# 2026 2027 LCAP

## Local Control Accountability Plan
























School District Etiwanda

Excellence in Education

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Etiwanda School District
CDS Code: 36-67702-0000000
School Year: 2026-27
LEA contact information:
Laura Rowland
Superintendent
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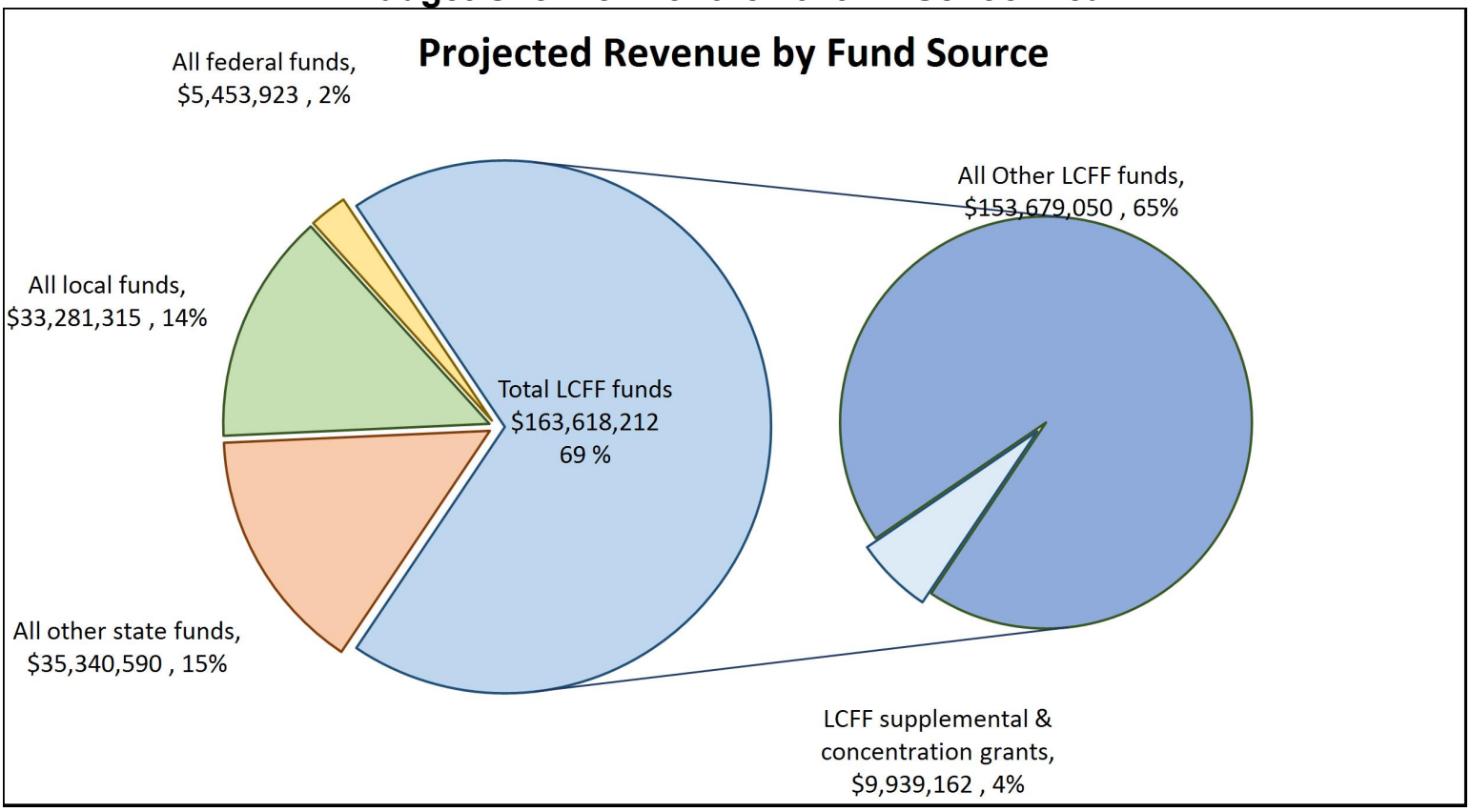
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

## Budget Overview for the 2026-27 School Year

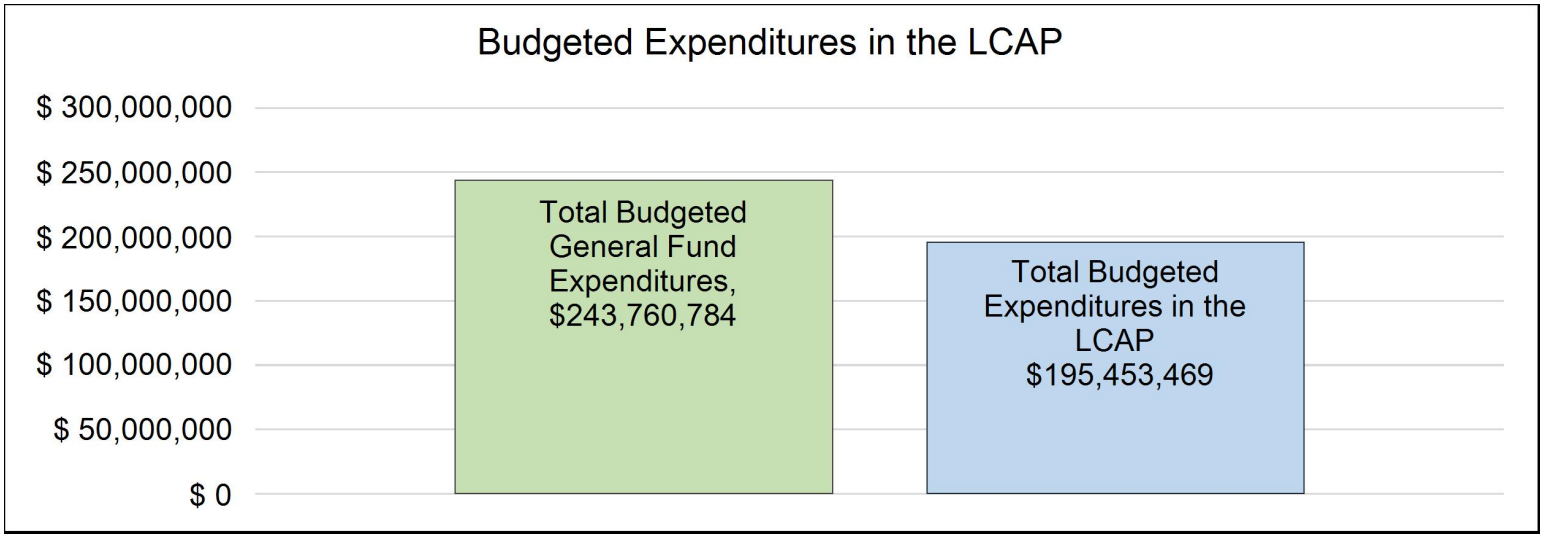



This chart shows the total general purpose revenue Etiwanda School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Etiwanda School District is $237,694,040, of which $163,618,212 is Local Control Funding Formula (LCFF), $35,340,590 is other state funds, $33,281,315 is local funds, and $5,453,923 is federal funds. Of the $163,618,212 in LCFF Funds, $9,939,162 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 2026-27. 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 $243,760,784 for the 2026-27 school year. Of that amount, $195,453,469 is tied to actions/services in the LCAP and $48,307,315 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

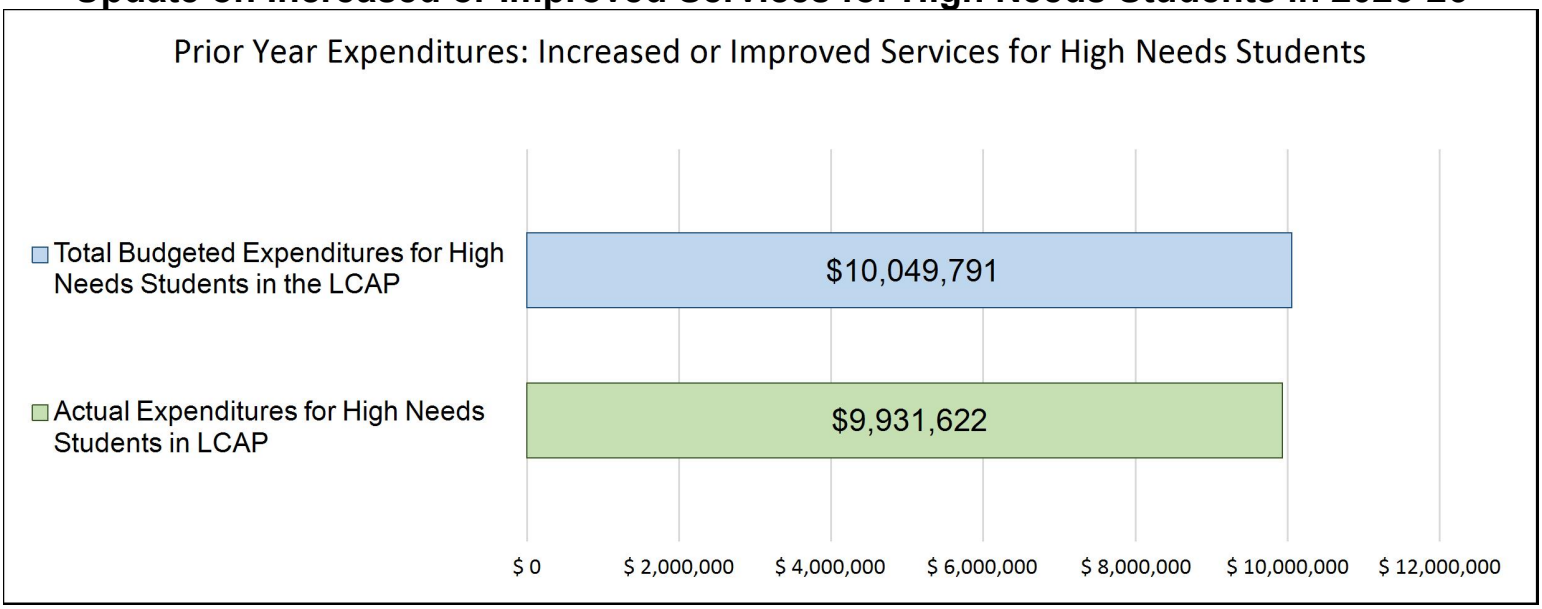
Beyond the Local Control Accountability Plan (LCAP), budgeted expenditures cover the salaries and benefits for all district employees, including administrators, teachers, and classified staff like campus support personnel. This funding is essential for maintaining vital school and district-wide initiatives, such as special education services, before and after-school childcare programs, and federal categorical programs. Additional costs also include instructional books and supplies, restricted and unrestricted lottery funds, STRS on-behalf payments, inter-departmental transfers, and capital improvement projects.

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Etiwanda School District is projecting it will receive $9,939,162 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 $9,939,162 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 2025-26




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 2025-26, Etiwanda School District's LCAP budgeted $10,049,791 for planned actions to increase or improve services for high needs students. Etiwanda School District actually spent $9,931,622 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $118,169 had the following impact on Etiwanda School District’s ability to increase or improve services for high needs students:

Actual supplemental funding was lower than projected due to lower-than-anticipated enrollment and unduplicated pupil counts. Despite this difference, the district maintained the increased and improved services described in the LCAP for unduplicated pupils. The reduction in supplemental funding did not result in the elimination, reduction, or delay of planned services. The district continued to implement the identified contributing actions, including supplemental academic supports, targeted interventions, counseling and wellness services, family engagement activities, transportation, English learner services, and other supports principally directed toward unduplicated pupils. As a result, the district's ability to increase or improve services for high-needs students was not materially impacted.

# 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 | Laura Rowland<br>Superintendent | laura_rowland@etiwanda.org<br>(909) 899-2451 |

# Plan Summary [2026-27]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

District Overview

Established in May 1883 in the historic Cucamonga Wine Region, the Etiwanda School District has grown from a one-room schoolhouse into a thriving educational community grounded in tradition, innovation, and a commitment to Excellence in Education. Throughout its history, the district has maintained high academic standards, strong family partnerships, and a student-centered approach that continues to support student success.

Located in the Inland Empire region of San Bernardino County, approximately 45 miles east of Los Angeles, the district serves portions of Rancho Cucamonga and Fontana—two of the fastest-growing communities in Southern California. The broader service area reflects a population of approximately 95,000–110,000 residents, characterized by steady residential growth, increasing diversity, and strong community investment in schools.

The region’s median household income is estimated between $115,000 and $130,000, depending on the specific attendance boundaries across Rancho Cucamonga and northern Fontana. This reflects a relatively high socioeconomic profile within the Inland Empire, while also including areas of economic diversity that contribute to the district’s unduplicated pupil population. The community includes a mix of established neighborhoods and newly developed housing, contributing to continued enrollment stability and growth.

Schools & Enrollment

The Etiwanda School District serves approximately 14,000 students in transitional kindergarten through eighth grade across:

- 13 elementary schools
- 4 intermediate schools
- 1 community day school

Serving a dynamic and growing community, the district continues to adapt to changing enrollment patterns while maintaining a strong reputation for academic excellence and innovation.

Mission & Vision

The mission of the Etiwanda School District is to promote high standards in curriculum, instruction, performance, and personal behavior. The district is dedicated to ensuring that students achieve academic excellence, develop respect for self and others, and become contributing members of a culturally diverse society. This mission is achieved through a cooperative effort among students, families, staff, and the broader community.

The district's vision is to be a place where "Excellence in Education" is realized for all students. Students will leave eighth grade prepared to succeed academically, socially, and emotionally in high school, college, career, and beyond. Through a rigorous and engaging instructional program, students develop critical thinking, collaboration, and problem-solving skills necessary to thrive in an evolving world.

Belief Statements Students

We believe that the highest levels of academic, social and emotional growth for all students occur when:

- Schools are welcoming places, providing a nurturing learning environment that ensure physical and emotional safety.
- All members of the school community strive for unity and embrace diversity.
- Mutual respect between parents, students, teachers, support staff and administrators creates an environment in which teamwork and collaboration thrive.
- Self-esteem and self-respect are enhanced through achievement.

We believe that all students can achieve to their maximum potential when:

- Instructional strategies target individual needs, abilities and learning styles.
- Current technology is used to support and enhance student learning.

We believe the shared responsibility for student success is built on a foundation that includes:

- High quality, well trained, caring and compassionate teachers, support staff and administration.
- Strong connections between the school and home, recognizing that parents play a vital role both as teachers and partners with the school in the growth and development of their children.
- A district culture in which trust, kindness, honesty, and open communication are valued and practiced daily.

Community Context & Educational Environment

The Etiwanda School District operates within a region experiencing continued economic and residential development. Key characteristics of the community include:

- Sustained population growth, particularly in northern Rancho Cucamonga and Fontana
- Increasing cultural and linguistic diversity, contributing to a rich and inclusive school environment
- High levels of parent engagement and educational attainment, supporting strong home-school partnerships
- Economic variability across neighborhoods, reinforcing the importance of targeted supports and equitable resource allocation

These factors influence district priorities, including maintaining high academic expectations while ensuring access, inclusion, and support for all student groups.

Commitment to Student Success & Whole-Child Development

The Etiwanda School District is dedicated to ensuring that every child reaches their full academic, social, and emotional potential. This commitment is reflected in:

- A Balanced & Engaging Curriculum: Instruction focuses on foundational skills in literacy, mathematics, science, and social studies while providing enrichment opportunities in arts, music, drama, and physical education.
- Inclusive & Culturally Responsive Classrooms: The district fosters a sense of belonging for all students, ensuring that diverse backgrounds and experiences are respected and celebrated.
- Educational Technology Integration: Students develop digital literacy skills through the use of technology tools, including AI tools, and digital resources that extend learning beyond the classroom.
- Expanded Learning Opportunities: Enrichment, intervention, and support programs ensure that all students have access to resources tailored to their individual needs.
- Social-Emotional Learning & Student Well-Being: A focus on PBIS (Positive Behavior Interventions & Supports), restorative practices, and counseling services helps students develop strong character, emotional resilience, and respect for others.

Student Demographics & Diversity

The Etiwanda School District serves a diverse student population, reflective of the surrounding community:

- 43% Hispanic
- 19% Asian
- 16% White
- 8% African American
- 6% Two or More Races
- 5% Other
- 3% Not Reported

Additionally:

- 29% socioeconomically disadvantaged
- 12.9% students with disabilities

- 8.7% English learners
- 0.3% foster youth
- 33% unduplicated pupils

This diversity enhances instructional opportunities and supports the district's commitment to inclusive, culturally responsive practices.

Equity Multiplier & Targeted Support
The Etiwanda Community Day School qualifies for the Equity Multiplier, a designation that provides additional resources and funding to support students facing higher levels of academic and socioeconomic challenges. With a non-stability rate over 25% and a socioeconomically disadvantaged (SED) rate higher than the 70% threshold, students at Etiwanda Community Day School experience significant transitions and unique learning needs, requiring targeted interventions, wraparound services, and intensive academic and behavioral support. With the Equity Multiplier designation, Etiwanda is further enhancing its efforts to close achievement gaps, increase student engagement, and provide equitable opportunities for success for all students, particularly among the small student population attending the Etiwanda Community Day School.

Recognition & Awards

The California Department of Education honors schools for exceptional student performance and success in closing achievement gaps.

Etiwanda School District continues to be widely recognized through this program earning the California Distinguished School designation on multiple occasions.

California Distinguished Schools (Since 2018)
- 2026 – Day Creek Intermediate, Etiwanda Intermediate, and Heritage Intermediate
- 2025 – David W. Long Elementary
- 2024 – Day Creek Intermediate
- 2020 – Carleton P. Lightfoot, Cecilia Lucero Solorio, Etiwanda Colony, Perdew, West Heritage
- 2019 – Day Creek, Etiwanda Intermediate, Heritage Intermediate, Summit Intermediate
- 2018 – Perdew, Terra Vista

These schools were selected based on strong academic performance, growth across student groups, and implementation of effective instructional and support systems.

National Blue Ribbon Schools (Since 2020):
- Carleton P. Lightfoot Elementary
- John L. Golden Elementary
- Day Creek Intermediate
- Grapeland Elementary
- Terra Vista Elementary

Additional Recognition:
Schools across the district have also been recognized through:

- California School Boards Association (CSBA) Golden Bell Awards for innovative and exemplary programs
- State and regional recognitions highlighting excellence in instructional practices, student support systems, and community engagement

Looking Ahead: A Future of Excellence

The Etiwanda School District remains committed to providing a high-quality educational experience that prepares all students for success in high school, college, career, and beyond. Through a student-centered approach, strong instructional practices, and meaningful partnerships with families and the community, the district continues to ensure that every student has access to the support, resources, and opportunities needed to achieve.

As learners and contributors in an ever-changing world, students will leave the Etiwanda School District prepared to:

- Achieve academic and personal growth
- Demonstrate confidence, responsibility, and empathy
- Engage in critical thinking and problem-solving
- Contribute positively to their communities

Grounded in a culture of collaboration, respect, and continuous improvement, the Etiwanda School District will continue to bring its vision of “Excellence in Education” to life for all students.

# Reflections: Annual Performance

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

The 2025 California School Dashboard, in combination with local measures, provides a comprehensive reflection of student performance, engagement, and school climate across the Etiwanda School District. Overall, the data reflects continued strong academic outcomes and improving engagement trends, while also identifying specific student groups and school sites requiring targeted support. These findings inform ongoing refinement of district actions to ensure equitable outcomes for all students.

Academic Achievement
Districtwide performance in English Language Arts (ELA) and mathematics remains a notable strength. Students in grades 3–8 are performing 45.8 points above standard in ELA and 24.5 points above standard in mathematics, reaching blue (very high) status in English Language Arts and maintaining a green (high) status in Mathematics.

Across student groups:

- Nine of twelve student groups achieved green or blue status in ELA including:
- Blue: Asian, Filipino, Homeless, Two or More Races, and White
- Green: African American, English Learners, Hispanic, and Socioeconomically Disadvantaged Students

- The remaining student groups are in the Yellow or Orange status:
- Yellow: Foster Youth
- Orange: Long-Term English Learners and Students with Disabilities

- Similarly, in mathematics, eight of the twelve student groups achieved green or blue status including:
- Blue: Asian, Filipino, and White
- Green: African American, English Learners, Hispanic, Homeless, and Two or More Races
- The remaining student groups are in the Yellow or Orange status:
- Yellow: Foster Youth, Long-Term English Learners, and Socioeconomically Disadvantaged
- Orange: Students with Disabilities

- No student groups are identified in the red (very low) performance level in either subject.

These outcomes reflect the continued impact of standards-aligned instruction, structured collaboration, and targeted academic supports.

This highlights the importance of sustaining differentiated instruction, Universal Access structures, and targeted intervention supports.

English Learner Progress

- The 2025 California School Dashboard shows stronger performance in English Learner progress for the Etiwanda School District. The English Learner Progress Indicator (ELPI) reports that 66.5% of English Learners are making progress toward English language proficiency, an increase from 54.8% in the prior year.
- In addition, the Dashboard now separately reports performance for Long-Term English Learners (LTELs). In 2025, Etiwanda's LTEL ELPI was 65.4%, compared with 66.7% in the prior year and is considered "maintained" on the CA Dashboard.

Local data continues to show strong outcomes for students who reclassify. Reclassified Fluent English Proficient (RFEP) students continue to perform well academically, reflecting the impact of targeted language development, designated and integrated ELD, and ongoing support for multilingual learners. Taken together, the 2025 Dashboard data and local measures suggest that district efforts to strengthen English learner supports are contributing to improved progress toward proficiency.

Student Engagement & Chronic Absenteeism (2025 Dashboard)

- The 2025 California School Dashboard reflects continued improvement in student attendance, with Etiwanda School District improving to green (low) performance level and a chronic absenteeism rate of 9.9%, representing a sustained decline from prior years. This multi-year improvement trend indicates that districtwide efforts such as early identification systems, site-based attendance interventions, and increased family outreach—are contributing to stronger student engagement and more consistent attendance patterns.

Key reflections from the 2025 Dashboard include:

- Overall Improvement Trend: Chronic absenteeism has decreased significantly over time, demonstrating the positive impact of targeted attendance strategies and increased awareness across school sites.

- African American, Homeless, and Socioeconomically Disadvantaged students are represented in the yellow to orange performance levels, signaling ongoing attendance challenges.
- Student Group Disparities: While overall rates have improved, disparities remain across specific student groups:
- Foster Youth continue to be identified in the red (very low) performance level, indicating the highest level of need.
- Homeless student group increased and now have a red indicator

Site-Level Patterns:
Chronic absenteeism continues to be the most common indicator associated with red performance levels across school sites. This suggests that, while academic indicators remain strong overall, attendance is the primary driver of lower performance ratings at the site and student group levels.

Suspension Rates (2025 Dashboard Analysis)
The 2025 California School Dashboard reflects that the Etiwanda School District continues to maintain a green (high) performance level for suspension rates, with an overall rate of approximately 1.2% of students suspended at least one day. This indicates that districtwide efforts to promote positive behavior, student engagement, and supportive school environments are contributing to strong overall outcomes.

- Sustained Positive Climate: The district's continued green status reflects consistent implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and proactive behavior systems. These approaches are supporting safe, inclusive learning environments across schools.
- Long-Term English Learners are identified in the red (very low) performance level, indicating a continued need for targeted behavioral and social-emotional supports.
- Two or More Races and Students with Disabilities are represented in the orange (low) performance level.
- African American, Foster Youth, and Socioeconomically Disadvantaged Students are in the yellow status

The 2025 Dashboard reflects that, although overall suspension rates remain low, new areas of concern have emerged at the subgroup level, reinforcing the importance of ongoing data monitoring and responsive supports.
The district remains committed to restorative practices, Positive Behavior Interventions & Supports (PBIS), and proactive social-emotional learning strategies to foster a respectful and inclusive school climate.

Based on the 2025 CA Dashboard:
School Site - All student groups showing lowest performance indicator (red)

English Language Arts
Etiwanda Intermediate - Students with Disabilities (declined 11 points)
Perdew Elementary - Students with Disabilities (declined 33.8 points)
Windrows Elementary - Students with Disabilities (declined 4.7 points)

Mathematics
Etiwanda Intermediate - Students with Disabilities (declined 8.3 points)
Heritage Intermediate - Students with Disabilities (declined 1 point)

Suspension Rate
Heritage Intermediate - Long-Term English Learner (increased 10.9 percent)

Chronic Absenteeism
Carleton P. Lightfoot - African Americans (increased 9.7 percent)
Caryn Elementary - Homeless Students (increased 11.8 percent)
Cecilia Solorio Elementary - African American (increased 7.6 percent)
Day Creek Intermediate - Socioeconomically Disadvantaged (increased 3.9 percent), Students with Disabilities (increased 4.7 percent), African American (increased 1 percent),
East Heritage Elementary - Homeless (increased 19.8 percent), Socioeconomically Disadvantaged (increased 4 percent)
Falcon Ridge - Students with Disabilities (increased 0.9 percent)
Etiwanda Intermediate - African American (decreased 0.5 percent)
Heritage Intermediate - African American (increased 2.9 percent)
John L. Golden Elementary - African American (increased 8.9 percent)
Terra Vista Elementary - African American (increased 3.4 percent)
West Heritage Elementary - Socioeconomically Disadvantaged (increased 3.4 percent), Students with Disabilities (increased 10.6 percent), African American (increased 9 percent)

To provide context for current performance trends, the district reviewed areas of lowest performance from the 2023 California School Dashboard, which were largely concentrated in chronic absenteeism across multiple student groups and school sites, with additional academic indicators identified at the intermediate level.

Chronic Absenteeism (2023 Dashboard)
The following student groups were identified in the red (very low) performance level:

David W. Long Elementary, Carleton P. Lightfoot Elementary, Day Creek Intermediate
African American

Summit Intermediate
English Learners, African American

Cecilia Solorio Elementary
Hispanic, Socioeconomically Disadvantaged

John L. Golden Elementary
Students with Disabilities, Asian

Etiwanda Intermediate
Homeless, Students with Disabilities, Hispanic

West Heritage Elementary
All Students, Homeless, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White, Two or More Races

Academic Indicators (2023 Dashboard)
West Heritage Elementary
English Language Arts – Students with Disabilities
Mathematics – Students with Disabilities

Heritage Intermediate
Mathematics – Students with Disabilities

Any student group within any school with lowest performance (red indicator) outcomes on the 2024 CA Dashboard:
Carleton P. Lightfoot
Suspension- African American
Cecilia Solorio
Chronic Absenteeism- Socioeconomically Disadvantaged
Day Creek Intermediate
Chronic Absenteeism- African American
Etiwanda Colony
Chronic Absenteeism- Socioeconomically Disadvantaged
Etiwanda Intermediate
Chronic Absenteeism- African American, Homeless, Socioeconomically Disadvantaged
Mathematics- Students with Disabilities
Heritage Intermediate
English Language Arts- Students with Disabilities
Mathematics- Students with Disabilities
Perdew
Chronic Absenteeism- Homeless, Socioeconomically Disadvantaged
Windrows
Chronic Absenteeism- English Learner, African American

Comparative Analysis: 2024 to 2025 CA Dashboard (Red Indicators)
A review of 2024 and 2025 California School Dashboard data indicates a shift in the distribution of red indicators across performance areas, with notable improvements in some areas and emerging needs in others.

Shift from Engagement to Academic Indicators
In 2024, red indicators were primarily concentrated in Chronic Absenteeism, impacting multiple schools and student groups, including African American, Homeless, and Socioeconomically Disadvantaged students across sites such as Etiwanda Intermediate, Perdew, Windrows, and Colony.

In contrast, the 2025 Dashboard reflects a reduction in the number of sites with red indicators in Chronic Absenteeism, but a shift toward academic indicators, particularly among the group, Students with Disabilities in English Language Arts (ELA) at Etiwanda Intermediate, Perdew Elementary, and Windrows Elementary. Similarly, in Mathematics at Etiwanda Intermediate and Heritage Intermediate.

Student Groups NO LONGER in Red (Improved Status)
These student groups/schools were identified in red in 2024 and are no longer in red in 2025:

Chronic Absenteeism
- Cecilia Solorio Elementary - Socioeconomically Disadvantaged
- Day Creek Intermediate - African American
- Etiwanda Colony Elementary - Socioeconomically Disadvantaged
- Perdew Elementary - Homeless, Socioeconomically Disadvantaged
- Windrows Elementary - English Learners, African American

Suspension
- Carleton P. Lightfoot Elementary - African American

Student Groups MAINTAINING Red Status (2024-2025)
These represent persistent areas of need, remaining in red across both years:

Mathematics
- Etiwanda Intermediate - Students with Disabilities
- Heritage Intermediate - Students with Disabilities

English Language Arts
- Heritage Intermediate - Students with Disabilities

Chronic Absenteeism
- Etiwanda Intermediate - African American, Homeless, Socioeconomically Disadvantaged

NEW Student Groups Identified in Red (2025 Dashboard)
These student groups were not in red in 2024 but are newly identified in 2025:

English Language Arts
- Etiwanda Intermediate - Students with Disabilities
- Perdew Elementary - Students with Disabilities
- Windrows Elementary - Students with Disabilities

Suspension
- Heritage Intermediate - Long-Term English Learners, Chronic Absenteeism

- Carleton P. Lightfoot Elementary - African American
- Caryn Elementary - Homeless
- Cecilia Solorio Elementary - African American
- Day Creek Intermediate - Socioeconomically Disadvantaged, Students with Disabilities
- East Heritage Elementary - Homeless, Socioeconomically Disadvantaged
- Falcon Ridge Elementary - Students with Disabilities
- Heritage Intermediate - African American,
- John L. Golden Elementary - African American
- Terra Vista Elementary - African American
- West Heritage Elementary - Socioeconomically Disadvantaged, Students with Disabilities, and African American

Key takeaways include:
- Several chronic absenteeism indicators improved from 2024 to 2025, particularly at Solorio, Day Creek, Colony, Perdew, and Windrows.
- Red indicators remain concentrated in Students with Disabilities, particularly in ELA and mathematics at the intermediate level.
- New red indicators in 2025 are primarily driven by chronic absenteeism across multiple student groups, especially African American, Homeless, and Socioeconomically Disadvantaged students.
- A new suspension disparity for Long-Term English Learners at Heritage Intermediate emerged as an additional area of focus.

Next Steps for Targeted Support
Focus Area: Chronic absenteeism
- Early Identification & Monitoring Systems
- Strengthen use of real-time attendance dashboards and early warning systems
- Targeted Family Outreach
- Implement differentiated outreach strategies for high-need groups (home visits, personalized communication, translation support).
- Increase use of community liaisons and SSCs to support families.
- Incentives & Engagement Strategies
- Expand attendance recognition programs tied to both improvement and consistency.
- Connect attendance to school culture and belonging initiatives.
- Increase access to mental health, counseling, and basic needs supports, particularly for homeless and SED students.

Local Data Insights & Academic Growth
In addition to state assessment data, local measures from the 2025–2026 i-Ready diagnostic assessments provide further evidence of student progress and areas for continued focus. Median percent progress toward Typical Growth was 136% in reading and 111% in mathematics, indicating that students are exceeding expected annual growth targets.

By the third diagnostic window, 68% of students were performing at or above grade level in reading and 67% in mathematics. These outcomes reflect the continued implementation of standards-aligned instruction, targeted intervention, and data-driven instructional practices across school sites.

Identification of Areas for Growth
Despite overall positive outcomes, data indicates the need for continued focus on specific student groups and performance areas. Student groups identified in the orange (low) performance level include African American students, Long-Term English Learners, and Students with Disabilities in English language arts and/or mathematics.

In addition, site-level analysis indicates that chronic absenteeism remains elevated among specific student groups, particularly at West Heritage Elementary, Summit Intermediate, Etiwanda Intermediate, and other identified sites. These patterns reflect the need to sustain engagement strategies while strengthening targeted academic and behavioral supports.

Planned Actions to Address Identified Needs
In response to these findings, the district will continue to refine and implement the following strategies aligned to LCAP goals:

- Strengthen culturally responsive teaching and learning to support inclusive and affirming classroom environments
- Refine Universal Access (UA) structures to increase the effectiveness of targeted small-group instruction
- Enhance Multi-Tiered Systems of Support (MTSS), including PBIS implementation and behavioral interventions
- Provide ongoing professional learning in Other Means of Correction (OMC), trauma-informed practices, and restorative approaches
- Expand access to counseling services to support student social-emotional and behavioral needs
- Increase targeted family outreach and engagement strategies to improve attendance and reduce chronic absenteeism
- Expand extended learning opportunities to provide both intervention and enrichment beyond the instructional day

These actions reflect a continued emphasis on aligning instructional, behavioral, and engagement supports to student need.

Targeted Support and Improvement (TSI)
Carleton P. Lightfoot Elementary School is identified for Targeted Support and Improvement (TSI) based on chronic absenteeism rates (22.6%) for the African American student group. Targeted actions will continue to focus on attendance monitoring, family engagement, and integrated support services to improve student outcomes.

Use of Learning Recovery Emergency Block Grant (LREBG) Funds
The district conducted a comprehensive needs assessment utilizing 2025 California School Dashboard data, local assessment data, and educational partner input to determine the most effective use of Learning Recovery Emergency Block Grant (LREBG) funds. These funds are being strategically aligned to LCAP actions to support both academic achievement and student well-being.

As of this reporting period, the district maintains an unexpended LREBG balance of $3,768,358, compared to $2,025,000 in the prior year. This increase reflects additional LREBG funding of nearly $1.75 million and the carryover of unexpended funds. The majority of the expenditures that were anticipated but not fully realized were associated with contracted services and online software. These adjustments did not impact the implementation status of LCAP goals or actions, as any services or software not purchased through LREBG as originally planned were instead supported through other Local Control Funding Formula (LCFF) resources.

LREBG funds are being used to support the following key areas, with each investment grounded in identified student needs based on Dashboard indicators (Students with Disabilities, chronic absenteeism, and subgroup disparities) and supported by evidence-based research:

Supplemental Materials and Individualized Academic Supports (Aligned to LCAP Action 1.10)
LREBG Allowable Use Area: EC 32526(c)(2)(B), accelerating progress to close learning gaps through evidence-based learning supports, including tutoring, small-group supports, learning recovery materials, and supports to accelerate academic or English language proficiency.
Funds support supplemental instructional materials and small-group instruction to enhance differentiated instruction and personalized learning.
Rationale:
Dashboard data reflects persistent academic gaps for Students with Disabilities and emerging needs in ELA and mathematics. Local i-Ready data indicates strong growth but continued need to accelerate learning for targeted student groups.
Evidence Base:
Nickow, A., Oreopoulos, P., & Quan, V. (2020). The Impressive Effects of Tutoring on PreK–12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence.
Hattie, J. (2012). Visible Learning for Teachers
Research shows that high-dosage tutoring and small-group instruction produce significant gains, particularly for students performing below grade level.

Counseling Services, Targeted Student Support, and Engagement Services (Aligned to LCAP Actions 3.4 and 3.5)
LREBG Allowable Use Area: EC 32526(c)(2)(C), integrating evidence-based pupil supports to address barriers to learning, including health, counseling, mental health services, trauma-informed supports, social-emotional learning, and referrals for family or pupil needs.
LREBG funds expand school-based counseling services to address student mental health and social-emotional needs.
Rationale:
Chronic absenteeism and subgroup disparities indicate that non-academic barriers, including mental health and engagement, continue to impact student outcomes. Local data also reflects increased counseling referrals.
Evidence Base:
Golberstein, E., Zainullina, H., Sojourner, A., & Sander, R. (2024). The Effects of School-Based Mental Health Services on Academic and Behavioral Outcomes
Anne Richter, My Sjunnestrand, Maria Romare Strandh, Henna Hasson (2022). Implementing School-Based Mental Health Services: A Scoping Review of the Literature Summarizing the Factors That Affect Implementation
Research demonstrates that access to school-based mental health services and SEL supports improves attendance, behavior, and academic engagement.

PBIS Program Support (Aligned to LCAP Action 3.10)
LREBG Allowable Use Area: EC 32526(c)(2)(C), integrating evidence-based pupil supports and staff supports/training to address barriers to learning, including social-emotional learning, trauma-informed supports, and positive school climate systems.
Funds support the expansion of PBIS implementation through staffing and structured behavioral supports.
Rationale:
While overall suspension rates remain low, disproportionate outcomes for specific student groups (including Foster Youth and Long-Term English Learners) indicate a need for continued focus on equitable behavior systems.
Evidence Base:
The Center on PBIS identifies PBIS as an evidence-based, three-tiered framework that integrates data, systems, and practices to improve student outcomes, including behavior, social-emotional growth, school climate, and discipline outcomes. Research also indicates that

schoolwide PBIS can reduce office discipline referrals and suspension outcomes when implemented with fidelity.
Catherine P Bradshaw, Tracy E Waasdorp, Philip J Leaf. (2012) Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems.
Studies show that PBIS implementation with fidelity reduces disciplinary incidents and improves school climate and student connectedness.

Alignment to Allowable Uses and Identified Needs:
These investments align with allowable uses under EC Section 32526(c)(2)(A–F), as applicable, and are directly connected to identified needs based on:

- 2025 CA Dashboard data (academic indicators, chronic absenteeism, and suspension rates)
- Local assessment data (i-Ready growth and proficiency trends)
- Educational partner input highlighting the need for academic support, mental health services, and student engagement strategies

Collectively, these actions are designed to:

- Accelerate academic progress for identified student groups
- Address barriers to attendance and engagement
- Strengthen instructional effectiveness and school climate
- Ensure equitable access to supports and resources

The Etiwanda School District continues to demonstrate strong academic performance and improved student engagement outcomes, while maintaining a clear focus on areas requiring targeted support. State and local data reflect both the effectiveness of current strategies and the need for continued refinement to address disparities among student groups.

Through the alignment of LCAP actions, targeted interventions, and strategic use of supplemental funding, the district remains committed to ensuring all students have access to high-quality instruction, meaningful engagement, and the supports necessary to achieve success.

# Reflections: Technical Assistance

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

Summary of Work Underway as Part of Technical Assistance
The Etiwanda School District remains in Year 2 of Differentiated Assistance (DA) based on prior identification of red indicators for the Foster Youth student group in Suspension Rate and Chronic Absenteeism on the California School Dashboard. While the 2025 Dashboard reflects improvement in Suspension Rate, the district continues to monitor this student group closely, as required, to ensure sustained progress and address ongoing needs related to attendance.

