driven adjustments, and share best practices that enhance the program's success. This strategic approach not only addresses immediate needs but also contributes to the district's broader educational objectives of increasing student attendance, engagement, and overall academic achievement. | |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.6** | **Action:**<br>Professional Development for EL and LTEL Support<br><br>**Need:**<br>In the 2022-2023 school year, 1.8% of our English learner population was classified as | Professional development for teachers, EL Facilitators, and administrators will receive training and professional development on best practices for English learners and Long Term English Learners (LTELs). This targeted training equips them with skills and knowledge necessary to effectively implement and monitor the | The effectiveness of this collaboration will be measured using LCAP metrics 2.3 and 2.10. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LTEL, underscoring the need for targeted interventions. Educational partner feedback revealed their satisfaction with the reclassification rates and hope it will continue to rebound as 23% of English learners in 2022-2023 were reclassified which is an increase from 14.5% in 2021-22. Although we are making progress and improving our LTEL data, the ultimate goal is to prevent LTEL and reclassify students before they receive this designation.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | individualized plans. This professional development will focus on best practices for language acquisition, culturally responsive teaching, and strategies to overcome barriers faced by EL and LTEL students. By investing in the professional growth of our educators, we aim to create a supportive and effective learning environment that fosters the success of all English learners.<br><br>The collaboration among site administrators, EL facilitators, and teachers to develop and monitor individualized plans for English learners, particularly those identified as Long-Term English Learners (LTEL), is important due to persistent challenges faced by this group. These efforts will identify any barriers and develop a plan to address any barriers to ultimately reach reclassification as collaboration is key to identifying and implementing best practices.<br><br>The LTEL support plans are designed to provide these students with tailored strategies to accelerate their language acquisition and academic learning. This focused effort to develop a comprehensive support plan for LTELs not only improves immediate language skills but also enhances broader academic outcomes. By implementing this approach LEA-wide, the district ensures a uniform strategy at all schools. | |
| **2.8** | **Action:**<br>Support for Multilingual Students<br><br>**Need:** | To support this action, additional professional development, coaching, and supplemental materials will be provided to enhance classroom support, especially for teachers and instructional aides in Multi-Lingual cluster classrooms and | Effectiveness of this action will be measured by metrics 2.1, 2.2, and 2.3. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | To address the linguistic diversity within our district, where over 49 languages are spoken, district and school administrators have implemented an action to provide English learners with supports that enhance access to the core curriculum and foster language development. Given the impracticality of staffing fluent speakers of all these languages, leveraging technology such as electronic tablets for translation is a strategic solution that ensures all students can engage with instructional materials in their primary languages. Data on the English Learner Progress Indicator (ELPI) revealed that 15.6% of our EL students declined a level on the ELPAC Summative assessment. Although data on the CA Dashboard reveals positive results on the English language arts and the math reflects positively on the English Learner student group with Green indicators for both, it is important to note that this piece of data includes current EL students and reclassified (RFEP) students. While many students are reclassifying, we are also seeing an influx of newcomers, necessitating a specific focus on emerging language acquisition strategies and resources. Feedback reported in the Engaging Educational Partners section identifies priorities from parents of English learners which is to continue to emphasize designated instruction for Multilingual (ML) cluster students with instructional aide support and ELD resources in the adopted curriculum.<br><br>**Scope:** | those working with long term English learners (LTELs). This support and training will focus on both integrated and designated English Language Development (ELD) instructional strategies to accelerate learning for this student group. In addition, extra instructional aides will be provided to support English learners; these aides will work closely with teachers to reinforce skills taught during core instruction. Ongoing training will ensure they are well-versed in the curriculum and available resources. Implementing this action on an LEA-wide or schoolwide basis will guarantee consistency and equity in educational support across the district. | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Limited to Unduplicated Student Group(s) | | |
| **2.14** | **Action:**<br>Foster Youth Supports<br><br>**Need:**<br>The Foster Youth Support Program is implemented across the district to specifically address the acute needs of foster youth as highlighted by CAASPP assessment data. This data reveals a significant decline in performance, positioning foster youth as the lowest-performing student group marked with an orange indicator. In English Language Arts, their status is recorded at 61.6 points below the standard, a decrease of 26.4 points from the 2021-22 CAASPP data. Similarly, the math assessment shows they are 92 points below standard reflecting a decline of 55.7 points from the previous year.<br><br>Furthermore, the Advisory Committee's review of the CA State Dashboard highlighted the need to focus on foster youth and to continue prioritizing data-driven instructional practices. These practices aim to be responsive to students' individual learning needs and reduce disparities among certain student groups, particularly foster youth, who have unique needs.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | By centralizing oversight of this program under the Director of Pupil Services, the district ensures interventions are consistently applied, monitored, and adjusted based on effectiveness across all schools. This LEA-wide implementation is crucial for maintaining a high standard of support and intervention for foster youth across the district. It allows for the coordination of resources, sharing of best practices, and alignment of strategies to enhance both the well-being and academic success of these students.<br><br>Foster youth interventions can include various strategies to support their unique needs and challenges:<br><br>Mentorship Programs: Pair foster youth with mentors including School Counselors, Academic Advisors, or Student Success Coaches who can offer consistent guidance, encouragement, and emotional support.<br><br>Counseling and Mental Health Services: Provide access to counselors and mental health professionals who can help foster youth navigate trauma, loss, and the challenges of transitioning between homes.<br><br>Academic Support: Implement tutoring and homework help services to address any learning gaps that may have arisen from changes in schooling due to relocations. | The effectiveness of the program is measured by metrics 2.4 and 2.5 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Extended-Day Programs: Offer before- or after-school programs that provide additional academic instruction, extracurricular activities, and a safe space for social interaction.<br><br>Case Management: Ensure foster youth receive individualized attention through dedicated staff who can advocate for their academic, emotional, and physical well-being. | |

