

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Etiwanda School District

CDS Code: 36-67702

School Year: 2022-23

LEA contact information:

Charlayne Sprague

Superintendent

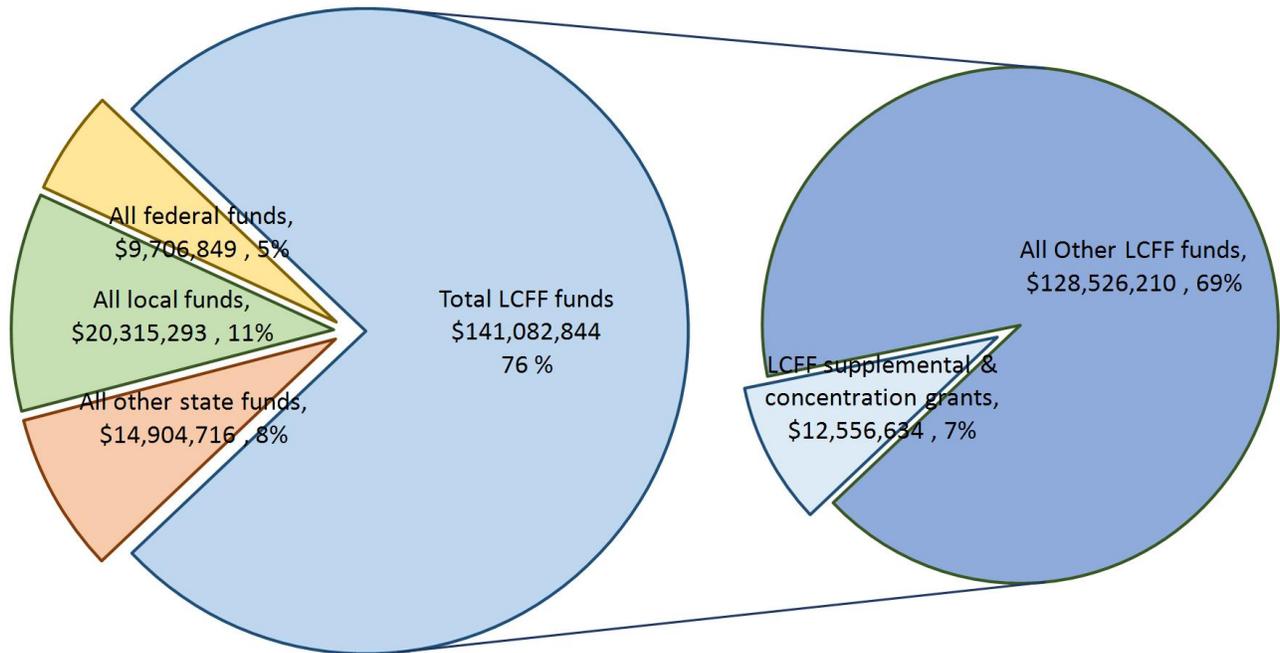
charlayne\_sprague@etiwanda.org

(909) 899-2451

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

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



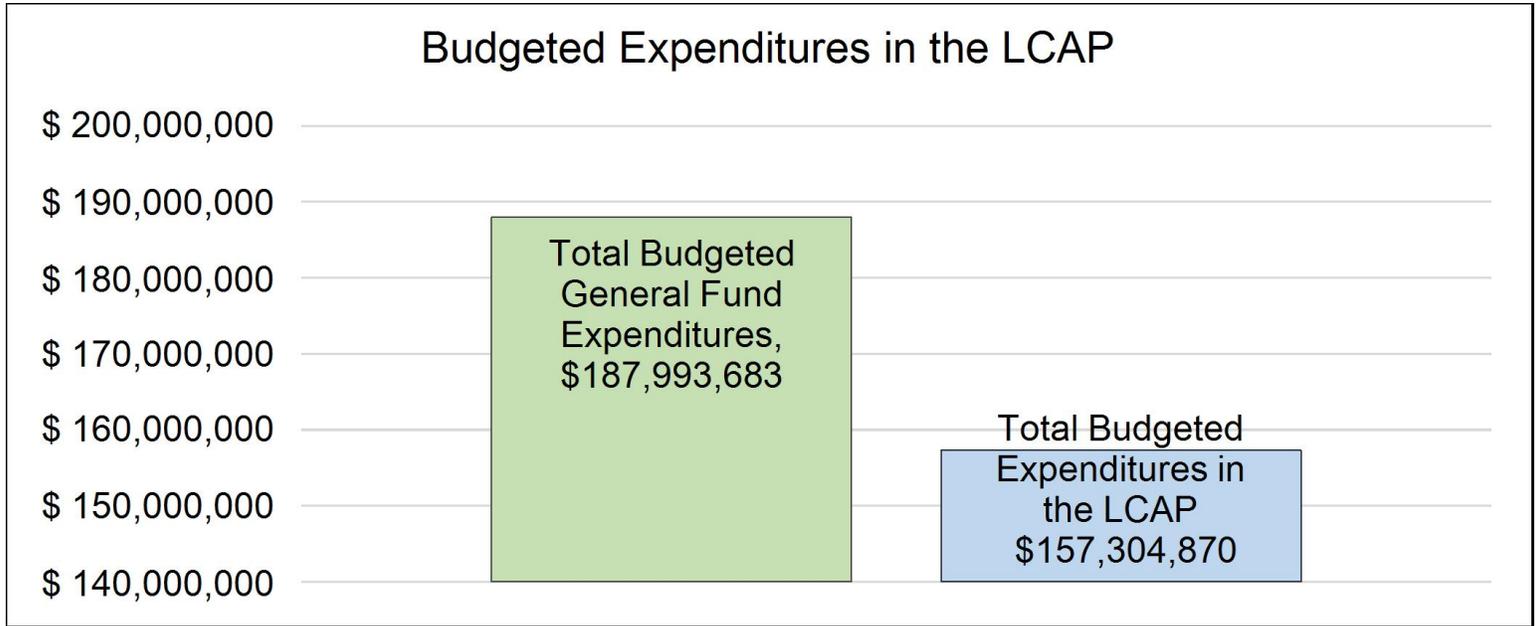
This chart shows the total general purpose revenue Etiwanda School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Etiwanda School District is \$186,009,702, of which \$141,082,844 is Local Control Funding Formula (LCFF), \$14,904,716 is other state