LCAP Action Alignment
The district's technical assistance efforts continue to be supported through Goal 2, Action 14, which designates oversight of the Foster Youth Support Program. This action ensures coordinated academic, behavioral, and social-emotional supports through collaboration between district and site teams, with an emphasis on timely identification, monitoring, and intervention.

Collaboration with SBCSS

As part of Differentiated Assistance, the district has partnered with the San Bernardino County Superintendent of Schools (SBCSS) to strengthen systems of support for Foster Youth. Through this partnership, SBCSS has provided guidance in conducting a root cause analysis of Dashboard indicators and supported the district in applying a Plan-Do-Study-Act (PDSA) cycle to guide continuous improvement.

This work has included:
Analyzing trends in chronic absenteeism and suspension data to identify underlying factors impacting Foster Youth
Strengthening data monitoring systems and progress cycles at both the district and site levels
Supporting the development of targeted, evidence-based strategies to improve attendance, engagement, and behavioral outcomes
Reinforcing a systematic approach to early identification and timely intervention

This collaboration has supported the district in moving from isolated responses to a more coherent, data-driven system of support for Foster Youth.

Key Data Insights (2025 Dashboard)

- Suspension Rate: Foster Youth improved from a red (very high) indicator to yellow (medium), reflecting a 4% decline, with 5.5% of students (73 students) suspended at least one day.
- Chronic Absenteeism: Foster Youth remain in the red (very high) indicator at 32.8%, reflecting a 3% increase from the prior year.

These results indicate that while behavioral supports have contributed to improved outcomes, attendance remains the primary area of need for this student group.

Strategic Actions Underway
To address identified needs and support continued improvement, the district is implementing the following strategies:

- Utilize Short-Term Independent Study contracts to recoup lost instructional time and support student continuity of learning
- Provide Foster Youth identification and performance data during regular principal and co-administrator meetings to strengthen site-level awareness and responsiveness
- Ensure accurate and immediate identification of Foster Youth in the student information system (SIS), followed by prompt personal outreach to connect students with appropriate supports
- Continuously monitor attendance and engagement data to identify trends and trigger timely interventions, including collaboration between district departments and school site teams
- Align resources across Student Services, site administration, and counseling teams to provide wraparound supports tailored to individual student needs

Ongoing Focus and Continuous Improvement
The district continues to refine its approach by strengthening systems that prioritize early intervention, relationship-building, and consistent monitoring. While improvements in suspension rates reflect the impact of proactive behavioral supports and increased student connection, chronic absenteeism remains a persistent challenge requiring intensified focus.

Efforts moving forward will emphasize:

- Strengthening attendance intervention systems and family engagement

- Expanding wraparound supports to address barriers to attendance
- Increasing staff awareness and capacity to support Foster Youth through trauma-informed practices
- Ensuring consistent implementation of strategies across school sites

Commitment to Impact
With continued alignment of LCAP actions, data monitoring, and targeted supports, along with ongoing collaboration with SBCSS, the Etiwanda School District remains committed to improving outcomes for Foster Youth. The district's technical assistance efforts reflect a comprehensive, data-informed approach focused on reducing absenteeism, sustaining behavioral improvements, and ensuring that Foster Youth are supported academically, socially, and emotionally.

# 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 |
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| LCAP Advisory Committee (Parent Advisory Committee) | The LCAP Advisory Committee, also referred to as the Parent Advisory Committee, continues to play an integral role in reviewing, analyzing, and synthesizing feedback from educational partners across multiple engagement platforms. The committee convenes five times throughout the year to examine trends, monitor progress, and provide input that informs the development and refinement of the Local Control and Accountability Plan (LCAP). Its diverse membership includes parents and guardians of English Learners, low-income students, foster youth, and students with disabilities, as well as teachers, counselors, classified staff, representatives from the Etiwanda Teachers Association, district and site administrators, SELPA representatives, and members of local community organizations.<br><br>To ensure accessibility and broad participation, meetings were conducted in a hybrid format, allowing both in-person and virtual attendance. This structure continues to support inclusive dialogue and ensures that a wide range of perspectives are represented in the decision-making process.<br><br>During the 2025–26 academic year, the committee met on September 17, October 15, January 14, February 25, and May 6. All meetings were open to the public, with agendas and access information shared via email and posted on the district website. Throughout the year, the committee reviewed Local Control Funding Formula (LCFF) |

| Educational Partner(s) | Process for Engagement |
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| | allocations, midyear updates on LCAP goals and actions, and expenditure reports. Members also analyzed student performance data, including CAASPP results and i-Ready diagnostic data in English Language Arts and mathematics, as well as local indicators such as attendance, suspension rates, and chronic absenteeism.<br><br>A significant focus of the committee's work involved reviewing and reflecting on educational partner feedback gathered through surveys, Thought Exchanges, and community forums. During the fall 2025 engagement window, participation remained strong, with 4,246 family responses, 1,280 staff responses, and 7,060 student responses collected through the district's survey process . Feedback across these platforms highlighted consistent strengths in school safety, access to instructional resources, strong relationships with staff, and high levels of communication and trust between schools and families.<br><br>In addition, feedback collected through site-based community forums (September–November) reinforced districtwide themes of safety and belonging, personalized support for students, strong communication and partnerships, and a commitment to representation and inclusion . These themes were reviewed and discussed during committee meetings to determine areas of strength to maintain and opportunities for continued growth. Members provided input on whether to maintain, revise, or enhance specific LCAP actions to better align with identified needs and priorities.<br><br>Throughout the year, the committee engaged in monitoring the implementation and effectiveness of current actions, with a continued focus on sustaining successful practices such as extended learning opportunities, small-group instruction, PBIS implementation, and family engagement efforts. On May 6, 2026, the committee reviewed the draft LCAP, including the Annual Update, and provided feedback prior to finalization. An online feedback opportunity was also made available to gather additional input, with written responses published on the district website by the superintendent.<br><br>As part of its responsibilities, the committee also completed the Parental Involvement and Family Engagement Self-Reflection Tool for |

| Educational Partner(s) | Process for Engagement |
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| | Priority 3, ensuring ongoing attention to strengthening meaningful partnerships between schools and families.<br><br>Additionally, the committee continued to review and monitor the implementation of Equity Multiplier funding at Etiwanda Community Day School. As part of this process, district and site administrators who oversee the Community Day School collaborated with educational partners to review site-specific data, including attendance, student engagement, academic progress, and transition needs, in order to inform the needs assessment and determine appropriate actions and allocations. Through this ongoing collaboration, feedback supported the continued implementation and refinement of targeted actions, including expanded mental health supports, social-emotional learning, and transition supports designed to promote student stability and successful reintegration into comprehensive school settings. |
| Annual LCAP Survey (parents, students, teachers, and other staff) | In September 2025, the Etiwanda School District conducted its annual LCAP surveys during the family conference window (September 22–28) to gather input from families, students, and staff. These surveys serve as a key component of the district's continuous improvement process, providing insight into the effectiveness of services, identifying areas for growth, and monitoring progress toward LCAP goals.<br><br>The surveys were administered electronically using an online platform that has proven effective in increasing accessibility and participation. The platform allows for translation into multiple languages based on user device settings, ensuring that families can engage in the survey in their preferred language. Each survey included both Likert-scale items and open-ended response opportunities aligned to the district's LCAP goals and state priorities, including Conditions of Learning, Pupil Outcomes, Student Engagement, and Family Engagement.<br><br>Participation remained strong across all educational partner groups. A total of 4,246 families, 7,060 students (grades 3–8), and 1,280 staff members contributed feedback, representing all schools and a wide range of student groups and job classifications . Efforts to support |

| Educational Partner(s) | Process for Engagement |
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| | participation included school site communication, digital outreach, and structured opportunities for students to complete the survey during the school day for those students in grade 3-8 who have permission to take the survey.<br><br>All responses, including Likert-scale data and open-ended comments, were analyzed in collaboration with advisory committees, district leadership, and site administrators. The results were also made accessible to the broader community to promote transparency. This analysis process supported the identification of trends, areas of success, and areas for growth, which directly informed the refinement of LCAP actions and districtwide initiatives.<br><br>Key themes, trends, and community priorities identified through the survey process were communicated back to educational partners to complete the feedback loop and support well-informed decision-making. Consistent with other engagement opportunities, including Thought Exchanges and community forums, feedback highlighted strengths in safe and supportive learning environments, access to instructional resources, strong relationships with staff, and ongoing efforts to build meaningful family partnerships .<br><br>The district continues to use this input in conjunction with multiple engagement methods to ensure broad representation and to guide ongoing improvement efforts. Survey findings play a critical role in aligning resources, refining strategies, and ensuring that the LCAP reflects the needs and priorities of all students and educational partners. |
| Thought Exchange - families, staff, students, and community members | In March 2026, the Etiwanda School District conducted a districtwide Thought Exchange to gather input from educational partners on the district's LCAP goals and priorities. This interactive engagement platform provided families, staff, students (grades 4–8), and community members with the opportunity to respond to open-ended prompts, share perspectives, and rate the thoughts of others. The structure of the exchange promotes inclusive participation by elevating shared ideas based on collective input, allowing the district |

| Educational Partner(s) | Process for Engagement |
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| | to identify the most representative priorities across educational partner groups.<br><br>The Thought Exchange was administered electronically and designed to be accessible to all participants, with translation features available to support engagement in multiple languages being that Etiwanda has 35+ languages spoken by the community. Outreach efforts included school site communication, digital messaging, and structured opportunities for student participation during the school day, ensuring broad representation across schools and student groups.<br><br>Participation remained strong, with 7,510 educational partners contributing to the exchange, generating 187,797 total interactions, including shared thoughts and ratings . This included 1,155 parents/guardians, 438 staff members, and 5,917 students. The high level of participation and engagement provided a robust set of qualitative data, with an average of 25 responses reviewed per participant, reflecting thoughtful consideration of diverse perspectives .<br><br>Analysis of Thought Exchange responses identified consistent districtwide themes aligned to the LCAP goals. Educational partners emphasized the importance of safe and supportive learning environments, strong relationships between students and staff, and access to engaging, high-quality instruction. Additional themes included the value of student engagement opportunities, hands-on learning experiences, and continued efforts to strengthen communication and partnerships between schools and families. Participants also highlighted the importance of clarity, transparency, and alignment between district goals, actions, and resource allocation in building trust and confidence in the LCAP process .<br><br>All responses were reviewed and analyzed alongside survey data and community forum input. Findings were shared with the LCAP Advisory Committee, district leadership, and school site administrators to identify trends, affirm areas of success, and determine opportunities for refinement. Educational partner feedback directly informed the development and revision of LCAP actions, particularly in areas |

| Educational Partner(s) | Process for Engagement |
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| | related to instructional practices, student engagement, and family partnerships.<br><br>Key themes and insights from the Thought Exchange were also communicated back to educational partners to complete the feedback loop and support transparency. This process ensures that educational partners input remains central to ongoing planning, resource alignment, and continuous improvement efforts across the district. |
| LCAP Community Forums | The Etiwanda School District expanded its approach to LCAP Community Forums during the 2025–26 cycle by transitioning from primarily districtwide sessions to school-site, in-person forums held between September and November across 17 school locations. This shift was intentionally designed in response to prior feedback, which emphasized the importance of connecting district initiatives to students' day-to-day experiences at their individual school sites and strengthening opportunities for direct engagement with site and district leadership.<br><br>To support accessibility and participation, families were invited through multiple communication channels, including site outreach, newsletters, and integration with existing events such as Coffee with the Principal. Participants were also able to attend any site-based forum, increasing flexibility and access for families across the district.<br><br>This revised format resulted in significantly higher engagement and deeper input. A total of 369 participants attended the forums, representing a 77% increase from the previous year, and an 81% increase in feedback overall. These increases reflect not only greater participation, but also a stronger level of connection and investment from educational partners.<br><br>The forums were structured to provide both districtwide context and site-specific relevance. Each session began with an overview of the Local Control Funding Formula (LCFF), the purpose of the LCAP, and current goals and actions. Participants were provided with goal summary documents and access to additional resources through QR |

| Educational Partner(s) | Process for Engagement |
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| | codes and digital links to support understanding and meaningful engagement throughout the session.<br><br>Following the overview, participants engaged in targeted input opportunities aligned to each of the four LCAP goals, including both open-ended and scale-based responses with opportunities to elaborate. This structure ensured that feedback captured both quantitative perceptions and qualitative insights directly connected to district priorities.<br><br>A key enhancement this year was the intentional alignment between LCAP actions and school-site implementation through the SPSA, allowing families to see how district priorities are operationalized at their child's school. This created more relevant, transparent conversations and strengthened understanding of how resources, goals, and outcomes are connected.<br><br>Our School, Our Story: LCAP in Action:<br><br>At the conclusion of each forum, participants reflected on the question, "What did you find most impactful about how the LCAP is evident at your school site?"<br><br>Across sites, feedback consistently highlighted that the LCAP is most visible through the people and practices that directly support students each day. Families emphasized the impact of strong, caring staff, high-quality instruction, and meaningful engagement opportunities.<br><br>Three consistent themes emerged:<br><br>Relationships and Instruction: Families expressed strong appreciation for teachers, aides, and staff who create supportive, engaging learning environments.<br><br>Engagement and Connection: Student and family engagement opportunities, including events and enrichment, were viewed as meaningful and impactful. |

| Educational Partner(s) | Process for Engagement |
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| | Clarity and Transparency: Participants valued clear connections between LCAP goals, actions, and funding, which increased confidence and trust in the district's work. |
| District English Learner Advisory Committee (DELAC) | The District English Learner Advisory Committee (DELAC) is composed of parents and guardians of English Learners representing each school site, along with site administrators, teachers, and district staff. The committee plays a critical role in advising the district on programs and services for English Learners and ensuring that the needs of multilingual students are reflected in the development and refinement of the Local Control and Accountability Plan (LCAP).<br><br>For the 2025–26 school year, DELAC meetings were held on November 5, 2025; January 6, 2026; February 10, 2026; and April 21, 2026. Meetings were conducted in a hybrid format to support accessibility, allowing participants to attend either in person or virtually. Agendas were structured to provide both required compliance topics and meaningful opportunities for input, ensuring that members could engage deeply in district decision-making processes .<br><br>Throughout the year, DELAC members engaged in ongoing review and discussion of key topics related to English Learner programs and student success. These included:<br>• English Learner student achievement data and progress monitoring<br>• Reclassification criteria, procedures, and rates<br>• English Language Development (ELD) programs, services, and supports<br>• ELPAC administration, including timelines, designated supports, and testing practices<br>• The district's English Learner Master Plan, including updates on programs, services, and professional development<br>• Teacher authorization and certification requirements for serving English Learners<br><br>In addition to program-specific topics, DELAC meetings were intentionally aligned with the LCAP development cycle to ensure |

| Educational Partner(s) | Process for Engagement |
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| | meaningful input throughout the planning process. Members reviewed LCAP survey results, community forum feedback, midyear progress updates, and ThoughtExchange findings to provide recommendations on district goals and actions. Discussions focused on identifying areas of strength, opportunities for refinement, and ensuring proposed actions effectively supported English Learners. At the April 27 meeting, the committee also reviewed the draft LCAP, the Federal Addendum, and related accountability measures to ensure alignment between state and federal requirements.<br><br>A continued emphasis was placed on building member capacity through presentations and discussions that supported understanding of key systems and data, including the California School Dashboard, student data reports, and foundational skills development. Student success highlights were also incorporated into each meeting, reinforcing the connection between district initiatives and student outcomes.<br><br>In accordance with LCAP requirements, DELAC members were provided opportunities to submit questions and feedback throughout the process. All questions are formally addressed in writing by the superintendent, and responses are shared with members and made publicly available on the district's LCAP Questions and Answers webpage to ensure transparency and accountability.<br><br>Through ongoing collaboration, structured input opportunities, and alignment to district initiatives, DELAC continues to serve as a vital partner in supporting English Learners and strengthening the effectiveness of programs, services, and actions reflected in the LCAP. |
| Student Engagement Advisory Committee (SEAC) | Recognizing the importance of student voice in shaping the Local Control and Accountability Plan (LCAP), the Etiwanda School District actively engages students through the Student Engagement & Advisory Committee (SEAC). This district-level committee includes a diverse group of students in grades 4–8, representing multiple school sites and student experiences. SEAC serves as a key structure for |

| Educational Partner(s) | Process for Engagement |
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| | elevating student perspectives and ensuring their input is meaningfully incorporated into district planning and decision-making.<br><br>During the 2025–26 school year, SEAC met three times and engaged in interactive, data-informed discussions designed to build student understanding of district systems while gathering authentic feedback. Students reviewed LCAP survey results, analyzed California School Dashboard indicators, and explored key programs and initiatives such as Positive Behavioral Interventions and Supports (PBIS), attendance supports, and school climate efforts. In addition, students discussed site-based policies and practices, including topics such as dress code expectations and cell phone use, providing valuable insight into how these decisions impact the student experience.<br><br>To expand representation and ensure broader student input, the district conducted targeted outreach through classroom visits at all four middle schools. During these visits, student leaders participated in structured discussions aligned to LCAP priorities, reflected on survey data, and responded to guiding questions focused on engagement, belonging, and learning experiences. This approach allowed the district to gather a wider range of perspectives and ensured that feedback extended beyond committee membership.<br><br>Student input gathered through SEAC and site-based engagement was reviewed alongside other educational partner feedback, including surveys, Thought Exchange, and community forums. Key themes emphasized the importance of positive relationships with staff, engaging and relevant learning experiences, and opportunities for student voice and leadership. This feedback directly informed the refinement of LCAP actions, particularly in areas related to student engagement, school climate, and support systems.<br><br>As part of the LCAP development process, SEAC members were provided with an opportunity to review and provide input on the draft LCAP during the April 29 meeting. Students were encouraged to ask questions and share perspectives related to district priorities and their school experiences. In alignment with LCAP requirements, all submitted questions are addressed in writing by the Superintendent, |

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| | and responses are made publicly available on the district's website to ensure transparency and accountability.<br><br>Through intentional structures, expanded outreach, and meaningful opportunities for input, SEAC continues to strengthen the district's ability to center student voice in continuous improvement efforts and ensure that decisions reflect the needs and experiences of the students served. |
| Board of Trustee Meeting Presentations | Throughout the development of the 2026–27 Local Control and Accountability Plan (LCAP), the Etiwanda School District provided regular updates during public meetings of the Board of Trustees. These presentations served as a key component of the district's comprehensive engagement process, ensuring transparency while creating ongoing opportunities for educational partners—including families, staff, students, and community members—to remain informed and provide input.<br><br>LCAP updates were presented on the following dates:<br>• July 24, 2025<br>• August 21, 2025<br>• October 23, 2025<br>• January 22, 2026<br>• February 5, 2026 (LCAP Mid-Year Update)<br>• April 20, 2026<br>• May 7, 2026<br>• May 28, 2026 (Public Hearing on the Proposed LCAP held at 6:30 p.m.)<br>• June 11, 2026<br><br>Across these meetings, presentations were aligned to the LCAP development cycle and included updates on:<br>• Strategies and progress related to engaging educational partners<br>• Results and trends from surveys, Thought Exchange, and community forums<br>• Implementation of current LCAP goals and actions, including midyear progress and expenditure reporting |

| Educational Partner(s) | Process for Engagement |
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| | • Identification of strengths, areas for growth, and emerging priorities based on student performance data and educational partner feedback<br><br>These updates supported an ongoing cycle of review, reflection, and refinement. Board members engaged in discussion and asked clarifying questions, while members of the public were provided opportunities to offer input through public comment. Feedback received during these meetings was considered alongside other engagement data to inform revisions to LCAP goals, actions, and services.<br><br>In accordance with Education Code requirements, a public hearing on the proposed LCAP was held on May 28, 2026, at 6:30 p.m. in the Etiwanda School District Board Room, located at 6061 East Avenue, Etiwanda, CA 91739. Notification of the public hearing was posted at least 10 days in advance at all school sites, on the district website, at the district office, and in other publicly accessible locations to ensure broad awareness and participation.<br><br>The final LCAP was formally adopted by the Board of Trustees during a public meeting on June 11, 2026. This process reflects the district's commitment to transparency, collaboration, and continuous improvement, ensuring that the LCAP is developed through an open, iterative process grounded in meaningful educational partner engagement. |
| Additional Site Advisory Teams | In addition to the LCAP Advisory Committee and District English Learner Advisory Committee (DELAC), the Etiwanda School District engages multiple advisory groups and leadership structures to support the development, implementation, and continuous refinement of the Local Control and Accountability Plan (LCAP). These groups ensure that feedback is gathered from a broad range of educational partners and that district priorities are informed by both site-based and community perspectives.<br><br>Advisory committees and leadership groups include: |

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| | • School Leadership Teams – Composed of principals, teachers, and site staff, these teams provide insight into instructional priorities, student needs, and the effectiveness of site-level implementation of LCAP actions.<br><br>• School Site Councils (SSC) – Responsible for reviewing and approving the Single Plan for Student Achievement (SPSA), including alignment of site-based funding and strategies to LCAP goals.<br><br>• English Learner Advisory Committees (ELAC) – School-based committees that provide input on programs and services for English Learners and support communication with families.<br><br>• Student Engagement and Advisory Committee (SEAC) – A district-level student group that provides input on student engagement, school climate, and the overall student experience.<br><br>• African American Parent Educator Advisory Committee (AAPEAC) – A committee focused on strengthening outcomes, engagement, and support systems for African American students and families.<br><br>• PTA/PTO Leadership – Parent organizations that contribute to family engagement efforts and provide feedback on communication, programs, and school-community partnerships.<br><br>A key focus of the district's engagement process is ensuring a continuous communication loop between district-level planning and site-level implementation. Principals, LCAP Advisory Committee representatives, and DELAC representatives play an essential role as conduits in this process. These leaders are expected to extend LCAP-related discussions, data analysis, and updates to their respective committees/groups, including School Site Councils, ELAC committees, staff meetings, and parent organizations. This intentional |

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| | structure ensures that information is not only shared outward, but that feedback from site-based groups is brought back to inform district-level decision-making.<br><br>Throughout the year, these advisory groups engage in discussions aligned to LCAP priorities, including review of student performance data, feedback from surveys and Thought Exchange, and progress on current goals and actions. Site leaders and representatives facilitate opportunities for educational partners to reflect on what is working well, identify areas for growth, and provide input on maintaining, refining, or developing LCAP actions.<br><br>This multi-layered approach strengthens alignment between the LCAP and site-based plans, ensuring that the Single Plan for Student Achievement (SPSA) reflects district priorities while also addressing the unique needs of each school community. By establishing clear expectations for communication, feedback, and shared responsibility, the district ensures that all educational partners remain informed, engaged, and connected to the continuous improvement process. |
| District Website Online Portal - families, staff, and community members | As part of the district's commitment to transparency and ongoing educational partner engagement, the draft 2026–27 Local Control and Accountability Plan (LCAP) was made publicly available on the Etiwanda School District website prior to final adoption. This provided families, staff, and community members with an opportunity to review the full plan, including goals, actions, expenditures, and the annual update.<br><br>To support meaningful input, an online feedback portal was made available from May 4, 2026, through June 5, 2026. The portal provided educational partners, including parents, staff, and community members with an accessible avenue to submit comments, questions, and suggestions regarding the proposed LCAP. This process allowed educational partners to reflect on the draft plan and offer feedback outside of scheduled meetings, ensuring broader participation and flexibility. |

| Educational Partner(s) | Process for Engagement |
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| | All feedback submitted through the online portal was reviewed by district leadership and considered alongside input gathered through advisory committees, surveys, Thought Exchange, community forums, and Board of Trustees meetings. This feedback informed final revisions to the LCAP prior to adoption.<br><br>In alignment with the district's commitment to transparency and accountability, written responses to submitted questions and feedback are prepared and shared publicly. These responses are posted on the district's website, ensuring that educational partners can see how their input was acknowledged and addressed as part of the LCAP development process.<br><br>Through the use of the online feedback portal, the district continues to expand access to engagement opportunities and strengthen the connection between educational partner input and district decision-making. |
| Community Day School Consultation (Equity Multiplier Funding) | Input from Etiwanda Community Day School staff and administrators was gathered as part of the ongoing development, implementation, and refinement of the Equity Multiplier focus goal. Through collaboration with staff and administrators who directly support students in the Community Day School program, the district reviewed site-specific student needs, implementation progress, attendance and engagement data, and areas for continued support.<br><br>This feedback informed the needs assessment, proposed actions, and allocation of Equity Multiplier funds to ensure resources are aligned to the academic, behavioral, and wellness needs of students served through the program. Input from Community Day School educational partners continues to support actions focused on social-emotional learning, counseling services, student engagement, de-escalation supports, and successful transitions back to comprehensive school settings. |
| Communications and Ongoing Engagement | To support meaningful participation in the Local Control and Accountability Plan (LCAP) development process, the Etiwanda School District utilizes a comprehensive and multi-layered communication strategy designed to inform, engage, and gather input |

| Educational Partner(s) | Process for Engagement |
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| | from a broad range of educational partners.<br><br>Communication methods include:<br>• District website updates and dedicated LCAP webpages<br>• Flyer and poster distribution at school sites and community locations<br>• Automated phone calls and direct messaging systems<br>• Direct outreach by school and district administrators<br>• Emails and text messages, with translation available to support multilingual families<br>• Social media platforms to share timely updates and highlight district initiatives<br><br>In addition to traditional communication methods, the district implements a yearlong social media and Newsfeed campaigns to increase awareness and understanding of the LCAP. Through features such as “Did You Know?” and “LCAP in Action,” the district highlights programs, events, and practices that directly reflect educational partner feedback. These posts showcase how input is translated into action and impact across the district.<br><br>Examples include:<br>• Visual and Performing Arts (VAPA) implementation across all grade levels<br>• Expanded learning and extended day programs<br>• English Learner supports and reclassification celebrations<br>• Small group instruction and targeted academic supports<br>• Teacher collaboration and professional learning<br>• Hands-on, engaging classroom activities<br>• Family engagement events and outreach opportunities<br>• Health and wellness promotion<br><br>This ongoing campaign helps strengthen transparency, reinforce the connection between feedback and outcomes, and ensure that educational partners can see how their voices contribute to district initiatives.<br><br>Superintendent Responses to Feedback |

| Educational Partner(s) | Process for Engagement |
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| | The Superintendent remains committed to reviewing and responding to feedback gathered through multiple engagement channels, including advisory committees, surveys, community forums, Thought Exchange, Board presentations, and the online feedback portal. When questions or comments are submitted, written responses are developed and shared publicly to ensure transparency and accountability.<br><br>During this LCAP development cycle, submitted questions were formally addressed and posted on the district's LCAP Questions and Answers webpage. This process ensures that educational partners can access responses, understand how feedback is considered, and remain informed throughout the decision-making process. |

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

The Etiwanda School District is committed to ensuring that educational partners have meaningful opportunities to contribute to the development, refinement, and adoption of the Local Control and Accountability Plan (LCAP). Feedback was gathered through multiple engagement strategies, including annual surveys, Thought Exchange, site-based community forums, advisory committee meetings, Board of Trustees presentations, and the online feedback portal. This input was reviewed by district leadership, advisory committees, and school site leadership teams to identify trends, affirm areas of success, and determine where revisions or enhancements were needed to better align actions and services to student and family needs.

Key engagement efforts included districtwide Thought Exchange opportunities for families, students, and staff; annual surveys for families, staff, and students in grades 3–8; site-based community forums designed to connect LCAP priorities to the school experience and SPSA implementation; regular advisory committee meetings, including the LCAP Advisory Committee, DELAC, and SEAC; public Board of Trustees updates throughout the year; and publication of the draft LCAP on the district website with an open feedback portal. The district also used a broad communication strategy to support participation, including automated calls, emails, text messages, flyers, website updates, social media outreach, and direct invitations from school administrators. Special attention was given to outreach with families of English Learners, low-income students, foster youth, students with disabilities, and other groups whose experiences and outcomes are especially important in LCAP planning.

Throughout the engagement process, educational partner feedback consistently affirmed a number of district strengths. Families, staff, students, and community members expressed appreciation for access to instructional resources, strong relationships with school staff, welcoming school environments, and meaningful opportunities for student engagement. Survey and community forum results also reflected consistent districtwide themes of Safety and Belonging, Personalized Support, Communication and Partnership, and Representation and Inclusion, which helped guide refinement of the adopted LCAP.

For Goal 1: Conditions of Learning, families, staff, community members, and advisory groups reinforced the importance of safe and welcoming campuses, visible administrators, clean and well-maintained facilities, high-quality and diverse staff, access to technology and instructional materials, and wellness supports. Community Forum input also highlighted appreciation for visible administrators, clean and safe campuses, classroom support, expanded mental health supports, highly trained staff, and access to a broad, engaging educational experience. Survey results similarly reflected strong positive responses related to safety, resources, and access to up-to-date technology.

This feedback influenced the adopted LCAP by sustaining and refining actions related to responsible budgeting and resource allocation (Action 1.1), safety planning and secure school environments (Action 1.2), facilities maintenance and improvements (Action 1.3), health and wellness services (Action 1.4), recruitment and retention of highly qualified staff (Action 1.5), professional development for educators (Action 1.7), access to a broad course of study (Action 1.8), access to technology and technical support (Action 1.9), supplemental instructional materials and supports during Universal Access (Action 1.10), library and supplemental resources (Action 1.11), campus support staff for supervision (Action 1.14), Visual and Performing Arts instruction (Action 1.15), and mathematics curriculum review, adoption, and implementation (Action 1.16). The proposed Goal 1 actions show these areas of influence by continuing to emphasize safe facilities, instructional resources, technology access, wellness supports, professional learning, supervision, and safe, supportive learning environments.

In addition, proposed revisions to Goal 1 reflect input from the LCAP Advisory Committee and school site leadership by strengthening language around age-appropriate technology, reliable internet, technical support, and the intentional use of artificial intelligence tools so students can build digital literacy skills and use emerging technologies effectively and responsibly (Action 1.9). Feedback regarding instructional materials and the need for standards-aligned resources also supported the addition of the mathematics curriculum review, adoption, and implementation process (Action 1.16).

For Goal 2: Pupil Outcomes, educational partners, including families, staff, school leadership teams, and advisory groups, emphasized the importance of early intervention, personalized small-group instruction, Universal Access, extended learning opportunities, consistent academic expectations, and clearer communication with families about student progress. Community Forum feedback highlighted appreciation for tutoring and enrichment, personalized small-group instruction, early intervention, flexible grouping, and student data discussions. Survey and ThoughtExchange feedback also pointed to the value of engaging, hands-on learning experiences and meaningful academic support.

This feedback influenced the adopted LCAP by sustaining and refining actions related to diagnostic assessments in reading and mathematics (Action 2.1), early literacy and cognitive ability screening systems (Action 2.2), data-driven collaboration and program implementation (Action 2.3), teacher collaboration and differentiated instruction (Action 2.4), intentional lesson design and balanced instructional strategies (Action 2.5), professional development and monitoring for English Learners and Long-Term English Learners (Action 2.6), Universal Access instruction for acceleration, language development, and enrichment (Action 2.7), access to the core curriculum and language development support for English Learners (Action 2.8), student progress monitoring and Tier II support coordination (Action 2.9), extended-day academic support and enrichment (Action 2.10), foundational literacy and math fluency (Action 2.12), culturally and linguistically responsive instructional strategies (Action 2.13), Foster Youth monitoring and support (Action 2.14), and responsible artificial intelligence integration (Action 2.15).

Educational partner feedback also supported clearer emphasis on enrichment opportunities for advanced learners (Actions 2.7 and 2.10), student data chats and goal setting (Actions 2.1 and 2.7), and flexible grouping structures during Universal Access (Action 2.7). In addition, feedback from the LCAP Advisory Committee and school site leadership teams informed revised Goal 2 language to strengthen intentional lesson design, balanced use of technology with hands-on instruction, reduced passive screen time, and purposeful and responsible AI integration (Actions 2.5 and 2.15). The plan also maintains targeted supports for English Learners, students with disabilities, and Foster Youth through actions related to EL professional learning, instructional aide support, extended school year, and Foster Youth check-in systems (Actions 2.6, 2.8, 2.11, and 2.14).

For Goal 3: Student Engagement, educational partners consistently highlighted the importance of positive school climate, strong student-staff relationships, counseling and wellness supports, positive behavior systems, student belonging, and opportunities that make school engaging and meaningful. Community Forum feedback showed strong value for consistent PBIS, strong student-staff relationships, arts instruction, bullying prevention, and peer mentoring, and recommended continuing PBIS, bully prevention, and positive student recognition. Survey results also showed strong responses regarding students feeling safe, students being comfortable talking to school staff, and teachers actively engaging students in lessons, while also identifying continued opportunity to strengthen peer relationships and respect for differences from the student perspective.

This feedback influenced the adopted LCAP by sustaining and refining actions related to classroom engagement structures (Action 3.1), character development and positive social skills (Action 3.2), MTSS, PBIS, SEL lessons, restorative practices, and other means of correction (Action 3.3), counselor-led programs and staff training to support student wellness (Action 3.4), targeted interventions for students at risk of chronic absenteeism (Action 3.5), training and coaching on restorative practices and other means of correction (Action 3.6), behavior support planning and de-escalation strategies (Action 3.7), extracurricular activities and intramural/interscholastic programs (Action 3.8), middle school orientation and transition programming (Action 3.9), campus support staff to strengthen PBIS implementation (Action 3.10), and real-time attendance and academic monitoring (Action 3.11).

Educational partner input also supported continued emphasis on positive student recognition, peer mentoring, bully prevention, social-emotional learning, and access to caring adults who can support students academically and emotionally. These areas align most directly with the district's continued investment in school climate, PBIS, counseling, behavior supports, engagement opportunities, and attendance monitoring (Actions 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.10, and 3.11). Feedback related to arts, activities, and inclusive enrichment also connects to Goal 1 VAPA access (Action 1.15) and Goal 3 extracurricular engagement (Action 3.8).

For Goal 4: Family Engagement, educational partners emphasized the importance of clear, consistent, two-way communication; welcoming and respectful school environments; accessible engagement opportunities; and meaningful ways for families to participate in district- and site-level decision-making. Community Forum feedback highlighted appreciation for simplified communication platforms, regular two-way communication, welcoming leadership and office staff, and family events, while also encouraging the district to continue newsletters, volunteer opportunities, and other engagement activities. Survey results further reflected high levels of agreement related to family engagement opportunities, trust between families and staff, staff responsiveness to cultural, racial, and language differences, and administrator visibility.

This feedback influenced the adopted LCAP by sustaining and refining actions related to welcoming, respectful, and caring school environments (Action 4.1), staff training and family onboarding for digital communication platforms (Action 4.2), digital communication and

outreach regarding events, homework, student progress, support, and enrichment opportunities (Action 4.3), consistent teacher communication with parents and guardians through conferences, progress updates, and timely notices (Action 4.4), family workshops and engagement events (Action 4.5), multiple pathways for educational partner input, including surveys, advisory committees, and online portals (Action 4.6), attendance support teams and family outreach (Action 4.7), and district and site-level advisory committees focused on equitable and culturally responsive practices (Action 4.8).

Educational partner input also supported the district's decision to continue a yearlong communication effort that highlights "LCAP in Action" through programs and events that directly reflect educational partner feedback, helping families and the community see how district goals connect to school experiences and outcomes. Community input also reinforced the importance of clarity, transparency, and alignment between district goals, school actions, funding, and progress monitoring as a way to build trust and confidence in the LCAP process. These areas align most directly with the district's communication, engagement, advisory, and input structures (Actions 4.2, 4.3, 4.5, 4.6, and 4.8).

For Goal 5: For Etiwanda Community Day School and the Equity Multiplier focus goal, educational partner feedback, including collaboration with Community Day School staff and administrators, informed the development and refinement of the site's needs assessment and the actions supported through Equity Multiplier funds. Input highlighted the importance of personalized academic, behavioral, and wellness supports for students with significant needs, including social-emotional learning (Action 5.2), individualized and group counseling (Action 5.3), student engagement strategies, de-escalation supports, and staff training (Action 5.4). These identified priorities are reflected in the adopted Equity Multiplier actions focused on weekly social-emotional learning (SEL) instruction, counseling services, and professional development for Community Day School staff to promote stability, engagement, and successful transitions back to comprehensive school settings.

Feedback from English Learner families and DELAC also influenced the adopted LCAP. DELAC discussions and English Learner program updates reinforced the importance of integrated and designated ELD, reclassification awareness, LTEL prevention, instructional aide support, teacher training, and clear communication with families regarding student progress and English Learner services. This input aligns with continued emphasis in the adopted LCAP on Universal Access for language development, instructional aide support, translation access, reclassification processes, ELPAC systems, and professional learning for educators serving multilingual learners. It also supported the expectation that information be communicated back through site ELACs, School Site Councils, and school leadership structures so that families remain informed and connected to program updates and district priorities.

The district also considered educational partner feedback alongside implementation and midyear progress data. The Mid-Year Update process supported continuation and refinement of several actions, including extended-day programs, restorative practices, extracurricular opportunities, foster youth supports, attendance and academic monitoring, and Community Day School services. Midyear review helped distinguish which actions should be sustained as designed, which required continued monitoring, and which would benefit from revised language or expanded emphasis in the adopted plan. This process reinforced the district's focus on maintaining strong implementation where systems were functioning well and re-calibrating where educational partner feedback, data, or implementation patterns pointed to an opportunity for refinement.

Overall, educational partner feedback directly influenced both the content and emphasis of the adopted LCAP. The district used this input to maintain strong systems already valued by the community, refine actions for greater clarity and responsiveness, and expand focus in areas identified through data and educational partner voice. This includes continued emphasis on safe and clean campuses, visible and supportive administrators, high-quality and diverse staff, VAPA access, Universal Access and small-group instruction, extended-day learning, student

data discussions and goal setting, academic rigor and enrichment for advanced learners, counseling and wellness supports, PBIS and belonging, family workshops, volunteer opportunities, stronger communication systems, and clearer alignment between district goals, school actions, funding, and outcomes. It also includes revisions shaped by the LCAP Advisory Committee and school site leadership teams, including the addition of responsible AI integration within Goals 1 and 2 and clearer action language related to student engagement, personalized learning, and future-ready skills.

These refinements reflect the district’s commitment to ensuring that the LCAP remains a living, responsive plan shaped by the voices of its educational partners and grounded in continuous improvement.

# 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 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Etiwanda School District developed this goal to ensure all students have access to the essential conditions that support learning, including safe and well-maintained schools, standards-aligned materials, age-appropriate technology, and high-quality, culturally responsive instruction. This goal addresses State Priorities 1, 2, 3, 5, 6, 7, and 8 and reflects the district's belief that strong conditions of learning are foundational to student success across all other goal areas. The goal is grounded in the district's commitment to providing welcoming environments, a broad course of study, and the staffing, systems, and resources necessary for students to access rigorous and engaging learning experiences.