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

N/A

## *Additional Concentration Grant Funding*

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

N/A

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

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 141032284 | 12588366 | 8.926% | 0.000% | 8.926% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $153,738,399.00 | $16,972,081.00 | $0.00 | $4,904,032.00 | $175,614,512.00 | $155,727,129.00 | $19,887,383.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Fiscal Management | All | No | | | All Schools | 3 Year | $276,458.00 | $199,200.00 | $475,658.00 | $0.00 | $0.00 | $0.00 | $475,658.00 | 0 |
| 1 | 1.2 | Safe and Secure Schools | All | No | | | All Schools | 3 Year | $52,349.00 | $1,160.00 | $53,509.00 | $0.00 | $0.00 | $0.00 | $53,509.00 | |
| 1 | 1.3 | Facilities, Maintenance, and Operations | All | No | | | All Schools | 3 Year | $4,810,599.00 | $10,820,070.00 | $15,630,669.00 | $0.00 | $0.00 | $0.00 | $15,630,669.00 | |
| 1 | 1.4 | Health Services | All | No | | | All Schools | 3 Year | $4,027,451.00 | $122,714.00 | $3,406,405.00 | $743,760.00 | $0.00 | $0.00 | $4,150,165.00 | |
| 1 | 1.5 | Highly Qualified Teachers Support | All | No | | | All Schools | 3 Year | $98,055,633.00 | $536,869.00 | $83,394,860.00 | $10,845,718.00 | $0.00 | $4,351,924.00 | $98,592,502.00 | |
| 1 | 1.6 | Class size and support | All | No | | | All Schools | 3 Year | $449,253.00 | $0.00 | $0.00 | $449,253.00 | $0.00 | $0.00 | $449,253.00 | |
| 1 | 1.7 | Professional Development Plan | All | No | | | All Schools | 3 Year | $1,865,513.00 | $663.00 | $1,833,856.00 | $32,320.00 | $0.00 | $0.00 | $1,866,176.00 | |
| 1 | 1.8 | Broad Course of Study | All | No | | | All Schools | 3 Year | $591,795.00 | $4,200.00 | $595,995.00 | $0.00 | $0.00 | $0.00 | $595,995.00 | |
| 1 | 1.9 | Instructional Technology Access and Support Services | All | No | | | All Schools | 3 Year | $2,030,587.00 | $371,924.00 | $2,402,511.00 | $0.00 | $0.00 | $0.00 | $2,402,511.00 | |
| 1 | 1.10 | Supplemental Materials and Individualized Academic Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 Year | $840,634.00 | $0.00 | $840,634.00 | $0.00 | $0.00 | $0.00 | $840,634.00 | 0 |
| 1 | 1.11 | Library Access and Resource Services | All | No | | | All Schools | 3 Year | $2,063,769.00 | $1,837.00 | $2,065,606.00 | $0.00 | $0.00 | $0.00 | $2,065,606.00 | |
| 1 | 1.12 | Early Education | All | No | | | All Schools | 3 Year | $15,131,421.00 | $0.00 | $15,131,421.00 | $0.00 | $0.00 | $0.00 | $15,131,421.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.13 | Student Transportation Services | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Etiwanda Intermediate, East Heritage Elementary, Summit Intermediate, Etiwanda Colony Elementary, Heritage Intermediate, Falcon Ridge Elementary, Day Creek Intermediate, West Heritage Elementary, Windrows Elementary | 3 Year | $22,348.00 | $4,696,700.00 | $4,719,048.00 | $0.00 | $0.00 | $0.00 | $4,719,048.00 | 0 |
| 1 | 1.14 | School Supervision and Safety | All | No | | | All Schools | 3 Year | $2,250,637.00 | $0.00 | $2,250,637.00 | $0.00 | $0.00 | $0.00 | $2,250,637.00 | |
| 2 | 2.1 | Diagnostic Assessments and Personalized Learning | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 Year | $0.00 | $180,483.00 | $180,483.00 | $0.00 | $0.00 | $0.00 | $180,483.00 | 0 |
| 2 | 2.2 | Universal Screening | All | No | | | All Schools | 3 Year | $89,218.00 | $0.00 | $89,218.00 | $0.00 | $0.00 | $0.00 | $89,218.00 | |
| 2 | 2.3 | Data Driven Program Implementation | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 Year | $2,789,929.00 | $11,574.00 | $2,801,503.00 | $0.00 | $0.00 | $0.00 | $2,801,503.00 | 0 |