funds, \$20,315,293 is local funds, and \$9,706,849 is federal funds. Of the \$141,082,844 in LCFF Funds, \$12,556,634 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 2022-23. 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 \$187,993,683 for the 2022-23 school year. Of that amount, \$157,304,870 is tied to actions/services in the LCAP and \$30,688,813 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

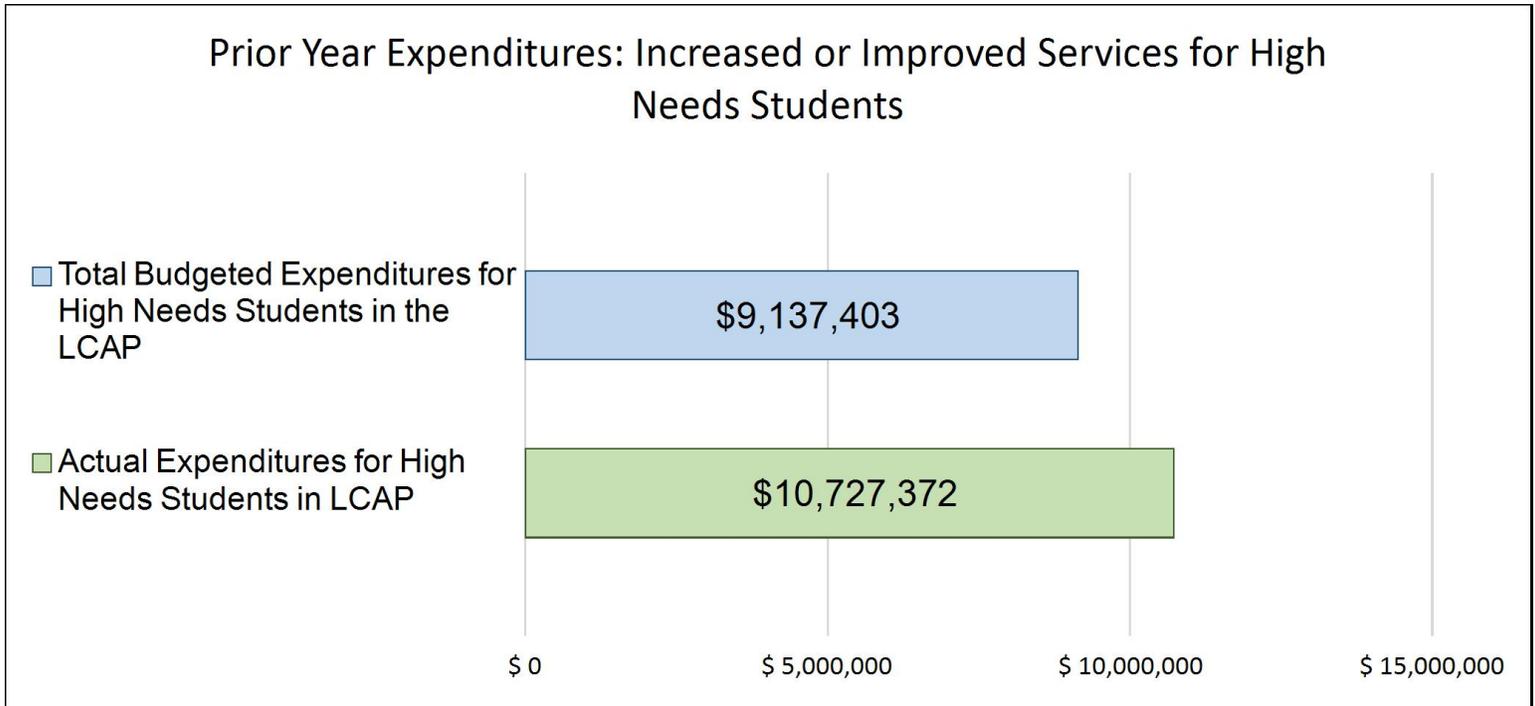
Salaries and employee benefits for administration, certificated, and classified employees including campus support personnel to support school and district wide programs such as special education, before and after school child care, and federal categorical programs. Additional expenditures include books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

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Etiwanda School District is projecting it will receive \$12,556,634 based on the enrollment of foster youth, English learner, and low-income students. Etiwanda School District must describe how it intends to increase or improve services for high needs students in the LCAP. Etiwanda School District plans to spend \$12,556,634 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 2021-22



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 2021-22, Etiwanda School District's LCAP budgeted \$9,137,403 for planned actions to increase or improve services for high needs students. Etiwanda School District actually spent \$10,727,372 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Etiwanda School District	Justin Kooyman Director of Instruction	justin_kooyman@etiwanda.org (909) 899-2451

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Etiwanda School District received the Expanded Learning Opportunities Grant and the Educator Effectiveness Block Grant through the Budget Act of 2021. Funds received for the Expanded Learning Learning Opportunities Grant are included in Etiwanda's 2021-2022 Local Control Accountability Plan (LCAP). Because the funds received for the Educator Effectiveness Block Grant were released after the LCAP was developed and adopted in June 2021, these funds are not included in Etiwanda's LCAP. The Etiwanda School District does not receive concentration grant funds.