The district continues to maintain strong implementation in the core areas reflected in this goal. Local data show that 100% of students have access to a broad course of study, and Williams monitoring reflects 100% access to appropriately assigned teachers, instructional materials, and facilities in good repair. The district also continues to prioritize professional learning for educators, access to instructional technology, and supports that strengthen inclusive practices for all learners, including multilingual learners and students with additional needs. Local i-Ready data further reflects continued strong overall performance, with 68% of students at or above grade level in reading and 67% at or above grade level in mathematics on the 2025–2026 spring diagnostic. Revisions to Goal 1 further reflect this emphasis by strengthening language related to digital literacy, reliable technology access, responsible use of emerging technologies, high-quality instructional resources, and ongoing mathematics curriculum review and implementation.

In addition, this goal addresses Priority 3, Parent Involvement, through Metric 1.1, which includes parent survey input regarding school resources, safety, facilities, and access to technology. This goal also addresses Priority 5, Pupil Engagement, through actions and metrics connected to attendance, access, and student participation. Priority 6, School Climate, is reflected through student survey input regarding

students' feelings of safety at school. Priority 8, Other Pupil Outcomes, is addressed through local i-Ready reading and mathematics data used to monitor student academic growth and the impact of instructional resources and supports.

Educational partner feedback continues to affirm the importance of this goal. In the 2025–26 survey results, 97% of families agreed their child's school has access to and utilizes up-to-date technology, 97% agreed students receive the instructional resources they need to be successful, and 96% agreed their child feels safe at school. Student survey results also showed that 98% of students agreed they receive the resources they need to be successful, while 90% reported feeling safe at school. Community forum feedback similarly highlighted appreciation for visible administrators, clean and safe campuses, classroom support, expanded mental health supports, and highly trained, diverse staff. This input reinforced the district's decision to sustain actions related to school safety, facilities, health and wellness services, staffing, technology access, supervision, and access to a well-rounded educational experience, including visual and performing arts. These results reinforce the importance of continuing this goal to maintain strong conditions for learning while responding to areas that still require ongoing attention, such as student perceptions of safety and campus cleanliness.

Ultimately, this goal was developed because students are best positioned to succeed when the district first ensures the conditions for learning are strong. By sustaining safe campuses, equitable access to resources, high-quality staff, and a broad, standards-aligned instructional program, Etiwanda creates the foundation necessary for academic growth, student engagement, positive school climate, and strong partnerships with families.

## 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. | 2024-2025 Annual Parent Survey Results by Positive Response Rate<br><br>98% Agree - My child's school has access to and utilizes up-to-date technology.<br><br>97% Agree - At my child's school, students receive the resources they need to be successful. | 2025-2026 Annual Parent Survey Results by Positive Response Rate<br><br>97% Agree - My child's school has access to and utilizes up-to-date technology.<br><br>97% Agree - At my child's school, students receive the resources they need to be successful. | 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. | 2% Decline in Agree - My child's school has access to and utilizes up-to-date technology.<br><br>1% Decline in Agree - At my child's school, students receive the resources they need to be successful.<br><br>1% Decline in Agree - My child |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 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.<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). | 94% Agree - My child feels safe at school.<br><br>97% Agree - "At my child's school, facilities are well-maintained and clean" has been revised on the 24/25 survey to "At my child's school, the classrooms, playground, and library are clean."<br><br>92% 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.<br><br>97% Agree - Consistent expectations for student behavior are in place at my child's school (i.e. | 96% Agree - My child feels safe at school.<br><br>98% Agree - At my child's school, the classrooms, playground, and library are clean.<br><br>95% 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.<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). | 96% Agree - At my child's school, the classrooms, playground, and library are clean.<br><br>95% Agree - The rigor of work assigned to my child is appropriate.<br><br>95% Agree - I am aware of the 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). | feels safe at school.<br><br>2% Increase in Agree - At my child's school, facilities are well-maintained and clean. Revised items on the 24/25 survey to "At my child's school, the classrooms, playground, and library are clean."<br><br>2% Increase in Agree - The rigor of work assigned to my child is appropriate.<br><br>No Change in Agree - I am aware of the resources and support services available to students at my school.<br><br>No Change in Agree - Consistent expectations for student behavior are in place at my child's school (i.e. PBIS expectations: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | PBIS expectations: Be Respectful, Be Responsible, and Be Safe). | | | 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.<br><br>93% Agree - Consistent expectations for student behavior are in place at my school (for example: Be Respectful, Be Responsible, and Be Safe). | 2024-2025 Annual Student Survey Results by Positive Response Rate:<br><br>86% 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>87% Agree - My school is clean has been revised on the 24/25 survey to "At my school the classrooms, playground, and library are clean."<br><br>93% Agree - Consistent expectations for student behavior | 2025-2026 Annual Student Survey Results by Positive Response Rate:<br><br>85% 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>90% Agree - I feel safe at my school.<br><br>89% Agree - At my school the classrooms, playground, and library are clean.<br><br>95% Agree - Consistent expectations for student behavior are in place at my school (for example: Be | 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 - At my school the classrooms, playground, and library are clean.<br><br>95% Agree - Consistent expectations for student behavior are in place at my school (for example: Be Respectful, Be Responsible, and Be Safe). | 11% Decline in Agree - The rigor and challenge of the work assigned is just right for me.<br><br>No Change - At my school, I receive the resources I need to be successful.<br><br>1% Increase in Agree - I feel safe at my school.<br><br>16% Increase in Agree - My school is clean has been revised on the 24/25 survey to "At my school the classrooms, playground, and library are clean."<br><br>2% Increase in Agree - Consistent expectations for student behavior are in place at my school (for example: Be |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | are in place at my school (for example: Be Respectful, Be Responsible, and Be Safe). | Respectful, Be Responsible, and Be Safe). | | 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 consistent expectations for student behavior. | 2024-2025 Annual Staff Survey Results by Positive Response Rate:<br><br>92% Agree - Teachers have access to the resources they need to perform their work well.<br><br>92% Agree - The students at my school feel safe.<br><br>94% Agree - Survey question, "At my school, facilities and grounds are kept in good condition" has been revised on the 24/25 survey to "At my child's school, the classrooms, playground, and library are clean." | 2025-2026 Annual Staff Survey Results by Positive Response Rate:<br><br>91% Agree - Teachers have access to the resources they need to perform their work well.<br><br>96% Agree - The students at my school feel safe.<br><br>94% Agree - At my child's school, the classrooms, playground, and library are clean.<br><br>97% Agree - My school maintains a high level of academic rigor for students.<br><br>95% Agree - Staff at my school are committed to | 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 child's school, the classrooms, playground, and library are clean.<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 teaching and reinforcing consistent expectations for student behavior. | 7% Decline in Agree - Teachers have access to the resources they need to perform their work well.<br><br>1% Increase in Agree - The students at my school feel safe.<br><br>2% Increase in Agree - Survey question, "At my school, facilities and grounds are kept in good condition" has been revised on the 24/25 survey to "At my child's school, the classrooms, playground, and library are clean."<br><br>1% Decline in Agree - My school maintains a high |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 95% 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 consistent expectations for student behavior. | teaching and reinforcing consistent expectations for student behavior. | | level of academic rigor for students.<br><br>3% Increase in Agree - Staff at my school are committed to 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. | During the 2024-2025 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. | During the 2025-2026 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. | No change |
| 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. | In the 2024-2025 school year, students had access to:<br><br>100% Appropriately assigned teachers.<br><br>100% Student access to curriculum assigned | In the 2025-2026 school year, students had access to:<br><br>100% Appropriately assigned teachers.<br><br>100% Student access to curriculum assigned | 100% Appropriately assigned teachers.<br>100% Student access to curriculum assigned instructional materials.<br>100% Facilities in good repair. | No change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | instructional materials.<br><br>100% Facilities in good repair. | instructional materials.<br><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.<br><br>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 | Results for the 2024-2025 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.<br><br>92% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher. | Results for the 2025-2026 school year:<br><br>92% of teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher.<br><br>93% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher.<br><br>94% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” 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.<br><br>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 | 3% decline in teachers who rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher.<br><br>3% decline in teachers who rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher.<br><br>2% decline in teachers who rank their ability in “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | instruction" as Level 3 Applying or higher. | 91% of teachers rank "collection and analysis of assessment data from a variety of sources to inform instruction" as Level 3 Applying or higher. | 92% of teachers rank "collection and analysis of assessment data from a variety of sources to inform instruction" as Level 3 Applying or higher. | assessment data from a variety of sources to inform instruction" as Level 3 Applying or higher. | 2% decline in teachers ranking "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<br>Overall Student Population 69% at or above grade level<br><br>Hispanic Student Group<br>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 | 2024-2025 School Year<br>Overall Student Population 69% at or above grade level<br><br>Hispanic Student Group<br>63% at or above grade level<br><br>Black/African American Student Group<br>58% at or above grade level<br><br>English Learners<br>38% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>60% at or above grade level | 2025-2026 School Year<br>Overall Student Population 68% at or above grade level<br><br>Hispanic Student Group<br>62% at or above grade level<br><br>Black/African American Student Group<br>58% at or above grade level<br><br>English Learners<br>32% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>58% at or 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<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 | Overall Student Population<br>1% decline - at or above grade level<br><br>Hispanic Student Group<br>1% decline - at or above grade level<br><br>Black/African American Student Group<br>+1% increase - at or above grade level<br><br>English Learners<br>7% decline - at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>1% decline - at or above grade level |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.8 | Local Data i-Ready Diagnostic Data Math-Spring Administration (Percent At or Above Grade Level) | 2023-2024 School Year<br>Overall Student Population 65% 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 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 | 2024-2025 School Year<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 50% at or above grade level<br><br>English Learners 47% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group 57% at or above grade level | 2025-2026 School Year<br>Overall Student Population 67% at or above grade level<br><br>Hispanic Student Group 58% at or above grade level<br><br>Black/African American Student Group 50% at or above grade level<br><br>English Learners 50% 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 60% at or above grade level<br><br>Black/African American Student Group 52% at or above grade level<br><br>English Learners 51% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group 60% at or above grade level | Overall Student Population +2% increase - at or above grade level<br><br>Hispanic Student Group +1% increase - at or above grade level<br><br>Black/African American Student Group +2% increase - at or above grade level<br><br>English Learners +3% increase - at or above grade level<br><br>Socioeconomically Disadvantaged Student Group No Change - 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 - | 2023-2024 District Attendance Rate<br>All Students Rate - 95.28%<br>Foster Youth Rate - 92.85%<br>English Learners Rate - 95.76% | 2024-2025 District Attendance Rate<br>All Students Rate - 95.11%<br>Foster Youth Rate - 90.77%<br>English Learners Rate - 95.94% | All Students Rate - 95%<br>Foster Youth Rate - 95%<br>English Learners Rate - 96% | All Students Rate: +0.94%<br>Foster Youth Rate: -2.93%<br>English Learners Rate: +1.13% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 94.81% Socioeconomically Disadvantaged Rate - 93.47% | Socioeconomically Disadvantaged Rate - 94.42% | Socioeconomically Disadvantaged Rate - 94.16% | Socioeconomically Disadvantaged Rate - 95% | Socioeconomically Disadvantaged Rate: +0.69% |

# Goal Analysis [2025-26]

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.

During the 2025–26 school year, the Etiwanda School District fully implemented all 16 actions under Goal 1 as planned, with no substantive differences between the planned actions and actual implementation. Actions 1.1 through 1.16 were each carried out as described in the adopted LCAP, and the district experienced no significant barriers or challenges during the implementation process. Expenditures aligned with planned budgets, metrics reflected strong outcomes, and educational partner feedback affirmed the effectiveness of the district's efforts to maintain safe facilities and provide access to standards-aligned resources, technology, and high-quality, culturally responsive instruction. While Goal 1 included a broad range of operational and instructional supports, the district maintained the staffing, schedules, facilities systems, safety processes, technology infrastructure, and professional learning structures needed to deliver the planned actions across all school sites.

One implementation success was the coordinated implementation of safety, facilities, health, and supervision systems across all campuses. Through Actions 1.2, 1.3, 1.4, and 1.14, the district completed and maintained Comprehensive School Safety Plans, continued facilities maintenance and operations systems, provided health services through credentialed nurses and trained health clerks, and ensured classified supervision support was in place during the school day. This was a success because multiple departments and school sites worked together to maintain safe, well-supervised, and supportive learning environments for students and staff.

Through Action 1.1 (Fiscal Management), the district and school sites practiced fiscal responsibility, maximizing resources to support the needs of all current and future students. Action 1.2 (Safe and Secure Schools) was implemented in collaboration with the risk management department, with all Comprehensive School Safety Plans completed, approved by local law enforcement and the Board of Trustees, and inclusive of mental health counseling services and bully prevention programs. Action 1.3 (Facilities, Maintenance, and Operations) ensured that all school facilities remained safe, modern, and well-maintained, while Action 1.4 (Health Services) provided comprehensive health supports through credentialed nurses and trained health clerks across all campuses.

A second implementation success was the districtwide delivery of professional learning, instructional technology, and academic resource supports. Through Actions 1.7, 1.8, 1.9, and 1.10, the district supported new teachers through the in-house induction program, provided professional development for teachers and paraprofessionals throughout the year, maintained Universal Access structures at school sites, and ensured students and staff had access to instructional technology and supplemental materials. This coordinated implementation strengthened the district’s ability to provide consistent access to high-quality instruction and academic support across schools.

Action 1.5 (Highly Qualified Teachers Support) continued to strengthen the district's recruitment and retention efforts. A notable success was the positive feedback from new teachers who expressed strong value in the district's in-house induction program, which provided mentorship, ongoing support, and the development of meaningful professional relationships. Action 1.6 (Class Size and Support) maintained required student-to-adult ratios, supported by California law, the district's collective bargaining agreement, and community feedback. Action 1.7 (Professional Development Plan) was fully executed, ensuring that all teachers and paraprofessionals received the training necessary to successfully fulfill their roles across all content areas, including supports for English Learners and Long-Term English Learners.

Action 1.8 (Broad Course of Study) was successfully implemented across all schools, with each site incorporating a Universal Access period into the instructional day to prioritize targeted instruction for students at varying levels. Action 1.9 (Instructional Technology Access and Support Services) ensured all students had access to the necessary instructional technology, including 1:1 Chromebooks, reliable internet, and dedicated technology staff. Action 1.10 (Supplemental Materials and Individualized Academic Supports) provided supplemental resources during Universal Access time to support unduplicated students, with LREBG funds fully utilized as planned.

Action 1.11 (Library Access and Resource Services) maintained access to diverse literature and extended library hours across all sites. Action 1.12 (Early Education) continued to provide a full-day kindergarten program, supporting a strong academic foundation for the district's youngest learners. Action 1.13 (Student Transportation Services) removed barriers to attendance by providing transportation to students living beyond a two-mile radius, principally directed toward unduplicated students. Action 1.14 (School Supervision and Safety) ensured all schools were staffed with classified personnel for student supervision throughout the school day.

Action 1.15 (Comprehensive Arts Education) provided visual, media, and performing arts instruction to all students in grades TK–8, supporting creativity, critical thinking, and engagement. Action 1.16 (Student and Campus Safety) was carried out through the district safety team's ongoing review and enhancement of campus safety measures for all students and staff.

Overall, the full and consistent implementation of all Goal 1 actions reflects the district’s sustained commitment to providing the foundational conditions necessary for student success. Implementation successes included the coordinated delivery of safety, facilities, health, and supervision supports across all campuses, as well as the districtwide implementation of staffing, professional learning, Universal Access, technology, and supplemental resource systems. These efforts reinforce the district’s approach to maintaining safe, well-resourced, and inclusive learning environments.

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 district defines a material difference as a variance greater than $200,000 and more than 20% between the Budgeted Expenditures and the Estimated Actual Expenditures for an action. Based on this threshold, a review of Goal 1 expenditures determined that there were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for any Goal 1 action.

Several Goal 1 actions reflected variances, including actions related to facilities, staffing, professional development, early education, and transportation. These differences were primarily associated with normal fluctuations in staffing costs, employee benefits, facilities and operations, transportation, contracted services, timing of expenditures, and year-end accounting adjustments. The variances did not result in

substantive changes to implementation or service delivery. Goal 1 actions were implemented as planned, and the district continued to provide safe facilities, standards-aligned instructional resources, technology access, health services, professional learning, transportation, supervision, and other supports aligned to the Conditions of Learning goal.

In addition, the contributing actions within Goal 1 did not reflect material differences in increased or improved services. Services principally directed toward unduplicated pupils, including supplemental academic supports and transportation services, were maintained as planned.

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

The implementation of Goal 1 actions has been largely effective in making progress toward the goal of providing safe facilities and access to standards-aligned resources, technology, and high-quality, culturally responsive instruction. Overall, Goal 1 metrics remain strong, with 100% of students continuing to have access to a broad course of study and 100% access to appropriately assigned teachers, instructional materials, and facilities in good repair. Survey-based measures also remain overwhelmingly positive across parents, staff, and students, though several indicators suggest areas for continued refinement, particularly related to student perceptions of rigor, staff perceptions of access to needed resources, English Learner reading outcomes, and Foster Youth attendance.

Action 1.1 – Fiscal Management
This action has been effective in making progress toward the goal. Parent agreement that schools have access to and utilize up-to-date technology was 97% (Metric 1.1 – Parent Survey), parent agreement that students receive the resources they need to be successful was 97% (Metric 1.1 – Parent Survey), and student agreement that they receive the resources they need to be successful remained at 98% (Metric 1.2 – Student Survey). While there were slight declines in parent perceptions, all three measures remain exceptionally high and indicate that responsible budgeting practices continue to support student access to needed resources and strong conditions of learning. In addition, the district received a clean audit report representing fiscal responsibility and continued fiscal solvency.

Action 1.2 – Safe and Secure Schools
This action has been effective in making progress toward the goal. Parent agreement that their child feels safe at school was 96% (Metric 1.1 – Parent Survey), student agreement that they feel safe at school increased to 90% (Metric 1.2 – Student Survey), and staff agreement that students feel safe increased to 96% (Metric 1.3 – Staff Survey). In addition, student agreement regarding consistent behavior expectations increased from 93% to 95% (Metric 1.2 – Student Survey). These results suggest that safety plans, emergency preparedness, mental health supports, and bully prevention efforts are having a positive effect on students, while continued communication with families may help further strengthen parent confidence. School sites annually revise and update safety protocols, reinforce consistent behavior expectations, and maintain supervision in areas in and around their campuses to contribute to increased perceptions of school safety.

Action 1.3 – Facilities, Maintenance, and Operations
This action has been effective in making progress toward the goal. The Williams report showed 100% appropriately assigned teachers, 100% student access to standards-aligned instructional materials, and 100% of facilities in good repair (Metric 1.5 – Williams Report). Student agreement with the cleanliness item was 89% (Metric 1.2 – Student Survey). These results confirm that facilities and operational systems continue to provide safe, modern, and well-maintained schools that support student access to learning.

Action 1.4 – Health Services

This action has been effective in making progress toward the goal, with one area warranting continued attention. Parent agreement that students receive the resources they need to be successful was 97% (Metric 1.1 – Parent Survey), student agreement on that same measure remained at 98% (Metric 1.2 – Student Survey), and staff agreement that students feel safe increased to 96% (Metric 1.3 – Staff Survey). However, staff agreement that teachers have access to the resources they need to perform their work well declined to 91% (Metric 1.3 – Staff Survey). Although 91% remains strong, the size of that decline suggests the district should continue monitoring whether additional supports, coordination, or tools are needed to meet growing student wellness needs.

Action 1.5 – Highly Qualified Teachers Support
This action has been partially effective in making progress toward the goal. Teacher self-ratings on the Implementation of State Standards survey declined across all four related items: knowledge of subject matter and standards dropped from 95% to 92%, understanding and organizing subject matter for student learning dropped from 96% to 93%, planning instruction to meet the needs of all students dropped from 96% to 94%, and collection and analysis of assessment data dropped from 94% to 92% (Metric 1.6 – State Standards Survey). While all four measures remain above 90%, the consistent pattern of decline suggests that continued support through recruitment, induction, mentorship, and ongoing coaching remains important.

Action 1.6 – Class Size and Support
This action has been fully effective in making progress toward the goal. The district maintained 100% appropriately assigned teachers to adequately staff classrooms, confirming continued adherence to required student-to-adult ratios in transitional kindergarten and kindergarten through third grade (Metric 1.5 – Williams Report). These staffing conditions continue to support more personalized instruction and stronger student-teacher relationships.

Action 1.7 – Professional Development Plan
This action has been effective in making progress toward the goal. Parent agreement that the rigor of work assigned is appropriate increased from 93% to 95% (Metric 1.1 – Parent Survey), and staff agreement regarding commitment to consistent behavior expectations increased from 92% to 95% (Metric 1.3 – Staff Survey). Staff agreement that the school maintains a high level of academic rigor remained very strong at 97%, though slightly below the 98% baseline. At the same time, teacher self-ratings on standards implementation declined across all related items, and student agreement that the rigor and challenge of work assigned is “just right” declined significantly from 96% to 85% (Metric 1.2 – Student Survey). Open-ended comments suggest a split in student perception, with some students indicating that the work feels too difficult while others report that it is too easy. Teacher self-ratings on standards implementation also remained strong but declined across the four related items to 92%, 93%, 94%, and 92% (Metric 1.6 – State Standards Survey). These mixed results suggest that professional development is sustaining high instructional expectations overall and continued focus and refinement is necessary to ensure rigor is calibrated in ways that feel appropriately supportive, engaging, and responsive to the range of learners.

Action 1.8 – Broad Course of Study
This action has been fully effective in making progress toward the goal. The district maintained 100% access to a broad course of study for all students in grades K–8 (Metric 1.4 – Principal Worksheet), confirming that students continue to receive a well-rounded instructional program that includes core subject areas and additional learning opportunities built into the school day. As additional context, 98% of students agreed that they receive the resources needed to be successful in school (Metric 1.2 – Student Survey), which further reflects strong student access to learning supports.

Action 1.9 – Instructional Technology Access and Support Services
This action has been fully effective in making progress toward the goal. The district maintained 100% access to a broad course of study, which includes technology skills as part of the local evaluation tool (Metric 1.4 – Principal Worksheet). These results indicate that technology access continues to support digital literacy and equitable access to instruction across schools.

Action 1.10 – Supplemental Materials and Individualized Academic Supports
This action has been partially effective in making progress toward the goal. In mathematics, the overall student population increased from 65% to 67% at or above grade level, Black/African American students increased from 48% to 50%, Hispanic students increased from 57% to 58%, English Learners increased from 47% to 50%, and Socioeconomically Disadvantaged students maintained at 56% (Metric 1.8 – i-Ready Math). Reading outcomes were more mixed: the overall student population declined from 69% to 68%, Hispanic students declined from 63% to 62%, Socioeconomically Disadvantaged students declined from 59% to 58%, and English Learners declined from 39% to 32% (Metric 1.7 – i-Ready Reading). These results suggest that supplemental materials and Universal Access supports are contributing positively in mathematics, but literacy and language development supports for English Learners need continued strengthening.

Action 1.11 – Library Access and Resource Services
This action has been effective in making progress toward the goal. Parent agreement that students receive the resources they need declined slightly to 97% (Metric 1.1 – Parent Survey), parent agreement that schools have access to and utilize up-to-date technology declined to 97% (Metric 1.1 – Parent Survey), and student agreement that they receive the resources they need remained unchanged at 98% (Metric 1.2 – Student Survey). These results remain exceptionally strong and suggest that library services continue to support student access to literature and supplemental resources, while also indicating an opportunity to increase family awareness of library programs and extended access opportunities.

Action 1.12 – Early Education
This action has been effective in making progress toward the goal. Districtwide reading performance declined slightly from 69% to 68% (Metric 1.7 – i-Ready Reading), while districtwide mathematics performance improved from 65% to 67% (Metric 1.8 – i-Ready Math). Although these are districtwide metrics, kindergarten students performed at especially strong levels, with 88% at or above grade level in reading and 77% at or above grade level in mathematics, both exceeding district averages. These results suggest that the full-day kindergarten program continues to provide a strong academic foundation for the district’s youngest learners.

Action 1.13 – Student Transportation Services
This action has been partially effective in making progress toward the goal. Parent agreement that they are aware of the resources and support services available remained unchanged at 92% (Metric 1.1 – Parent Survey), which is positive but also the lowest among the Goal 1 parent survey items. Attendance outcomes were mixed: All Students improved from 94.17% to 95.11%, English Learners improved from 94.81% to 95.94%, and Socioeconomically Disadvantaged students improved from 93.47% to 94.16%, while Foster Youth declined from 93.70% to 90.77% (Metric 1.9 – Attendance Rate). These results suggest that transportation services are helping reduce barriers to attendance for English Learners and Socioeconomically Disadvantaged students, but transportation alone is not sufficient to address the more complex barriers affecting Foster Youth attendance.

Action 1.14 – School Supervision and Safety

This action has been effective in making progress toward the goal. Parent agreement that their child feels safe was 96% and parent agreement regarding consistent behavior expectations was 98% (Metric 1.1 – Parent Survey). Student agreement that they feel safe increased to 90% and student agreement regarding consistent behavior expectations increased to 95% (Metric 1.2 – Student Survey). Staff agreement that students feel safe increased to 96%, and staff agreement regarding commitment to consistent behavior expectations increased to 95% (Metric 1.3 – Staff Survey). These results suggest that classified supervision staff are contributing positively to school climate, safety, and the overall conditions of learning across campuses.

Action 1.15 – Comprehensive Arts Education (Visual and Performing Arts)
This action has been effective in making progress toward the goal, though the aligned survey measure functions as a broader resource and access indicator rather than a direct arts-specific measure. Parent agreement that schools have access to up-to-date technology was 97%, and parent agreement that students receive the resources they need was 97% (Metric 1.1 – Parent Survey). These results remain exceptionally strong and support continued access to learning resources, including arts programming. In addition, open-ended parent survey comments reflected appreciation for the arts program, further reinforcing the value of this action.

Action 1.16 – Student and Campus Safety
This action has been effective in making progress toward the goal. Parent agreement that their child feels safe at school was 96% (Metric 1.1 – Parent Survey), and student agreement that they feel safe at school increased to 90% (Metric 1.2 – Student Survey). These results indicate that the district safety team's continued review and enhancement of campus safety measures is positively impacting the student experience, even as ongoing communication with families remains important.

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.

As a result of ongoing reflection and analysis of prior practice, educational partner feedback, and data analysis, the Etiwanda School District has made targeted refinements to Goal 1 for the 2026–27 LCAP. Revisions were focused primarily on clarifying action language, reorganizing select actions, and strengthening alignment to current district priorities related to safety, instructional access, educational technology, and standards-aligned learning. Educational partner feedback continued to reinforce the importance of safe and welcoming campuses, clean facilities, classroom support, expanded mental health supports, highly trained staff, and strong access to instructional resources and technology, which supported the continuation and refinement of Goal 1 actions.

The state priorities linked to Goal 1 were updated to align with the metrics included in the Measuring and Reporting Results chart. Priority 3, Parent Involvement, was added because Metric 1.1 includes parent survey input related to school conditions, resources, safety, and technology access. Priority 5, Pupil Engagement, was added because Metric 1.9 includes attendance data used to monitor student access and engagement. Priority 6, School Climate, was added because the student survey includes input regarding students' feelings of safety at school. Priority 8, Other Pupil Outcomes, was added because Metrics 1.7 and 1.8 include local i-Ready reading and mathematics data used to monitor student academic outcomes connected to access to instructional resources and supports. These updates do not change the overall intent of Goal 1, but they more accurately reflect the local measures used to monitor progress and gather educational partner input.

Metric Revisions:
Revisions to Goal 1 were concentrated primarily in action language and organization, while the core measures used to monitor Conditions of

Learning remain in place. The district will continue to monitor Goal 1 through parent, student, and staff survey responses, the State Standards Survey, the principal worksheet, the Williams Report, local i-Ready data, and attendance data. Survey administration will also continue to include an “Unknown” option on the Family and Staff surveys to support more accurate interpretation of positive response rates. Current survey results showing strong perceptions related to safety, access to technology, and access to instructional resources further supported continuation of these measures.

No Goal 1 metric wording revisions were made. However, the following metric-to-action alignments were updated to strengthen monitoring of revised action language:

- Metric 1.3, Staff Survey, was added to Action 1.2 to provide staff perspective from an important educational partner group regarding perceptions of student safety.
- Metric 1.2, Student Survey, was added to Action 1.3 to provide an additional student perspective on facilities cleanliness and conditions.

Action Revisions:
Several actions under Goal 1 were revised to reflect educational partners input and strengthen alignment to student needs such as:

Action 1.2 (Safe and Secure Schools): The 2026–27 LCAP will expand this action to include secure visitor check-in systems, emergency preparedness, crisis response, and inclusion of the Instructional Continuity Plan (ICP) within each site’s Comprehensive School Safety Plan, along with mental health supports and bully prevention, to further strengthen safe and secure school environments. In addition, the staff survey (Metric 1.3) was added as a related metric to provide an additional perspective on the implementation and impact of this action.

Action 1.3 (Facilities, Maintenance, and Operations): The 2026–27 LCAP will refine this action to add clarity and emphasize that facility maintenance and improvements support students’ reliable access to classrooms and core instruction, rather than describing facilities only as conducive to a broad course of study. In addition, the student survey (Metric 1.2) question subset was added as a related metric to provide a broader perspective and additional insight into the analysis of this action.

Action 1.5 (Highly Qualified Teachers Support): The 2026–27 LCAP will broaden this action from a focus on recruiting highly qualified teachers and supporting induction to a more comprehensive staffing approach that includes recruiting a diverse teaching staff and providing ongoing support systems, including induction for new teachers and coaching and learning opportunities for experienced educators.

Action 1.7 (Professional Development Plan): The action was refined for more clarity include support for multilingual learners and Long-Term English Learners (LTELs), strengthening the district’s emphasis on inclusive practices and equitable access for all learners.

Action 1.8 (Broad Course of Study): The action had a minor change to the language including site administrators will design a master schedule to incorporate a Universal Access time.

Action 1.9 (Instructional Technology Access and Support Services): The action was strengthened to include age-appropriate technology, artificial intelligence tools, reliable internet, and technical support to ensure students and staff develop essential digital literacy skills and use emerging technologies effectively and responsibly. There was also language regarding 1:1 Chromebooks removed as this is a fully integrated part of the educational program.

Action 1.12 (Student Transportation Services): Following the removal of the standalone full-day kindergarten action, the transportation action was renumbered and refined for clarity to specify eligible students who reside more than two miles from their school, as determined by district distance criteria, principally directed toward unduplicated pupils to reduce attendance barriers and support consistent access to school.

Action 1.13 (School Supervision and Safety): Renumbered due to the removal of the previous 1.12 action (full-day kindergarten). The action was refined to clarify that all schools receive campus support staff for student supervision to enhance safety and school climate throughout the school day.

Action 1.14 (Comprehensive Arts Education): Renumbered due to the removal of the previous 1.12 action (full-day kindergarten). The action was refined to clarify the acronym VAPA and continues to emphasize visual, media, and performing arts instruction for all students in grades TK–8, reinforcing the district's commitment to arts access that develops creativity, critical thinking, and engagement.

Action 1.15 (Student and Campus Safety): Renumbered due to the removal of the previous 1.12 action (full-day kindergarten). The action continues to focus on ongoing review and enhancement of campus safety measures to maintain safe school environments for all students and staff.

Action 1.16 (Mathematics Curriculum Review and Implementation): A new action was added to reflect the district's ongoing process for mathematics curriculum review, adoption, and implementation, including targeted professional development for educators and ensuring access to standards-aligned instructional resources that support high-quality teaching and learning.

Action Organization:
The prior standalone Early Education action related to full-day kindergarten was removed from Goal 1 as a separate action, not because the service is ending, but because full-day kindergarten remains a stable and ongoing component of the Etiwanda School District's educational program with no anticipated programmatic changes. As a result, subsequent actions were renumbered accordingly. This refinement helps sharpen the focus of Goal 1 on districtwide conditions of learning priorities while maintaining full-day kindergarten as an established part of the district's system and culture. Overall, these revisions reflect a continued effort to clarify action language, strengthen alignment to current district priorities, and better position Goal 1 to address safety, staffing, instructional access, technology, and standards-aligned teaching and learning in the coming year.

Alignment of Resources:
The strategic use of LREBG funds in Action 1.10 to support supplemental instructional materials and professional development for teachers to strengthen targeted small-group instruction during Universal Access, including integrated and designated ELD. These resources are principally directed toward unduplicated students, while also supporting broader academic recovery and enrichment for all students.

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Fiscal Management | District and school administrators implement and monitor responsible budgeting practices to maximize resources and support the needs of all current and future students as measured by 1.1 and 1.2. | $746,659.00 | No |
| **1.2** | Safe and Secure Schools | District and school administrators collaborate to annually update safety plans, including emergency preparedness, crisis response, secure visitor check-in systems, and mental health support and bully prevention, to ensure all students have access to safe and secure schools as measured by 1.1, 1.2, and 1.3. | $55,526.00 | No |
| **1.3** | Facilities, Maintenance, and Operations | Operations and Facilities department manage facility maintenance and improvements to provide staff and students with safe, modern, and well-maintained schools that provide students with reliable access to classrooms necessary to participate in all core subjects and achieve academic success as measured by 1.2 and 1.5. | $17,928,322.00 | 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. | $4,735,294.00 | 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 staff that reflect the student body. District administrators also provide ongoing support systems, including a two-year induction program for new teachers and ongoing learning opportunities for experienced educators to promote effectiveness and retain high-quality staff as measured by 1.6. | $117,100,370.00 | No |
| **1.6** | Class size and support | District administrators maintain grade level span averages in transitional kindergarten at a student-to-adult ratio of 10:1 and kindergarten through third grade at a ratio of 24:1 as measured by 1.5. | $708,749.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **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 multilingual learners and Long-Term English Learners (LTEL) students, ensuring inclusive practices and equal access for all learners as measured by 1.1, 1.2, 1.3, and 1.6. | $2,855,599.00 | No |
| **1.8** | Broad Course of Study | School administrators design master schedules incorporating Universal Access time and access to 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. | $6,136,348.00 | No |
| **1.9** | Instructional Technology Access and Support Services | District and site administrators provide access to age-appropriate technology, including artificial intelligence tools, reliable internet, and technical support to ensure all students and staff develop digital literacy skills and use emerging technologies effectively and responsibly as measured by 1.4. | $2,550,360.00 | No |
| **1.10** | Supplemental Materials and Individualized Academic Supports | School administrators provide supplemental materials and supports during Universal Access time to enhance academic support and enrichment, including integrated and designated ELD instruction, to meet the academic needs of all students 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.<br><br>Partially funded using LREBG funds: $310,000 | $387,690.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.11** | Library Access and Resource Services | Teacher librarians and school library clerks provide access to a range of literature and supplemental resources, and provide extended library access to support the school community as measured by 1.1 and 1.2. | $2,213,523.00 | No |
| **1.12** | Student Transportation Services | District administrators provide transportation services to eligible students, principally directed toward unduplicated pupils who reside more than two miles from their school, to reduce attendance barriers and support consistent access to school as measured by 1.1 and 1.9. | $4,015,275.00 | Yes |
| **1.13** | School Supervision and Safety | District administrators provide all schools with campus support staff for student supervision to enhance safety and school climate throughout the school day as measured by metrics 1.1, 1.2, and 1.3. | $2,362,680.00 | No |
| **1.14** | Comprehensive Arts Education (Visual and Performing Arts) | Visual and Performing Arts (VAPA) teachers provide instruction in visual, media, and performing arts to all students in grades TK-8, ensuring access to arts education that develops creativity, critical thinking, and engagement as measured by 1.1. | $2,065,181.00 | No |
| **1.15** | Student and Campus Safety | The district safety team continually reviews and enhances campus measures to maintain safe school environments for all students and staff as measured by metrics 1.1 and 1.2. | $96,761.00 | No |
| **1.16** | Mathematics Curriculum and Instructional Support | District instruction staff and pilot teachers facilitate an ongoing process for mathematics curriculum review, adoption, and implementation, provide targeted professional development for educators, and ensure all students have access to standards-aligned instructional resources that support high-quality teaching and learning. | $484,408.00 | 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.

Etiwanda School District developed this goal to sustain strong academic outcomes while continuing to address disparities among student groups through equitable access to rigorous, engaging, and responsive instruction. The district's overall academic performance remains a significant strength, and this goal reflects the commitment to ensuring that all students, not just the highest-performing groups, are prepared for long-term success. Grounded in State Priorities 4 and 8, this goal focuses on maintaining high expectations, strengthening instructional practices, and providing targeted supports so that each student has access to the learning experiences necessary to achieve at high levels.

Current data continue to reinforce both the strengths that support this goal and the need to refine efforts for specific student groups. On the 2025 California School Dashboard, the district reached blue status in English Language Arts at 45.8 points above standard and maintained green status in mathematics at 24.5 points above standard. In ELA, nine of twelve student groups achieved green or blue status, and in mathematics, eight of twelve student groups achieved green or blue status. At the same time, the data show that some groups continue to require additional support, particularly Long-Term English Learners and Students with Disabilities, who remain in the yellow to orange performance levels in English Language Arts and/or mathematics. These outcomes reinforce the importance of continuing a goal that is not only focused on maintaining high districtwide achievement, but also on closing persistent gaps in performance.

Local academic data further supports the development of this goal. On the 2025–2026 spring i-Ready diagnostic, 68% of students were at or above grade level in reading and 67% were at or above grade level in mathematics. While these results reflect continued strong overall performance, subgroup data show the ongoing need for targeted supports, particularly for English Learners in reading and for student groups performing below district averages. This goal was therefore developed to ensure that systems such as diagnostic assessment, collaboration, Universal Access, extended learning, foundational skills instruction, and differentiated support remain in place to respond to student need in a timely and strategic way.

The district's English Learner data also reinforces the importance of this goal. The 2025 Dashboard shows that 66.5% of English Learners are making progress toward English language proficiency, an increase from 54.8% in the prior year, while local program data continues to show strong outcomes for students who reclassify. At the same time, the district remains focused on preventing long-term English learner status and strengthening supports for multilingual learners through integrated and designated ELD, collaboration, progress monitoring, and

professional learning for educators. These results support the continued need for a goal that intentionally addresses both academic achievement and language development as connected components of student success.