| 2 | 2.4 | Team Collaboration | All | No | | | All Schools | 3 Year | $924,698.00 | $0.00 | $924,698.00 | $0.00 | $0.00 | $0.00 | $924,698.00 | |
| 2 | 2.5 | Intentional Planning | All | No | | | All Schools | 3 Year | $0.00 | $1,071,522.00 | $1,071,522.00 | $0.00 | $0.00 | $0.00 | $1,071,522.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.6 | Professional Development for EL and LTEL Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 Year | $61,427.00 | $201,991.00 | $263,418.00 | $0.00 | $0.00 | $0.00 | $263,418.00 | 0 |
| 2 | 2.7 | Universal Access | All | No | | | All Schools | 3 Year | $1,008,761.00 | $0.00 | $1,008,761.00 | $0.00 | $0.00 | $0.00 | $1,008,761.00 | |
| 2 | 2.8 | Support for Multilingual Students | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 Year | $0.00 | $267,523.00 | $267,523.00 | $0.00 | $0.00 | $0.00 | $267,523.00 | 0 |
| 2 | 2.9 | Collaborative support systems | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 Year | $1,134,004.00 | $0.00 | $1,134,004.00 | $0.00 | $0.00 | $0.00 | $1,134,004.00 | 0 |
| 2 | 2.10 | Extended Day Intervention Programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 Year | $225,412.00 | $202,961.00 | $412,794.00 | $15,579.00 | $0.00 | $0.00 | $428,373.00 | 0 |
| 2 | 2.11 | Extended School Year | Students with Disabilities | No | | | All Schools | 3 Year | $103,970.00 | $792.00 | $0.00 | $104,762.00 | $0.00 | $0.00 | $104,762.00 | |
| 2 | 2.12 | Foundational Skills for Literacy and Math | All | No | | | All Schools | 3 Year | $1,176,888.00 | $0.00 | $1,176,888.00 | $0.00 | $0.00 | $0.00 | $1,176,888.00 | |
| 2 | 2.13 | Cultural and Linguistic Professional Development | All | No | | | All Schools | 3 Year | $47,600.00 | $0.00 | $47,600.00 | $0.00 | $0.00 | $0.00 | $47,600.00 | |
| 2 | 2.14 | Foster Youth Supports | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 3 Year | $245,297.00 | $5,765.00 | $251,062.00 | $0.00 | $0.00 | $0.00 | $251,062.00 | 0 |
| 2 | 2.15 | Leadership and support for Special Education Success | Students with Disabilities Special Day Class (SDC)- Mild to Moderate | No | | | Specific Schools: Cecilia Solorio Elementary School | 3 Year | $174,636.00 | $0.00 | $0.00 | $174,636.00 | $0.00 | $0.00 | $174,636.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.1 | Inclusive Engagement Practices | All | No | | | All Schools | 3 Year | $181,149.00 | $1,200.00 | $182,349.00 | $0.00 | $0.00 | $0.00 | $182,349.00 | |
| 3 | 3.2 | Student Support and Positive Culture Programs | All | No | | | All Schools | 3 Year | $1,870,524.00 | $3,025.00 | $1,873,549.00 | $0.00 | $0.00 | $0.00 | $1,873,549.00 | |
| 3 | 3.3 | Multitiered Support Systems | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 Year | $0.00 | $34,000.00 | $34,000.00 | $0.00 | $0.00 | $0.00 | $34,000.00 | 0 |
| 3 | 3.4 | Counseling Services | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 Year | $3,653,195.00 | $31,108.00 | $1,873,114.00 | $1,811,189.00 | $0.00 | $0.00 | $3,684,303.00 | 0 |
| 3 | 3.5 | Targeted Student Support and Engagement Services | All | No | | | All Schools | 3 Year | $1,000,731.00 | $16,359.00 | $0.00 | $979,511.00 | $0.00 | $37,579.00 | $1,017,090.00 | |
| 3 | 3.6 | Training in Restorative Practices and Other Means of Correction | All | No | | | All Schools | 3 Year | $593,052.00 | $48,803.00 | $127,326.00 | $0.00 | $0.00 | $514,529.00 | $641,855.00 | |
| 3 | 3.7 | Collaborative Behavior Support Plan Development | All | No | | | All Schools | 3 Year | $1,786,965.00 | $28,388.00 | $0.00 | $1,815,353.00 | $0.00 | $0.00 | $1,815,353.00 | |
| 3 | 3.8 | Extracurricular Activities | All | No | | | All Schools | 3 Year | $386,266.00 | $0.00 | $386,266.00 | $0.00 | $0.00 | $0.00 | $386,266.00 | |