Online Thought Exchanges were opened in September 2021 asking teachers and administrators to share their thoughts on students' academic needs in an effort to create plans for the Educator Effectiveness Block Grant. Over 545 teachers and administrators participated in the exchanges.

Overall trends consistently seen throughout the Thought Exchanges include:

- Improve instruction focused on meeting the individual needs of students.
- Develop strategies to meet the needs for a wide-range of learners within a classroom.

These priorities have been addressed on page 3 of the Educator Effectiveness Block Grant plan

Plans for the Educator Effectiveness Block Grant can be found on the LCAP page of the district website. Link to plan: <https://5il.co/17jnx>

Additional opportunities for Etiwanda's educational partners to engage in the decision-making process for all educational plans will continue to take place throughout the 2021-2022 school year.

Community surveys will be administered in January 2022. All educational partners including parents/guardians, instructional staff, and

students in grades 3-8 will be asked to participate in the survey process and each of these partner groups will take a similar survey. Surveys are used to obtain feedback on all plans related to improving school conditions and pupil outcomes.

The Etiwanda School District will host four community forums in April 2022 to gather input from educational partners which will be used to monitor progress on all plans. Community Forum events include an overview of current plans, a review of recently collected feedback from community partners, and a review of the proposed plan revisions. In an effort to create accessibility, forums will be held both virtually and in-person and will take place on two different days at different times during the day.

Information gathered from educational partners is thoroughly analyzed by the LCAP advisory group comprised of thirty-four (34) members that represent all groups in the Etiwanda School District. The committee meets five times during the school year to analyze input from educational partners and student outcome data. The committee uses metric data and feedback to monitor progress on goals, actions, and expenditures included in current plans. Staff committee members are designated to represent all aspects of the Etiwanda School District K-8 educational system. This includes teachers, principals, administrators, counselors, classified school personnel, local bargaining unit members, and staff assigned to special education and English learner programs. Parent committee members are designated to represent the demographics of the Etiwanda School District community, including parents of student groups with a significant achievement gap, special education, English learner, low income and foster youth student families. Additional members on the committee include a School Site Council representative and PTA/PTO representative.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Etiwanda School District does not received concentration grant funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Etiwanda School District has a long-established foundational principle of meaningful engagement with our educational partners. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The District's practices have been further enhanced during the pandemic as The Etiwanda School District sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Local Continuity and Attendance Plan, The 2021-2022 LCAP, Expanded Learning Opportunities (ELO) Grant Plan and the ESSER III Expenditure Plan. All input gathered from community partners

is considered and used in the development of all educational plans.

The following plans with specific page numbers indicated explain how and when the LEA engaged its educational partners in the use of funds received to support recovery for the COVID-19 Pandemic:

- Learning Continuity and Attendance Plan (p. 2-7)  
[https://drive.google.com/file/d/1GI9G1WTV0vtBjszXUEtUG\\_3t6OE97wLz/view?usp=sharing](https://drive.google.com/file/d/1GI9G1WTV0vtBjszXUEtUG_3t6OE97wLz/view?usp=sharing)
- Expanded Learning Opportunities (ELO) Grant Plan (p. 1-3):  
<https://5il.co/1djnn>
- Local Control and Accountability Plan LCAP) (p. 83-88):  
<https://5il.co/134ip>
- ESSER III Expenditure Plan (p. 2-4) Link:  
<https://5il.co/134ik>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Etiwanda School District has implemented the federal Elementary and Secondary School Emergency Relief Expenditure Plan (ESSER III).

#### Safely Open and Operate School/Continuous and Safe In-Person Learning

- Health & Safety Supplies: Personal Protective Equipment (PPE) has been obtained as needed to ensure the health and safety of students and staff. The district has experienced success in obtaining, distributing, and maintaining the necessary PPE. The district utilized ESSER III funding to upgrade HVAC filters to reduce the risk of virus transmission and exposure. All classrooms have successfully received upgraded filters and additional portable filtration systems.
- Health Services: Certificated and classified staff have implemented and monitored systems to mitigate the spread of COVID-19. ESSER III funds have supported additional personnel and overtime pay for certificated and classified personnel to perform these

functions. While these efforts have been successful, the ability to maintain staff morale while a large number of employees are working additional hours is a concern.