Educational partner feedback also helped shape and affirm the need for this goal. Survey and community forum input highlighted strong appreciation for personalized small-group instruction, early intervention, after-school tutoring and enrichment, consistent academic expectations, student data discussions, and engaging, hands-on learning experiences. Families also emphasized the importance of balanced instructional practices that include both purposeful technology use and meaningful hands-on learning. This feedback reinforced the district's decision to continue actions related to teacher collaboration, diagnostic systems, Universal Access, extended learning opportunities, foundational literacy and mathematics skills, support for English Learners and Foster Youth, and intentional lesson design that promotes both rigor and engagement.

Ultimately, this goal was developed because maintaining high achievement alone is not enough; the district must also ensure that success is experienced more equitably across student groups. By continuing to invest in data-informed instruction, targeted intervention, collaborative planning, language development, and rigorous learning opportunities, Etiwanda strengthens its ability to prepare all students for the next grade level, high school, and future college and career pathways.

## 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 | 2024 CA School Dashboard- English Language Arts<br><br>All Students Color Gauge - Green<br>41.5 points above standard<br><br>Student Group Color Gauges -<br>Blue: Filipino, Two or More Races, and White<br><br>Green: Asian, English Learners, Hispanic, and | 2025 CA School Dashboard- English Language Arts<br><br>All Students Color Gauge - Blue<br>45.8 points above standard<br><br>Student Group Color Gauges -<br>Blue: Asian, Homeless, Filipino, White, and Two or More Races<br><br>Green: English Learner, | 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 | All Students Color Gauge - Blue<br>+6.7 points above standard<br><br>Student Group Color Gauges -<br><br>Blue: Asian (-6 points), Filipino (+4.9 points), Homeless (+17 points), Two or More Races (+3.5 points), and White (+6.6 points)<br><br>Green: African American (+6.2 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Yellow: African American, Homeless<br><br>Orange: Foster Youth, Students with Disabilities<br><br>Red: No Student Groups | Socioeconomically Disadvantaged<br><br>Yellow: African American, Foster Youth, and Homeless<br><br>Orange: Long-Term English Learners and Students with Disabilities<br><br>Red: No Student Groups | Socioeconomically Disadvantaged, African American, and Hispanic<br><br>Yellow: Foster Youth<br><br>Orange: Long-Term English Learners and Students with Disabilities<br><br>Red: No Student Groups | Disadvantaged<br><br>Increase to Green: African American, Homeless, Foster Youth, and Students with Disabilities | points), English Learners (+6.8 points), Hispanic (+7.9 points), and Socioeconomically Disadvantaged (+0.5 points),<br><br>Yellow: Foster Youth (+30.3 points)<br><br>Orange: Long-Term English Learners (-12.8 points) and Students with Disabilities (-1.1 points)<br><br>Student groups in Red<br>No Student Groups |
| 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 | 2024 CA School Dashboard<br><br>All Students Color Gauge - Green<br>20.9 points above standard<br><br>Student Group Color Gauges -<br>Blue: Asian, Filipino, and White | 2025 CA School Dashboard<br><br>All Students Color Gauge - Blue<br>24.5 points above standard<br><br>Student Group Color Gauges -<br>Blue: Asian, Filipino, and White | All Students Color Gauge - Green or Blue<br><br>Improve to all students 23 points above standard<br><br>Student Group Color Gauges -<br>Maintain Blue: Asian and Filipino | All Students Color Gauge - Green<br>+7.7 points above standard<br><br>Student Group Color Gauges -<br><br>Blue: Asian (-3.8 points), Filipino (+12.6 points), and White (+5.1 points) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 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 | Green: English Learners and Two or More Races<br><br>Yellow: Foster Youth, Hispanic, Homeless, and Socioeconomically Disadvantaged<br><br>Orange: African American, Long-Term English Learners, and Students with Disabilities<br><br>Red: No Student Groups | Green: English Learners, Homeless, African American, Hispanic, and Two or More Races<br><br>Yellow: Foster Youth, Long-Term English Learner, and Socioeconomically Disadvantaged<br><br>Orange: Students with Disabilities<br><br>Red: No Student Groups | 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 | Green: African American (+12.2 points), English Learners (+7.3 points), Hispanic (+5.6 points), Homeless (+9.7 points), and Two or More Races (+3.5 points)<br><br>Yellow: Foster Youth (+52.9 points), Long-Term English Learners (+7.8 points), and Socioeconomically Disadvantaged (+0.9 points)<br><br>Orange: Students with Disabilities (-2.5 points)<br><br>Student groups in Red:<br>No Student Groups |
| 2.3 | CA School Dashboard English Learner Progress Indicator (ELPI)- Student Percentages | 2023 CA School Dashboard English Learner Progress Indicator<br><br>58.8% making progress toward English language proficiency | 2024 CA School Dashboard English Learner Progress Indicator<br><br>54.8% making progress toward English language proficiency | 2025 CA School Dashboard English Learner Progress Indicator<br><br>66.5% making progress toward English language proficiency | The CA Dashboard English Learner Progress Indicator<br><br>63% making progress toward English language proficiency | 7.7% increase in making progress toward English language proficiency<br><br>The CA Dashboard EL Acquisition |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 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 | The CA Dashboard EL Acquisition Breakdown by level:<br><br>52.8% of ELs who progressed at least one ELPI Level<br><br>2.5% of ELs who maintained ELPI level 4<br><br>27.4% of ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H<br><br>17.3% of ELs who decreased at least one ELPI level | The CA Dashboard EL Acquisition Breakdown by level:<br><br>64.8% of ELs who progressed at least one ELPI Level<br><br>1.9% of ELs who maintained ELPI level 4<br><br>25.4% of ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H<br><br>7.9% of ELs who decreased at least one ELPI level | 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>25% of ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H<br><br>12.3% of ELs who decreased at least one ELPI level | Breakdown by level:<br><br>9.2% increase in ELs who progressed at least one ELPI Level<br><br>1.4% drop in ELs who maintained ELPI level 4<br><br>No change in ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H<br><br>7.7% drop in 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<br><br>African American Student Group - 3.6 points above standard<br><br>Asian Student Group - 88.2 points above standard | 2024 CA School Dashboard<br><br>Overall Student Population - 41.5 points above standard<br><br>African American Student Group - 4.8 points above standard | 2025 CA School Dashboard<br><br>Overall Student Population - 45.8 points above standard<br><br>African American Student Group - 9.8 points above standard | Overall Student Population - 42 points above standard or higher<br><br>African American Student Group - 10 points above standard or higher<br><br>Asian Student Group - 90 points above standard or higher | Overall Student Population +6.7 points above standard<br><br>African American Student Group +6.2 points above standard<br><br>Asian Student Group -6 points above standard |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 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>Long Term EL Group - 48.8 below standard (Added 2024)<br><br>Socioeconomically Disadvantaged (SED) Student Group - 15.1 points above standard<br><br>Students with Disabilities (SWD) - 43.6 points below standard<br><br>Two or More Races Student Group - 50.2 points above standard | Asian Student Group - 82.5 points above standard<br><br>English Learners - 17.5 points above standard<br><br>Filipino Student Group - 94.4 points above standard<br><br>Foster Youth - 37.1 points below standard<br><br>Hispanic Student Group - 20.7 points above standard<br><br>Homeless Student Group - 6.3 points above standard<br><br>Long Term EL Group - 48.8 below standard<br><br>Socioeconomically Disadvantaged (SED) Student Group - 14.3 points above standard | Asian Student Group - 82.2 points above standard<br><br>English Learners - 24.9 points above standard<br><br>Filipino Student Group - 92.3 points above standard<br><br>Foster Youth - 31.3 points below standard<br><br>Hispanic Student Group - 25.6 points above standard<br><br>Homeless Student Group - 22.6 points above standard<br><br>Long Term EL Group - 55.3 below standard<br><br>Socioeconomically Disadvantaged (SED) Student Group - 15.6 | 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>Long Term EL Group - 30 below standard<br><br>Socioeconomically Disadvantaged (SED) Student Group - 20 points above standard<br><br>Students with Disabilities (SWD) | English Learners +6.8 points above standard<br><br>Filipino Student Group +4.9 points above standard<br><br>Foster Youth +30.3 points below standard<br><br>Hispanic Student Group +7.9 points above standard<br><br>Homeless Student Group +17 points above standard<br><br>Long Term EL Group - Since 2024 (two year comparison) -6.5 points<br><br>Socioeconomically Disadvantaged (SED) Student Group +0.5 points above standard<br><br>Students with Disabilities (SWD) +1.1 points below standard |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 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) - 41.3 points below standard<br><br>Two or More Races Student Group - 50.1 points above standard<br><br>White Student Group - 54.6 points above<br><br>School sites with red indicators:<br>Heritage Intermediate - Students with Disabilities - 72.2 points below standard | points above standard<br><br>Students with Disabilities (SWD) - 42.5 points below standard<br><br>Two or More Races Student Group - 53.7 points above standard<br><br>White Student Group - 57.8 points above<br><br>School sites with red indicators:<br>West Heritage - SWD -<br>33.9 points below standard | - 10 points below standard<br><br>Two or More Races Student Group - 51 points above standard<br><br>White Student Group - 55 points above<br><br>School sites with red indicators:<br>West Heritage - SWD - 5 points below<br>standard | Two or More Races Student Group +3.5 points above standard<br><br>White Student Group +6.6 points above |
| 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 | 2024 CA School Dashboard<br><br>State assessments were administered in the spring of 2024.<br><br>Overall Student Population - 20.9 points above standard | 2025 CA School Dashboard<br><br>Overall Student Population - 24.5 points above standard<br><br>African American Student Group - 23.5 points below standard | Overall Student Population - 22 points<br>above standard or higher<br><br>African American Student Group - 25 points below standard or higher<br><br>Asian Student Group - 88.6 | Overall Student Population +7.7 points<br><br>African American Student Group +12.2 points<br><br>Asian Student Group -3.8 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 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>Long Term EL Group - 93 points below standard (added 2024)<br><br>Socioeconomically Disadvantaged (SED) Student Group - 7.7 points below standard<br><br>Students with Disabilities (SWD) - | African American Student Group - 34.9 points below standard<br><br>Asian Student Group - 87.2 points above standard<br><br>English Learners - 17 points above standard<br><br>Filipino Student Group - 76.2 points above standard<br><br>Foster Youth - 65.3 points below standard<br><br>Hispanic Student Group - 6.9 points below standard<br><br>Homeless Student Group - 18.9 points below standard<br><br>Long Term EL Group - 93 points below standard | Asian Student Group - 84.8 points above standard<br><br>English Learners - 24.4 points above standard<br><br>Filipino Student Group - 75 points above standard<br><br>Foster Youth - 39.1 points below standard<br><br>Hispanic Student Group - 3.9 points below standard<br><br>Homeless Student Group - 11.5 points below standard<br><br>Long Term EL Group - 85.2 points below standard<br><br>Socioeconomically Disadvantaged (SED) Student Group - 6.9 points below standard | points above standard or higher<br><br>English Learners - 24 points above standard or higher<br><br>Filipino Student Group - 75 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>Long Term EL Group - 70 points below standard<br><br>Socioeconomically Disadvantaged (SED) Student Group - 0 points below standard or higher | English Learners +7.3 points<br><br>Filipino Student Group +12.6 points<br><br>Foster Youth +52.9 points<br><br>Hispanic Student Group +5.6 points<br><br>Homeless Student Group +9.7 points<br><br>Long Term EL Group - Not Applicable<br><br>Socioeconomically Disadvantaged (SED) Student Group +0.8 points<br><br>Students with Disabilities (SWD) -2.5 points<br><br>Two or More Races Student Group +3.5 points<br><br>White Student Group +5.1 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 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<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 | Socioeconomically Disadvantaged (SED) Student Group - 8.4 points below standard<br><br>Students with Disabilities (SWD) - 59.8 points below standard<br><br>Two or More Races Student Group - 26.8 points above standard<br><br>White Student Group - 36.2 points above standard<br><br>School sites with red indicators:<br>Etiwanda Intermediate - Student with Disabilities- 37.8 points below standard<br>Heritage Intermediate - Student with Disabilities- 119 points below standard | Students with Disabilities (SWD) - 62.8 points below standard<br><br>Two or More Races Student Group - 26.9 points above standard<br><br>White Student Group - 35.9 points above standard<br><br>School sites with red indicators:<br>West Heritage - SWD - 39.4 points below standard<br><br>Heritage Intermediate - SWD - 120 points below standard | Students with Disabilities (SWD) - 30 points below standard or higher<br><br>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><br>Heritage Intermediate - SWD -25 points below standard | School sites with red indicators:<br>West Heritage - Student with Disabilities- +68.2 points<br><br>Heritage Intermediate - Student with Disabilities- -7.6 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 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 above grade level<br><br>English Learners: 39% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group: 59% at or above grade level | 2024-2025 School Year<br><br>Overall Student Population 69% at or above grade level<br><br>Hispanic Student Group<br>63% at or above grade level<br><br>Black/African American Student Group<br>58% at or above grade level<br><br>English Learners<br>38% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>60% at or above grade level | 2025-2026 School Year<br><br>Overall Student Population 68% at or above grade level<br><br>Hispanic Student Group<br>62% at or above grade level<br><br>Black/African American Student Group<br>58% at or above grade level<br><br>English Learners<br>32% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>58% at or 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<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 | Overall Student Population<br>1% decline at or above grade level<br><br>Hispanic Student Group<br>1% decline at or above grade level<br><br>Black/African American Student Group<br>No Change- at or above grade level<br><br>English Learners<br>7% decline at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>1% decline 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 | 2024-2025 School Year<br><br>Overall Student Population 66% at or above grade level | 2025-2026 School Year<br><br>Overall Student Population 67% 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 | Overall Student Population<br>+1% at or above grade level<br><br>Hispanic Student Group<br>+1% at or above grade level |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Black/African American Student Group: 48% at or 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 | Hispanic Student Group<br>57% at or above grade level<br><br>Black/African American Student Group<br>51% at or above grade level<br><br>English Learners<br>48% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>57% at or above grade level | Hispanic Student Group<br>58% at or above grade level<br><br>Black/African American Student Group<br>50% at or above grade level<br><br>English Learners<br>50% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>56% at or above grade level | Black/African American Student Group<br>52% at or above grade level<br><br>English Learners<br>51% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>60% at or above grade level | Black/African American Student Group<br>+2% at or above grade level<br><br>English Learners<br>+3% at or above grade level<br><br>Socioeconomically Disadvantaged Student Group<br>No Change- 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. | 2024-2025 School Year<br><br>91% Agree- My child's school addresses the academic needs of advanced learners during the school day. | 2025-2026 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. | No Change in 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 | 2024-2025 School Year<br><br>98% Agree- Teachers at my school use assessments to | 2025-2026 School Year<br><br>99% Agree- Teachers at my school use assessments to | 99% Agree- Teachers at my school use assessments to understand and respond to | No Change in Agree- Teachers at my school use assessments to understand and respond to |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 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.<br><br>92% Agree- Teachers address the academic needs of advanced learners during the school day. | understand and respond to students' academic needs.<br><br>96% Agree- Teachers at my school collaborate on student needs and meeting the range of learners.<br><br>93% Agree- Instruction during UA time is substantively different for each leveled group.<br><br>86% Agree- Teachers regularly include hands-on science activities in lessons.<br><br>91% Agree- Teachers address the academic needs of advanced learners during the school day. | understand and respond to students' academic needs.<br><br>96% Agree- Teachers at my school collaborate on student needs and meeting the range of learners.<br><br>95% Agree- Instruction during UA time is substantively different for each leveled group.<br><br>99% Agree- Question,"Teachers regularly include hands-on science activities in lessons" was replaced with, "Teachers regularly use district adopted curriculum to ensure alignment with standards and instruction" on the 2025 Staff Survey.<br><br>92% Agree- Teachers address | 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. Question,"Teachers regularly include hands-on science activities in lessons" was replaced with, "Teachers regularly use district adopted curriculum to ensure alignment with standards and instruction" on the 2025 Staff Survey. | students' academic needs.<br><br>1% decline in Agree- Teachers at my school collaborate on student needs and meeting the range of learners.<br><br>1% increase in Agree- Instruction during UA time is substantively different for each leveled group.<br><br>No Change in Agree- Question,"Teachers regularly include hands-on science activities in lessons" was replaced with, "Teachers regularly use district adopted curriculum to ensure alignment with standards and instruction" on the 2025 Staff Survey.<br><br>No change in Agree- Teachers |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | the academic needs of advanced learners during the school day. | 92% Agree-Teachers address the academic needs of advanced learners during the school day. | 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% | 2023-2024 District Reclassification Rate English learner students reclassified as Fluent English Proficient (RFEP) 22.5% | 2024-2025 District Reclassification Rate English learner students reclassified as Fluent English Proficient (RFEP) 20.8% | District reclassification rate of 25% | 2.2% drop in English learner students reclassified as Fluent English Proficient (RFEP) |

# Goal Analysis [2025-26]

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.

During the 2025–26 school year, the Etiwanda School District fully implemented all 14 actions under Goal 2 as planned, with no substantive differences between the planned actions and actual implementation. Actions 2.1 through 2.14 were each carried out as described in the adopted LCAP, and the district experienced no significant challenges during the implementation process. Successes across all actions are reflected in the associated metrics, and educational partner feedback affirmed the district's continued commitment to preparing students for success in high school, college, and career while working to eliminate disparities in achievement between student groups. While some actions required ongoing coordination due to the timing of assessments, professional learning, extended-day programs, and summer services, the district maintained the staffing, schedules, and systems needed to deliver the planned supports.

Action 2.1 (Diagnostic Assessments and Personalized Learning) was fully implemented, with i-Ready assessments administered to all students during the three scheduled windows throughout the year. This data was used to drive data-driven instruction and to communicate to parents their child's performance level in reading and math. Action 2.2 (Universal Screening) marked the first year of implementation of the Reading Difficulties Risk Screener, which was a notable success in helping all teachers in grades K–2 further identify students' reading needs early. One implementation success was the districtwide rollout of the Reading Difficulties Risk Screener as part of Action 2.2. This was the first year of implementation, and district and site teams successfully coordinated the screening process for students in grades K–2. The rollout supported teachers in using a consistent early identification tool and strengthened the district’s ability to identify reading needs early in

the school year. Action 2.3 (Data Driven Program Implementation) was supported through regular grade level and staff meetings where teams discussed individual student needs to inform targeted instruction and support.

Action 2.4 (Team Collaboration) provided structured time for general and special education teachers to collaborate, plan backwards from assessments, and develop differentiated instruction. Action 2.5 (Intentional Planning and Lesson Design) was validated through survey results that reflected positively on teachers' efforts to implement more hands-on lessons, balancing computer-based tools with engaging, rigorous strategies.

Action 2.6 (Professional Development for EL and LTEL Support) included professional development for both teachers and paraprofessionals supporting English Learner students. Action 2.7 (Universal Access) was consistently implemented across all schools, with each site focusing on meeting the wide spectrum of abilities in their classrooms by providing supportive lessons as well as enrichment for students who have reached mastery.

Action 2.8 (Support for Multilingual Students) ensured that each newcomer and/or Level 1 student received a device to support access to the curriculum. While the reduction in Title III funding required some adjustments in staffing, the district successfully navigated these changes to ensure the action was fully implemented. Action 2.9 (Collaborative Support Systems) highlighted the essential role of a comprehensive support team, including Student Success Coaches, School Counselors, Student Service Assistants, and Academic Advisors in supporting students not only academically but also socially and emotionally through a multi-tiered system of supports.

Action 2.10 (Extended Day Programs) provided extended-day intervention and enrichment opportunities for students, with equitable access prioritized for unduplicated students including Foster Youth. Action 2.11 (Extended School Year) ensured that all students who require ESY had the opportunity to participate according to their Individualized Education Program. Action 2.12 (Foundational Skills for Literacy and Math) was strengthened through defined instructional blocks for foundational skills and math number sense that were implemented consistently across the district.

A second implementation success was the continued districtwide implementation of Universal Access and related academic support structures through Actions 2.3, 2.4, 2.7, 2.9, and 2.10. Schools maintained scheduled time for Universal Access, teacher collaboration, data review, small-group instruction, Tier II support coordination, and extended-day intervention and enrichment opportunities. This required ongoing coordination among classroom teachers, special education staff, site administrators, Student Success Coaches, Academic Advisors, School Counselors, and other support staff to ensure students had access to targeted academic supports.

Action 2.13 (Cultural and Linguistic Professional Development) continued to build educator capacity through an integrated initiative called "Thriving Classrooms," which combined culturally responsive teaching, high levels of engagement using Kagan strategies, and components of PBIS to recognize positive behaviors. This cohesive approach to professional development reflects the district's commitment to affirming students' cultural and linguistic identities while strengthening academic and social skills. Action 2.14 (Foster Youth Supports) was fully implemented through the Director of Pupil Services' oversight of the Foster Youth Support program, including the check-in process to provide targeted academic, social-emotional, and behavioral support.

Overall, the full and consistent implementation of all Goal 2 actions reflects the district's sustained dedication to academic excellence, equity, and data-driven decision-making. The successes experienced across all actions, from the first-year implementation of the Reading Difficulties

Risk Screener to the integrated "Thriving Classrooms" professional development initiative, demonstrate the district's ongoing commitment to ensuring all students are prepared for future success.

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.

For Goal 2, a review of the Budgeted Expenditures and Estimated Actual Expenditures for each action determined that Goal 2 did not have any material differences. The district defines a material difference as a variance greater than $200,000 and more than 20% between the Budgeted Expenditures and the Estimated Actual Expenditures for an action

Several Goal 2 actions reflected some variances, including actions related to diagnostic assessments, universal screening, data-driven program implementation, professional development for English Learners and Long-Term English Learners, Universal Access, and extended school year services. These differences were primarily associated with normal fluctuations in assessment costs, staffing and collaboration time, professional development expenses, instructional support services, program participation, and the timing of expenditures. The variances did not result in substantive changes to implementation or service delivery.

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

The implementation of Goal 2 actions has been largely effective in making progress toward the goal of preparing students for success in high school, college, and career while working to eliminate disparities in achievement between student groups. All of the 14 Actions in Goal 2 actions were fully implemented as planned by year's end, with no substantive differences between planned and actual implementation, while the mid-year update provides additional context that several instructional actions were still ongoing or partially implemented at that point in the year due to timing and program delivery windows. Overall, districtwide academic performance remains strong, with students performing 45.8 points above standard in English Language Arts and 24.5 points above standard in mathematics on the 2025 California School Dashboard. In addition, the district's English Learner Progress Indicator improved to 66.5%, and educational partner feedback continued to affirm the value of personalized support, early intervention, tutoring, enrichment, and student data discussions. These results suggest that Goal 2 actions are contributing positively to student outcomes overall, while also signaling that some student groups continue to require more targeted support.

Action 2.1 – Diagnostic Assessments and Personalized Learning
This action has been effective in making progress toward the goal. The district administered i-Ready assessments during all three scheduled windows and used the results to support data-driven instruction and communicate student performance in reading and mathematics to families. Local data reflected continued strong performance, with 68% of students at or above grade level in reading and 67% at or above grade level in mathematics on the 2025–26 spring diagnostic.

On Metric 2.6 (i-Ready Reading – Spring), Current Difference from Baseline:

- Overall Student Population: -1% (from 69% to 68%)
- Hispanic Student Group: -1% (from 63% to 62%)
- Black/African American Student Group: No change (holding at 58%)
- English Learners (EL): -7% (from 39% to 32%)
- Socioeconomically Disadvantaged (SED): -1% (from 59% to 58%)

On Metric 2.7 (i-Ready Math – Spring), Current Difference from Baseline:

- Overall Student Population: +1% (from 66% to 67%)
- Hispanic Student Group: +1% (from 57% to 58%)
- Black/African American Student Group: +2% (from 48% to 50%)
- English Learners (EL): +3% (from 47% to 50%)
- Socioeconomically Disadvantaged (SED): No change (from 56% to 56%)

Math results are encouraging, with positive gains for English Learners (+3%), Black/African American students (+2%), and the overall population (+1%). However, data-to-instruction cycle for reading may need to be strengthened for EL students. SED students showed a slight decline in reading (-1%) and no change in math, indicating a need for continued refinement of personalized learning supports for this group. These results indicate that regular diagnostic assessment continues to provide educators with timely information to identify student needs and adjust instruction accordingly.

Action 2.2 – Universal Screening
This action has been effective in making progress toward the goal. On Metric 2.8, parent agreement that their child's school addresses the academic needs of advanced learners showed no change from baseline (holding at 92%). While 92% is a strong positive response rate, it is the lowest among the parent survey items in Goal 2, suggesting continued opportunity to strengthen family awareness of how screening data is used to support both intervention and enrichment. On Metric 2.9, staff agreement that teachers use assessments to understand and respond to students' academic needs showed no change from baseline (holding at 99%), and staff agreement that teachers address the academic needs of advanced learners also showed no change (holding at 92%). Staff agreement that instruction during UA time is substantively different for each leveled group increased by +1% from baseline (from 94% to 95%). The revised survey item regarding use of district-adopted curriculum showed 99% agreement, reflecting strong alignment with standards-based instruction. These results suggest that universal screening systems, including the K–2 Reading Difficulties Risk Screener and grade 3 Cognitive Abilities Assessment, are effectively supporting data-informed instructional practices across the district.

Action 2.3 – Data Driven Program Implementation
This action has been effective in making progress toward the goal. The district reported that regular grade-level and staff meetings were used to analyze student needs and inform targeted instructional support. The annual update also notes that 96% of staff agreed teacher collaboration is evident when addressing student needs. In addition, districtwide academic performance remained strong overall on the 2025 Dashboard, suggesting that systems for data collection, analysis, and instructional response are supporting improved outcomes. On Metric 2.4 (CA Dashboard ELA – Distance From Standard), Current Difference from Baseline:

- Overall Student Population: +6.7 points (from 39.1 to 45.8 above standard)
- English Learners (EL): +6.8 points (from 18.1 to 24.9 above standard)
- Foster Youth (FY): +30.3 points (from -61.6 to -31.3 below standard)
- Socioeconomically Disadvantaged (SED): +0.5 points (from 15.1 to 15.6 above standard)
- African American: +6.2 points (from 3.6 to 9.8 above standard)
- Hispanic: +7.9 points (from 17.7 to 25.6 above standard)
- Students with Disabilities: +1.1 points (from -43.6 to -42.5 below standard)
- Long-Term English Learners: -6.5 points (from -48.8 to -55.3 below standard)

On Metric 2.5 (CA Dashboard Math – Distance From Standard), Current Difference from Baseline:

- Overall Student Population: +7.7 points (from 16.8 to 24.5 above standard)
- English Learners (EL): +7.3 points (from 17.1 to 24.4 above standard)
- Foster Youth (FY): +52.9 points (from -92.0 to -39.1 below standard)
- Socioeconomically Disadvantaged (SED): +0.8 points (from -7.7 to -6.9 below standard)
- African American: +12.2 points (from -35.7 to -23.5 below standard)
- Hispanic: +5.6 points (from -9.5 to -3.9 below standard)
- Students with Disabilities: -2.5 points (from -60.3 to -62.8 below standard)
- Long-Term English Learners: +7.8 points (from -93.0 to -85.2 below standard)

On Metric 2.9, staff agreement that teachers collaborate on student needs and meeting the range of learners declined by 1% from baseline (from 97% to 96%), though 96% remains an exceptionally strong positive response rate reflecting widespread collaborative practice.

The data reflects broad and meaningful academic growth across nearly all student groups in both ELA and Math. Foster Youth showed the most significant gains, improving by +30.3 points in ELA and +52.9 points in Math from baseline, though they remain below standard in both subjects. English Learners also showed strong growth in both ELA (+6.8 points) and Math (+7.3 points). SED students showed modest gains in both subjects (+0.5 in ELA, +0.8 in Math), indicating that while progress is being made, this group may benefit from more intensive data-driven supports. The decline for Long-Term English Learners in ELA (-6.5 points) and the decline for Students with Disabilities in Math (-2.5 points) are areas that warrant continued attention through collaborative data analysis and targeted program implementation.

Action 2.4 – Team Collaboration
This action has been effective in making progress toward the goal. On Metric 2.4 (CA School Dashboard English Language Arts Indicator – Distance From Standard), the Overall Student Population improved by +6.7 points from baseline, with notable gains for African American students (+6.2), English Learners (+6.8), Hispanic students (+7.9), Foster Youth (+30.3), Homeless students (+17.0), and White students (+6.6). On Metric 2.5 (CA School Dashboard Mathematics Indicator – Distance From Standard), the Overall Student Population improved by +7.7 points, with strong gains for African American students (+12.2), English Learners (+7.3), Filipino students (+12.6), Foster Youth (+52.9), Hispanic students (+5.6), and Homeless students (+9.7). On Metric 2.9 (Staff Survey), staff agreement that teachers collaborate on student needs declined slightly from 97% to 96%, while staff agreement that instruction during Universal Access is substantively different for each leveled group increased from 94% to 95%. These results suggest that structured collaboration time, including backwards planning from assessments and differentiated instructional design, is contributing to meaningful academic growth across student groups. Areas for continued focus include Long-Term English Learners in English Language Arts and Students with Disabilities in mathematics.

Action 2.5 – Intentional Planning and Lesson Design
This action has been effective in making progress toward the goal, with continued refinement warranted. On Metric 2.4 (CA School Dashboard English Language Arts Indicator – Distance From Standard), the Overall Student Population improved by +6.7 points from baseline, and on Metric 2.5 (CA School Dashboard Mathematics Indicator – Distance From Standard), the Overall Student Population improved by +7.7 points from baseline. These gains were reflected across multiple student groups, suggesting that intentional lesson design is supporting academic growth. On Metric 2.9 (Staff Survey), the revised item, “Teachers regularly use district adopted curriculum to ensure alignment with standards and instruction,” received 99% agreement, and staff agreement that teachers address the academic needs of

advanced learners remained at 92%. These results indicate that lesson design emphasizing standards alignment, purposeful planning, and engaging instruction is supporting strong outcomes. As additional context, family feedback during community forums also reflected appreciation for hands-on learning opportunities and engaging classroom experiences.

Action 2.6 – Professional Development for EL and LTEL Support
This action has been effective in making progress toward the goal, with one metric suggesting a need for continued attention. The strongest evidence of effectiveness is Metric 2.3 (English Learner Progress Indicator), which improved to 66.5% of English Learners making progress toward English proficiency and achieved Blue status, reflecting a significant increase of 11.7 percentage points. These results suggest that professional development focused on integrated and designated ELD, individualized planning, and collaborative monitoring is having a meaningful impact on language acquisition and overall English learner progress. At the same time, Metric 2.10, (reclassification rate) declined from 22.5% to 20.8%, which may reflect changes in the composition of the English Learner population, increased newcomer enrollment, or the need for continued refinement of supports for students approaching reclassification criteria. In addition, the smaller share of students maintaining the highest ELPI level suggests that some students near full proficiency may need added support to sustain progress and successfully reclassify. Preliminary results for the 2025–26 school year indicate a rebound to approximately 23% reclassified, which is encouraging and suggests this decline may not represent a longer-term trend. Overall, the strong ELPI gains indicate that this action has been effective, while the reclassification rate signals an area for continued focus and monitoring.

Action 2.7 – Universal Access
This action has been effective in making progress toward the goal. On Metric 2.6 (i-Ready Reading), the Overall Student Population declined by -1% from baseline (from 69% to 68%) but remaining high. English Learners declined by -7% (from 39% to 32%) and SED students declined by -1% (from 59% to 58%). On Metric 2.7 (i-Ready Math), the Overall Student Population increased by +1% (from 66% to 67%), with English Learners gaining +3% (from 47% to 50%) and Black/African American students gaining +2% (from 48% to 50%). On Metric 2.9, staff agreement that instruction during UA time is substantively different for each leveled group increased by +1% from baseline (from 94% to 95%), reflecting strong implementation fidelity. Staff agreement that teachers collaborate on student needs declined by 1% (from 97% to 96%), though 96% remains an exceptionally high positive response rate. The math results and staff perceptions of UA implementation are positive indicators. However, the reading declines suggest that Universal Access time may need to be further strengthened in its focus on literacy and language development. The action's emphasis on accelerating learning for students who have not yet met standards, developing language proficiency for multilingual learners, and providing enrichment for advanced learners remains well-aligned with identified needs, but the reading data indicates that the literacy component of UA requires additional attention.

Action 2.8 – Support for Multilingual Students
This action has been effective in making progress toward the goal. Each newcomer and/or Level 1 student received a device to support access to the curriculum, and that the district successfully navigated staffing adjustments caused by reduced Title III funding while still fully implementing the action. Results for English Learners remained positive in the districtwide academic profile, with English Learners in green status for both ELA and mathematics and ELPI improving significantly. On Metric 2.1 (CA Dashboard ELA – 5x5 Grid), English Learners maintained a Green indicator, and on Metric 2.2 (CA Dashboard Math – 5x5 Grid), English Learners also maintained a Green indicator. These results reflect sustained strong performance for English Learners on state assessments in both subjects. On Metric 2.3 (ELPI), using Baseline to Year 2 Outcome, the percentage of English Learners making progress toward proficiency increased by +7.7% (from 58.8% to 66.5%), and the percentage of ELs who decreased at least one ELPI level declined by -7.7% (from 15.6% to 7.9%). These are significant positive trends. However, on Metric 2.1, Long-Term English Learners remained in the Orange indicator in ELA, and on Metric 2.2, Long-Term

English Learners moved to the Yellow indicator in Math. While the LTEL math indicator represents an improvement from the prior year, the continued Orange status in ELA indicates that LTELs require more intensive and sustained support. The provision of electronic tablets for translation and instructional aide support appears to be contributing to positive outcomes for English Learners overall. The strong ELPI gains and maintained Green indicators on the Dashboard suggest that multilingual students are benefiting from enhanced access to the core curriculum. Continued focus on LTEL-specific supports, including targeted language development and academic vocabulary instruction, will be important to address the persistent challenges this subgroup faces.

Action 2.9 – Collaborative Support Systems
This action has been effective in making progress toward the goal. On Metric 2.4, CA School Dashboard English Language Arts Indicator – Distance From Standard, All Students performed 45.8 points above standard and improved by +6.7 points from baseline. Among the identified unduplicated student groups, English Learners improved by +6.8 points, Socioeconomically Disadvantaged students improved by +0.5 points, and Foster Youth improved by +30.3 points from baseline. On Metric 2.5, CA School Dashboard Mathematics Indicator – Distance From Standard, All Students performed 24.5 points above standard and improved by +7.7 points from baseline. Among the identified unduplicated student groups, English Learners improved by +7.3 points, Socioeconomically Disadvantaged students improved by +0.8 points, and Foster Youth improved by +52.9 points. These results suggest that the coordination of Tier II supports, family outreach, and progress monitoring by designated school staff is contributing to improved academic outcomes for unduplicated student groups. Socioeconomically Disadvantaged students showed modest gains and Foster Youth continue to perform below standard in both English language arts and mathematics even though they made significant gains, which indicate that continued refinement of collaborative support systems is needed to accelerate progress for these groups.

Action 2.10 – Extended Day Programs
This action has been effective in making progress toward the goal, though continued monitoring is warranted. On Metric 2.4 (CA School Dashboard English Language Arts Indicator – Distance From Standard), the district performed 45.8 points above standard, while English Learners performed 24.9 points above standard, Socioeconomically Disadvantaged students performed 15.6 points above standard, and Foster Youth performed 31.3 points below standard, representing a +30.3-point improvement from baseline. On Metric 2.5 (CA School Dashboard Mathematics Indicator – Distance From Standard), the district performed 24.5 points above standard, while English Learners performed 24.4 points above standard, Socioeconomically Disadvantaged students performed 6.9 points below standard, representing a +0.8-point improvement from baseline, and Foster Youth performed 39.1 points below standard, representing a +52.9 point improvement from baseline. These data suggest that extended-day programs are contributing to improved outcomes, particularly for Foster Youth and English Learners. At the same time, the continued below-standard performance of Foster Youth and Socioeconomically Disadvantaged students in mathematics suggests that some student groups may benefit from increased access to, or intensity of, after-school intervention and enrichment opportunities. As additional context, community forum feedback specifically highlighted appreciation for after-school tutoring and enrichment and emphasized the importance of continuing extended learning opportunities that reach a range of learners.

Action 2.11 – Extended School Year
This action has been partially effective in making progress toward the goal. Extended School Year services for eligible students have been planned and staffed for summer implementation based on current IEP determinations and continue to provide an important layer of support intended to reduce regression of skills during the extended summer break. At the same time, academic outcomes for Students with Disabilities remain among the lowest-performing student group results in both Metric 2.4 (CA School Dashboard English Language Arts Indicator – Distance From Standard) and Metric 2.5 (CA School Dashboard Mathematics Indicator – Distance From Standard). In English

Language Arts, Students with Disabilities improved slightly by +1.1 points from baseline, moving from 43.6 points below standard to 42.5 points below standard. In mathematics, Students with Disabilities declined by -2.5 points from baseline, moving from 60.3 points below standard to 62.8 points below standard. These results suggest that, while Extended School Year remains an important support for eligible students, this action alone is not sufficient to address the full extent of the academic disparities experienced by this student group. Continued progress will also depend on strong core instruction, intervention, and support during the regular school year.

Action 2.12 – Foundational Skills for Literacy and Math
This action has been effective in making progress toward the goal. Local diagnostic data reflect continued strong overall performance, with 68% of students at or above grade level in reading (Metric 2.6 – i-Ready Reading) and 67% at or above grade level in mathematics (Metric 2.7 – i-Ready Math). In addition, community feedback highlighted appreciation for the district's focus on early intervention and consistent academic expectations. These results suggest that the district's continued emphasis on foundational literacy and math skills is supporting strong academic performance across the system. The math results are positive and suggest that foundational math fluency practices are contributing to growth. However, the reading declines, particularly the 7% decline for English Learners, indicate that foundational literacy instruction may need to be further strengthened, especially for multilingual learners who are developing both English proficiency and reading skills simultaneously. The district's adoption of a new foundational skills curriculum is a positive step, and continued monitoring of its impact on early literacy outcomes will be important.