| 3 | 3.9 | Middle School Readiness and Orientation Program | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Day Creek Intermediate, Etiwanda Intermediate, Heritage Intermediate, and Summit Intermediate<br>6th grade | 3 Year | $51,513.00 | $50.00 | $51,563.00 | $0.00 | $0.00 | $0.00 | $51,563.00 | 0 |
| 3 | 3.10 | Alternative Education Settings | All<br>Students with Disabilities | No | | | All Schools | 3 Year | $600,239.00 | $6,755.00 | $606,994.00 | $0.00 | $0.00 | $0.00 | $606,994.00 | |
| 3 | 3.11 | PBIS Program Support | All | No | | | All Schools | 3 Year | $3,822,962.00 | $0.00 | $3,822,962.00 | $0.00 | $0.00 | $0.00 | $3,822,962.00 | |
| 3 | 3.12 | Attendance and Academic Monitoring System | All | No | | | All Schools | 3 Year | $39,771.00 | $643.00 | $40,414.00 | $0.00 | $0.00 | $0.00 | $40,414.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **4** | **4.1** | Cultivating Respectful and Supportive School Environments | All<br>Students with Disabilities | No | | | All Schools | 3 Year | $1,092,825.00 | $0.00 | $1,092,825.00 | $0.00 | $0.00 | $0.00 | $1,092,825.00 | |
| **4** | **4.2** | District Communications | All<br>Students with Disabilities | No | | | All Schools | 3 Year | $84,911.00 | $0.00 | $84,911.00 | $0.00 | $0.00 | $0.00 | $84,911.00 | |
| **4** | **4.3** | Digital Communication and Outreach | All | No | | | All Schools | 3 Year | $0.00 | $520,935.00 | $520,935.00 | $0.00 | $0.00 | $0.00 | $520,935.00 | |
| **4** | **4.4** | Enhancing Parental Involvement and Volunteerism | All | No | | | All Schools | 3 Year | $0.00 | $350,252.00 | $350,252.00 | $0.00 | $0.00 | $0.00 | $350,252.00 | |
| **4** | **4.5** | Family Information and Engagement Events | All<br>Students with Disabilities | No | | | All Schools | 3 Year | $10,282.00 | $0.00 | $10,282.00 | $0.00 | $0.00 | $0.00 | $10,282.00 | |
| **4** | **4.6** | Opportunities for Educational Partner Input | All | No | | | All Schools | 3 Year | $0.00 | $146,602.00 | $146,602.00 | $0.00 | $0.00 | $0.00 | $146,602.00 | |
| **4** | **4.7** | Attendance Support Teams | All | No | | | All Schools | 3 Year | $39,771.00 | $643.00 | $40,414.00 | $0.00 | $0.00 | $0.00 | $40,414.00 | |
| **4** | **4.8** | African American Parent & Educator Advisory Committee | All | No | | | All Schools | 3 Year | $54,280.00 | $672.00 | $54,952.00 | $0.00 | $0.00 | $0.00 | $54,952.00 | |
| **4** | **4.9** | Superintendent Correspondence | All | No | | | All Schools | 3 Year | $8,406.00 | $0.00 | $8,406.00 | $0.00 | $0.00 | $0.00 | $8,406.00 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 141032284 | 12588366 | 8.926% | 0.000% | 8.926% | $12,829,146.00 | 0.000% | 9.097 % | **Total:** | $12,829,146.00 |
| | | | | | | | | **LEA-wide Total:** | $7,276,532.00 |
| | | | | | | | | **Limited Total:** | $782,003.00 |
| | | | | | | | | **Schoolwide Total:** | $4,770,611.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.10** | Supplemental Materials and Individualized Academic Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $840,634.00 | 0 |
| **1** | **1.13** | Student Transportation Services | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Etiwanda Intermediate, East Heritage Elementary, Summit Intermediate, Etiwanda Colony Elementary, Heritage Intermediate, Falcon Ridge Elementary, Day Creek Intermediate, West Heritage Elementary, Windrows | $4,719,048.00 | 0 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Elementary | | |
| 2 | 2.1 | Diagnostic Assessments and Personalized Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $180,483.00 | 0 |
| 2 | 2.3 | Data Driven Program Implementation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,801,503.00 | 0 |
| 2 | 2.6 | Professional Development for EL and LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $263,418.00 | 0 |