#### Addressing the Impact of Lost Instructional Time

- **Outdoor Learning Environments:** The District plans to acquire equipment and materials to create additional outdoor learning spaces to increase social distancing and reduce the spread of COVID-19. Finding materials has been a challenge as there is a shortage of available supplies.
- **Employee Substitutes:** The district anticipated that additional substitutes would be needed to cover absences for both certificated and classified personnel. This has been a challenge as there is shortage of available substitutes and oftentimes vacancies are left unfilled.
- **Online Programs:** Online programs have been purchased and licenses for these programs will be extended beyond what would have been feasible through the use of ESSER III funds. This has been successful as they have made it possible to conduct virtual meetings and gatherings with families and staff to mitigate the spread of COVID-19 on school campuses.
- **Summer Learning Programs:** The district was able to offer several summer "jump start" programs for all students which will be expanded through the use of ESSER III funds. We were successful in the implementation of the expanded summer school programs as nearly 2,500 students participated in July 2021. Additionally, teachers who facilitated the summer programs were surveyed about the program's benefit for students and the overall experience and nearly 90% of teachers surveyed indicated positive outcomes.
- **Academic Tutoring:** The District has purchased access to online tutoring services for all grade 4-8 students and licenses for this service will be extended through the use of ESSER III funds. This is a success as this service is available 24 hours a day, 7 days a week and provides individualized support on specific assignments. To date, the program has provided service to nearly 2,400 eligible students which far exceeds the amount of students who could otherwise feasibly receive such individualized and specific support at anytime.
- **Supplemental Academic Resources:** Online programs have been purchased and licenses for these programs will be extended beyond what would have been feasible through the use of ESSER III funds. This is a success as students in the Etiwanda School District have shown a tremendous amount of skill growth in reading and math as evidenced by District diagnostic data measuring performance on fall and winter assessments for the 2021-2022 school year.
- **Professional Learning/Development:** The District facilitated an optional conference for educators and support staff just prior to the start of the school year. This was a success as over 240 certificated employees and 300 classified employees opted to attend and shared positive feedback about the training sessions. Professional development opportunities will again be offered prior to the start of 2022-2023 school year through the use of ESSER III funds.

#### Use of Any Remaining Funds

- **COVID-19 Leave:** It was anticipated there would be a higher rate of employee absences due to COVID-19 illness and quarantine protocols. ESSER III funding has been instrumental in supplementing the cost of these absences.
- **Equipment/Materials Repair and Replacement:** The district has updated and increased the amount of technology available at each school site by obtaining additional hotspots, Chromebooks, webcams and headphones. All technology has been obtained and students at all school sites have been successful in accessing the internet and academic software programs.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Etiwanda School District has or will receive approximately \$157 million dollars in state, local, and federal funds for the 2021-2022 school year. This total includes approximately \$8.9 million dollars in federal relief funds from the federal Elementary and Secondary School Emergency Relief (ESSER III) Expenditure plan. Through December 10, 2021, approximately 43% of the total funds allocated for this school year have been spent on specific actions related to the goals in our Local Control Accountability Plan including:

- Goal 1: Conditions of Learning
- Goal 2: Pupil Outcomes
- Goal 3: Student Engagement
- Goal 4 Family Engagement
- Goal 5: Resilience & Recovery

#### ESSER III Expenditure Plan

The ESSER III Expenditure Plan adopted this Fall has aligned and enhanced actions in the LCAP allowing the Etiwanda School District to:

- Monitor, coordinate, and provide expanded health supplies and services under pandemic conditions. (LCAP Goal 1, Action 3)
- Provide a team of qualified full-time and substitute teachers. (LCAP Goal 1, Action 4)
- Facilitate professional development opportunities for staff to support increased academic achievement for students. (LCAP Goal 1, Action 6 & LCAP Goal 5, Action 4)
- Provide supplemental online and academic resources (LCAP Goal 1, Actions 9 & 10 and LCAP Goal 5, Action 5)
- Expand summer learning programs for students. (LCAP Goal 5, Action 3)
- Extend the availability of online tutoring services (LCAP Goal 5, Action 8)
- Provide enhanced technology hardware to students so they can meaningfully engage in learning opportunities. (LCAP Goal 1, Action 8)
- Use online technology programs to engage families in virtual meetings. (LCAP Goal 4, Actions 3 & 4)

#### Safe Return to in-Person Instruction and Continuity of Services Plan

The Etiwanda School District used its fiscal resources to implement the Safe Return to In-Person Instruction and Continuity of Services Plan by providing contact tracing, COVID-19 testing, PPE, to disinfect high-contact surfaces, and upgrade HVAC filters to ensure safer air for students in enclosed spaces. (LCAP Goal 1, Actions 2 and 3)

- 2021-2022 Local Control and Accountability Plan (LCAP) link: <https://5il.co/134ip>
- ESSER III Expenditure Plan link: <https://5il.co/134ik>
- Safe Return to In-Person Instruction and & Continuity of Services Plan link: <https://5il.co/14zf3>

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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](mailto:lcff@cde.ca.gov).*

### Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

*intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Local Control Accountability Plan

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

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

## Plan Summary [2022-23]

### General Information

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

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

Etiwanda currently has over 13,000 transitional kindergarten through eighth grade students attending 13 elementary schools, 4 intermediate schools, a community day school, and a blended online home school. As part of their ongoing service to the communities of Rancho Cucamonga and Fontana in the west end of San Bernardino County, our Etiwanda schools continue to distinguish themselves and earn various awards including Blue Ribbon Honors, California Distinguished Schools and Golden Bell Awards.

Our student enrollment is comprised of 44% Hispanic, 19% White, 15% Asian, and 8% African American, with the remaining 13% identified in other ethnic groups. Students identified as low income make up 48% of our population, 11% receive special education services, 10% are English learners and less than 1% are foster youth. Unduplicated students are 54.45% of the Etiwanda total student population.

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

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

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

## Reflections: Successes

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

The Etiwanda School District is very proud of the growth it has secured for students over time. Prior to the COVID-19 pandemic, students in the District demonstrated continuous and significant growth on student achievement in the areas of language arts and mathematics. Careful planning, research, and strategic decision-making led to actions that support the goals developed for improved student outcomes. Many programs implemented through the LCAP, including 1:1 Chromebooks, a robust technology infrastructure, i-Ready Diagnostic assessment tools, Academic Advisors/Assistants, a comprehensive school counseling plan, and the alternative education programs positioned the district to seamlessly address many of the challenges created by the COVID-19 pandemic.