Action 2.13 – Cultural and Linguistic Professional Development
This action has been partially effective in making progress toward the goal. The district continues to demonstrate strong academic performance overall, and the EL update reflects ongoing instructional refinement, integrated and designated ELD support, and continued emphasis on culturally and linguistically responsive strategies. On Metric 2.4 (CA School Dashboard English Language Arts Indicator – Distance From Standard), the Overall Student Population improved by +6.7 points from baseline, with gains for African American students (+6.2), English Learners (+6.8), Hispanic students (+7.9), Homeless students (+17.0), Foster Youth (+30.3), and White students (+6.6). On Metric 2.5 (CA School Dashboard Mathematics Indicator – Distance From Standard), the Overall Student Population improved by +7.7 points, with gains for African American students (+12.2), English Learners (+7.3), Filipino students (+12.6), Foster Youth (+52.9), Hispanic students (+5.6), Homeless students (+9.7), and White students (+5.1). These broad gains suggest that culturally and linguistically responsive professional development is contributing to more equitable instructional environments and stronger academic outcomes. However, continued performance challenges for some student groups, including Long-Term English Learners in English Language Arts and Students with Disabilities in mathematics, indicate that the full impact of this action is still developing and requires ongoing implementation and monitoring. The positive movement for African American, Hispanic, and English Learner students in both subjects is particularly noteworthy and reflects the potential impact of professional development that validates and affirms students' cultural and linguistic identities.

Action 2.14 – Foster Youth Supports
This action has been effective in making progress toward the goal, with significant academic gains for the target student group. On Metric 2.4, CA School Dashboard English Language Arts Indicator – Distance From Standard, All Students performed 45.8 points above standard and improved by +6.7 points from baseline. Foster Youth improved by +30.3 points from baseline, moving from 61.6 points below standard to 31.3 points below standard. Although Foster Youth demonstrated substantial growth, they continue to perform 77.1 points below All Students, indicating that continued targeted support is needed to reduce the outcome gap. On Metric 2.5, CA School Dashboard Mathematics Indicator – Distance From Standard, All Students performed 24.5 points above standard and improved by +7.7 points from baseline. Foster Youth improved by +52.9 points from baseline, moving from 92.0 points below standard to 39.1 points below standard. This

represents a meaningful reduction in the gap; however, Foster Youth continue to perform 63.6 points below All Students in mathematics. These are the most significant academic gains of any student group across both English Language Arts and mathematics in Goal 2 and suggest that the Foster Youth Support Program, including the check-in process and coordinated monitoring system, is having a meaningful impact on academic outcomes. At the same time, Foster Youth remain below standard in both subjects, indicating that sustained implementation and continued monitoring remain necessary. For additional context, the Dashboard reflects continued challenges in chronic absenteeism and suspension for this group. The district's response to the Differentiated Assistance designation with support from SBCSS includes structured wellness check-ins, real time academic and attendance tracking, and cross-departmental coordination. This represents a comprehensive approach to addressing the complex needs of Foster Youth. Sustained implementation and continued monitoring will be essential to build on these gains and move Foster Youth closer to grade-level proficiency.

Overall, the specific actions under Goal 2 have been effective in making progress toward the goal. The strongest evidence of effectiveness includes continued high districtwide performance in ELA and mathematics, strong implementation of Universal Access and diagnostic systems, significant improvement in ELPI, and positive educational partner feedback related to small-group instruction, early intervention, tutoring, enrichment, and student data discussions. At the same time, several actions appear only partially effective in fully eliminating disparities, particularly for Foster Youth, Long-Term English Learners, and students with disabilities. These findings support continuation of the current Goal 2 actions while reinforcing the need for targeted refinement where disparities persist.

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.

As a result of ongoing reflection and analysis of prior practice, educational partner feedback, and data analysis, the Etiwanda School District has made targeted revisions to Goal 2 for the 2026–27 LCAP. Revisions were concentrated primarily in action language and action alignment, while maintaining the overall focus of the goal on preparing students for success in high school, college, and career and eliminating disparities in achievement between student groups. Current data continue to show strong overall academic performance, while also reinforcing the need to refine supports for specific student groups, particularly English Learners, Long-Term English Learners, Foster Youth, and students performing below district averages. Educational partner feedback also continued to emphasize the importance of personalized small-group instruction, early intervention, student data discussions, extended learning, enrichment, and engaging, hands-on instruction.

Metric Revisions:
The core Goal 2 metrics remain in place and continue to provide a consistent way to monitor academic achievement, subgroup performance, language development, and instructional effectiveness. The district will continue to measure Goal 2 through the California School Dashboard indicators for English Language Arts, Mathematics, and English Learner Progress; reclassification data; local i-Ready reading and mathematics data; and parent and staff survey subsets related to advanced learners, assessment use, collaboration, Universal Access, and instructional practices.

- Metric 2.9: The Staff Survey had a revised question. The prior item, “Teachers regularly include hands-on science activities in lessons,” was replaced with, “Teachers regularly use district adopted curriculum to ensure alignment with standards and instruction,” on the 2025 Staff Survey. This revision better aligns the metric to current district instructional priorities and standards-based implementation, while the remaining staff survey items continue to monitor assessment use, collaboration on student needs, differentiated Universal Access instruction, and support for advanced learners.

- Although there was not a change with Metric 2.8, it has been added to Action 2.7 to add a parent survey question to help measure effectiveness and gain another perspective.

Action Revisions:
Revisions for Goal 2 were focused more on strengthening action language and current practice than on changing the goal itself or making broad revisions to the established metrics and target outcomes. Several actions under Goal 2 were refined to better reflect current instructional priorities, educational partner feedback, and areas identified through data review.

Action 2.1 (Diagnostic Assessments and Personalized Learning): This action was revised to include teachers support in the administration of the assessments and support goal setting and data chats with students to help identify student needs.

Action 2.5 (Intentional Planning and Lesson Design): This action was revised to shift from a general balance of computer-based and hands-on strategies to more explicit language emphasizing hands-on learning and reduced screen time in order to promote higher-order thinking and support an asset-based mindset.

Action 2.6 (Professional Development for EL and LTEL Support): This action received a minor revision to reinforce an asset-based mindset by shifting to multilingual learner language, while continuing to emphasize collaboration, professional development, and support for Long-Term English Learners through Integrated and Designated ELD instruction.

Actions 2.7 through 2.13 will remain the same for the coming year. These actions continue to address Universal Access (UA) time instruction, support for multilingual students, collaborative support systems, extended-day programs, extended school year, foundational literacy and math skills, and culturally and linguistically responsive professional development.

Action 2.14 (Foster Youth Supports): This action was revised to clarify oversight through the Pupil Services Team and emphasize a more structured check-in process to provide targeted academic, social-emotional, and behavioral support for Foster Youth.

Action 2.15: A new action was added stating that teachers will integrate artificial intelligence tools to support personalized learning, provide timely feedback, and enhance student engagement, while ensuring students develop the skills to use emerging technologies effectively and responsibly. This addition reflects the district’s effort to more explicitly address purposeful AI use within teaching and learning.

Alignment of Resources:
All Goal 2 actions will continue to be supported through a combination of general and supplemental funds, including resources directed toward unduplicated student groups. These resources remain focused on strengthening instruction, accelerating language development, expanding access to intervention and enrichment, and supporting coordinated systems for students with the greatest need. The refinement of Action 2.14 strengthens targeted Foster Youth supports, while the addition of Action 2.15 reflects the district’s commitment to purposeful and responsible use of artificial intelligence to enhance teaching and learning..

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Diagnostic Assessments and Personalized Learning | The district provides diagnostic assessments in reading and mathematics, and teachers administer them to identify student needs, support data chats, and guide goal setting. This action is principally directed to unduplicated students as measured by metrics 2.6 and 2.7 | $110,214.00 | Yes |
| **2.2** | Universal Screening | District administrators facilitate and implement diagnostic systems including a K-2 Reading Difficulties Risk Screener and a grade 3 Cognitive Abilities Assessment to identify students' literary instructional needs as measured by metrics 2.8 and 2.9. | $30,486.00 | 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 implementation targeted toward students who have not yet met academic standards in English language arts and/or mathematics. 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 as measured by metrics 2.4, 2.5, and 2.9. | $2,905,820.00 | Yes |
| **2.4** | Team Collaboration | General and special education teachers regularly utilize time built into the school year calendar (pupil-free days, preparation periods, and minimum days) to collaborate with one another, plan backwards from assessments, and develop differentiated instruction that meets the needs of all students as measured by metrics 2.4, 2.5, and 2.9. | $1,064,372.00 | No |
| **2.5** | Intentional Planning and Lesson Design | Teachers design rigorous, engaging lessons that emphasize hands-on learning and reduced screen time to promote higher-order thinking skills and support an asset-based mindset as measured by metrics 2.4, 2.5, and 2.9. | $1,333,074.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.6** | Professional Development for EL and LTEL Support | Site administrators, English learner (EL) facilitators, and teachers participate in professional development, including training on supporting English learners and Long-Term English Learners (LTEL), with a focus on collaboration to develop and monitor individualized plans for accelerating learning and advancing language acquisition, emphasizing both Integrated and Designated English Language Development (ELD) instruction to effectively support multilingual students. as measured by metrics 2.3 and 2.10. | $171,655.00 | Yes |
| **2.7** | Universal Access | Teachers plan and facilitate Universal Access time instruction to accelerate learning for students who have not yet met academic standards, develop language proficiency for multilingual learners, and provide enrichment opportunities for advanced learners, including engaging students in data chats and goal setting as measured by metrics 2.6, 2.7, 2.8, and 2.9. | $1,161,133.00 | No |
| **2.8** | Support for Multilingual Students | District and school administrators provide English learners with electronic tablets for translation and instructional aide support to ensure access to the core curriculum and enhance language development opportunities. This action is directed to English learners (EL) and long term English learners (LTELs) as measured by metrics 2.1, 2.2, and 2.3. | $218,313.00 | Yes |
| **2.9** | Collaborative support systems | Designated school staff in elementary and middle schools 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 including English learners and Foster Youth, ensuring equitable access to support systems. This action is principally directed to unduplicated students as measured by as measured by metrics 2.4 and 2.5. | $377,541.00 | Yes |
| **2.10** | Extended Day Programs | School administrators and teachers increase services by offering extended-day programs for students who have not yet met academic standards in English language arts and/or math as well as enrichment opportunities for advanced learners. Policies will ensure equitable access | $349,714.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | to these academic supports principally directed for Foster Youth, including priority enrollment in tutoring, summer school, extended learning time, and enrichment programs. 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. | | |
| **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. | $108,620.00 | No |
| **2.12** | Foundational Skills for Literacy and Math | Teachers ensure all students have mastered foundational literacy skills 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. | $1,354,655.00 | No |
| **2.13** | Cultural and Linguistic Professional Development | District professional development team collaborates 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. | $407,922.00 | No |
| **2.14** | Foster Youth Supports | Director of Pupil Services Team oversees the Foster Youth Support program and implements a check-in process to provide targeted academic, social-emotional, and behavioral support for Foster Youth, improving their well-being and engagement, academic success, and reducing behavioral incidents as measured by metrics 2.4 and 2.5. | $269,626.00 | Yes |
| **2.15** | Artificial Intelligence and Educational | The district will develop and implement an AI policy to guide teacher in using educational technology to enhance instruction and student engagement, while ensuring all students build digital literacy and learn to | $131,484.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | Technology Integration | use emerging technologies effectively, responsibly, and safely as measured by metrics 2.8 and 2.9. | | |

# 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.

Etiwanda School District developed this goal to foster safe, inclusive, and engaging school environments where students feel connected, supported, and ready to participate fully in school. The district recognizes that student engagement is closely tied to academic success, attendance, behavior, and overall well-being. This goal reflects the belief that students are most successful when schools intentionally build positive relationships, create a strong sense of belonging, and provide systems of support that address both social-emotional and behavioral needs.

This goal is grounded in a review of state and local data related to attendance, chronic absenteeism, suspension, school climate, and student perceptions. The 2025 California School Dashboard reflects continued improvement in student attendance, with the district improving to green status for chronic absenteeism at 9.9%, indicating a sustained decline from prior years. The Dashboard also shows that the district maintained green status for suspension, with an overall suspension rate of approximately 1.2%. At the same time, the data shows that disparities remain for some student groups, including Foster Youth in chronic absenteeism and Long-Term English Learners in suspension, reinforcing the need to continue strengthening attendance supports, restorative practices, and targeted behavioral and wellness interventions.

Educational partner feedback continues to affirm the importance of this goal. In the 2025–26 survey results, 93% of families agreed that students at their child's school usually get along well and respect each other's differences, 99% agreed that the school values regular attendance, and 95% agreed that students are comfortable talking to school staff. Student results also showed that 96% agreed students from different cultural backgrounds become friends, 81% agreed students are comfortable talking to school staff, and 76% agreed students usually get along well and respect each other's differences. These results reflect important strengths in connection and school climate while also pointing to continued opportunities to strengthen peer relationships, belonging, and student voice.

Community forum feedback further reinforced the district's decision to sustain this goal. Families and educational partners expressed strong value for consistent PBIS implementation, strong student-staff relationships, arts instruction, bullying prevention, and peer mentoring. This feedback supported the continuation of actions related to MTSS, PBIS, counseling and wellness supports, extracurricular opportunities, middle school transition supports, behavior intervention planning, and real-time attendance monitoring systems.

Ultimately, this goal was developed because student success depends not only on academic instruction, but also on students feeling safe, supported, respected, and connected at school. By continuing to invest in positive school climate, proactive supports, student wellness, and relationship-centered practices, Etiwanda strengthens the conditions that help students attend regularly, engage meaningfully, and thrive socially, emotionally, and academically.

## 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% | 2024 CA School Dashboard<br>All students- 11.0% Chronically Absent<br><br>Asian - 3.7%<br>Filipino - 5.5%<br>English Learners - 10.6%<br>White - 8.2%<br>Two or More Races - 11.6%<br>Hispanic - 14%<br>African American - 16.9%<br>Socioeconomically Disadvantaged (SED) - 16.9%<br>Students with Disabilities (SWD) - 18%<br>Homeless - 20.3%<br>American Indian - 14.3%<br>Foster Youth - 29.8%<br>Pacific Islander - 46.9% | 2025 CA School Dashboard<br>All students- 9.9% Chronically Absent<br><br>Asian - 2.9%<br>Filipino - 4%<br>English Learners - 7.5%<br>White - 7%<br>Two or More Races - 9.9%<br>Hispanic - 12.8%<br>African American - 18.4%<br>Socioeconomically Disadvantaged (SED) - 16.3%<br>Students with Disabilities (SWD) - 16.9%<br>Homeless - 21.2%<br>American Indian - 15.2%<br>Foster Youth - 32.8%<br>Pacific Islander - 36.7% | CA School Dashboard<br>All Students- 9.0% Chronically Absent<br><br>Asian - 4.0%<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% | All students- 7.1% Decline in All Students Chronically Absent<br><br>Asian -3.7%<br>Filipino -3.6%<br>English Learners - 5.1%<br>White -6.5%<br>Two or More Races -7.7%<br>Hispanic -9.1%<br>African American - 3.6%<br>Socioeconomically Disadvantaged (SED) -5.2%<br>Students with Disabilities (SWD) -7.6%<br>Homeless -4%<br>American Indian - 12.6%<br>Foster Youth +2.8%<br>Pacific Islander - 24.8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Cecilia Solorio - SED-23.7%,<br>Hispanic-25.8%<br>David W. Long - African American - 26.7%<br>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% | School sites with red indicators from Baseline:<br>Carleton P. Lightfoot - African American 12.9%<br>Cecilia Solorio - SED-24.4%,<br>Hispanic-18.4%<br>David W. Long - African American - 16.2%<br>John L. Golden - SWD-20.9%,<br>Asian-4.6%<br>West Heritage - All students-14.1%,<br>Homeless-19.1%,<br>SED-19.4%,<br>SWD-14.4%,<br>Hispanic-15.9%,<br>White-12.3%,<br>Two or More-20%<br>Day Creek Intermediate - African American-20.3%<br>Etiwanda Intermediate - Homeless-33.3%<br>SWD-24.6%<br>Hispanic-17.2%<br>Summit Intermediate - English Learners-22.7% | School sites with red indicators<br>Carleton P. Lightfoot - African American 22.6%<br>Cecilia Solorio - SED-21.2%,<br>Hispanic-15.9%<br>David W. Long - African American - 9.5%<br>John L. Golden - SWD-12.9%,<br>Asian-4.3%<br>West Heritage - All students- 16.6%,<br>Homeless- No Data (less than 11 students)<br>SED- 22.8%,<br>SWD- 25%,<br>Hispanic- 16.8%,<br>White- 13.1%,<br>Two or More-19.3%<br>Day Creek Intermediate - African American-21.3%<br>Etiwanda Intermediate - Homeless- 25%<br>SWD- 20.8%<br>Hispanic- 15.6%<br>Summit Intermediate - | School sites with red indicators<br>Carleton P. Lightfoot - African American 8.6%<br>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% | School sites with red indicators<br>Carleton P. Lightfoot - African American +2%<br>Cecilia Solorio - SED -2.5%,<br>Hispanic -9.9%<br>David W. Long - African American - 17.2%<br>John L. Golden - SWD -13.8%,<br>Asian -7%<br>West Heritage - All students -8.9%,<br>Homeless-No Comparative Data (less than 11 students)<br>SED -8.7%%,<br>SWD -4.4%,<br>Hispanic -13.6%,<br>White -8.7%,<br>Two or More -5.7%<br>Day Creek Intermediate - African American +0.7%<br>Etiwanda Intermediate - Homeless -2.5%<br>SWD -10.5%<br>Hispanic -9%<br>Summit Intermediate - |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | African American- 11.5% | English Learners- 10.4%<br>African American- 12.6%<br><br>African American- 23.5% | | English Learners- 20.1%<br>African American - 14.7% |
| 3.2 | CA School Dashboard Suspension Rate Indicator (Percentages) | 2023 CA School Dashboard<br>1.2% Suspended at least once<br><br>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% | 2024 CA School Dashboard<br>1.3% Suspended at least once<br><br>Asian - 0.7%<br>Filipino - 0.4%<br>English Learner - 1.1%<br>Socioeconomically Disadvantaged - 2.1%<br>Student with Disabilities - 2.1%<br>Hispanic - 1.3%<br>Foster Youth - 9.5%<br>White - 0.9%<br>Two or More Races - 1.2%<br>African American - 3.9%<br>American Indian - 0.09%<br>Homeless - 2.3%<br>Pacific Islander - 2.9% | 2025 CA School Dashboard<br>1.2% Suspended at least once<br><br>Asian - 0.6%<br>Filipino - 0.4%<br>English Learner - 1%<br>Socioeconomically Disadvantaged - 2%<br>Student with Disabilities - 2.5%<br>Hispanic - 1.1%<br>Foster Youth - 5.5%<br>White - 1%<br>Two or More Races - 1.8%<br>African American - 3.4%<br>American Indian - 0%<br>Homeless - 1.8%<br>Pacific Islander - 0% | CA School Dashboard<br>0.8% Suspended at least once<br><br>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% | No change - All Students suspended at least once<br><br>Asian +0.2%<br>Filipino +0.4%<br>English Learner +0.3%<br>Socioeconomically Disadvantaged +0.5%<br>Student with Disabilities +0.8%<br>Hispanic -0.1%<br>Foster Youth +0.6%<br>White -0.1%<br>Two or More Races +0.4%<br>African American +0.2%<br>American Indian - 2.8%<br>Homeless -0.2%<br>Pacific Islander - 4.8% |
| 3.3 | District Annual Attendance Rate (In- | 2022-2023 District Attendance Rate | 2023-2024 District Attendance Rate | 2024-2025 District Attendance Rate | All Students Rate - 95% | All Students Rate +0.94% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Seat Student Percentage)<br>SIS Data Report | 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 - 95.28%<br>Foster Youth Rate - 92.85%<br>English Learners Rate - 95.76%<br>Socioeconomically Disadvantaged Rate - 94.42% | All Students Rate - 95.11%<br>Foster Youth Rate - 90.77%<br>English Learners Rate - 95.94%<br>Socioeconomically Disadvantaged Rate - 94.16% | Foster Youth Rate - 94.5%<br>English Learners Rate - 96%<br>Socioeconomically Disadvantaged Rate - 95% | Foster Youth Rate -2.93%<br>English Learners Rate +1.13%<br>Socioeconomically Disadvantaged Rate +0.69% |
| 3.4 | District Expulsion Rate (Student Percentage)<br>SIS Data Report | 2022-2023 District Expulsion Rate 0% | 2023-2024 District Expulsion Rate 0.04% | 2024-2025 District Expulsion Rate 0.01% | District Expulsion Rate 0% | District Expulsion Rate +0.01% |
| 3.5 | District LCAP Student Survey (Positive Response Percentage) | 2023-2024 School Year Survey Results<br><br>89% Agree - Survey item "My teacher makes class interesting" was removed in the 2024-25 survey and replaced with "My teacher makes me want to come to school."<br><br>88% Agree - "My school helps students build character was revised in 2024-25 to "My school helps students build character and encourages positive behavior"<br><br>84% Agree - My school strives to keep a bully-free environment was revised in 2024-25 to | 2024-2025 School Year Survey Results<br><br>79% Agree - Survey item "My teacher makes class interesting" was removed in the 2024-25 survey and replaced with "My teacher makes me want to come to school."<br><br>91% Agree - Survey question, "My school helps students build character was revised in 2024-25 to "My school helps students build character and | 2025-2026 School Year Survey Results<br><br>85% Agree - My teacher makes school fun and keeps me interested in learning.<br><br>92% Agree - My school helps students build character and encourages positive behavior.<br><br>76% Agree - For the most part, students usually get along well with and respect each other's differences. | 85% Positive Response Rate- My teacher makes me want to come to school.<br><br>90% Positive Response Rate - My school helps students build character and encourages positive behavior<br><br>85% Positive Response Rate - For the most part, students usually get along well with and respect each other's differences.<br><br>Maintain 92% Positive Response Rate - I | 4% Decline in Agree - Survey item "My teacher makes class interesting" was removed in the 2024-25 survey and replaced with, "My teacher makes me want to come to school."<br><br>+4% Increase in Agree - Survey question, "My school helps students build character was revised in 2024-25 to "My school helps students build character and encourages positive behavior." |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | "For the most part, students usually get along well with and respect each other's differences."<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)" was revised in 2024-25 to, "My teacher promotes teamwork and table discussion opportunities."<br><br>90% Agree - I would recommend this school to my friends. | encourages positive behavior."<br><br>72% Agree - Survey Question, "My school strives to keep a bully-free environment" was removed and replaced with, "For the most part, students usually get along well with and respect each other's differences."<br><br>93% Agree - I understand who to contact at my school if I need help.<br><br>95% Agree - Survey question, "My teacher promotes cooperative learning and collaboration (for example: team building, group work)" was revised to, "My teacher promotes teamwork and | 93% Agree - I understand who to contact at my school if I need help.<br><br>96% Agree - My teacher promotes teamwork and table discussion opportunities.<br><br>88% Agree - I would recommend this school to my friends. | understand who to contact at my school if I need help.<br><br>Maintain 96% Positive Response Rate - My teacher promotes teamwork and table discussion opportunities..<br><br>Maintain 90% Positive Response Rate - I would recommend this school to my friends. | 8% Decline in Agree -Survey Question, "My school strives to keep a bully-free environment" was removed and replaced with, "For the most part, students usually get along well with and respect each other's differences."<br><br>+1% Agree - I understand who to contact at my school if I need help.<br><br>No Change in Agree - Survey question, "My teacher promotes cooperative learning and collaboration (for example: team building, group work)" was revised to, "My teacher promotes teamwork and table discussion opportunities." |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | table discussion opportunities."<br><br>87% Agree - I would recommend this school to my friends. | | | 2% Decline in Agree - 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. | 2024-2025 School Year Survey Results<br><br>97% Agree - At my child's school, counseling services are available. | 2025-2026 School Year Survey Results<br><br>98% 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. | +2% Increase in Agree - 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 0% | 2023-2024 Middle School Dropout Rate 0% | 2024-2025 Middle School Dropout Rate 0% | Maintain Middle School Dropout Rate at 0% | Middle School Dropout Rate 0% No Change |

# Goal Analysis [2025-26]

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.

During the 2025–26 school year, the Etiwanda School District fully implemented all 12 actions under Goal 3 as planned, with no substantive differences between the planned actions and actual implementation. Actions 3.1 through 3.12 were each carried out as described in the adopted LCAP, and the district experienced no significant challenges during the implementation process. Successes across all actions are reflected in the associated metrics, and educational partner feedback affirmed the district's sustained commitment to creating and maintaining inclusive, respectful, and engaging learning environments for all students.

One implementation success was the continued coordination of school climate and engagement supports across multiple actions, including Inclusive Engagement Practices, Student Support and Positive Culture Programs, Multitiered Support Systems, Restorative Practices, and PBIS Program Support. Through Actions 3.1, 3.2, 3.3, 3.6, and 3.11, schools implemented common engagement structures, character development programs, PBIS expectations, restorative approaches, and proactive campus support staffing. This created a more coordinated

implementation model in which classroom engagement, positive behavior supports, and schoolwide climate practices were reinforced across campuses rather than implemented as separate efforts.

Action 3.1 (Inclusive Engagement Practices) was fully implemented, with ongoing support from both the district and school sites reinforcing the importance of engaging classrooms. This action was further strengthened through alignment with the Thriving Classrooms trainings, which integrate engagement strategies with culturally responsive teaching and positive behavior supports. Action 3.2 (Student Support and Positive Culture Programs) continued to cultivate school environments that develop respect, a growth mindset, and positive social skills through character development programs across all campuses.

Action 3.3 (Multitiered Support Systems) was fully implemented, with the effectiveness of school site PBIS programs evident through numerous recognitions for various schools across the district. Action 3.4 (Counseling Services) ensured that school counselors continued to oversee and facilitate staff training and programs at intermediate schools to support the physical and emotional well-being of unduplicated students, partially supported through LREBG funding.

A second implementation success was the coordinated delivery of student wellness, behavior, and engagement supports through district staff, site teams, and contracted service partners. Through Actions 3.4, 3.5, 3.7, 3.12, and related supports, school counselors, Wellness Together providers, BCBAs, site administrators, and support staff worked collaboratively to provide counseling services, targeted interventions, behavior support planning, attendance monitoring, and follow-up supports for students. This coordination strengthened the district’s ability to provide multiple points of access for students needing academic, behavioral, social-emotional, or attendance-related support.

Action 3.5 (Targeted Student Support and Engagement Services) was strengthened through the partnership with the contracted service agency, Wellness Together, which supported the district in meeting the need to support student engagement and overall well-being. This action was also partially funded through LREBG resources. Action 3.6 (Training in Restorative Practices and Other Means of Correction) was implemented through regular trainings and data reviews at district meetings to align practices and expectations, build site administrator capacity as a preventative measure to behavioral incidents, and take a supportive approach to ensure occurrences are minimized in order to maintain a positive school culture.

Action 3.7 (Collaborative Behavior Support Plan Development) was fully implemented, with support from the district's Board-Certified Behavior Analysts (BCBAs) provided to educators to develop and direct the implementation of behavior support plans for identified students. Action 3.8 (Extracurricular Activities) was carried out as planned, with the sports program and other extracurricular opportunities implemented across all schools to promote school connectedness.

Action 3.9 (Middle School Readiness and Orientation Program) was fully implemented, with students invited in the spring to participate in a multiday program designed to encourage higher engagement, build meaningful relationships with fellow students, become familiar with staff, and ultimately feel more comfortable transitioning from elementary school to middle school. Action 3.10 (Alternative Education Settings) continued to provide the Alternative Studies Center and Community Day School for eligible students, focusing on individual strengths, talents, and social-emotional and behavioral needs.

Action 3.11 (PBIS Program Support) was fully implemented, with a campus support staff member utilized at each school to support a positive school climate and maintain a more proactive presence, partially funded through LREBG resources. Action 3.12 (Attendance and Academic Monitoring System) ensured that district and site administrators implemented a real-time attendance and academic monitoring system to increase engagement for students with excessive absences.

Overall, the full and consistent implementation of all Goal 3 actions reflects the district's commitment to fostering safe, inclusive, and engaging school environments. Implementation successes included the coordinated rollout of school climate and PBIS-related supports across campuses, as well as the strengthened delivery of wellness, behavior, counseling, and attendance supports through collaboration among district staff, site teams, and service partners. These efforts demonstrate the district's ongoing dedication to ensuring students have access to the structures, relationships, and supports needed to feel connected, supported, and engaged throughout their educational experience.

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.

For Goal 3, a review of the Budgeted Expenditures and Estimated Actual Expenditures for each action determined that Goal 3 did not have any material differences. The district defines a material difference as a variance greater than $200,000 and more than 20% between the Budgeted Expenditures and the Estimated Actual Expenditures for an action.

Several Goal 3 actions reflected variances primarily associated with normal fluctuations in staffing costs, contracted services, program participation, training expenses, student support needs, the timing of expenditures, and year-end accounting adjustments. These variances did not result in substantive changes to implementation or service delivery. Goal 3 actions were implemented as planned, and the district continued to provide comprehensive student engagement, wellness, and support services aligned with the goal's intended outcomes.

In addition, the contributing actions within Goal 3 did not reflect material differences in increased or improved services. Services principally directed toward unduplicated pupils, including multitiered systems of support, intermediate counseling services, and middle school readiness and orientation supports, were maintained as planned.

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

The implementation of Goal 3 actions has been largely effective in creating and maintaining inclusive, respectful, and engaging school environments. The strongest evidence of effectiveness is the districtwide improvement in chronic absenteeism, which declined by 7.1 percentage points from baseline, from 17.0% to 9.9%, resulting in a Green indicator. The district also maintained a Green indicator for suspension at 1.2%, a 0% middle school dropout rate, and a near-zero expulsion rate of 0.01%. Student, parent, and staff feedback also reflected continued strengths in teamwork, access to help, counseling availability, and positive behavior supports. At the same time, the data indicate several areas requiring continued attention, particularly Foster Youth attendance and suspension, suspension outcomes for Long-Term English Learners and Students with Disabilities, and student perceptions related to peer relationships and respect for differences.

Action 3.1 – Inclusive Engagement Practices
This action has been effective in making progress toward the goal. On Metric 3.5 (Student Survey), student agreement that "My teacher promotes teamwork and table discussion opportunities" showed no change from baseline (holding at 96%), which is an exceptionally high

positive response rate and reflects the consistent, districtwide implementation of engagement structures such as Kagan strategies. Student agreement that "I understand who to contact at my school if I need help" increased by +1% from baseline (from 92% to 93%), another strong indicator of student connection and access to support. Student agreement with the revised item "My teacher makes school fun and keeps me interested in learning" is at 85%, which represents a -4% change from the baseline item "My teacher makes class interesting" (89%). It is important to note that this survey item was revised twice during the LCAP cycle, which limits direct comparison. Despite this, 85% remains a solid positive response rate and suggests that the majority of students experience engaging instruction. The sustained 96% agreement on teamwork and collaboration confirms that daily engagement structures are being implemented with fidelity and are positively contributing to equitable access to instruction, student collaboration, and individual accountability.

Action 3.2 – Student Support and Positive Culture Programs
This action has been effective in making progress toward the goal, with one notable area of strength and one area for growth. On Metric 3.5 (Student Survey), student agreement that "My school helps students build character and encourages positive behavior" increased by +4% from baseline (from 88% to 92%), a meaningful positive trend that suggests character development programs are resonating with students and contributing to positive school climates. However, student agreement with the revised item "For the most part, students usually get along well with and respect each other's differences" is at 76%, which represents a -8% change from the baseline item "My school strives to keep a bully-free environment" (84%). It is important to note that this survey item was substantially revised, shifting from a school-level effort question to a student perception question about peer relationships, which limits direct comparison. Nonetheless, 76% is the lowest positive response rate among all Metric 3.5 items and suggests that while character education programs are strengthening students' understanding of positive behavior, there is continued opportunity to deepen peer relationship skills, conflict resolution, and respect for differences. Student agreement that "I would recommend this school to my friends" declined by -2% from baseline (from 90% to 88%), though 88% remains a strong positive response rate reflecting overall school connectedness.

Action 3.3 – Multitiered Support Systems
This action has been partially effective in making progress toward the goal. On Metric 3.2 (CA Dashboard Suspension Rate), the district maintained an overall Green indicator at 1.2%, while unduplicated student groups remained above the district average, including English Learners at 1.0%, Socioeconomically Disadvantaged students at 2.0%, and Foster Youth at 5.5%. Although Foster Youth remained slightly above the 2023 baseline of 4.9%, they improved substantially from 9.5% in 2024, moving from Red to Yellow on the 2025 Dashboard. Given the small size of the Foster Youth group, year-to-year volatility can reflect a difference of as little as one student. Long-Term English Learners were also identified in the Red indicator at 6.1%. On Metric 3.5 (Student Survey), student agreement that “For the most part, students usually get along well with and respect each other’s differences” was 76%. This question is challenging to compare from baseline as the question was revised. With that said, there was a 4% increase in student's positive response rate showing great growth since 2024. These results suggest that MTSS, PBIS, and restorative systems are maintaining strong overall outcomes and showing progress for Foster Youth from the prior year, but continued refinement and more targeted intervention are needed for student groups that remain above the district average or report weaker peer climate outcomes. As additional context, district review indicates that use of Other Means of Correction increased by 23% from baseline, suggesting continued efforts to address behavior proactively and prevent suspensions where possible.

Action 3.4 – Counseling Services
This action has been effective in making progress toward the goal. Because this action is marked as contributing, it is principally directed toward English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. On Metric 3.6, parent agreement that "At my child's school, counseling services are available" increased by +2% from baseline (from 96% to 98%), an exceptionally high

positive response rate that reflects strong family awareness of and confidence in school-based counseling services. On Metric 3.5, student agreement that "I understand who to contact at my school if I need help" increased by +1% from baseline (from 92% to 93%), indicating that students are increasingly aware of the support systems available to them. Student agreement that "My school helps students build character and encourages positive behavior" increased by +4% from baseline (from 88% to 92%), suggesting that counseling-supported programs are contributing to positive school climates and student well-being. These results indicate that counseling services at intermediate schools, including staff training and wellness programs, are effectively supporting the physical and emotional well-being of students, including unduplicated student groups. The increases in both parent and student perceptions of counseling availability and access to help are positive indicators that EL, FY, and SED students are benefiting from these supports. The district's use of Learning Recovery Block Grant (LREBG) funding to sustain counseling services further strengthens the capacity to meet growing student mental health and social-emotional needs.

Action 3.5 – Targeted Student Support and Engagement Services
This action has been effective in making progress toward the goal, with significant improvements across most student groups. On Metric 3.1 (CA Dashboard Chronic Absenteeism), using Baseline to Year 2:

- All Students: -7.1% (from 17.0% to 9.9%)
- Asian: -3.7% (from 6.6% to 2.9%)
- Filipino: -3.6% (from 7.6% to 4.0%)
- English Learners: -5.1% (from 12.6% to 7.5%)
- White: -6.5% (from 13.5% to 7.0%)
- Two or More Races: -7.7% (from 17.6% to 9.9%)
- Hispanic: -9.1% (from 21.9% to 12.8%)
- African American: -3.6% (from 22.0% to 18.4%)
- SED: -5.2% (from 21.5% to 16.3%)
- Students with Disabilities: -7.6% (from 24.5% to 16.9%)
- Homeless: -4.0% (from 25.2% to 21.2%)
- American Indian: -12.6% (from 27.8% to 15.2%)
- Foster Youth: +2.8% (from 30.0% to 32.8%)
- Pacific Islander: -24.8% (from 61.5% to 36.7%)

The districtwide chronic absenteeism rate declined by 7.1 percentage points from baseline, improving to a Green indicator on the Dashboard. Nearly every student group showed meaningful improvement, with Hispanic students (-9.1%), Students with Disabilities (-7.6%), Two or More Races (-7.7%), and White students (-6.5%) showing some of the largest gains. The partnership with Wellness Together and the use of LREBG funding to support real-time monitoring and personalized family outreach appear to be contributing to these positive trends. However, Foster Youth chronic absenteeism increased by +2.8% from baseline (from 30.0% to 32.8%), remaining in the Red indicator. This is the only student group that showed an increase in chronic absenteeism from baseline and represents a significant area of concern. The complex barriers Foster Youth face, including placement changes, housing instability, and trauma, require continued intensive and coordinated intervention beyond what general attendance supports can provide. At the school site level, most sites with red indicators at baseline showed improvement, with particularly strong gains at West Heritage (All Students -11.4%, Homeless -15.7%, SED -12.1%, SWD -15.0%, Hispanic -14.5%) and Summit Intermediate (African American -15.8%, English Learners -7.8%). However, some sites showed increases from baseline, including Carleton P. Lightfoot (African American +2.0%), Cecilia Solorio (SED +0.7%), and Etiwanda Intermediate (Homeless +5.8%), indicating that site-level targeted supports may need to be strengthened at these locations.

Action 3.6 – Training in Restorative Practices and Other Means of Correction
This action has been effective in making progress toward the goal. On Metric 3.2 (CA Dashboard Suspension Rate), using Baseline to Year 2, the overall suspension rate showed no change from baseline (holding at 1.2%), maintaining a Green indicator. Several student groups showed decreases from baseline, including Hispanic (-0.1%), White (-0.1%), American Indian (-2.8%), Homeless (-0.2%), and Pacific Islander (-4.8%). On Metric 3.7, the middle school dropout rate showed no change from baseline (holding at 0%), confirming that no students dropped out during the middle school years. While the overall suspension rate and dropout rate reflect strong outcomes, it is important to note that some student groups experienced increases in suspension from baseline, including Students with Disabilities (+0.8%), Foster Youth (+0.6%), SED (+0.5%), and Two or More Races (+0.4%). Additionally, Long-Term English Learners were identified in the Red indicator at 6.1%. These trends suggest that while restorative practices and other means of correction training are contributing to strong overall outcomes, continued professional development and coaching are needed to ensure equitable application of these practices across all student groups, particularly those showing increased suspension rates.

Action 3.7 – Collaborative Behavior Support Plan Development
This action has been partially effective in making progress toward the goal. On Metric 3.1 (Chronic Absenteeism), Students with Disabilities showed a significant improvement of -7.6% from baseline (from 24.5% to 16.9%), suggesting that behavior support plans developed by BCBAs are contributing to improved school connection and reduced absenteeism for this population. On Metric 3.2 (Suspension Rate), Students with Disabilities increased by +0.8% from baseline (from 1.7% to 2.5%), moving to an Orange indicator on the Dashboard. While the chronic absenteeism improvement is encouraging, the increase in suspension rates for this group suggests that behavior support plans may need to be further refined to address the root causes of behavioral incidents and reduce reliance on exclusionary discipline. The overall suspension rate showed no change from baseline (holding at 1.2%), and the district maintained a Green indicator overall. The contrasting trends including improved attendance but increased suspension for Students with Disabilities suggest that while behavior support plans are helping students attend school more consistently, additional strategies may be needed to support positive behavior during the school day. Continued collaboration between BCBAs, educators, and support teams to strengthen proactive and preventative components of behavior plans will be important.