| 2 | 2.8 | Support for Multilingual Students | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $267,523.00 | 0 |
| 2 | 2.9 | Collaborative support systems | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,134,004.00 | 0 |
| 2 | 2.10 | Extended Day Intervention Programs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $412,794.00 | 0 |
| 2 | 2.14 | Foster Youth Supports | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $251,062.00 | 0 |
| 3 | 3.3 | Multitiered Support Systems | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $34,000.00 | 0 |
| 3 | 3.4 | Counseling Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,873,114.00 | 0 |
| 3 | 3.9 | Middle School Readiness and Orientation Program | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Day Creek Intermediate, Etiwanda Intermediate, Heritage Intermediate, and Summit Intermediate<br>6th grade | $51,563.00 | 0 |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $178,975,707.00 | $166,490,258.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Fiscal Solvency | No | $494,220.00 | 494262 |
| **1** | **1.2** | Facilities, Maintenance, and Operations | No | $15,425,860.00 | 20908772 |
| **1** | **1.3** | Health Professionals (Revised May 2023) | No | $3,959,987.00 | 4135160 |
| **1** | **1.4** | Highly Qualified Teachers | No | $104,675,717.00 | 86450967 |
| **1** | **1.5** | Class Size & Support (Revised May 2023) | No | $497,329.00 | 414278 |
| **1** | **1.6** | Professional Development (Revised May 2023) | No | $588,482.00 | 2196540 |
| **1** | **1.7** | Broad Course of Study | No | $559,262.00 | 594309 |
| **1** | **1.8** | 21st Century Technology | No | $2,320,417.00 | 2557258 |
| **1** | **1.9** | Supplemental Materials | Yes | $819,890.00 | 734135 |
| **1** | **1.10** | School Libraries (Revised May 2023) | No | $1,967,802.00 | 1986415 |
| **1** | **1.11** | Universal GATE Screening | No | $258,987.00 | 267568 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 1 | 1.12 | Extended TK and Kindergarten (Revised May 2023) | No | $5,207,710.00 | 7754135 |
| 1 | 1.13 | Professional Learning for GATE and Advanced Learners (New Action May 2023) | No | $93,475.00 | 29217 |
| 1 | 1.14 | Expanded Transportation Services (New Action May 2023) | Yes | $3,206,048.00 | 4608885 |
| 1 | 1.15 | School Supervision and Safety (New Action May 2023) | No | $1,889,417.00 | 1982593 |
| 2 | 2.1 | Diagnostic Assessments | Yes | $33,335.00 | 42668 |
| 2 | 2.2 | Plan Implementation | Yes | $10,033,997.00 | 5387398 |
| 2 | 2.3 | Teacher Collaboration | No | $901,879.00 | 807548 |
| 2 | 2.4 | Intentional Planning (Revised May 2023) | No | $5,493,381.00 | 5096608 |
| 2 | 2.5 | Individualized Success Plans (Revised May 2023) | Yes | $171,825.00 | 182585 |
| 2 | 2.6 | Universal Access (Revised May 2023) | No | $983,869.00 | 880962 |
| 2 | 2.7 | Support for Multilingual Learners | Yes | $398,808.00 | 356397 |
| 2 | 2.8 | Academic Advisors / Student Services Assistants | Yes | $1,176,221.00 | 1221139 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 2 | 2.9 | Extended Day Intervention Programs | Yes | $459,523.00 | 519067 |
| 2 | 2.10 | Extended School Year | No | $99,306.00 | 80822 |
| 2 | 2.11 | Professional Learning - Math (Revised May 2023) | No | $66,051.00 | 58638 |
| 2 | 2.12 | Professional Learning - Reading (Revised May 2023) | No | $66,051.00 | 58638 |
| 2 | 2.13 | Developing Foundational Reading and Math Skills (New Action May 2023) | No | $1,147,847.00 | 1027789 |
| 2 | 2.14 | Cultural and Linguistic Professional Learning (New Action May 2023) | No | $25,500.00 | 8219 |
| 3 | 3.1 | Engaging Learning Experiences | No | $173,431.00 | 180541 |