To help parents and educators identify strengths and areas for improvement the California School Dashboard reports how districts, schools, and student groups are performing across state and local measures. This dashboard utilizes state and local metrics to report on progress. Performance on state measures, using comparable statewide data, is represented by one of five colors: red, orange, yellow, green, or blue. A red indicator represents the lowest performance level while blue represents the highest level.

Although several of the metrics used to inform the CA School Dashboard were not available for the 2019-2020 and 2020-2021 school years, it remains a useful exercise to reflect on the most recent data from the 2018-2019 dashboard to determine past successes for the District so they may be replicated as we continue to move forward.

In the area of English language arts, the 2019 CA Dashboard shows a green indicator for our overall student population.

Students in the following groups show a blue indicator: Asian, Filipino, and White.

Students in the following groups show a green indicator: Hispanic, African American, two or more races, English learners, socioeconomically disadvantaged, and homeless.

There were no student groups with red or orange indicators.

In the area of mathematics, the 2019 CA Dashboard shows a green indicator for our overall student population.

Students in the following groups show a blue indicator: Asian, Filipino, and White.

Students in the following groups show a green indicator: Hispanic, African American, two or more races, and English learners.

There were no student groups with red or orange indicators.

Because information from the CA School Dashboard is not recent, it is also useful to determine successes based on local data. The Etiwanda School District administers local assessments which are the i-Ready diagnostic assessment in reading and mathematics three times annually for all students in kindergarten through grade 8.

An examination of local data from diagnostic assessments administered in the same time frame in three school years indicates only slight variations in the levels of overall student achievement in reading and math even though the COVID-19 pandemic created drastic differences in learning conditions for students. Reading assessment data indicated in the 2019-20 school year 63% of students were at/above grade level. In the 2020-21 school year 64% of students were at/above grade level. In the 2021-22 school year 60% of students were at/above grade level. Math assessment data indicated in the 2019-20 school year 56% of students were at/above grade level. In the 2020-21 school year 64% of students were at/above grade level. In the 2021-22 school year 60% of students were at/above grade level. It is important to note that assessment data during the 2020-2021 school year may have been positively affected by students obtaining adult assistance on assessments during remote administration.

The Etiwanda School District plans to build upon this success by continuing to implement actions in the Local Control and Accountability Plan that have proved successful and refocusing efforts to fully implement actions that were implemented to a limited degree in the 2021-2022 school year due to COVID-19 safety protocols. These actions include Goal 2 Actions 2 and 3 related to staff collaboration and Goal 2 Action 9 which calls for extended day learning opportunities.

As students returned to in-person instruction after a year of remote learning, discipline referral rates for all students remained low at just over 15% between August 2021 and March 2022. Suspension rates for this same time are exceptionally low at .6% for all students. Additionally, despite additional absences caused by COVID-19 protocols the overall absence rate between August 2021 and March 2022 was just 6.9%. These statistics demonstrate a high level of engagement for our overall student population.

Though students in our District experienced different conditions of learning during the 2021-22 school year due to COVID-19 restrictions such as mask mandates, educational partners continued to report high levels of satisfaction through surveys administered in January 2022.

The survey indicates 97% of participating parents/guardians, 94% of students, and 93% of staff members agree our schools provide a well-rounded curriculum. The survey also indicates 98% of participating parents/guardians, 97% of students, and 98% of staff members agree students receive the resources (including equipment) they need. Additionally, 95% of participating parents/guardians and 96% of students and staff members agree teachers understand students' academic needs. To underscore the value our teachers place on assisting students 94% of participating parents/guardians and 97% of students agree teachers help students when they do not understand. And finally, 97% of participating parents/guardians, 92% of students, and 98% of staff members agree they would recommend their school to others. Goal 1 of Etiwanda's LCAP includes actions to ensure students have access to a well-rounded curriculum (Action 1.7) and the resources/equipment they need (Actions 1.8 and 1.9). Goal 2 of the plan includes an action to support teachers' understanding of student needs (Action 2.3) and an action centered on students receiving the help they need (Action 2.6).

The Etiwanda School District plans to build upon this success by continuing to implement actions in the Local Control and Accountability Plan that have proved successful and refocusing efforts to fully implement actions that were implemented to a limited degree in the 2021-2022 school year due to COVID-19 safety protocols. This includes Goal 3 Action 7 centered on extracurricular activities.

## Reflections: Identified Need

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

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

In the area of English language arts, the 2019 CA Dashboard shows a yellow indicator for Foster youth and students with disabilities. There were no student groups with red or orange indicators.

In the area of mathematics, the 2019 CA Dashboard shows a yellow indicator for foster youth, socioeconomically disadvantaged students, homeless, and students with disabilities. There were no student groups with red or orange indicators.

Because information from the CA School Dashboard is not recent, it is also useful to determine identified needs based upon local data. The Etiwanda School District administers local assessments (i-Ready Diagnostic) in reading and mathematics three times annually for all students in kindergarten through grade 8.

An analysis of local winter diagnostic assessment results indicates Etiwanda student performance in reading and math slightly declined during the 2021-22 school year in comparison with student performance on these same assessments administered during the same timeframe in the 2020-21 school year. Greater declines were evident for unduplicated students which includes English learners, socioeconomically disadvantaged students, foster youth, and those who are homeless. It is important to note that assessment data obtained during the 2020-2021 school year may have been positively affected by students obtaining adult assistance on assessments during remote administration.

Local reading assessments from the winter of the 2021-22 school year indicate 60% of all students performed at grade level in comparison with 67% in 2020-21. Math assessment results in 2021-22 indicate 51% of all students performed at grade level, a 10% decrease in the percent of students scoring at grade level in mathematics in comparison with the 2020-21 school year.