Action 3.8 – Extracurricular Activities
This action has been effective in making progress toward the goal. On Metric 3.5, student agreement that "I would recommend this school to my friends" declined by -2% from baseline (from 90% to 88%), though 88% remains a strong positive response rate reflecting overall school connectedness and satisfaction. Student agreement that "My teacher promotes teamwork and table discussion opportunities" showed no change from baseline (holding at 96%), and agreement that "I understand who to contact at my school if I need help" increased by +1% (from 92% to 93%). While the slight decline in school recommendation is noted, the overall pattern of strong positive responses suggests that extracurricular activities, including intramural programs in grades 1–8 and intermural sports in grades 6–8, continue to promote school connectedness and a sense of belonging. The 88% recommendation rate indicates that the vast majority of students feel positively about their school experience, and extracurricular opportunities likely contribute to this sense of connection and engagement.

Action 3.9
This action has been effective in making progress toward the goal. Because this action is marked as contributing, it is principally directed toward English Learners, Foster Youth, and Socioeconomically Disadvantaged students to support school connectedness, engagement, and successful transition into intermediate school.

On Metric 3.1, CA School Dashboard Chronic Absenteeism Indicator, All Students decreased by 7.1 percentage points, moving from 17.0% chronically absent at baseline to 9.9%. Identified unduplicated student groups showed the following changes:

- English Learners: decreased by 5.1 percentage points, moving from 12.6% to 7.5%
- Socioeconomically Disadvantaged students: decreased by 5.2 percentage points, moving from 21.5% to 16.3%
- Foster Youth: increased by 2.8 percentage points, moving from 30.0% to 32.8%

On Metric 3.7, the middle school dropout rate showed no change from baseline (holding at 0%).

The significant declines in chronic absenteeism for English Learners (-5.1%) and SED students (-5.2%) are positive indicators that the transition program, combined with other engagement supports, is contributing to improved attendance and school connection for these groups during the critical elementary-to-middle-school transition. The maintained 0% dropout rate further confirms that students are remaining engaged through the middle school years. However, Foster Youth chronic absenteeism increased by +2.8% from baseline, indicating that the transition program alone does not address the complex attendance barriers this student group faces. The district Differentiated Assistance work provides additional strategies and systems to strengthen the Foster Youth attendance rates specifically, including earlier identification, personalized transition planning, ongoing monitor with multiple data sources, and coordination with caregivers and child welfare agencies to ensure a smoother and more supported transition to intermediate school.

Action 3.10 – Alternative Education Settings
This action has been effective in making progress toward the goal. On Metric 3.2 (Suspension Rate), the overall district suspension rate showed no change from baseline (holding at 1.2%), maintaining a Green indicator. On Metric 3.4 (Expulsion Rate), the rate increased by +0.01% from baseline (from 0.0% to 0.01%), which remains an extremely low rate and reflects the district's continued commitment to minimizing exclusionary discipline. On Metric 3.7, the middle school dropout rate showed no change from baseline (holding at 0%). These results suggest that the Alternative Studies Center and Community Day School continue to provide meaningful alternative pathways for eligible students, focusing on individual strengths, talents, and social-emotional and behavioral needs. The maintained 0% dropout rate and the near-zero expulsion rate indicate that these alternative settings are effectively supporting student retention and providing access to continued learning opportunities. The additional support through Equity Multiplier funding at Community Day School, including a dedicated school counselor, SEL curriculum, and professional development strengthens the district's capacity to serve students with the most complex needs.

Action 3.11 – PBIS Program Support
This action has been effective in making progress toward the goal. On Metric 3.1 (Chronic Absenteeism), using Baseline to Year 2, the districtwide chronic absenteeism rate declined by -7.1% (from 17.0% to 9.9%), with significant improvements across nearly all student groups:

- Hispanic: -9.1% (from 21.9% to 12.8%)
- Students with Disabilities: -7.6% (from 24.5% to 16.9%)
- Two or More Races: -7.7% (from 17.6% to 9.9%)
- White: -6.5% (from 13.5% to 7.0%)
- English Learners: -5.1% (from 12.6% to 7.5%)
- SED: -5.2% (from 21.5% to 16.3%)
- Homeless: -4.0% (from 25.2% to 21.2%)

- African American: -3.6% (from 22.0% to 18.4%)
- American Indian: -12.6% (from 27.8% to 15.2%)
- Pacific Islander: -24.8% (from 61.5% to 36.7%)

The broad and significant declines in chronic absenteeism across nearly all student groups suggest that campus support staff implementing and strengthening PBIS are contributing to improved school climate, student engagement, and consistent attendance. The use of LREBG funding to support staffing for this action ensures that a dedicated campus support staff member is available at each school site to maintain proactive supervision, reinforce behavioral expectations, and foster positive relationships with students. However, Foster Youth chronic absenteeism increased by +2.8% from baseline (from 30.0% to 32.8%), remaining in the Red indicator. While PBIS systems are effective for the broader student population, Foster Youth require additional, more intensive and individualized supports to address the unique barriers they face. The district's continued focus on this student group through Differentiated Assistance and targeted interventions in other actions is well-aligned with this finding.

Action 3.12 – Attendance and Academic Monitoring System
This action has been effective in making progress toward the goal. On Metric 3.1 (Chronic Absenteeism), the districtwide rate declined by -7.1% from baseline (from 17.0% to 9.9%), with improvements across nearly all student groups as detailed under Action 3.11 above.
On Metric 3.3 (District Annual Attendance Rate), using Baseline to Year 2:

- All Students: +0.94% (from 94.17% to 95.11%)
- English Learners (EL): +1.13% (from 94.81% to 95.94%)
- Socioeconomically Disadvantaged (SED): +0.69% (from 93.47% to 94.16%)
- Foster Youth (FY): -2.93% (from 93.70% to 90.77%)

The real-time attendance and academic monitoring system has contributed to meaningful improvements in both chronic absenteeism and overall attendance rates. The gains in attendance rates for All Students (+0.94%), English Learners (+1.13%), and SED students (+0.69%) demonstrate that timely access to data, coupled with proactive communication with families and tailored interventions, is effectively promoting consistent attendance and increasing student engagement. However, Foster Youth attendance declined by -2.93% from baseline (from 93.70% to 90.77%) indicating Foster Youth require more intensive, individualized attendance interventions that address the complex and often compounding barriers this student group faces, including placement changes, housing instability, and trauma. The district's implementation of a Foster Youth check-in, use of short term independent study contracts and monitoring process, as described in Goal 2 Action 2.14, is a responsive step toward addressing this need.

Overall, the specific actions under Goal 3 have been effective in making progress toward the goal. The most significant strengths include the sharp decline in chronic absenteeism, strong counseling availability, improved student awareness of support systems, continued positive perceptions of teamwork and collaboration, and the district’s continued 0% middle school dropout rate. At the same time, the data show the need for continued refinement in certain areas, particularly Foster Youth attendance and suspension, Long-Term English Learner suspension, Students with Disabilities suspension, and student perceptions related to peer relationships and respect for differences. These findings support continuation of the current Goal 3 actions while reinforcing the need for more targeted supports for the student groups and school sites where the data remain less favorable.

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.

As a result of ongoing reflection and analysis, educational partner feedback, and student outcome data, the Etiwanda School District has made targeted refinements to Goal 3 for the 2026–27 LCAP. These revisions were focused on clarifying action language, refining how student engagement and school climate are measured, and aligning supports to the most pressing behavioral, social-emotional, and attendance-related needs identified through implementation and data review. Educational partner feedback continued to reinforce the importance of strong student-staff relationships, consistent PBIS implementation, bullying prevention, peer mentoring, and meaningful engagement opportunities, which supported the continuation and refinement of Goal 3 actions.

Metric Revisions:
Revisions to the metrics for Goal 3 reflect updated data trends and adjustments to better align with current student performance and educational partner feedback, while maintaining high expectations for positive student engagement and behavior.

- New Metric for Action 3.7: Metric 3.5 has been added to Action 3.7 The added student survey item provides an additional measure alongside suspension data to give a broader view of school climate, peer relationships, and the effectiveness of behavior support planning.

Action Revisions:
Several actions in Goal 3 were revised to improve clarity, reflect current implementation, and align supports and funding more closely to student need.

Action 3.1 (Inclusive Engagement Practices): This action was revised to more clearly reflect the use of daily engagement structures that promote collaboration, participation, and access to instruction. The updated language also supports the use of engagement structures and culturally responsive strategies more broadly, rather than limiting the action to one specific methodology.

Action 3.4 (Counseling Services): This action was revised to clarify the scope of services and professional learning provided by middle school counselors, with a renewed emphasis on physical and emotional well-being for unduplicated student groups. The revised language also reflects partial support through the Learning Recovery Emergency Block Grant (LREBG).

Action 3.5 (Targeted Student Support and Engagement Services): This action had a minor word revision to add clarity to the action.

Action 3.6 (Training in Restorative Practices and Other Means of Correction): This action was not substantively revised; however, the language coaching was revised to more accurately reflect the support provide to site administrators.

Action 3.7 (Collaborative Behavior Support Plan Development): This action remained substantively the same, but an additional metric was added to strengthen how the district monitors the effectiveness of behavior support plans and in-class de-escalation strategies in relation to student climate and peer relationships in order to maintain access to instruction and protect learning time. The revisions also added registered behavior technicians (RBT) as a member of the team supporting behavior plans and de-escalation strategies.

Action 3.8 (Extracurricular and Interscholastic Opportunities): This action was revised to add clearer language distinguishing extracurricular opportunities across grade spans, including intramural programs in grades 1–8 and interscholastic sports for grades 6–8.

Action 3.10 (Community Day School Supports): This action was removed from the 2026–27 LCAP. References to the Home School program were eliminated due to declining enrollment and the discontinuation of the program. In addition, services and supports for Community Day School students are now fully addressed under Goal 5, the district's Equity Multiplier Focus Goal, which is dedicated to supporting Community Day School students through targeted academic, behavioral, and wellness services. Removing Action 3.10 eliminates redundancy between goals, improves clarity, and more clearly distinguishes the purpose of Goal 3, which focuses on districtwide student engagement, from the targeted supports provided through Goal 5.

Action 3.10 (PBIS Support Staff): Renumbered (previously Action 3.11) due to the removal of Action 3.10. This action was revised to clarify the role of classified staff in implementing and strengthening PBIS and to reflect the use of LREBG funding to support staffing and training tied to schoolwide behavior systems.

Action 3.11 (Attendance and Academic Monitoring System): Renumbered (previously Action 3.12) from removal of Action 3.10.

Alignment of Resources:
All Goal 3 actions will continue to be supported through a combination of general, supplemental, and grant-based resources, including the Learning Recovery Emergency Block Grant (Actions 3.4 and 3.5). These resources remain aligned to the district’s efforts to foster safe, inclusive, and engaging school environments, while strengthening counseling, attendance interventions, PBIS implementation, and targeted student supports where the need remains greatest.

**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.**

# 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 for all students to promote equity and access to instruction while fostering student collaboration, individual accountability, and equal participation as measured by metric 3.5. | $191,266.00 | No |
| **3.2** | Student Support and Positive Culture Programs | School staff cultivate a school environment that develops respect, a growth mindset, and positive social skills, through character development programs, to enhance school climates for all students as measured by metric 3.5. | $1,132,340.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.3** | Multitiered Support Systems | School administrators and teachers utilize a multitiered system of supports (MTSS) including Positive Behavior Interventions and Supports (PBIS), restorative practices, and other means of correction for students to promote equitable access to positive school climates and learning opportunities. This action is principally directed to unduplicated students and will be measured by metrics 3.2 and 3.5. | $926,459.00 | Yes |
| **3.4** | Counseling Services | School counselors oversee and facilitate staff training and programs at intermediate schools focused on supporting unduplicated students (English learners, foster youth, and low income) to support physical and emotional well-being. This action is principally directed to unduplicated students as measured by metrics 3.5 and 3.6.<br><br>Partially Funded Using LREBG: $377,587 | $2,868,029.00 | Yes |
| **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 improve engagement in learning and reduce barriers to attendance as measured by metric 3.1.<br><br>Partially Funded Using LREBG: $745,000 | $1,960,315.00 | No |
| **3.6** | Training in Restorative Practices and Other Means of Correction | District administrators coordinate and provide ongoing training and support 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. | $707,162.00 | No |
| **3.7** | Collaborative Behavior Support Plan Development | District board-certified behavior analysts (BCBA) and registered behavior technicians (RBT) collaborate with educators to develop and direct the implementation of behavior support plans to support in-class de-escalation strategies that address the needs of identified students and promote positive behaviors as measured by metrics 3.1, 3.2, and 3.5. | $2,010,255.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.8** | Extracurricular Activities | School administrators provide extracurricular activities in grades 1-8 and include intramural sports programs for grades 3-8 and an interscholastic sports for grades 6-8 to promote school connectedness and support student engagement as measured by metric 3.5. | $406,242.00 | 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 successful transition to intermediate school. This action is principally directed to unduplicated students as measured by metrics 3.1 and 3.7. | $48,277.00 | Yes |
| **3.10** | PBIS Program Support | District administrators ensure all schools have classified staff to help strengthen Positive Behavior Interventions and Support (PBIS) implementation and promote safe, inclusive environments that support student engagement and social development as measured by metrics 3.1.<br><br>Partially Funded Using LREBG: $2,077,095 | $6,667,155.00 | No |
| **3.11** | 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. | $14,609.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Goal 4: Family & Community Engagement: 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.

Etiwanda School District developed this goal to strengthen partnerships with families through meaningful engagement, two-way communication, and shared decision-making. The district recognizes that family engagement is essential to student success and that strong relationships between schools and families contribute to positive school experiences, improved student outcomes, and a stronger sense of trust and connection across the school community. This goal reflects the district's commitment to creating welcoming, respectful, and accessible opportunities for all families to engage as valued partners in their child's education.

Aligned with State Priorities 3 and 6, this goal was developed to ensure that communication and engagement systems remain responsive to the needs of families and continue to support student achievement and school connectedness. Through this goal, the district prioritizes clear and consistent communication, access to information and resources, opportunities for participation in advisory groups and district processes, and support for families in navigating school systems and contributing to decision-making. The district's engagement structures including surveys, Thought Exchange, community forums, advisory committees, and the online feedback portal to continue to reinforce the importance of maintaining multiple pathways for educational partners to share input and remain connected to district priorities.

Educational partner feedback continues to affirm the importance of this goal. In the 2025–26 survey results, 98% of families agreed that school administrators are regularly visible on campus, 97% agreed that parents/guardians and staff trust one another and get along, 96% agreed that staff is generally friendly, helpful, and shows care for all students, and 96% agreed that staff respects and responds to the community's cultural, racial, and language differences. Community forum feedback similarly highlighted appreciation for efforts to simplify communication platforms, regular two-way communication, welcoming leadership and office staff, and family events. These results reinforce the district's decision to continue actions that support communication systems, family workshops and events, advisory committees, volunteer opportunities, and ongoing opportunities for input.

This goal also reflects the district's understanding that family engagement supports more than communication alone. Strong family-school partnerships help families better support learning at home, participate in school decision-making, access available services, and respond early when attendance or other barriers begin to affect student success. By sustaining welcoming environments, culturally responsive practices, and consistent outreach, Etiwanda continues to build the conditions for meaningful family partnership in service of student learning 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 2) on the CA School Dashboard<br>5 Point Rating Scale | 2023-2024 Self-Reflection Tool<br><br>1. Developing the 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 | 2024-2025 Self-Reflection Tool<br><br>1. Developing the capacity of staff to build trusting and respectful relationships with families<br>• 3 - Initial Implementation<br><br>2. Creating welcoming environments for all families in the community<br>• 4 - Full Implementation<br><br>3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• 4 - Full Implementation<br><br>4. Developing | 2025-2026 Self-Reflection Tool<br><br>1. Developing the capacity of staff to build trusting and respectful relationships with families<br>• 5 - Full Implementation and Sustainability<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 | 2026-2027 Self-Reflection Tool<br><br>1. Developing the 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 | 1. Developing the capacity of staff to build trusting and respectful relationships with families<br>1 level higher<br><br>2. Creating welcoming environments for all families in the community<br>No Change<br><br>3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>2 levels higher<br><br>4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | between families and educators using language that is understandable and accessible to families<br>• 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 | multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>• 5 - 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<br>• 4 - Full Implementation<br><br>6. Providing families with information and resources to support student learning and | • 5 - 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<br>• 4 - 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>• 4 - Full Implementation<br><br>6. Providing families with | each family's strengths, cultures, languages, and goals for their children<br>• Improve to 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<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 | understandable and accessible to families<br>1 level higher<br><br>5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families<br>No Change<br><br>6. Providing families with information and resources to support student learning and development in the home<br>1 level lower<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 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | work together to support improved student outcomes<br>• 5 - 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<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 | development in the home<br>• 4 - Full Implementation<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>• 4 - Full Implementation<br><br>8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students<br>• 3 - Initial Implementation<br><br>9. Building the capacity of and supporting principals and staff | information and resources to support student learning and development in the home<br>• 4 - Full Implementation<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 and Sustainability<br><br>8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students<br>• 5 - Full Implemen | • Maintain Full Implementation or Increase to Full Implementation and 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 | No Change<br><br>8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students<br>1 level higher<br><br>9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making<br>No Change<br><br>10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision making<br>No Change<br><br>11. Providing all families with opportunities to provide input on |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • 4 - 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.<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 | to effectively engage families in advisory groups and with decision-making<br>• 5 - Full Implementation and Sustainability<br><br>10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision making<br>• 5 - 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 | tation 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>• 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 opportunities to provide input on policies and programs, and implementing strategies to reach | • Maintain 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<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 | policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. No Change<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. No Change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 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>• 5 - Full Implementation and Sustainability | 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 | Implementation or Increase to Full Implementation and Sustainability<br><br>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 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | from any underrepresented groups in the school community.<br>• Maintain Full Implementation or 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 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | Sustainability | |
| 4.2 | Percent of positive responses on the annual Parent Survey subset of questions used to inform the Parent Engagement Indicator on the CA School Dashboard | 2023-2024 Parent Survey<br><br>97% Agree - School staff is generally 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 | 2024-2025 Parent Survey<br><br>97% Agree - School staff is generally friendly, helpful, and cares for all students, including those from diverse backgrounds.<br><br>94% 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>94% Agree - My child's school effectively communicates with me regarding my child's progress.<br><br>92% Agree - I am aware of the | 2025-2026 Parent Survey<br><br>96% Agree - School staff is generally friendly, helpful, and cares for all students, including those from diverse backgrounds.<br><br>94% Agree - I feel welcomed when I enter the school office.<br><br>98% Agree - My child's school provides opportunities for me to engage in my child's education (events, newsletters, etc.).<br><br>96% Agree - My child's school effectively communicates with me regarding my child's progress.<br><br>92% Agree - I am aware of the | 2026-2027 Parent Survey<br><br>Maintain 97% - School staff is 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 | 1% decline in Agree- School staff is generally friendly, helpful, and cares for all students, including those from diverse backgrounds.<br><br>2% decline in Agree - I feel welcomed when I enter the school office.<br><br>1% increase in Agree- - My child's school provides opportunities for me to engage in my child's education (events, newsletters, etc.).<br><br>1% increase in Agree - My child's school effectively communicates with me regarding my child's progress.<br><br>No Change - I am aware of the resources and support services |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | attendance to ensure consistent instructional opportunities.<br><br>97% Agree - School staff respects and responds to its 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. | 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 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. | 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>96% Agree - School staff respects and responds to its community's cultural, racial, and language differences.<br><br>96% Agree - I am satisfied with the accessibility and responsiveness of the teachers and school staff. | resources and support services available to students at my school.<br><br>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. | available to students at my school.<br><br>No Change - My child's school values regular attendance to ensure consistent instructional opportunities.<br><br>No Change - School staff respects and responds to its community's cultural, racial, and language differences.<br><br>1% increase in Agree - I am satisfied with the accessibility and responsiveness of the teachers and school staff. |

# Goal Analysis [2025-26]

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.

During the 2025–26 school year, the Etiwanda School District fully implemented all 8 actions under Goal 4 as planned, with no substantive differences between the planned actions and actual implementation. Actions 4.1 through 4.8 were each carried out as described in the adopted LCAP, and the district experienced no significant challenges during the implementation process. Successes across all actions are reflected in the associated metrics, and educational partner feedback affirmed the district's sustained commitment to establishing and maintaining strong partnerships with all families through meaningful engagement and decision-making opportunities.

One implementation success was the continued coordination and use of multiple communication systems to support timely, consistent, and accessible family communication. Through Actions 4.2 and 4.3, the district provided training and support for staff and families on digital communication platforms and maintained multiple communication tools, including district and school websites, the Etiwanda App, the Alerts mass communication system, and Rooms. This coordinated approach strengthened implementation so families had multiple ways to receive information about events, student progress, support services, enrichment opportunities, and school updates.

Action 4.1 (Cultivating Respectful and Supportive School Environments) was fully implemented, with all district employees contributing to welcoming, respectful, and caring environments for all members of the community. Action 4.2 (District Communications) ensured that trainings and ongoing efforts were provided so that both teachers and families had the training and accessibility necessary to effectively communicate through the district's digital communication platforms.

Action 4.3 (Digital Communication and Outreach) was fully implemented through the maintenance and use of multiple communication platforms, including the district websites, the Etiwanda App, the Alerts mass communication system, and the two-way communication system called Rooms. These platforms ensured that families received timely and consistent information about events, student progress, and available support and enrichment opportunities. Action 4.4 (Enhancing Parental Involvement and Volunteerism) was strengthened through the provision of upgraded translation devices at school sites, allowing for smoother auditory translation and more seamless conversations in the office to support family engagement on campus.

Action 4.5 (Family Information and Engagement Events) was fully implemented, with engagement events planned based on feedback from community members and documented in each school's Single Plan for Student Achievement (SPSA). This alignment between community input and site-level planning reflects the district's responsiveness to educational partner feedback. A second implementation success was the restructuring of the LCAP Community Forum process into site-based “Coffee with the Principal: LCAP Edition” sessions. Through Action 4.6, the district expanded access to educational partner input by bringing LCAP engagement directly to school communities. This revised format supported stronger site-level participation, allowed principals to connect district LCAP goals to school-specific actions and SPSA implementation, and helped families better understand how district priorities are evident at their child’s school. This was an implementation success because it improved access, scheduling flexibility, site-level relevance, and the delivery of engagement opportunities across the district.

Action 4.7 (Attendance Support Teams) was fully implemented, with SART and DART meetings held throughout the year in a collaborative format to support families in improving absenteeism and eliminating barriers to consistent school attendance. Action 4.8 (Advisory Committees For Input and Decision Making) continued to support equity-focused discussions, programming, and advocacy, while encouraging collaboration between families, teachers, and administrators. These committee discussions took place at both the district level and the school level, ensuring that participants at the district level served as conduits to carry the conversation to the school level to further support dissemination of information and allow committee members to have informed decision-making opportunities.

Overall, the full and consistent implementation of all Goal 4 actions reflects the district's deep commitment to building and sustaining meaningful partnerships with families. Implementation successes included the coordinated use of multiple communication platforms and translation supports to improve family access, as well as the restructuring of LCAP Community Forums into site-based engagement opportunities that strengthened family participation and made the LCAP more connected to each school community. These efforts demonstrate the district's ongoing dedication to ensuring all families have a voice in decision-making and feel empowered to contribute to their child's educational journey.

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.

For Goal 4, a review of the Budgeted Expenditures and Estimated Actual Expenditures for each action determined that Goal 4 did not have any material differences. The district defines a material difference as a variance greater than $200,000 and more than 20% between the Budgeted Expenditures and the Estimated Actual Expenditures for an action.

Several Goal 4 actions reflected variances, including actions related to welcoming school environments, digital communication platforms, family outreach, parent engagement opportunities, LCAP input processes, attendance support, and advisory committee structures. These variances were primarily associated with normal fluctuations in staffing, contracted services, participation levels, technology costs, outreach activities, the timing of expenditures, and year-end accounting adjustments. The variances did not result in substantive changes to implementation or service delivery. Goal 4 actions were implemented as planned, and the district continued to support welcoming and respectful school environments, consistent communication with families, access to digital communication tools, parent workshops and engagement events, advisory committee input opportunities, attendance support processes, and family participation in district and site-level decision-making.

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

The implementation of Goal 4 actions has been largely effective in establishing and maintaining strong partnerships with all families through meaningful engagement and decision-making opportunities. Overall, parent survey results remain very strong, with all aligned items at or above 92%, and the Self-Reflection Tool reflects Full Implementation or Full Implementation and Sustainability across all areas. The strongest indicators include family engagement opportunities at 98%, attendance messaging at 99%, and several increases in the Parent Engagement Self-Reflection Tool related to relationship-building, learning about families' strengths and cultures, and supporting families in understanding their rights. In addition, the site-based community forum structure contributed to a 77% increase in participation, and community feedback affirmed appreciation for simplified communication platforms, regular two-way communication, welcoming leadership and office staff, and family events. At the same time, the data suggest continued opportunity to strengthen how welcomed families feel in school offices and to increase awareness of available resources and support services.

Action 4.1 – Cultivating Respectful and Supportive School Environments
This action has been effective in making progress toward the goal. On Metric 4.2, parent agreement that "School staff is generally friendly, helpful, and cares for all students, including those from diverse backgrounds" declined by -1% from baseline (from 97% to 96%), and parent agreement that "I feel welcomed when I enter the school office" declined by -2% from baseline (from 96% to 94%). Parent agreement that "School staff respects and responds to its community's cultural, racial, and language differences" also declined by -1% from baseline (from 97% to 96%). While slight declines are noted across these items, it is important to recognize that response rates of 94% to 96% remain exceptionally high and reflect overwhelmingly positive perceptions of the school environment. These results indicate that district employees continue to contribute meaningfully to welcoming, respectful, and caring environments for all members of the community. The slight declines may reflect natural variation in survey responses or evolving expectations among families, and they suggest an opportunity to continue reinforcing the district's core values through ongoing staff development and relationship-building practices. The 94% agreement on feeling welcomed when entering the school office, while still strong, represents the lowest item in this subset and may warrant targeted attention at specific school sites to ensure all families experience a consistently welcoming environment.

Action 4.2 – District Communications
This action has been effective in making progress toward the goal. On Metric 4.2, parent agreement that "My child's school effectively communicates with me regarding my child's progress" increased by +1% from baseline (from 95% to 96%), and parent agreement that "I am satisfied with the accessibility and responsiveness of the teachers and school staff" also increased by +1% from baseline (from 95% to 96%). Parent agreement that "I am aware of the resources and support services available to students at my school" showed no change from baseline (holding at 92%). These results reflect positive trends in communication effectiveness, with gains in both progress communication and staff responsiveness. The 96% positive response rates are exceptionally strong and suggest that training provided to teachers and technology staff on the district's digital communication platforms is contributing to timely and consistent communication for all families. The 92% awareness of resources and support services, while strong, remains the lowest item in the Metric 4.2 subset and suggests continued opportunity to strengthen outreach about available supports, particularly for families who may be less connected to school communication channels.

Action 4.3 – Digital Communication and Outreach
This action has been effective in making progress toward the goal. On Metric 4.2, parent agreement that "My child's school provides opportunities for me to engage in my child's education" increased by +1% from baseline (from 97% to 98%), the highest positive response rate among all Metric 4.2 items. Parent agreement that "My child's school effectively communicates with me regarding my child's progress" increased by +1% (from 95% to 96%), and parent agreement that "My child's school values regular attendance to ensure consistent instructional opportunities" showed no change from baseline (holding at 99%). These results are exceptionally strong and reflect the effectiveness of the district's multi-platform digital communication strategy, including the district website, Etiwanda App, Alerts mass communication system, and Rooms two-way communication system. The 98% agreement on engagement opportunities and 99% agreement on attendance messaging indicate that families feel well-informed and connected to their child's school. The integration of superintendent correspondence into this action further strengthens the district's capacity to provide timely, transparent, and consistent communication across all school communities.

Action 4.4 – Enhancing Parental Involvement and Volunteerism
This action has been effective in making progress toward the goal. On Metric 4.2, parent agreement that "I feel welcomed when I enter the

school office" declined by -2% from baseline (from 96% to 94%). Parent agreement that "School staff is generally friendly, helpful, and cares for all students" declined by -1% (from 97% to 96%), and parent agreement that "School staff respects and responds to its community's cultural, racial, and language differences" declined by -1% (from 97% to 96%). While all response rates remain at or above 94%, which reflects strong positive perceptions overall, the -2% decline in feeling welcomed when entering the school office is the largest decline among the Metric 4.2 items. While all results remain very strong, these patterns suggest that the systems intended to facilitate family access and involvement may need to be complemented by continued attention to the personal, relational aspects of the front office and volunteer experience so that families consistently experience school sites as warm and accessible. In addition, the upgraded translation devices are a positive step, and illustrates continued attention to how families experience their initial interactions with school staff will be important in sustaining strong parent involvement and volunteerism.

Action 4.5 – Family Information and Engagement Events
This action has been effective in making progress toward the goal. On Metric 4.2, parent agreement that "My child's school provides opportunities for me to engage in my child's education" increased by +1% from baseline (from 97% to 98%), the highest positive response rate among all Metric 4.2 items. Parent agreement that "My child's school effectively communicates with me regarding my child's progress" increased by +1% (from 95% to 96%), and parent agreement that "I am satisfied with the accessibility and responsiveness of the teachers and school staff" increased by +1% (from 95% to 96%). These results are exceptionally strong and suggest that family workshops and engagement events are effectively developing positive school cultures and strengthening home-to-school connections. The restructured "Coffee with the Principal: LCAP Edition" community forum format, which brought site-level forums to every school and illustrated the alignment between district goals and school goals, revealed an increase in participation. The +1% gains across multiple communication and engagement items indicate that families feel increasingly connected to and informed about their child's educational experience. The action's focus on supporting engagement among unduplicated and underrepresented student groups is well-aligned with the district's commitment to inclusive family partnerships.

Action 4.6 – Opportunities for Educational Partner Input
This action has been effective in making progress toward the goal. On Metric 4.1, using Baseline to Year 2, the Self-Reflection Tool shows positive or stable trends across all items related to educational partner input and advisory participation:

- Item 8 (Supporting families to understand and exercise their legal rights and advocate for their own students and all students): +1 ranking increase (from 4-Full Implementation to 5-Full Implementation and Sustainability)
- Item 9 (Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making): No change (holding at 4-Full Implementation)
- Item 10 (Building the capacity of and supporting family members to effectively engage in advisory groups and decision making): No change (holding at 4-Full Implementation)
- Item 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): No change (holding at 4-Full Implementation)
- Item 12 (Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities): No change (holding at 4-Full Implementation)

All items are rated at Full Implementation (4) or Full Implementation and Sustainability (5), reflecting a mature and well-established system of educational partner engagement. The +1 ranking increase on Item 8 is a positive indicator that the district is strengthening its support for families in understanding and exercising their legal rights. The stability across Items 9–12 at Full Implementation reflects consistent,

sustained practice in advisory group engagement and shared decision-making. The district's use of multiple pathways for input, including surveys, advisory committees, Thought Exchange, community forums, and online portals, ensures broad and inclusive representation in the LCAP development process.

Action 4.7 – Attendance Support Teams
This action has been effective in making progress toward the goal. On Metric 4.2, parent agreement that "My child's school values regular attendance to ensure consistent instructional opportunities" showed no change from baseline (holding at 99%), the highest positive response rate among all Metric 4.2 items. Parent agreement that "I am aware of the resources and support services available to students at my school" also showed no change (holding at 92%). The 99% agreement on attendance messaging is an exceptionally strong result and reflects the effectiveness of SART and DART meetings in communicating the importance of regular attendance and connecting families with resources to eliminate barriers. The collaborative format of these meetings, which focuses on supporting families rather than punitive measures, aligns with the district's commitment to building trust and partnership. The 92% awareness of resources and support services, while strong, suggests continued opportunity to ensure that families of chronically absent students are fully aware of and connected to the specific supports available to them, including those related to attendance improvement.

Action 4.8 – Advisory Committees For Input and Decision Making
This action has been effective in making progress toward the goal. On Metric 4.2, parent agreement that "School staff respects and responds to its community's cultural, racial, and language differences" declined by -1% from baseline (from 97% to 96%), and parent agreement that "School staff is generally friendly, helpful, and cares for all students, including those from diverse backgrounds" declined by -1% (from 97% to 96%). Parent agreement that "My child's school provides opportunities for me to engage in my child's education" increased by +1% (from 97% to 98%). While slight declines of 1% are noted on two items, response rates of 96% remain exceptionally high and reflect overwhelmingly positive perceptions of the district's cultural responsiveness and inclusivity. The +1% increase in engagement opportunities (to 98%) is a positive indicator that advisory committees, including the African American Parent & Educator Advisory Committee (AAPEAC), LCAP Advisory Committee, DELAC, and SEAC, are contributing to meaningful opportunities for families to participate in district- and site-level decision-making. The collaborative and equity-focused work of these committees supports the district's commitment to identifying equitable and culturally responsive academic and social practices that address disparities in achievement and ensure educational equity for all students.

Overall, the actions under Goal 4 have been effective in making progress toward the goal. Key strengths include very high parent perceptions of engagement opportunities, strong communication about student progress, a sustained emphasis on attendance, and a well-established system for gathering educational partner input. Use of the two-way communication tool, Rooms, remains strong across families, with 95% of students having at least one parent account activated and regularly used to communicate with teachers. Social media engagement also remains high, further supporting outreach and connection with families. The Self-Reflection Tool reflects continued improvement in relationship-building, cultural responsiveness, and family rights awareness, while community participation increased significantly through the restructured site-based forums. At the same time, the data suggest continued refinement is warranted in how welcomed families feel when entering school offices, how consistently resources and support services are communicated, and how advisory group systems continue to move from implementation toward full sustainability. These findings support continuation of the current Goal 4 actions while reinforcing the importance of maintaining strong relational practices and clear communication with families.

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.

For Goal 4, the district made minor refinements to selected actions to improve clarity and better reflect how family engagement supports are being implemented. These updates do not change the overall goal, metrics, or intended outcomes. Rather, they clarify responsibilities, strengthen the description of supports being provided, and better align the action language with current practice and continued educational partner feedback emphasizing clear communication, welcoming environments, and meaningful family engagement.

This decision was informed by continued positive feedback from educational partners and strong results across local measures related to family engagement. Families continued to value clear and consistent communication, regular two-way communication opportunities, welcoming leadership and office staff, and family events. Survey results also remained strong in areas connected to Goal 4, including opportunities for parent involvement, trust between families and staff, respect for cultural, racial, and language differences, and administrator visibility. In addition, local reflection measures continued to support the district's progress in relationship-building, building partnerships for student outcomes, and seeking educational partner input.

Action 4.2 (District Communications): This action's revisions clarify the type of support being provided through training on the district's digital communication platforms for teachers and technology staff. The revised language also reflects a slight shift in implementation by adding monthly on-boarding sessions for new parents to support navigation of communication tools and platforms. This refinement better reflects the district's proactive effort to help families access communication systems and remain connected to their child's school experience.

Action 4.3 (Digital Communication and Outreach): This action was refined to clarify the use of translation devices to support communication with parents and guardians. The revised language more clearly reflects multilingual access and the district's continued effort to support families receive timely, accessible, and understandable information. Translation devices were incorporated into this action because the revision to Action 4.4 places greater emphasis on communication with families regarding students' ongoing academic progress.

Former Action 4.4 (Enhancing Parental Involvement and Volunteerism): The previous action was replaced to place greater emphasis on communication with families regarding students' ongoing academic progress. The former standalone action related to visitor check-in systems (language added to Action 1.2) and translation devices (language added to Action 2.8) was removed from Goal 4, as these supports continue to be embedded within the district's broader efforts to create welcoming environments and strengthen communication with families. The revised action now focuses more directly on helping families stay informed through conferences, progress updates, and timely notices for students at risk of failing. This change helps streamline Goal 4 while maintaining support for family access, engagement, and partnership in student success. The associated metric for this action is Metric 4.2 (Parent Survey) to measure effectiveness of communication regarding student progress.

Action 4.6 (Opportunities for Educational Partner Input): This action was revised to clarify that district and school administrators collaborate with staff to provide multiple pathways for families, students, and staff to engage in discussion and offer input on the development of the LCAP. The added reference to collaboration with staff more clearly reflects the shared responsibility involved in facilitating surveys, advisory committees, and online feedback opportunities.

Action 4.7 (Attendance Support Teams): This action was revised to broaden the supports for site and district attendance teams to support families of chronically absent students to provide resources as needed to improve attendance and engagement.

Overall, these refinements are minor and are intended to improve clarity, alignment, and coherence across Goal 4 actions. The revisions also remain consistent with local reflections on prior practice, including strong implementation of all Goal 4 actions and continued positive feedback related to communication, family involvement opportunities, and welcoming school environments.

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Cultivating Respectful and Supportive School Environments | All district employees contribute to welcoming, respectful, and caring environments for all members of the community to maintain the values that are the foundation of Excellence in Education, as measured by a subset of questions in metric 4.2. | $1,257,895.00 | No |
| **4.2** | District Communications | The communication team coordinates and provides training for teachers and technology staff on the district's digital communications platforms and offers monthly on-boarding sessions for new parents to navigate these tools ensuring timely and consistent communication for all families as measured by 4.2. | $92,221.00 | No |
| **4.3** | Digital Communication and Outreach | District, site administrators, and teachers regularly engage with families using various digital platforms including translation devices to share information about future events, homework, student progress, available support and/or enrichment opportunities as measured by 4.2. | $583,734.00 | No |
| **4.4** | Ongoing Teacher-Family Communication | Teachers provide consistent communication to parents and guardians through conferences, progress updates, and timely notices for students experiencing academic difficulty to strengthen family engagement and promote positive academic outcomes as measured by 4.2. | $1,708,990.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.5** | Family Information and Engagement Events | District and school administrators host family workshops and engagement events to develop positive school cultures and strengthen home-to-school connections focused on supporting engagement among unduplicated and underrepresented student groups as measured by 4.2. | $16,938.00 | No |
| **4.6** | Opportunities for Educational Partner Input | District and school administrators collaborate with staff to provide multiple pathways including surveys, advisory committees, and online portals for families, students, and staff members to engage in discussion and offer input on the development of the district's Local Control Accountability Plan (LCAP) as measured by 4.1. | $311,350.00 | No |
| **4.7** | Attendance Support Teams | District and school administrators create attendance goals and action plans, organize school and district attendance review teams to support families of chronically absent students, facilitate access to key information, and provide resources to eliminate barriers and improve school attendance as measured by 4.2. | $14,609.00 | No |
| **4.8** | Advisory Committees For Input and Decision Making | District and site-level advisory committees, comprised of parents/guardians, teachers, and administrators, collaborate to identify equitable and culturally responsive academic and social practices that support students, ensure educational equity, and address disparities in achievement as measured by metric 4.2. | $58,249.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | Using Equity Multiplier Funds, provide personalized academic, behavioral, and wellness supports to all students in Community Day School by the end of the 2027 school year to promote stability, inclusion, and successful transitions back to comprehensive schools. This goal specifically addresses Chronic Absenteeism and local academic indicators by targeting barriers to engagement, improving student connectedness, and reducing exclusionary practices through proactive, trauma-informed interventions. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Etiwanda School District developed this Equity Multiplier Focus Goal to address the unique and significant needs of students attending Etiwanda Community Day School. This goal is aligned to State Priority 5: Pupil Engagement and State Priority 8: Other Pupil Outcomes. Priority 5 is reflected through the use of local attendance data, and Priority 8 is reflected through local i-Ready reading and mathematics growth metrics included in the Measuring and Reporting Results chart, specifically Metrics 5.2 and 5.3. Priority 4, Student Achievement, is not included because state testing metrics are not used to measure progress for this goal.