| 3 | 3.2 | Character Education (Revised May 2023) | No | $1,726,788.00 | 1841046 |
| 3 | 3.3 | Multitiered Support Systems | Yes | $29,500.00 | 29481 |
| 3 | 3.4 | Counseling Services | Yes | $3,526,980.00 | 3404777 |
| 3 | 3.5 | Other Means of Correction Coaching | No | $537,231.00 | 488955 |
| 3 | 3.6 | Board Certified Behavior Analysts | No | $1,768,426.00 | 1675056 |
| 3 | 3.7 | Extracurricular Activities (Revised Action May 2023) | No | $275,678.00 | 360024 |
| 3 | 3.8 | 6th Grade Transition Program | Yes | $45,107.00 | 45822 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.9 | Alternative Education Settings | No | $3,080,126.00 | 2052857 |
| 3 | 3.10 | Positive School Climate (New Action May 2023) | No | $3,066,138.00 | 3581473 |
| 4 | 4.1 | Welcoming Environments | No | $1,065,858.00 | 954375 |
| 4 | 4.2 | Communications Clerk (Revised May 2023) | No | $85,005.00 | 89171 |
| 4 | 4.3 | Communication Pathways | No | $116,069.00 | 471076 |
| 4 | 4.4 | Information & Engagement Events | No | $14,678.00 | 13031 |
| 4 | 4.5 | Educational Partner Input | No | $251,428.00 | 262502 |
| 4 | 4.6 | Student Attendance Support (Revised May 2023) | No | $155,393.00 | 160541 |
| 4 | 4.7 | African American Parent & Educator Advisory Committee | No | $27,476.00 | 29217 |
| 4 | 4.8 | Superintendent Correspondence | No | $8,199.00 | 7341 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| 13554701 | $18,122,432.00 | $16,532,354.00 | $1,590,078.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.9 | Supplemental Materials | Yes | $819,890.00 | 734135 | 0 | 0 |
| 1 | 1.14 | Expanded Transportation Services (New Action May 2023) | Yes | $3,206,048.00 | 4608885 | 0 | 0 |
| 2 | 2.1 | Diagnostic Assessments | Yes | $33,335.00 | 42668 | 0 | 0 |
| 2 | 2.2 | Plan Implementation | Yes | $10,033,997.00 | 5387398 | 0 | 0 |
| 2 | 2.5 | Individualized Success Plans (Revised May 2023) | Yes | $171,825.00 | 182585 | 0 | 0 |
| 2 | 2.7 | Support for Multilingual Learners | Yes | $398,808.00 | 356397 | 0 | 0 |
| 2 | 2.8 | Academic Advisors / Student Services Assistants | Yes | $1,176,221.00 | 1221139 | 0 | 0 |
| 2 | 2.9 | Extended Day Intervention Programs | Yes | $445,143.00 | 519067 | 0 | 0 |
| 3 | 3.3 | Multitiered Support Systems | Yes | $29,500.00 | 29481 | 0 | 0 |
| 3 | 3.4 | Counseling Services | Yes | $1,762,558.00 | 3404777 | 0 | 0 |
| 3 | 3.8 | 6th Grade Transition Program | Yes | $45,107.00 | 45822 | 0 | 0 |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| 138938692 | 13554701 | 0 | 9.756% | $16,532,354.00 | 0.000% | 11.899% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

**General Information**

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

**Reflections: Annual Performance**

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

**Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**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

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

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools

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

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## Purpose

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

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

## Requirements

**School districts and COEs:** *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

### Metric #

- Enter the metric number.

### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

**Required Actions**

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

# Required Descriptions:

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

**Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

# Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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