In 2021-22, 46% of English learners performed at grade level on the local winter diagnostic assessment, in comparison with 52% in 2020-21. The 2021-22 results of the local math diagnostic assessment indicate that 43% of English learners scored at grade level as opposed to 48% in the 2020-21 school year.

Local reading assessment data from the 2021-22 school year indicate 49% of students who are socioeconomically disadvantaged performed at grade level which is 4% less than the percent of socioeconomically disadvantaged students who scored at grade level in 2020-21. Thirty-eight percent of socioeconomically disadvantaged students performed at grade level on the i-Ready Math Diagnostic in the 2021-22 school year while 44% of socioeconomically disadvantaged students performed at grade level in 2020-21.

The 2021-22 local Reading Diagnostic scores indicate 37% of foster youth performed at grade level in comparison with 30% in 2020-21. In 2021-22, 18% of foster youth performed at grade level in the area of math on the winter i-Ready Diagnostic compared to 26% in the 2020-21 school year.

Local reading assessment data in the 2021-22 school year indicate 47% of students who are homeless performed at grade level, in comparison with 51% in 2020-21. Local math assessment results in the 2021-22 school year indicate 34% of students who are homeless performed at grade level in comparison with 41% in the 2020-21 school year.

Further examination of this local assessment data indicates many unduplicated students who performed below grade level are two or more grade levels below standard. In reading 21% of socioeconomically disadvantaged students are two or more grade levels below and in math 17% are two or more grade levels below. In reading 35% of foster youth are two or more grade levels below, and in math 31% are two or more grade levels below. In reading 24% of English learners are two or more grade levels below and in math 15% are two or more grade levels below. Disparities in achievement such as these require extended day opportunities and the use of supplemental materials to accelerate learning. The Etiwanda School District will refocus efforts to address these deficits by fully implementing actions that were implemented to a limited degree in the 2021-2022 school year due to COVID-19 safety protocols. These actions include Goal 2 Actions 2 and 3 related to staff collaboration and Goal 2 Action 9 which calls for extended day learning opportunities.

It was also noted there is a larger percent of students overall and by student group not performing on grade level in the area of math. To help ensure more students achieve academic success in this area, measures will be taken to enhance instruction, specifically in math where data indicates the most need for improvement. These measures will be incorporated into Goal 2 Actions 2.11 and 2.12 related to professional learning in math and reading.

Although discipline referrals, suspensions, and absence rates for all students remained low between August 2021 and March 2022, disparity has been noted for some unduplicated students. While the overall student population received discipline referrals at a rate of 15%, 20% of socioeconomically disadvantaged students and over 30% of foster youth received referrals. While the overall student population had a suspension rate of .6%, .8% of socioeconomically disadvantaged students and over 2% of foster youth were suspended. Additionally, the overall student population had an absence rate of 6.9%, nearly 9% of socioeconomically disadvantaged students and 10% of foster youth were absent. This information underscores the need to continue efforts to engage unduplicated students and their families in the school environment which will be addressed through Goal 2 Action 8 related to family outreach and Goal 4 Action 6 centered on the District Attendance Review Team (DART).

An analysis of input collected from educational partners through surveys, advisory groups, and a districtwide Thought Exchange reveal community priorities include an increased interest in providing enrichment opportunities for advanced learners and continued focus on providing enhanced supports for students who have not yet met academic standards and those struggling to reacclimate to the school environment after a year of remote learning. The community also places a high value on schools providing additional support in language acquisition skills for multilingual learners and outreach to families of typically underserved students. This will be addressed through a new action in Goal 1. Action 1.13 will create a collaboration with educational partners to develop plans for promoting academic enrichment for advanced and high-achieving students.

## LCAP Highlights

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

The 2022-2023 LCAP focuses on the continuous improvement of student achievement, providing ongoing professional development and training for educators, evaluating and improving school climate, and offering meaningful parent engagement activities all while maintaining fiscal solvency.

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

The LCAP goals and actions outline proven and effective actions and services that contribute to demonstrable growth in student achievement and maintain those actions and services that continue to have a positive impact on student achievement and support the District vision and goals. The Etiwanda School District Local Control and Accountability Plan (LCAP) includes four goals for the 2022-2023 school year.

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

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

Significant actions and services include the following:

- Provide engaging and equitable learning experience for all students.
- Understand the needs of every student through consistent data analysis.
- Meet the needs of every student through differentiated assistance provided during and beyond the school day.
- Foster collaboration between professionals who are focused on improving student outcomes.
- Address the mental health and social-emotional needs of children through coordinated services.

- Ensure there are multiple pathways that encourage our educational partners to become involved in the decision-making process.

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

## **Comprehensive Support and Improvement**

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

### ***Schools Identified***

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

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

### ***Support for Identified Schools***

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

Not Applicable

### ***Monitoring and Evaluating Effectiveness***

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

Not Applicable

# Engaging Educational Partners

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

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

The LCAP Advisory Committee analyzes all feedback gathered from educational partners to determine big ideas and trends. The LCAP Advisory Committee is comprised of parents/guardians representing English learners, low-income, foster youth, students with disabilities, teachers, counselors, classified staff, association representatives, district administrators, principals, the SELPA administrator, and community organizations. Member of the committee participated in virtual meetings throughout the school year.

## Thought Exchange - Administered in September 2021

The Etiwanda community was invited to participate in a Thought Exchange. Families and staff members participated in an adult exchange and fourth - eighth-graders participated in a student exchange. Participants were asked to respond to the following question and then rate the ideas others had submitted: Consider the strategies we use to engage students in their learning. What is going well and what suggestions do you have? Approximately 3,570 family members, 510 staff members, and 3,840 students participated in the exchanges.