The school qualifies for Equity Multiplier funding because of its high levels of student instability and socioeconomic need, reflecting a student population that often experiences frequent transitions, interrupted schooling, and increased academic, behavioral, and social-emotional challenges. As a result, the district identified the need for a focused goal that provides more intensive and responsive supports designed specifically for this setting.

This goal was developed so that Equity Multiplier funds are used to provide targeted services that promote stability, engagement, wellness, academic growth, and successful transitions back to comprehensive school settings. Through educational partner input and ongoing collaboration with site staff, the district identified the importance of personalized academic support, social-emotional learning, counseling, de-escalation strategies, and staff training tailored to the needs of students served at Community Day School. These priorities are reflected in the adopted actions focused on weekly SEL instruction, individualized and group counseling, and professional development for staff to strengthen student engagement and behavior support.

The district also developed this goal in recognition that the traditional measures used across broader district goals do not fully capture the needs or context of the Community Day School setting. Because the school serves a small and highly transitional student population, state Dashboard indicators and state assessment measures are not the most appropriate way to evaluate progress for this focused goal. For this

reason, the district relies on local measures, including attendance and i-Ready reading and mathematics growth data, along with implementation monitoring and site-based feedback, to evaluate progress and determine whether supports are meeting student needs.

Ultimately, this goal was developed to ensure that students attending Etiwanda Community Day School receive focused, supplemental supports beyond the foundational services already provided through the district's broader LCAP actions. By investing in targeted wellness, engagement, and instructional supports, the district seeks to create greater stability for students, strengthen school connection, support academic growth, and improve each student's opportunity for success during enrollment and beyond.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | Local SIS Attendance Data (August-April 1) Average daily Attendance Report | 2024 Average Daily Attendance Report<br>CDS: 77.51% | 2024 Average Daily Attendance Report<br>CDS: 77.51% | 2025 Average Daily Attendance Report<br>CDS: 73.44% | Improve average daily attendance to 85% | 4.07% decrease in attendance rate |
| 5.2 | Local Data- i-Ready Diagnostic Reading Assessment (Annual Typical Growth Measure) | 2024-2025 School Year<br>Overall Student Population: 138% progress towards Typical Growth<br><br>CDS: 222% progress towards Typical Growth | 2024-2025 School Year<br>Overall Student Population: 138% progress towards Typical Growth<br><br>CDS: 222% progress towards Typical Growth | 2025-2026 School Year<br>Overall Student Population: 137% progress towards Typical Growth<br><br>CDS: 324% progress towards Typical Growth | Match or exceed overall all student population annual growth targets | Overall Student Population:<br>1% decrease in progress<br><br>CDS:<br>102% increase in progress |
| 5.3 | Local Data- i-Ready Diagnostic Mathematics Assessment (Annual Growth Measure) | 2024-2025 School Year<br>Overall Student Population: 112% progress towards Typical Growth<br><br>CDS: 95% progress towards Typical Growth | 2024-2025 School Year<br>Overall Student Population: 112% progress towards Typical Growth<br><br>CDS: 95% progress towards Typical Growth | 2025-2026 School Year<br>Overall Student Population: 111% progress towards Typical Growth<br><br>CDS: 269% progress towards Typical Growth | Match or exceed overall all student population annual growth targets | Overall Student Population:<br>1% decrease in progress<br><br>174% increase in progress |

# Goal Analysis [2025-26]

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.

During the 2025–26 school year, the Etiwanda School District fully implemented all 3 actions under Goal 5 as planned, with no substantive differences between the planned actions and actual implementation. Actions 5.1 through 5.3 were each carried out as described in the adopted LCAP, and the district experienced no barriers or challenges during the implementation process. As the first year of implementation for the Equity Multiplier Focus Goal, Goal 5 required intentional coordination among district administrators, Community Day School staff, counseling services, and professional development providers to establish new systems of support for students at Etiwanda Community Day School (CDS).

One implementation success was the first-year rollout of targeted social-emotional learning supports through Action 5.1. CDS teachers and staff participated in the review and selection of a new SEL curriculum, which was then purchased and implemented with students. This was a success because the district established a new instructional support structure for CDS students that was informed by staff input, aligned to student behavioral and social-emotional needs, and delivered directly through classroom-based SEL lessons and related activities.

Action 5.1 (Community Day School Supports) was fully implemented, with a new SEL curriculum reviewed and purchased based on teacher and staff input. The curriculum was rolled out to students to help support student behavior, peer interactions, and overall engagement. CDS teachers incorporated a variety of SEL lessons, both on and off campus, to support students' development and learning. This approach provided students with meaningful opportunities to develop emotional regulation, strengthen social skills, and increase their connectedness to school.

A second implementation success was the coordinated delivery of dedicated counseling services and targeted professional development through Actions 5.2 and 5.3. The district assigned a dedicated counselor to support the CDS program, ensuring students had consistent access to individualized and group counseling supports throughout the school year. In addition, CDS staff participated in multi-day professional development focused on classroom management, engagement strategies, responsive instruction, and self-regulation techniques. Together, these actions strengthened the implementation of Goal 5 by pairing direct student wellness supports with staff training designed specifically for the CDS setting.

Action 5.2 (On-Site Counseling Services) was fully implemented through the assignment of a dedicated counselor to support the CDS program. The counselor provided in-the-moment care to students, delivering both individualized and group counseling services to address trauma, reduce anxiety, and support school reintegration. The consistent presence of a dedicated counselor ensured that students had timely access to mental health and wellness supports throughout the school year.

Action 5.3 (Professional Development) was fully implemented, with CDS staff attending a multi-day training focused on classroom management, high-level engagement strategies, responsive instruction, and self-regulation techniques. This targeted professional development equipped staff with the tools and strategies needed to create a more focused and supportive learning environment for students attending Community Day School.

Overall, the full implementation of all Goal 5 actions in their first year reflects the district's commitment to providing personalized academic, behavioral, and wellness supports for students at Etiwanda Community Day School. Implementation successes included the collaborative rollout of a new SEL curriculum and the coordinated implementation of dedicated counseling services and targeted professional development for CDS staff. These efforts demonstrate the district's dedication to promoting stability, inclusion, and successful transitions back to comprehensive school settings for CDS students.

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.

Goal 5 did not have any material differences between Budgeted Expenditures and Estimated Actual Expenditures. There were no substantive changes to implementation or services provided.

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

As Goal 5 enters the early stages of implementation, the available metrics provide initial evidence of both positive academic outcomes and areas requiring continued attention. While Community Day School average daily attendance declined from 77.51% at baseline to 73.44%, moving farther from the Year 3 target of 85%, students demonstrated substantial academic growth in both reading and mathematics. Community Day School students increased from 222% to 324% of Typical Growth in reading and from 95% to 269% of Typical Growth in mathematics, exceeding the annual growth of the overall student population. Although these results are encouraging, they should be interpreted within the context of the Community Day School's small enrollment, highly transitional student population, and high rates of socioeconomic disadvantage. These factors contribute to greater year-to-year variability than is typically seen at larger school sites. The district will continue to monitor implementation, strengthen attendance supports, and refine instructional and student support systems to improve outcomes as this Equity Multiplier Focus Goal continues to mature.

Action 5.1 – Community Day School Supports
As this is the first year of implementation, and given the extremely small and transitional enrollment at Community Day School, a reliable effectiveness determination based on attendance data alone cannot be made at this time. On Metric 5.1, the Community Day School's average daily attendance shows a calculated difference of -4.07% from baseline (from 77.51% to 73.44%). However, with only one student currently enrolled and a total of eight students who each attended for approximately one trimester before transferring out of the program throughout the year, this data point is heavily influenced by individual student circumstances and does not represent a reliable trend from which to draw conclusions about program effectiveness.

In a setting this small, a single student's attendance pattern — whether affected by illness, placement changes, behavioral crises, family instability, or other factors — can dramatically shift the site-level average. The 4.07% decline should therefore be interpreted with significant caution and understood within the context of the school's purpose as a temporary, supportive placement designed to stabilize students and prepare them for successful reintegration into comprehensive settings.

However, while attendance data presents a challenge, the academic growth data provides compelling indirect evidence that the SEL instruction is contributing to a supportive and stable learning environment. Students who were present and engaged demonstrated extraordinary academic gains — averaging 324% of Typical Growth in reading and 269% of Typical Growth in math — suggesting that the social-emotional supports provided through weekly SEL instruction are helping to create the conditions necessary for deep academic

engagement when students are in attendance. The SEL curriculum's focus on emotional regulation, social skills, and school connectedness appears to be contributing to a learning environment where students feel safe enough to take academic risks and engage meaningfully in instruction.

The district should continue to monitor attendance at the individual student level rather than relying solely on site-level averages, given the small enrollment. Additionally, the district may consider whether supplemental attendance-specific interventions, such as individualized attendance plans, incentive structures, or enhanced family and caregiver outreach, could complement the SEL instruction and support progress toward the Year 3 target of 85%.

Action 5.2 – On-Site Counseling Services
As this is the first year of implementation, and given the extremely small and transitional enrollment, a reliable effectiveness determination based solely on attendance data cannot be made at this time. On Metric 5.1, the calculated difference from baseline shows a -4.07% decline in average daily attendance (from 77.51% to 73.44%). However, as noted above, with only a small number of students enrolled throughout the year, each for approximately one trimester, this data cannot be used to identify meaningful attendance trends.

Despite the attendance data limitations, there are meaningful indicators of program impact that should be considered in evaluating this action's effectiveness:

- At this time, seven of eight students successfully transitioned back to comprehensive campuses during the year, which is the core purpose of the Community Day School program. The dedicated school counselor's role in supporting school reintegration, addressing trauma, reducing anxiety, and building coping strategies, is directly aligned with this outcome.

- The extraordinary academic growth demonstrated by CDS students (324% Typical Growth in reading and 269% in math) suggests that the counseling services are contributing to a stable, safe, and supportive environment where students feel emotionally regulated enough to engage deeply in academic instruction. Research consistently shows that students who receive trauma-informed counseling are better able to focus, participate, and persist in learning tasks.

- The counseling relationship, while often short-term given the trimester-length enrollment pattern, appears to be supporting successful transitions by helping students develop the emotional readiness and confidence needed to return to comprehensive settings.

It is important to recognize that the impact of counseling services is often indirect and cumulative, and in a setting where students are enrolled for relatively short periods, the counseling relationship may be most impactful during the transition process itself.

Action 5.3 – Professional Development

Aligned Metrics: 5.2 (i-Ready Reading – Annual Typical Growth) and 5.3 (i-Ready Math – Annual Typical Growth)

This action has been highly effective in making progress toward the goal based on available student-level growth data. The professional development focused on de-escalation strategies appears to be contributing to a more focused and supportive learning environment that is producing exceptional academic growth for CDS students in both reading and mathematics.

Metric 5.2 (i-Ready Reading – Annual Typical Growth):
Based on six students with available reading growth data, CDS students averaged 324% progress toward Typical Growth, representing a +102 percentage point increase from the CDS baseline of 222% and +186 percentage points above the overall student population baseline of 138%. This far exceeds the Year 3 target of matching or exceeding the overall student population's annual growth targets.

Individual student-level highlights include:

- Four out of six students reached or exceeded their Stretch Growth goal, which is designed to accelerate students toward proficiency or advanced proficiency
- Two students who started significantly below grade level (Grade 4 placement in August) achieved massive point gains of +64 and +49 points, successfully jumping multiple grade levels in a single year, demonstrating accelerated catch-up growth
- One student already performing on grade level (Early 8) tripled their Typical Growth, ensuring they remain firmly on track with peers
- One student at Mid 8 showed an apparent plateau (0% growth), but this is explained by their already high performance level and a very narrow Typical Growth target of only 4 points — the apparent lack of growth reflects score stability at a high level rather than a lack of progress

Metric 5.3 (i-Ready Math – Annual Typical Growth):
Based on six students with available math growth data, CDS students averaged 269% progress toward Typical Growth, representing a +174 percentage point increase from the CDS baseline of 95% and +157 percentage points above the overall student population baseline of 112%. This is a particularly significant finding because the CDS math baseline of 95% was below the districtwide average, and the Year 2 results now show CDS students growing at 2.6 times the rate of the average student in their same starting position. This far exceeds the Year 3 target of matching or exceeding the overall student population's annual growth targets.

The de-escalation professional development provided to CDS teachers and support staff appears to be directly contributing to a learning environment where students can access instruction, engage meaningfully in academic content, and make extraordinary growth. The theory of action that reduced behavioral disruptions increase instructional access and improve student performance is strongly supported by the data:

- In reading, CDS students grew at more than triple the expected annual rate (324% vs. 100% Typical Growth), with four of six students reaching Stretch Growth goals and two students jumping multiple grade levels
- In math, CDS students grew at more than 2.5 times the expected annual rate (269% vs. 100% Typical Growth), with the group average improving from below the districtwide baseline (95%) to far above it (269%), representing a dramatic turnaround

These results demonstrate that when CDS students are in a stable, supportive, and well-managed learning environment, supported by staff trained in de-escalation strategies, they are not only capable of meeting grade-level growth expectations but of dramatically exceeding them. The investment in professional development is yielding measurable and meaningful returns in student academic growth.

The district should continue to monitor individual student growth data and will continue to provide math-specific instructional strategies to further support students who showed score declines, while sustaining the conditions that are producing exceptional growth for the majority of CDS students.

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.

For the 2026–27 LCAP, Goal 5 was revised to update the state priorities associated with the goal and to clarify the actions supporting students in the Community Day School program. Input from staff and administrators who oversee and support the Community Day School continued to affirm the importance of the goal and its focused actions. Educational partner feedback supported the continuation of personalized academic, behavioral, and wellness supports, including counseling services, social-emotional learning, and professional learning for staff. Based on these reflections, the district determined that the overall Goal 5 structure remains appropriate and responsive to student needs, with revisions made to improve alignment, clarity, and coherence for the coming year.

The state priorities linked to Goal 5 were updated to align with the metrics included in the Measuring and Reporting Results chart. Priority 5, Pupil Engagement, remains connected to the local attendance metric, and Priority 8, Other Pupil Outcomes, was added to reflect the local i-Ready reading and mathematics growth metrics. Priority 4, Student Achievement, and Priority 6, School Climate, were removed because state testing and school climate metrics are not included as measures for this goal.

The Goal 5 actions were also refined to improve clarity regarding the students served through the Community Day School program. Action language was updated to reflect that students eligible for Community Day School services are not limited to grades 6–8, ensuring the LCAP accurately reflects current program implementation and eligibility. These refinements strengthen the connection between the goal, its actions, and the district's ongoing efforts to provide personalized academic, behavioral, and social-emotional supports for students served through the Community Day School program while maintaining the overall structure of the goal.

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.1** | Community Day School Supports | Community Day School (CDS) teachers provide weekly social emotional learning (SEL) instruction using a new curriculum to support students in developing emotional regulation, strengthening social skills, and increasing school connectedness, with student attendance (Metric 5.1) serving as an indicator of increased engagement. | $23,000.00 | No |
| **5.2** | On-Site Counseling Services | A dedicated school counselor, newly assigned to provide ongoing support for students enrolled at CDS, delivers individualized and group counseling services to address trauma, reduce anxiety, and support school reintegration as measured by metric 5.1. | $10,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **5.3** | Professional Development | The district provides new and supplemental professional development and training to CDS teachers and support staff on de-escalation strategies to create a more focused and supportive learning environment for students who attend Community Day School. Reduced behavioral disruptions are expected to increase instructional access and improve student performance, as measured by Metrics 5.2 and 5.3 | $7,000.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $9,939,162 | $0 |

**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 |
|---|---|---|---|
| 6.473% | 0.000% | $0.00 | 6.473% |

**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 continue to show achievement disparities among unduplicated student groups, supporting the need for additional services funded through the supplemental grant. On the 2025–2026 spring i-Ready reading diagnostic, 68% of the overall | Action 1.10 addresses the needs of unduplicated pupils by providing supplemental instructional materials and targeted supports during Universal Access, a dedicated instructional block designed to respond to individual student needs while maintaining access to core instruction. During Universal Access, teachers use flexible grouping to provide targeted academic intervention for students who require additional support, integrated and designated English Language Development (ELD) instruction to strengthen language | 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 |
|---|---|---|---|
| | student population performed at or above grade level, compared with 32% of English Learners and 58% of Socioeconomically Disadvantaged students. This reflects a 36-point disparity for English Learners and a 10-point disparity for Socioeconomically Disadvantaged students when compared to the overall student population. In mathematics, 67% of the overall student population performed at or above grade level, compared with 50% of English Learners and 56% of Socioeconomically Disadvantaged students, reflecting a 17-point disparity for English Learners and an 11-point disparity for Socioeconomically Disadvantaged students. These results indicate that, while overall performance remains strong, additional targeted academic supports continue to be necessary for unduplicated student groups, particularly in reading for English Learners.<br><br>At the same time, i-Ready growth data reflects encouraging progress and suggests that current supports are helping students make meaningful gains. Overall, students achieved 137% of their annual typical growth in reading and 111% in mathematics. English Learners exceeded their annual typical growth target (100%) in both areas, reaching 126% in reading and 115% in mathematics. Socioeconomically Disadvantaged students also demonstrated strong growth, reaching 146% of annual typical growth in reading and 104% in mathematics. This growth data provides important context to the status data, showing that although achievement gaps | acquisition for English learners, and enrichment opportunities that extend learning for students who are ready for additional challenge.<br><br>The supplemental materials funded through this action provide teachers with additional instructional resources that support differentiated instruction, allowing instruction to be adjusted based on students' demonstrated academic and language needs. Flexible grouping enables educators to provide timely, targeted instruction as student needs change throughout the year, while integrated and designated ELD instruction accelerates English language development and improves access to grade-level content for English learners. These services increase instructional responsiveness by allowing students to receive additional support without being removed from core classroom instruction.<br><br>This action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout the district rather than concentrated at specific schools, and Universal Access is a districtwide component of the instructional program. Implementing this action across all schools ensures that eligible students have equitable access to targeted intervention, English language development, and enrichment opportunities regardless of the school they attend.<br><br>Although all students may benefit from differentiated instruction and flexible grouping during Universal Access, the action is principally directed toward meeting the unique academic and language needs of English learners, foster youth, | |

| 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 |
|---|---|---|---|
| | remain, unduplicated student groups are making progress at rates that support continued investment in targeted supplemental supports.<br><br>Educational partner feedback gathered through surveys, advisory committees, Thought Exchange, and community forums continued to emphasize the importance of personalized support, small-group instruction, early intervention, and flexible grouping structures during Universal Access. Families and staff consistently identified the value of providing targeted academic support that responds to student need without removing students from core instruction. In response to this input and the district's analysis of local performance and growth data, Action 1.10 continues as a contributing action to meet the needs of unduplicated students. By providing supplemental materials and supports during Universal Access time, including integrated and designated ELD instruction, the district increases services for English learners, foster youth, and low-income students through more responsive small-group instruction, targeted academic support, and enrichment opportunities. While this action is principally directed toward unduplicated students, it may also benefit all students who need additional support or enrichment during Universal Access support or enrichment during Universal Access.<br><br>**Scope:** | and socioeconomically disadvantaged students by providing additional instructional time, targeted supplemental materials, integrated and designated ELD instruction, and responsive small-group support. These services increase and improve instructional opportunities beyond those provided to all students by addressing the barriers to academic achievement and language development identified for unduplicated pupils, making an LEA-wide implementation the most effective means of delivering these supports. | |

| 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 |
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| **1.12** | **Action:**<br>Student Transportation Services<br><br>**Need:**<br>Action 1.12 was identified as a needed support for unduplicated pupils because attendance data continue to show that some student groups experience greater barriers to consistent school attendance than the overall student population. In 2024–2025, the districtwide attendance rate was 95.11%, compared with 95.94% for English Learners, 94.16% for Socioeconomically Disadvantaged students, and 90.77% for Foster Youth. These data indicate a continued need to reduce barriers to regular attendance, particularly for unduplicated pupils who may be more affected by transportation challenges, instability, and other access-related factors.<br><br>Educational partner feedback also reinforced the importance of ensuring students can attend school consistently and access learning opportunities without unnecessary barriers. In the 2025–26 parent survey, 99% of parents agreed that their child's school values regular attendance to ensure consistent instructional opportunities. Community forum discussions similarly emphasized the importance of equitable access to school and maintaining systems that support student participation and engagement. This feedback supported the continuation of transportation services as one | Action 1.12 addresses the needs of unduplicated pupils by providing transportation services for eligible students who reside more than two miles from their school, as determined by district distance criteria. Transportation services reduce barriers that may otherwise limit consistent access to school by ensuring that eligible students have reliable transportation to and from school each day. For English learners, foster youth, and socioeconomically disadvantaged students, this service supports consistent attendance and uninterrupted access to classroom instruction, school programs, and other educational opportunities.<br><br>Providing transportation services increases access to learning by reducing challenges related to distance and transportation availability that may otherwise contribute to missed instructional time. By helping students arrive at school consistently and on time, this action supports regular participation in core instruction, intervention and enrichment opportunities during Universal Access, English Language Development services, extracurricular activities, and other school-based supports that contribute to student success.<br><br>This action is provided on an LEA-wide basis because eligible unduplicated pupils who require transportation services reside throughout the district rather than within a single school or attendance area. Providing transportation districtwide ensures that eligible students have | 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. |

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| | strategy for reducing barriers to attendance for eligible unduplicated pupils.<br><br>The updated action language reflects this need by identifying transportation services for eligible students who reside more than two miles from their school, as determined by district distance criteria, and by clarifying that the action is principally directed toward unduplicated pupils to reduce attendance barriers and support consistent access to school.<br><br>At the same time, the need for this action is reinforced through related district efforts that also focus on improving attendance and reducing chronic absenteeism. Goal 2, Action 2.14 includes the Foster Youth Support program and check-in process to provide targeted academic, social-emotional, and behavioral support for Foster Youth, including support intended to improve attendance. In addition, Goal 4, Action 4.7 organizes School Attendance Review Team (SART) and District Attendance Review Team (DART) meetings for families of chronically absent students and facilitates access to key information and resources to eliminate barriers and improve school attendance. Through these collaborative conversations with families, transportation may be identified as one of the supports needed when students meet eligibility criteria.<br><br>This context is important because the success of Action 1.12 is not independent of other | equitable access to school regardless of where they live.<br><br>Although transportation services are available to all students who meet district eligibility criteria, the action is principally directed toward addressing the attendance barriers experienced by English learners, foster youth, and socioeconomically disadvantaged students by improving consistent access to daily instruction and school-based services. By reducing transportation-related barriers to attendance, this action increases and improves services for unduplicated pupils through more reliable access to instructional time, intervention and enrichment opportunities, English Language Development services, and other supports designed to improve academic success. Implementing this action on an LEA-wide basis is the most effective way to ensure these students receive consistent access to educational opportunities across the district. | |

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| | attendance-focused supports. Rather, transportation services function as one component of a broader system of intervention in which families, school staff, and district teams work together to identify barriers and connect students with appropriate supports. This coordinated approach further supports the continued identification of transportation services as an important need for unduplicated pupils.<br><br>**Scope:**<br>LEA-wide | | |
| **2.1** | **Action:**<br>Diagnostic Assessments and Personalized Learning<br><br>**Need:**<br>Action 2.1 is identified as a contributing action because local diagnostic data continue to show academic disparities for unduplicated pupil groups, particularly English learners and socioeconomically disadvantaged students, when compared to the overall student population. On the 2025–2026 spring i-Ready diagnostic, 68% of the overall student population performed at or above grade level in reading, compared with 32% of English learners and 58% of socioeconomically disadvantaged students. In mathematics, 67% of the overall student population performed at or above grade level, compared with 50% of English learners and 56% of socioeconomically disadvantaged students. These results show a continued need for | Action 2.1 addresses the needs of unduplicated pupils by providing districtwide diagnostic assessments in reading and mathematics to identify individual student strengths and areas of need throughout the school year. The diagnostic assessment system provides teachers with timely student performance data to identify learning gaps, monitor academic growth, determine instructional priorities, and adjust instruction based on current student needs. It also supports student data chats and goal setting, helping students understand their progress and take an active role in their learning.<br><br>For English learners, foster youth, and socioeconomically disadvantaged students, these diagnostic assessments support earlier identification of academic needs and allow teachers to provide targeted intervention before learning gaps widen. The assessment data informs flexible instructional grouping, differentiated instruction, appropriate instructional scaffolds, language supports for English learners, | This action will be measured using English Language Arts and math CAASPP scores metrics 2.6 and 2.7. |

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| | timely identification of student needs and responsive instructional support, particularly in reading for English learners.<br><br>At the same time, growth data provides important context and shows that targeted supports are helping students make progress. Overall, students reached 136% of Typical Growth in reading and 111% in mathematics. English learners reached 126% of Typical Growth in reading and 115% in mathematics, while socioeconomically disadvantaged students reached 146% in reading and 104% in mathematics. Although achievement gaps remain, this growth indicates that students are benefiting from instructional adjustments informed by ongoing diagnostic assessment.<br><br>Educational partner feedback also supports the continued need for this action. Families and staff highlighted the importance of early intervention, personalized small-group instruction, student data discussions, and targeted support that responds to student needs in a timely way. These findings reinforce the district's decision to continue using diagnostic assessments to identify learning needs, inform instruction, and support academic progress for unduplicated pupils.<br><br>**Scope:**<br>LEA-wide | and ongoing progress monitoring to ensure instructional decisions remain responsive as students demonstrate growth throughout the year. By using current diagnostic information rather than waiting for annual assessment results, teachers can provide more timely and individualized academic support for unduplicated pupils.<br><br>This action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout the district rather than concentrated at individual schools, and a consistent districtwide assessment system ensures that all students are identified using the same measures and receive equitable access to timely instructional support. Although all students participate in the diagnostic assessments and benefit from teachers using assessment data to inform instruction, the action is principally directed toward meeting the unique needs of unduplicated pupils because the resulting data is used to identify students requiring additional intervention, language development, instructional scaffolds, and progress monitoring. This action increases and improves services for unduplicated pupils by providing educators with the timely information needed to deliver targeted academic supports that address identified learning needs and accelerate student achievement. | |
| **2.3** | **Action:**<br>Data Driven Program Implementation | Action 2.3 addresses the needs of unduplicated pupils by providing coordinators, specialists, and mentor teachers who collaborate with general and | The effectiveness of this action will be measured with metrics 2.4, 2.5, and |

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| | **Need:**<br>Action 2.3 is identified as a contributing action because unduplicated pupils continue to demonstrate lower academic outcomes than the overall student population, particularly in mathematics and among foster youth. On the 2025 California School Dashboard, the overall student population performed 45.8 points above standard in English Language Arts and 24.5 points above standard in mathematics. By comparison, English learners performed 24.9 points above standard in ELA and 24.4 points above standard in mathematics, socioeconomically disadvantaged students performed 15.6 points above standard in ELA and 6.9 points below standard in mathematics, and foster youth remained 31.3 points below standard in ELA and 39.1 points below standard in mathematics. Although foster youth showed notable improvement from baseline, they continue to perform significantly below the overall student population.<br><br>These results reinforce the need for structured, data-driven collaboration to ensure educators can interpret student data, identify trends, and implement targeted instructional responses for unduplicated pupils. This need is further supported by the staff survey, in which 96% of staff agreed that teachers collaborate on student needs and meeting the range of learners, reflecting both the value of collaboration and the importance of continuing to strengthen it.<br><br>**Scope:** | special education teachers to analyze student data, support program implementation, and strengthen instructional practices for students who have not yet met academic standards in English language arts and mathematics. Through ongoing coaching, collaborative planning, and instructional support, these staff members help teachers interpret assessment results, identify student learning needs, develop targeted instructional strategies, monitor student progress, and adjust instruction based on student performance.<br><br>For English learners, foster youth, and socioeconomically disadvantaged students, this collaborative process supports more responsive instruction by helping teachers identify academic and language needs early, implement appropriate instructional scaffolds and interventions, monitor the effectiveness of those supports, and refine instruction as students demonstrate progress. The collaboration among coordinators, specialists, mentor teachers, and classroom educators strengthens consistency in instructional practices across classrooms while ensuring that academic supports remain aligned to the specific needs of unduplicated pupils.<br><br>This action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout the district rather than concentrated at individual schools, and all schools benefit from access to consistent instructional leadership, coaching, and collaborative support systems. Providing these services districtwide ensures that educators across the district receive ongoing guidance to implement data-informed instructional | 2.9 ensuring the targeted support is effective and leads to measurable improvements in student performance. |

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| | LEA-wide | practices while maintaining consistent expectations for program implementation. Although all teachers and students benefit from strengthened instructional practices, this action is principally directed toward meeting the unique needs of unduplicated pupils because the collaborative processes focus on identifying students who require additional academic support and ensuring that targeted interventions, instructional adjustments, and progress monitoring are implemented to accelerate their achievement. As a result, this action increases and improves services for unduplicated pupils by strengthening educators' capacity to provide timely, targeted, and responsive instruction based on identified student needs. | |
| **2.9** | **Action:**<br>Collaborative support systems<br><br>**Need:**<br>Action 2.9 is identified as a contributing action because unduplicated pupils continue to need coordinated academic monitoring, Tier II supports, and family outreach to address barriers that interfere with school participation and academic progress. Current Goal 2 data show that, while the overall student population continues to demonstrate strong academic performance, achievement gaps persist for unduplicated student groups. On the 2025 California School Dashboard, the overall student population achieved Blue performance in English Language Arts at 45.8 points above standard and Green performance in mathematics at 24.5 points above standard. In comparison, Long-Term English Learners | Action 2.9 addresses the needs of unduplicated pupils by providing designated site-based staff, including Student Success Coaches, Academic Advisors, and School Counselors, to monitor student progress, collaborate with educators, coordinate Tier II supports, and facilitate family outreach for students who have not yet met academic standards, including English learners and foster youth. These staff provide ongoing case management by identifying students in need of additional support, coordinating interventions, monitoring academic and behavioral progress, connecting families with school and community resources, and ensuring that students receive timely, coordinated services that address barriers to academic success.<br><br>For English learners, foster youth, and socioeconomically disadvantaged students, these coordinated supports help address the academic, | The success of this action is measured by metrics 2.4 and 2.5. |

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| | remained in the Yellow to Orange performance levels in English Language Arts and/or mathematics, and Foster Youth performed 31.3 points below standard in English Language Arts and 39.1 points below standard in mathematics. Although Foster Youth demonstrated substantial improvement from baseline, gaining 30.3 points in English Language Arts and 52.9 points in mathematics, these results continue to reflect a significant achievement gap compared with the overall student population and demonstrate the continued need for coordinated academic monitoring and targeted intervention.<br><br>This need is also reinforced by the district's reflection that improving outcomes for unduplicated pupils requires more than academic intervention alone. Students often benefit from coordinated progress monitoring, timely Tier II supports, collaboration among educators, and ongoing family outreach to identify and remove barriers that may affect attendance, engagement, and academic success. The revised action language reflects this need by assigning designated school staff in elementary and middle schools responsibility for monitoring student progress, coordinating Tier II supports, facilitating family outreach, and collaborating with colleagues to ensure equitable access to support systems for students who have not yet met academic standards, including English learners and Foster Youth. | attendance, behavioral, and engagement challenges that can interfere with learning. Through regular progress monitoring, collaboration with teachers, coordination of targeted interventions, and ongoing communication with families, designated staff ensure that supports are responsive to each student's changing needs and that students do not experience delays in receiving appropriate services. This coordinated approach strengthens continuity of support while helping remove barriers that may limit student participation and academic achievement.<br><br>This action is provided on an LEA-wide basis because unduplicated pupils who require coordinated academic monitoring, intervention planning, and family outreach are enrolled throughout the district rather than concentrated at individual school sites. Providing these services districtwide ensures that eligible students have equitable access to coordinated support systems regardless of the school they attend while maintaining consistent practices for intervention, progress monitoring, and family engagement across the district.<br><br>Although all students may benefit from coordinated support systems, this action is principally directed toward meeting the unique needs of English learners, foster youth, and other students requiring additional academic intervention by providing individualized monitoring, targeted Tier II supports, coordinated family outreach, and timely access to appropriate services. As a result, this action increases and improves services for unduplicated pupils by ensuring that academic, behavioral, and | |

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| | Educational partner feedback further supports the continuation of this action. Community forum input highlighted strong appreciation for personalized small-group instruction, early intervention, student data discussions, and flexible grouping, reinforcing the importance of coordinated school-based supports that identify student needs early, connect families to available resources, and ensure timely intervention for students experiencing academic challenges.<br><br>**Scope:**<br>LEA-wide | engagement supports are coordinated, responsive, and aligned to each student's identified needs, helping remove barriers that may otherwise limit academic success. | |
| **2.10** | **Action:**<br>Extended Day Programs<br><br>**Need:**<br>Action 2.10 is identified as a contributing action because unduplicated student groups continue to demonstrate achievement gaps that indicate the need for additional instructional time and targeted academic support beyond the regular instructional day. On the 2025 California School Dashboard, the overall student population performed 45.8 points above standard in English Language Arts and 24.5 points above standard in mathematics. In comparison, Foster Youth performed 31.3 points below standard in English Language Arts and 39.1 points below standard in mathematics, while Long-Term English Learners performed 55.3 points below standard in English Language Arts and 85.2 points below standard in mathematics. | Action 2.10 addresses the needs of unduplicated pupils by providing extended-day academic programs for students who have not yet met academic standards in English language arts and mathematics while also offering enrichment opportunities for advanced learners. The action includes tutoring, summer school, extended learning opportunities, and enrichment programs that provide additional instructional time beyond the regular school day. It also establishes policies that provide Foster Youth with priority enrollment in these academic support programs to ensure timely access to services that address identified learning needs.<br><br>These additional learning opportunities increase instructional time for students who require academic intervention while allowing support to occur without reducing access to core classroom instruction. Extended-day programs provide smaller instructional settings, targeted intervention, | 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. |

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| | Although Socioeconomically Disadvantaged students performed 15.6 points above standard in English Language Arts, they remained approximately 30 points below the overall student population and performed 6.9 points below standard in mathematics, more than 31 points below the overall student population. These data demonstrate persistent achievement gaps for unduplicated student groups and establish the continued need for additional instructional time, targeted intervention, and extended learning opportunities to accelerate academic growth.<br><br>District reflection further supports this need by recognizing that some students benefit from additional instructional opportunities beyond the regular school day to strengthen foundational skills, reinforce classroom learning, and provide targeted intervention or enrichment aligned to individual learning needs. The district's annual analysis identified extended learning opportunities as an important strategy for continuing to improve outcomes for students who have not yet met academic standards.<br><br>Educational partner feedback reinforces the continuation of this action. Community forum input highlighted appreciation for after-school tutoring and enrichment, personalized small-group instruction, early intervention, and student data discussions. Educational partners also recommended continuing extended learning opportunities and enrichment programs that serve a range of learners while | individualized support, additional opportunities to practice essential literacy and mathematics skills, and more frequent feedback from educators. For Foster Youth, priority enrollment helps ensure immediate access to academic programs and minimizes delays in receiving intervention and enrichment services that support academic achievement, school engagement, and educational stability.<br><br>This action is provided on an LEA-wide basis because unduplicated pupils who require additional instructional time and academic support are enrolled throughout the district rather than concentrated at individual school sites. Providing extended learning opportunities districtwide ensures that eligible students have equitable access to tutoring, summer school, intervention, and enrichment programs regardless of the school they attend while maintaining consistent expectations for program quality and priority access across the district.<br><br>Although extended learning opportunities may benefit all students who require additional academic support or enrichment, this action is principally directed toward meeting the unique needs of English learners, foster youth, and socioeconomically disadvantaged students by providing increased instructional time and targeted academic support beyond the regular instructional day. Priority enrollment for Foster Youth further strengthens this action by ensuring that students with some of the greatest educational needs receive timely access to academic services. As a result, this action increases and improves services | |

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| | maintaining flexible grouping strategies during Universal Access. This feedback supports the continuation and refinement of extended-day academic programs to provide additional instructional time and targeted support for unduplicated pupils.<br><br>**Scope:**<br>LEA-wide | for unduplicated pupils by expanding opportunities for intervention, acceleration, and enrichment that help remove barriers to academic success and improve student achievement. | |
| **3.3** | **Action:**<br>Multitiered Support Systems<br><br>**Need:**<br>Action 3.3 is identified as a contributing action because unduplicated pupils continue to benefit from proactive behavioral, social-emotional, and restorative supports that strengthen school connectedness and reduce barriers to student success. On the 2025 California School Dashboard, the district's overall suspension rate was 1.2%, compared with 1.0% for English Learners, 5.5% for Foster Youth, and 2.0% for Socioeconomically Disadvantaged students. While English Learners maintained a suspension rate below the district average, Foster Youth and Socioeconomically Disadvantaged students continued to experience suspension rates above the overall student population, demonstrating the continued need for coordinated behavioral and restorative supports for unduplicated pupils across the district. | Action 3.3 addresses the needs of unduplicated pupils by implementing a multitiered system of supports (MTSS) that includes Positive Behavior Interventions and Supports (PBIS), social-emotional learning (SEL) strategies, restorative practices, and other means of correction to strengthen student engagement, improve behavior, and promote positive school climates. Through this action, school administrators, teachers, and site teams provide proactive behavioral instruction, explicit teaching of schoolwide expectations, restorative conversations, targeted behavioral interventions, social-emotional learning opportunities, and individualized supports that help students develop positive behaviors and remain engaged in learning.<br><br>These coordinated supports help address the behavioral, social-emotional, and school engagement needs that may disproportionately affect English learners, foster youth, and socioeconomically disadvantaged students. By identifying student needs early and providing increasingly intensive interventions through the MTSS framework, schools are able to respond | The effectiveness of this action will be measured by the CA School Dashboard Suspension Rate Indicator metric 3.2. |