## Annual Surveys - Administered online in January 2022:

### Parent Survey –

The parent survey includes questions related to the conditions of learning in our schools, strategies and services related to improving pupil outcomes, and student and family engagement. Approximately 5,270 parents/guardians participated in the survey this year. Each school and demographic group were equitably represented.

### Student Survey (Gr 3-8) –

The student survey is administered at school to all students in grades 3–8 who received parent permission. The student survey includes questions related to the conditions of learning in our schools, strategies and services related to improving pupil outcomes, and student engagement. Over 5,970 students participated in the survey process this year. Each school and demographic group were equitably represented.

### Staff Survey –

The staff survey is integrated into school staff meetings. Additionally staff are invited to participate through emails. The staff survey includes questions about the conditions of learning in our schools, strategies and services related to improving pupil outcomes, student and family engagement, and teacher preparedness. Approximately 750 staff members participated in the survey process this year. Each school,

demographic group, and job classification were equitably represented.

LCAP Community Forums - Virtual through the Zoom platform:

Tuesday, April 5, 2022, 9:00 a.m. and 6:00 p.m.

Thursday April 7, 2022, 9:00 a.m. and 6:00 p.m.

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

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

The community forum events included an overview of the LCFF and LCAP systems and a review of our District's current LCAP goals and actions. Participants engaged in small group presentations with district and school administrators and were provided with opportunities to ask questions. Educational partners then provided feedback by responding to a series of questions presented through the Mentimeter platform.

Questions included the following:

- How important are the following resources and services (Use of instructional technology, Universal Access time for students, Professional Development for staff)?
- What skills or abilities do you hope your child will have attained by 8th grade promotion?
- Do you feel your child is on-track for attaining these skills/abilities?
- What evidence of efforts to engage your child in learning do you see at your child(ren)'s school(s)?
- Rank these communication pathways according to how much you depend on each of them for the information you need about school-related topics/events (autodialer messages, email, website, social media, Remind mobile app)?
- Share a word or phrase you feel school staff should keep in mind as we continue efforts to revive from the pandemic.
- What additional feedback do you have about the Etiwanda Local Control Accountability Plan?

Advisory Committees and Groups:

The LCAP Advisory Committee met virtually through the Zoom platform five times during the school year. These meetings were held on October 7, 2021, November 18, 2021, February 10, 2022, March 10, 2022, and April 14, 2022. All meetings were open to the public and links to access the meetings along with agendas were shared through email and the District website. Information about LCFF funding and current LCAP goals and actions were presented. Data shared at meetings pertained to the strengths and challenges students demonstrated on the CAASPP for math and ELA. State and local data for attendance, suspension, and expulsion were also presented. Educational partner feedback collected from Thought Exchanges, surveys, and community forums was also shared. Educational partner input was requested to maintain, modify, delete, or add LCAP actions. Additionally, the committee completed the Parental Involvement and Family Engagement

### Self-Reflection Tool for Priority 3.

The District English Learner Advisory Committee (DELAC) is comprised of staff members and principals representing School Site Councils from school sites and parents/guardians of English learners representing each school site. Committee meetings for the 2021-22 school year were conducted virtually through the Zoom platform on November 16, 2021, January 18, 2022, February 15, 2022, and April 19, 2022. Information about the LCAP and the work of the LCAP Advisory Committee was shared. Educational partner input was requested to maintain, modify, delete, or add LCAP Actions.

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

#### LCFF/LCAP Presentations to the Board of Trustees and Educational Partners

Regular updates and information about the LCAP development process are provided through presentations at public Board of Trustees meetings throughout the school year. Such presentations were shared on September 9, 2021, January 21, 2022, February 10, 2022, February 24, 2022, March 10, 2022, and May 9, 2022. Information shared included plans for engaging educational partners, survey revisions, and reports on feedback collected from community partners. Additionally, a public hearing for the proposed LCAP took place on May 26, 2022 at 6:30 PM. The meeting was conducted at the Etiwanda School District Board Room located at 6061 East Avenue Etiwanda, CA 91739. A public hearing notification was posted at least 10 days prior to the Board of Trustee meeting at all school locations, local community boards, the district website, and the district office lobby. The Local Control and Accountability Plan was adopted by the Board of Trustees at a public meeting on June 20, 2022.

#### Online Public Review and Comment:

The Draft 2022-23 LCAP was posted on the Etiwanda School District website for parents, school staff, and community to view prior to final approval. The online response portal is made available annually for parents, school staff, and community members to provide feedback and suggestions. The online portal was available from May 13, 2022-May 27, 2022. One comment was received through the portal.

The superintendent or designee responds in writing to comments provided by the LCAP Advisory Committee, DELAC, and any online portal comments.

### A summary of the feedback provided by specific educational partners.

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

#### Parents/Guardians:

- Families overwhelmingly trust and report having positive perceptions of our schools.

- Continue multiple efforts to engage students in their learning.
- Focus on character and teaching students the value of respect and kindness.
- Ensure communication is timely and available in multiple ways.
- Provide safe, in-person learning.
- Continue to cultivate a hands-on learning environment that fosters collaboration.
- Focus on positive reinforcement.
- Ensure the social-emotional needs of students are met.
- Increase enrichment opportunities for advanced learners.
- Ensure information about the LCAP is accessible to families.
- Return to pre-pandemic learning conditions as soon as possible.

#### Parents of English Learners:

- Multilingual learners will benefit from enhanced support during the school day.
- Provide multilingual learners with extended day learning opportunities.
- Provide targeted outreach to families of multilingual learners to engage them in student learning.
- Provide parent information events to help families better understand how to support their students.
- Provide supplemental materials and equipment to support language acquisition.
- Ensure the social-emotional needs of students are met.