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| | Student perception data also supports this need. In the 2025–26 student survey, 76% of students (an increase of four percentage points from 2024–25) responded positively to the statement, "For the most part, students get along well with and respect each other's differences." While this reflects improvement, the results indicate continued opportunities to strengthen peer relationships, belonging, and inclusive school climates for all students. These supports are particularly important for English Learners as they continue developing positive relationships, participating in collaborative learning environments, and building a strong sense of belonging within the school community.<br><br>This need is further reinforced by the district's Differentiated Assistance work related to Foster Youth. Although suspension improved from red to yellow for Foster Youth, chronic absenteeism remains red, and the district has placed a more intentional focus on restorative practices, wellness check-ins, early intervention, and Tier II–III supports to address barriers that interfere with student engagement and success. Educational partner feedback also emphasized the importance of consistent PBIS implementation, bullying prevention, and strong student-staff relationships.<br><br>**Scope:**<br>LEA-wide | proactively to behavioral concerns, strengthen positive relationships, teach appropriate replacement behaviors, and reduce reliance on exclusionary discipline practices. These services help students remain connected to school, increase access to instructional time, and create supportive learning environments that promote academic and personal success.<br><br>This action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout the district rather than concentrated at individual school sites, and consistent implementation of MTSS, PBIS, restorative practices, and social-emotional learning is necessary to ensure equitable access to behavioral and social-emotional supports across all schools. Providing these systems districtwide establishes common expectations for student behavior, intervention practices, and school climate while allowing schools to respond to the unique needs of their students within a consistent framework.<br><br>Although all students benefit from positive school climates and proactive behavioral supports, this action is principally directed toward meeting the unique needs of English learners, foster youth, and socioeconomically disadvantaged students by providing targeted behavioral interventions, restorative supports, and social-emotional learning opportunities that help remove barriers to school engagement and academic success. As a result, this action increases and improves services for unduplicated pupils by expanding access to coordinated behavioral and social-emotional | |

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| | | supports that promote attendance, strengthen school connectedness, reduce behavioral incidents, and maximize instructional time. | |
| **3.4** | **Action:**<br>Counseling Services<br><br>**Need:**<br>Action 3.4 is identified as a contributing action because unduplicated pupils, particularly English learners, Foster Youth, and low-income students, may experience additional social-emotional, behavioral, and engagement barriers that affect their ability to fully participate in school. The updated action specifically identifies school counselors at intermediate schools as supporting the physical and emotional well-being of unduplicated students, reflecting the district's continued recognition that student engagement is closely connected to wellness, belonging, and access to trusted adults.<br><br>Current survey results reinforce this need. In the 2025–2026 student survey, 93% of students agreed that they understand who to contact at school if they need help, and in the 2025–2026 parent survey, 98% of parents agreed that counseling services are available at their child's school. While these outcomes are strong overall, subgroup feedback suggests that connection and awareness are not yet as strong for all student groups. While 95% of all parents agreed that their child feels comfortable talking to school staff, only 78% of foster parents shared this same level of confidence. Additionally, 91% of foster parents | Action 3.4 addresses the needs of unduplicated pupils by having school counselors oversee and facilitate staff training and student support programs at intermediate schools principally directed toward English learners, foster youth, and socioeconomically disadvantaged students to promote their physical, social-emotional, and behavioral well-being. School counselors collaborate with clinical counseling interns and site teams to provide coordinated wellness supports that include student check-ins, individual and group counseling, academic goal setting, progress monitoring, conflict resolution, crisis response, referrals to additional services, and ongoing communication with families. Staff training further strengthens schoolwide capacity to identify student needs early and respond with appropriate interventions before challenges become more significant.<br><br>These coordinated counseling and wellness services help address the social-emotional, behavioral, and school engagement needs that may disproportionately affect unduplicated pupils. Through early identification, ongoing monitoring, individualized counseling, and collaboration among counselors, educators, and families, students receive timely supports that strengthen school connectedness, improve emotional well-being, build positive relationships, and reduce barriers that may interfere with attendance, behavior, and academic success. The focus on intermediate schools provides additional support | The effectiveness of these efforts will be assessed through feedback gathered from LCAP student and parent surveys metrics 3.5 and 3.6. |

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| | indicated awareness of available counseling services, compared to 98% of all parents, showing an important gap in awareness and connection for one of the district's highest-need student groups.<br><br>Educational partner input and district reflection further support this action. Feedback connected to Goal 3 continued to emphasize the importance of strong student-staff relationships, counseling and wellness supports, and caring adults who help students feel connected to school. The district understands the continued need to provide access to counseling services as an important strategy for addressing student social-emotional and behavioral needs, and Learning Recovery Emergency Block Grant resources continue to support counseling and wellness efforts tied to this action. Taken together, these findings support the continued need for counseling services, staff training, and wellness-focused programs that help remove non-academic barriers and strengthen student connection, engagement, and well-being.<br><br>**Scope:**<br>Schoolwide | during a critical developmental period when students often experience increased academic expectations, social changes, and transitions that may affect engagement in school.<br><br>This action is provided on an schoolwide basis because unduplicated pupils requiring counseling and wellness supports are enrolled throughout the district, and consistent systems of student support, staff training, referral processes, and collaboration are necessary to ensure equitable access to services across all schools. Providing these systems districtwide establishes common expectations for identifying student needs, coordinating interventions, and delivering wellness supports while allowing schools to respond to the individual needs of their students within a consistent framework.<br><br>Although counseling systems and staff training strengthen schoolwide supports that benefit all students, this action is principally directed toward meeting the unique needs of English learners, foster youth, and socioeconomically disadvantaged students by providing coordinated counseling services, targeted wellness programs, individualized interventions, and family outreach designed to remove barriers to school engagement. As a result, this action increases and improves services for unduplicated pupils by expanding access to coordinated social-emotional, behavioral, and wellness supports that strengthen school connectedness, improve student well-being, and maximize students' ability to participate successfully in school. | |

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| **3.9** | **Action:**<br>Middle School Readiness and Orientation Program<br><br>**Need:**<br>Action 3.9 is identified as a contributing action because the transition from elementary to intermediate school can present added challenges for unduplicated pupils, particularly English learners, Foster Youth, and socioeconomically disadvantaged students. The updated action continues to focus on orientation and a multiday summer program for select incoming sixth-grade students in order to support a successful transition to intermediate school.<br><br>Current attendance data supports the continued need for this action. In the districtwide Goal 3 outcome table, the 2024–2025 attendance rate was 95.11% for all students, compared with 95.94% for English learners, 94.16% for socioeconomically disadvantaged students, and 90.77% for Foster Youth. This pattern suggests that while some student groups are maintaining or exceeding the district average, Foster Youth continue to experience greater barriers to consistent attendance.<br><br>The grade-level attendance data you provided further supports the need for proactive transition supports at the point students move from elementary to middle school. In Grade 5, attendance was 95.4% for All Students and 94.8% for Unduplicated Students. In Grade 6, | Action 3.9 addresses the needs of unduplicated pupils by having intermediate school principals and counselors provide an orientation program for all incoming sixth-grade students and a multiday summer transition program for select students prior to the start of sixth grade. These transition supports help students become familiar with the school campus, learn academic and behavioral expectations, practice daily routines, connect with teachers and staff, build relationships with peers, and develop confidence before entering middle school. The multiday summer program provides additional opportunities for students requiring greater support to receive individualized guidance, ask questions, strengthen school connectedness, and develop a positive foundation for the transition to intermediate school.<br><br>These transition supports help address the engagement, attendance, and school connectedness needs that may disproportionately affect English learners, foster youth, and socioeconomically disadvantaged students during a significant school transition. By introducing students to the school environment before the first day of classes, providing opportunities to build relationships with trusted adults, and helping students understand expectations and available supports, the district reduces transition-related anxiety and strengthens students' readiness to participate successfully in school. The additional summer transition program provides more intensive support for students identified as needing additional assistance, helping remove barriers that could otherwise affect attendance, engagement, | 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 |
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| | attendance was 95.3% for All Students and 94.3% for Unduplicated Students. While the decline is modest, it suggests that unduplicated students may experience additional challenges during the transition into intermediate school and supports the value of early orientation, relationship-building, and clear expectations before the school year begins.<br><br>Educational partner feedback also reinforces this need. Goal 3 feedback highlighted the importance of strong student-staff relationships, positive school climate, and supportive connections that help students feel engaged and ready for school. These priorities align closely to the purpose of this action and support continued implementation of transition programming for students who may need additional encouragement and support entering middle school.<br><br>**Scope:**<br>Schoolwide | and academic success during the first year of intermediate school.<br><br>This action is provided on an schoolwide basis because incoming sixth-grade students transition to intermediate schools throughout the district rather than at a single site, and consistent transition practices help ensure equitable access to orientation and school readiness supports regardless of the school students attend. Providing these transition programs districtwide establishes common expectations for welcoming students and preparing them for success while allowing each school to identify students who would benefit from additional summer transition support.<br><br>Although all incoming sixth-grade students benefit from orientation activities, this action is principally directed toward meeting the unique needs of English learners, foster youth, and socioeconomically disadvantaged students through the additional multiday summer transition program and individualized supports provided to students requiring greater assistance. As a result, this action increases and improves services for unduplicated pupils by providing enhanced transition experiences, stronger relationships with school staff, and targeted supports that reduce barriers to school engagement, improve school connectedness, and promote a successful transition to intermediate school. | |

## *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>Action 2.6 is identified as a contributing action because English learners, including students at risk of becoming or already identified as Long-Term English Learners (LTELs), continue to need targeted language development and academic support to progress toward English proficiency and full access to grade-level content. The 2025 California School Dashboard shows that 66.5% of English learners are making progress toward English language proficiency, an increase of 11.7 percentage points and a blue performance level. At the same time, the Dashboard now separately reports Long-Term English Learner progress, and Etiwanda's LTEL ELPI was 65.4%, which was considered maintained from the prior year. These data reflect strong progress overall while also reinforcing the need to continue focused support for LTEL prevention and language development.<br><br>Reclassification data also supports this need. The district's reclassification rate was 20.8% in 2024–2025, compared with 22.5% in 2023–2024 and a baseline of 23%, remaining below the 25% target. While the district continues to | Action 2.6 addresses the needs of unduplicated pupils by providing ongoing professional development and collaborative support for site administrators, English learner facilitators, and teachers to strengthen instruction for English learners and Long-Term English Learners (LTELs). This action includes training on effective instructional practices for multilingual learners, collaboration to develop and monitor individualized plans that accelerate language acquisition and academic achievement, and professional learning focused on implementing both Integrated and Designated English Language Development (ELD). The action also reinforces an asset-based approach by recognizing students as multilingual learners whose linguistic and cultural strengths support academic success.<br><br>These professional learning opportunities strengthen educators' ability to provide consistent, high-quality instruction that responds to the unique language and academic needs of English learners. Through collaborative planning, progress monitoring, and ongoing refinement of instructional practices, educators are better equipped to scaffold grade-level content, develop academic language, provide appropriate language supports, and monitor student progress toward English proficiency and reclassification. Early identification of students at risk of becoming Long-Term English Learners allows educators to coordinate timely instructional responses and adjust supports to | 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 |
|---|---|---|---|
| | demonstrate strong English learner outcomes overall, these data suggest the importance of sustaining professional development and collaborative planning that strengthen both Integrated and Designated ELD instruction and accelerate progress toward reclassification.<br><br>Educational partner input and district reflection further support this action. The district's English learner program update identified continued priorities related to ongoing EL data monitoring, LTEL support planning, Integrated and Designated ELD training, and instructional support for multilingual learners. Together, these findings support the continued need for Action 2.6 as a contributing action for English learners.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | accelerate language development and academic success.<br><br>Although all educators benefit from increased instructional knowledge and collaboration, this action is principally directed toward meeting the unique language acquisition and academic needs of English learners and Long-Term English Learners by strengthening educators' capacity to deliver effective language instruction, monitor student progress, and implement targeted supports. As a result, this action increases and improves services for unduplicated pupils by ensuring that English learners receive more consistent, responsive, and specialized instruction designed to accelerate English proficiency while supporting success in grade-level academic content. | |
| **2.8** | **Action:**<br>Support for Multilingual Students<br><br>**Need:**<br>Action 2.8 is identified as a contributing action because English learners, including long-term English learners, continue to need language-access supports in order to fully participate in core instruction while developing English proficiency. The district's multilingual population remains substantial and diverse, with approximately 1,100 English learners and more than 35 languages represented across the district. This diversity reinforces the need | Action 2.8 addresses the needs of unduplicated pupils by providing English learners with electronic translation devices and instructional aide support to improve access to grade-level curriculum while strengthening English language development. Translation devices provide temporary language support that helps students access classroom instruction, understand academic vocabulary, and participate more fully in learning activities while they continue developing English proficiency. Instructional aides provide targeted assistance through small-group instruction, language modeling, clarification of academic concepts, guided practice, progress monitoring, and support | 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 |
|---|---|---|---|
| | for accessible instructional supports, including translation tools and instructional aide support, particularly for students at earlier stages of English development and for multilingual learners who need additional scaffolds to access grade-level content.<br><br>Current outcome data also supports the continuation of this action. The 2025 California School Dashboard shows that 66.5% of English learners are making progress toward English language proficiency, representing an 11.7 percentage point increase and a blue performance level. At the same time, the district continues to monitor long-term English learner progress and maintain targeted supports to ensure students continue building both language proficiency and academic access. These results reflect strong progress, but they also reinforce the importance of continuing the systems and supports that help English learners access instruction successfully each day.<br><br>District reflection on implementation further supports this need. During 2025–26, the district ensured that each newcomer and/or Level 1 student received a device to support access to the curriculum, even while adjusting to reduced Title III funding. This indicates that translation devices and instructional aide support remain an important access support for multilingual learners, especially those with the greatest language needs.<br><br>**Scope:** | during classroom instruction. These services are particularly important for newcomers, students with emerging English proficiency, and Long-Term English Learners who require additional language supports to successfully access grade-level content.<br><br>These supports increase access to instruction by reducing language barriers while maintaining a strong focus on English language development. Translation devices are used to supplement, rather than replace, direct language instruction, allowing students to participate meaningfully in classroom learning while continuing to develop listening, speaking, reading, and writing skills through Integrated and Designated English Language Development instruction. Instructional aide support further strengthens this work by providing timely assistance, reinforcing teacher instruction, and helping students build the language skills needed for increasing independence in the classroom.<br><br>Although instructional aides and translation devices may occasionally benefit other students, this action is principally directed toward meeting the unique language acquisition needs of English learners and Long-Term English Learners by providing specialized language supports that improve access to grade-level instruction while accelerating English proficiency. As a result, this action increases and improves services for unduplicated pupils by providing targeted language assistance and instructional support beyond the core instructional program to help students fully participate in classroom learning and progress toward English proficiency. | |

| 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>Action 2.14 is identified as a contributing action because Foster Youth continue to demonstrate the greatest need for coordinated academic, behavioral, and attendance support. Although this student group made the most significant academic gains in Goal 2, Foster Youth remain below standard in both English Language Arts and mathematics. In ELA, Foster Youth improved by +30.3 points from baseline, moving from -61.6 to -31.3 below standard. In mathematics, Foster Youth improved by +52.9 points from baseline, moving from -92.0 to -39.1 below standard. These gains are notable, but they also confirm that Foster Youth continue to require sustained, individualized support to move closer to grade-level expectations.<br><br>This need is reinforced by the district's Differentiated Assistance work. The district remains in Year 2 of Differentiated Assistance based on prior red indicators for the Foster Youth student group in suspension and chronic absenteeism. While suspension improved from red to yellow, chronic absenteeism remains red at 32.8%, indicating that attendance continues to be a primary area of need for this student group. The district's technical assistance summary also emphasizes the need for timely identification, | Action 2.14 addresses the needs of Foster Youth by providing districtwide oversight of the Foster Youth Support Program through the Director of Pupil Services and implementing a structured check-in process to coordinate targeted academic, social-emotional, behavioral, and attendance supports. This action includes ongoing student monitoring, collaboration between district and site staff, coordination of interventions, family outreach, and connection to school and community resources to ensure that Foster Youth receive timely, individualized support. The action also incorporates the appropriate use of Short-Term Independent Study to maintain continuity of learning during periods of absence and minimize disruptions to students' educational progress.<br><br>These coordinated services help address the unique educational barriers Foster Youth may experience, including school mobility, attendance challenges, changes in placement, transportation disruptions, and gaps in academic progress. Through regular check-ins, real-time monitoring of attendance, academic performance, and student engagement, district and site staff identify concerns early, coordinate interventions, monitor the effectiveness of supports, and adjust services as student needs change. Ongoing communication among educators, families, caregivers, and outside agencies further strengthens the continuity of support while helping ensure that students remain connected to school and receive appropriate academic, behavioral, and social-emotional services. | 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 |
|---|---|---|---|
| | monitoring, intervention, and coordinated academic, behavioral, and social-emotional supports for Foster Youth.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Although the systems developed through this action may strengthen districtwide practices for student support, the action is principally directed toward meeting the unique needs of Foster Youth by providing specialized monitoring, coordinated outreach, individualized intervention planning, and ongoing case management designed specifically for this student group. As a result, this action increases and improves services for Foster Youth by providing a comprehensive system of coordinated supports that removes barriers to school participation, strengthens educational stability, and improves student well-being, engagement, attendance, and academic success. | |

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.

Not Applicable

| 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 | Not Applicable | Not Applicable |
| Staff-to-student ratio of certificated staff providing direct services to students | Not Applicable | Not Applicable |

# 2026-27 Total Planned 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 | 153,555,136 | 9,939,162 | 6.473% | 0.000% | 6.473% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $163,618,212.00 | $23,861,601.00 | $2,519,733.00 | $5,453,923.00 | $195,453,469.00 | $171,234,684.00 | $24,218,785.00 |

| 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 | $295,111.00 | $451,548.00 | $746,659.00 | $0.00 | $0.00 | $0.00 | $746,659.00 | |
| 1 | 1.2 | Safe and Secure Schools | All | No | | | All Schools | 3 Year | $54,312.00 | $1,214.00 | $55,526.00 | $0.00 | $0.00 | $0.00 | $55,526.00 | |
| 1 | 1.3 | Facilities, Maintenance, and Operations | All | No | | | All Schools | 3 Year | $5,570,452.00 | $12,357,870.00 | $17,928,322.00 | $0.00 | $0.00 | $0.00 | $17,928,322.00 | |
| 1 | 1.4 | Health Services | All | No | | | All Schools | 3 Year | $4,563,827.00 | $171,467.00 | $3,790,143.00 | $945,151.00 | $0.00 | $0.00 | $4,735,294.00 | |
| 1 | 1.5 | Highly Qualified Teachers Support | All | No | | | All Schools | 3 Year | $116,603,235.00 | $497,135.00 | $98,509,960.00 | $11,936,807.00 | $2,519,733.00 | $4,133,870.00 | $117,100,370.00 | |
| 1 | 1.6 | Class size and support | All | No | | | All Schools | 3 Year | $708,749.00 | $0.00 | $0.00 | $0.00 | $0.00 | $708,749.00 | $708,749.00 | |
| 1 | 1.7 | Professional Development Plan | All | No | | | All Schools | 3 Year | $2,849,921.00 | $5,678.00 | $2,846,873.00 | $8,726.00 | $0.00 | $0.00 | $2,855,599.00 | |
| 1 | 1.8 | Broad Course of Study | All | No | | | All Schools | 3 Year | $6,136,348.00 | $0.00 | $6,136,348.00 | $0.00 | $0.00 | $0.00 | $6,136,348.00 | |
| 1 | 1.9 | Instructional Technology Access and Support Services | All | No | | | All Schools | 3 Year | $2,180,180.00 | $370,180.00 | $2,550,360.00 | $0.00 | $0.00 | $0.00 | $2,550,360.00 | |
| 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 | $227,690.00 | $160,000.00 | $77,690.00 | $310,000.00 | $0.00 | $0.00 | $387,690.00 | |
| 1 | 1.11 | Library Access and Resource Services | All | No | | | All Schools | 3 Year | $2,211,572.00 | $1,951.00 | $2,213,523.00 | $0.00 | $0.00 | $0.00 | $2,213,523.00 | |
| 1 | 1.12 | Student Transportation Services | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 Year | $22,466.00 | $3,992,809.00 | $4,015,275.00 | $0.00 | $0.00 | $0.00 | $4,015,275.00 | |
| 1 | 1.13 | School Supervision and Safety | All | No | | | All Schools | 3 Year | $2,362,680.00 | $0.00 | $2,362,680.00 | $0.00 | $0.00 | $0.00 | $2,362,680.00 | |

| 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 | 1.14 | Comprehensive Arts Education (Visual and Performing Arts) | All | No | | | All Schools | 3 Year | $1,773,819.00 | $291,362.00 | | $2,065,181.00 | | | $2,065,181.00 | |
| 1 | 1.15 | Student and Campus Safety | All | No | | | All Schools | 3 year | $96,761.00 | $0.00 | $96,761.00 | | | | $96,761.00 | |
| 1 | 1.16 | Mathematics Curriculum and Instructional Support | All | No | | | All Schools | 3 Year | $478,928.00 | $5,480.00 | $484,408.00 | $0.00 | $0.00 | $0.00 | $484,408.00 | |
| 2 | 2.1 | Diagnostic Assessments and Personalized Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 Year | $0.00 | $110,214.00 | $110,214.00 | $0.00 | $0.00 | $0.00 | $110,214.00 | |
| 2 | 2.2 | Universal Screening | All | No | | | All Schools | 3 Year | $30,317.00 | $169.00 | $30,486.00 | $0.00 | $0.00 | $0.00 | $30,486.00 | |
| 2 | 2.3 | Data Driven Program Implementation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 Year | $2,902,580.00 | $3,240.00 | $2,905,820.00 | $0.00 | $0.00 | $0.00 | $2,905,820.00 | |
| 2 | 2.4 | Team Collaboration | All | No | | | All Schools | 3 Year | $1,064,372.00 | $0.00 | $1,064,372.00 | $0.00 | $0.00 | $0.00 | $1,064,372.00 | |
| 2 | 2.5 | Intentional Planning and Lesson Design | All | No | | | All Schools | 3 Year | $0.00 | $1,333,074.00 | $1,333,074.00 | $0.00 | $0.00 | $0.00 | $1,333,074.00 | |
| 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 | $51,116.00 | $120,539.00 | $171,655.00 | $0.00 | $0.00 | $0.00 | $171,655.00 | |
| 2 | 2.7 | Universal Access | All | No | | | All Schools | 3 Year | $1,161,133.00 | $0.00 | $1,161,133.00 | $0.00 | $0.00 | $0.00 | $1,161,133.00 | |
| 2 | 2.8 | Support for Multilingual Students | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 Year | $0.00 | $218,313.00 | $218,313.00 | $0.00 | $0.00 | $0.00 | $218,313.00 | |
| 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 | $377,541.00 | $0.00 | $377,541.00 | $0.00 | $0.00 | $0.00 | $377,541.00 | |
| 2 | 2.10 | Extended Day Programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 Year | $195,850.00 | $153,864.00 | $334,820.00 | $14,894.00 | $0.00 | $0.00 | $349,714.00 | |
| 2 | 2.11 | Extended School Year | Students with Disabilities | No | | | All Schools | 3 Year | $107,843.00 | $777.00 | $0.00 | $108,620.00 | $0.00 | $0.00 | $108,620.00 | |

| 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 | 2.12 | Foundational Skills for Literacy and Math | All | No | | | All Schools | 3 Year | $1,354,655.00 | $0.00 | $1,354,655.00 | $0.00 | $0.00 | $0.00 | $1,354,655.00 | |
| 2 | 2.13 | Cultural and Linguistic Professional Development | All | No | | | All Schools | 3 Year | $403,308.00 | $4,614.00 | $407,922.00 | $0.00 | $0.00 | $0.00 | $407,922.00 | |
| 2 | 2.14 | Foster Youth Supports | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | 3 Year | $263,555.00 | $6,071.00 | $269,626.00 | $0.00 | $0.00 | $0.00 | $269,626.00 | |
| 2 | 2.15 | Artificial Intelligence and Educational Technology Integration | All | No | | | All Schools | 3 year | $128,244.00 | $3,240.00 | $131,484.00 | $0.00 | $0.00 | $0.00 | $131,484.00 | |
| 3 | 3.1 | Inclusive Engagement Practices | All | No | | | All Schools | 3 Year | $189,236.00 | $2,030.00 | $191,266.00 | $0.00 | $0.00 | $0.00 | $191,266.00 | |
| 3 | 3.2 | Student Support and Positive Culture Programs | All | No | | | All Schools | 3 Year | $1,132,260.00 | $80.00 | $1,132,340.00 | $0.00 | $0.00 | $0.00 | $1,132,340.00 | |
| 3 | 3.3 | Multitiered Support Systems | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 Year | $926,394.00 | $65.00 | $926,459.00 | $0.00 | $0.00 | $0.00 | $926,459.00 | |
| 3 | 3.4 | Counseling Services | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Day Creek Intermediate, Etiwanda Intermediate, Heritage Intermediate, and Summit Intermediate | 3 Year | $2,782,930.00 | $85,099.00 | $483,472.00 | $2,384,557.00 | $0.00 | $0.00 | $2,868,029.00 | |
| 3 | 3.5 | Targeted Student Support and Engagement Services | All | No | | | All Schools | 3 Year | $1,201,402.00 | $758,913.00 | $0.00 | $1,960,315.00 | $0.00 | $0.00 | $1,960,315.00 | |
| 3 | 3.6 | Training in Restorative Practices and Other Means of Correction | All | No | | | All Schools | 3 Year | $692,772.00 | $14,390.00 | $95,858.00 | $0.00 | $0.00 | $611,304.00 | $707,162.00 | |
| 3 | 3.7 | Collaborative Behavior Support Plan Development | All | No | | | All Schools | 3 Year | $1,954,880.00 | $55,375.00 | $0.00 | $2,010,255.00 | $0.00 | $0.00 | $2,010,255.00 | |
| 3 | 3.8 | Extracurricular Activities | All | No | | | All Schools | 3 Year | $406,242.00 | $0.00 | $406,242.00 | $0.00 | $0.00 | $0.00 | $406,242.00 | |
| 3 | 3.9 | Middle School Readiness and Orientation Program | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Day Creek Intermediate, Etiwanda | 3 Year | $48,224.00 | $53.00 | $48,277.00 | $0.00 | $0.00 | $0.00 | $48,277.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Intermediate, Heritage Intermediate, and Summit Intermediate 6th grade | | | | | | | | | |
| 3 | 3.10 | PBIS Program Support | All | No | | | All Schools | 3 Year | $4,667,155.00 | $2,000,000.00 | $4,590,060.00 | $2,077,095.00 | $0.00 | $0.00 | $6,667,155.00 | |
| 3 | 3.11 | Attendance and Academic Monitoring System | All | No | | | All Schools | 3 Year | $14,249.00 | $360.00 | $14,609.00 | $0.00 | $0.00 | $0.00 | $14,609.00 | |
| 4 | 4.1 | Cultivating Respectful and Supportive School Environments | All Students with Disabilities | No | | | All Schools | 3 Year | $1,257,895.00 | $0.00 | $1,257,895.00 | $0.00 | $0.00 | $0.00 | $1,257,895.00 | |
| 4 | 4.2 | District Communications | All Students with Disabilities | No | | | All Schools | 3 Year | $0.00 | $92,221.00 | $92,221.00 | $0.00 | $0.00 | $0.00 | $92,221.00 | |
| 4 | 4.3 | Digital Communication and Outreach | All | No | | | All Schools | 3 Year | $0.00 | $583,734.00 | $583,734.00 | $0.00 | $0.00 | $0.00 | $583,734.00 | |
| 4 | 4.4 | Ongoing Teacher-Family Communication | All | No | | | All Schools | 3 Year | $1,451,417.00 | $257,573.00 | $1,708,990.00 | $0.00 | $0.00 | $0.00 | $1,708,990.00 | |
| 4 | 4.5 | Family Information and Engagement Events | All Students with Disabilities | No | | | All Schools | 3 Year | $16,938.00 | $0.00 | $16,938.00 | $0.00 | $0.00 | $0.00 | $16,938.00 | |
| 4 | 4.6 | Opportunities for Educational Partner Input | All | No | | | All Schools | 3 Year | $244,403.00 | $66,947.00 | $311,350.00 | $0.00 | $0.00 | $0.00 | $311,350.00 | |
| 4 | 4.7 | Attendance Support Teams | All | No | | | All Schools | 3 Year | $14,249.00 | $360.00 | $14,609.00 | $0.00 | $0.00 | $0.00 | $14,609.00 | |
| 4 | 4.8 | Advisory Committees For Input and Decision Making | All | No | | | All Schools | 3 Year | $57,473.00 | $776.00 | $58,249.00 | $0.00 | $0.00 | $0.00 | $58,249.00 | |
| 5 | 5.1 | Community Day School Supports | All | No | | | Specific Schools: Etiwanda Community Day School | 1 Year | $0.00 | $23,000.00 | $0.00 | $23,000.00 | $0.00 | $0.00 | $23,000.00 | |
| 5 | 5.2 | On-Site Counseling Services | All | No | | | Specific Schools: Etiwanda Community Day School | 1 Year | $0.00 | $10,000.00 | $0.00 | $10,000.00 | $0.00 | $0.00 | $10,000.00 | |
| 5 | 5.3 | Professional Development | All | No | | | Specific Schools: Etiwanda Communit | 1 Year | $0.00 | $7,000.00 | $0.00 | $7,000.00 | $0.00 | $0.00 | $7,000.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | y Day School | | | | | | | | | |

# 2026-27 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 |
|---|---|---|---|---|---|---|---|---|---|
| 153,555,136 | 9,939,162 | 6.473% | 0.000% | 6.473% | $9,939,162.00 | 0.000% | 6.473 % | **Total:** | $9,939,162.00 |
| | | | | | | | | **LEA-wide Total:** | $8,747,819.00 |
| | | | | | | | | **Limited Total:** | $659,594.00 |
| | | | | | | | | **Schoolwide Total:** | $531,749.00 |

| 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 | $77,690.00 | |
| 1 | 1.12 | Student Transportation Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,015,275.00 | |
| 2 | 2.1 | Diagnostic Assessments and Personalized Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $110,214.00 | |
| 2 | 2.3 | Data Driven Program Implementation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,905,820.00 | |
| 2 | 2.6 | Professional Development for EL and LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $171,655.00 | |
| 2 | 2.8 | Support for Multilingual Students | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $218,313.00 | |
| 2 | 2.9 | Collaborative support systems | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $377,541.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| 2 | 2.10 | Extended Day Programs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $334,820.00 | |
| 2 | 2.14 | Foster Youth Supports | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $269,626.00 | |
| 3 | 3.3 | Multitiered Support Systems | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $926,459.00 | |
| 3 | 3.4 | Counseling Services | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Day Creek Intermediate, Etiwanda Intermediate, Heritage Intermediate, and Summit Intermediate | $483,472.00 | |
| 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 | $48,277.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $182,917,689.00 | $185,589,719.00 |

| 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 Management | No | $656,372.00 | 745642 |
| **1** | **1.2** | Safe and Secure Schools | No | $54,582.00 | 55948 |
| **1** | **1.3** | Facilities, Maintenance, and Operations | No | $18,339,409.00 | 20947416 |
| **1** | **1.4** | Health Services | No | $4,521,378.00 | 4475319 |
| **1** | **1.5** | Highly Qualified Teachers Support | No | $96,992,758.00 | 93668874 |
| **1** | **1.6** | Class size and support | No | $556,388.00 | 623212 |
| **1** | **1.7** | Professional Development Plan | No | $1,855,093.00 | 2221558 |
| **1** | **1.8** | Broad Course of Study | No | $623,642.00 | 632962 |
| **1** | **1.9** | Instructional Technology Access and Support Services | No | $2,432,092.00 | 2578218 |
| **1** | **1.10** | Supplemental Materials and Individualized Academic Supports | Yes | $451,046.00 | 511823 |
| **1** | **1.11** | Library Access and Resource Services | No | $2,113,428.00 | 2240800 |

| 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 | Early Education | No | $17,010,313.00 | 17397151 |
| 1 | 1.13 | Student Transportation Services | Yes | $3,581,858.00 | 4417483 |
| 1 | 1.14 | School Supervision and Safety | No | $2,333,542.00 | 2462682 |
| 1 | 1.15 | Comprehensive Arts Education (Visual and Performing Arts) | No | $2,187,032.00 | 2160676 |
| 1 | 1.16 | Student and Campus Safety | No | $94,502.00 | 85540 |
| 2 | 2.1 | Diagnostic Assessments and Personalized Learning | Yes | $348,412.00 | 167967 |
| 2 | 2.2 | Universal Screening | No | $79,801.00 | 30862 |
| 2 | 2.3 | Data Driven Program Implementation | Yes | $3,810,706.00 | 4558961 |
| 2 | 2.4 | Team Collaboration | No | $1,039,519.00 | 865647 |
| 2 | 2.5 | Intentional Planning and Lesson Design | No | $1,167,635.00 | 1268056 |
| 2 | 2.6 | Professional Development for EL and LTEL Support | Yes | $435,546.00 | 292544 |
| 2 | 2.7 | Universal Access | No | $1,134,021.00 | 1026477 |
| 2 | 2.8 | Support for Multilingual Students | Yes | $240,910.00 | 189379 |

| 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 | Collaborative support systems | Yes | $230,991.00 | 266677 |
| 2 | 2.10 | Extended Day Programs | Yes | $499,500.00 | 472212 |
| 2 | 2.11 | Extended School Year | No | $86,965.00 | 109870 |
| 2 | 2.12 | Foundational Skills for Literacy and Math | No | $1,323,024.00 | 1197556 |
| 2 | 2.13 | Cultural and Linguistic Professional Development | No | $25,000.00 | 24500 |
| 2 | 2.14 | Foster Youth Supports | Yes | $258,803.00 | 266292 |
| 3 | 3.1 | Inclusive Engagement Practices | No | $186,292.00 | 192712 |
| 3 | 3.2 | Student Support and Positive Culture Programs | No | $1,825,754.00 | 1873960 |
| 3 | 3.3 | Multitiered Support Systems | Yes | $34,000.00 | 34850 |
| 3 | 3.4 | Counseling Services | Yes | $2,737,364.00 | 3246025 |
| 3 | 3.5 | Targeted Student Support and Engagement Services | No | $2,019,271.00 | 1977196 |
| 3 | 3.6 | Training in Restorative Practices and Other Means of Correction | No | $659,012.00 | 690637 |
| 3 | 3.7 | Collaborative Behavior Support Plan Development | No | $1,932,748.00 | 1983774 |
| 3 | 3.8 | Extracurricular Activities | No | $419,609.00 | 430304 |

| 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 | Middle School Readiness and Orientation Program | Yes | $47,059.00 | 48906 |
| 3 | 3.10 | Alternative Education Settings | No | $809,500.00 | 685101 |
| 3 | 3.11 | PBIS Program Support | No | $4,245,609.00 | 4830832 |
| 3 | 3.12 | Attendance and Academic Monitoring System | No | $40,291.00 | 51477 |
| 4 | 4.1 | Cultivating Respectful and Supportive School Environments | No | $1,228,523.00 | 1112016 |
| 4 | 4.2 | District Communications | No | $84,911.00 | 53066 |
| 4 | 4.3 | Digital Communication and Outreach | No | $894,053.00 | 1005548 |
| 4 | 4.4 | Enhancing Parental Involvement and Volunteerism | No | $681,203.00 | 816101 |
| 4 | 4.5 | Family Information and Engagement Events | No | $28,220.00 | 33666 |
| 4 | 4.6 | Opportunities for Educational Partner Input | No | $410,577.00 | 404205 |
| 4 | 4.7 | Attendance Support Teams | No | $40,291.00 | 64765 |
| 4 | 4.8 | Advisory Committees For Input and Decision Making | No | $58,599.00 | 58340 |
| 5 | 5.1 | Community Day School Supports | No | $13,000.00 | 6494 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **5** | **5.2** | On-Site Counseling Services | No | $30,000.00 | 24764 |
| **5** | **5.3** | Professional Development | No | $7,535.00 | 2676 |

# 2025-26 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) |
|---|---|---|---|---|---|---|
| $9,931,622 | $10,049,791.00 | $9,931,622.00 | $118,169.00 | 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 | 1.10 | Supplemental Materials and Individualized Academic Supports | Yes | $128,237.00 | $102,438 | 0 | |
| 1 | 1.13 | Student Transportation Services | Yes | $3,581,858.00 | $3,523,527 | 0 | |
| 2 | 2.1 | Diagnostic Assessments and Personalized Learning | Yes | $348,412.00 | $330,554 | 0 | |
| 2 | 2.3 | Data Driven Program Implementation | Yes | $3,810,706.00 | $3,842,932 | 0 | |
| 2 | 2.6 | Professional Development for EL and LTEL Support | Yes | $435,546.00 | $428,332 | 0 | |
| 2 | 2.8 | Support for Multilingual Students | Yes | $240,910.00 | $205,483 | 0 | |
| 2 | 2.9 | Collaborative support systems | Yes | $230,991.00 | $192,921 | 0 | |
| 2 | 2.10 | Extended Day Programs | Yes | $487,834.00 | $527,190 | 0 | |
| 2 | 2.14 | Foster Youth Supports | Yes | $258,803.00 | $259,797 | 0 | |
| 3 | 3.3 | Multitiered Support Systems | Yes | $34,000.00 | $34,000 | 0 | |
| 3 | 3.4 | Counseling Services | Yes | $445,435.00 | $436,735 | 0 | |
| 3 | 3.9 | Middle School Readiness and Orientation Program | Yes | $47,059.00 | $47,713 | 0 | |

# 2025-26 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) |
|---|---|---|---|---|---|---|---|---|
| $147,124,785 | $9,931,622 | 0.00 | 6.750% | $9,931,622.00 | 0.000% | 6.750% | $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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

**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

## *Requirements*

**School districts and COEs:** *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

### For English Learners and Long-Term English Learners

- 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

- 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.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

# 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 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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