#### Parents/Guardians of Students with Disabilities and SELPA Administrator:

- Provide extended learning opportunities to students with unique needs.
- Provide parent information events to help families better understand how to support their students.
- Clarify some of the language used in actions to include all unduplicated students.
- Continue to provide supports through Board Certified Behavior Analysts when necessary.
- Provide assistance when students need extra help, especially in the area of math.

#### Students:

- Provide students with engagement opportunities such as learning through games, working in groups, and projects.
- Provide opportunities to learn outdoors when possible.
- Provide assistance when students need extra help to understand, especially in the area of math.
- Ensure students have adults they can talk to on school campuses.
- Help students understand when they do not make the right choices.

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

- Increase communication regarding the multitiered systems of support available at school.
- Provide academic supports to address the needs of those who have not yet met academic standards.
- Continue to emphasize Positive Behavior Intervention and Supports (PBIS), positive reinforcement, and building positive relationships.

- Continue to include small group learning opportunities.
- Address pandemic-related social-emotional needs.
- Provide students with differentiation, choice, and relevant real-world topics.
- Return to pre-pandemic learning conditions.

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

- Provide personnel to address social-emotional and well-being of students.
- Focus on ways to foster student engagement and collaboration.
- Focus on Positive Behavior Intervention and Support.
- Provide during and after school scaffolds to support students who have not yet met academic standards.
- Provide information and outreach to families to engage them in their children's learning.
- Improve math instruction and supports for students in this area.
- Improve clarity in LCAP language whenever possible.
- Provide extended learning opportunities when possible.
- Return to pre-pandemic learning conditions as soon as possible.

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

The goals and actions in the LCAP were highly influenced by feedback collected from educational partners. The LCAP Advisory Committee analyzes all input and determines "big ideas" or common themes that emerge throughout the process. These ideas and themes are considered goals and actions are revised, updated, added, or removed from the LCAP. The feedback from this year included the need to clarify language in the LCAP, continue current successful efforts to communicate with families, provide academic supports for students, increase focus on enrichment for advanced learners, and improve math instruction and supports for students.

Based on feedback from educational partners, the established four broad goals will remain the same in the 2022-2023 LCAP.

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

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

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

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

The following additional adjustments will be made to current actions:

Goal 5: Resilience & Recovery was included in Etiwanda's plan as a focus goal and will sunset at the conclusion of the 2021-2022 school year as it was supported through one-time funds received through the Expanded Learning Opportunities Grant. Educational partners reviewed each of the actions included in Goal 5 and determined that the majority of the services provided through this goal could continue through actions included in Goals 1, 2, and 3. There are two exceptions, Action 5.3 and Action 5.6. Action 5.3 related to the summer smart programs will be discontinued. Action 5.6 centered on the adoption of math intervention materials will also be discontinued as materials were adopted during the 2021-2022 school year.

Two additional actions will be added to Goal 1. Action 1.12 will provide additional extended day learning opportunities and Action 1.13 will be implemented to create a committee which will develop additional plans to promote academic enrichment for advanced and high-achieving students. Both of these actions were influenced by input from educational partners.

There will also be two actions added to Goal 2. Actions 2.11 and 2.12 include plans to implement specific professional development for teachers. These training opportunities are included in the LCAP based upon needs determined as our educational partners examined local iReady diagnostic assessment data.

An additional action will also be added to Goal 4 which will expand district communication through a regular correspondence developed and disseminated by the superintendent (Action 4.8). This action is in response to input from educational partners who place a high value on home-school communication.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

The actions in this goal address the following state priorities:  
Priority 1 - Basics  
Priority 2 - State Standards  
Priority 7 - Course Access

The combined actions included in this goal are centered on creating and maintaining positive conditions and climates for learning as this is an attribute of successful schools.  
The metrics associated with this goal are regularly reviewed to monitor progress.

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

## Measuring and Reporting Results

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

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

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		72% Agree Students get along with each other and respect their differences.			

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fiscal Solvency	1.1 District and school administrators utilize sound budgeting practices to maintain fiscal solvency and ensure resources are maximized to meet the needs of all current and future students.	\$176,299.00	No
1.2	Safe Environments	1.2 School administrators and district maintenance staff annually update safety plans and oversee facility maintenance and improvements to ensure all students have access to safe, secure, and well-maintained schools.	\$12,619,290.00	No
1.3	Health Professionals	1.3 District and school health professionals (including credentialed registered nurses (RN), licensed vocational nurses (LVN), and trained health clerks) monitor, coordinate, and provide health services for students to maintain wellness.	\$3,227,609.00	No
1.4	Highly Qualified Teachers	1.4 District administrators develop partnerships with a range of universities and other organizations to recruit and hire a diverse team of highly qualified teachers that reflect the race/ethnicity of our student body and provide a two-year induction program to develop and retain educators who are new to the profession.	\$101,833,106.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Class Size & Support	1.5 District administrators maintain grade level span averages in transitional kindergarten through third grade at a ratio of 24:1 and provides instructional aide support for first through fifth grade classes that exceed specific sizes to provide additional assistance for students.	\$374,166.00	No
1.6	Professional Development	1.6 District and school administrators create and implement a professional development plan for general and special education teachers. This plan includes training and coaching on developing English proficiency for multilingual learners, scaffolding instruction for vulnerable populations, and effective, culturally responsive instructional practices to increase the quality of instruction for all learners including those with barriers to academic success.	\$1,517,776.00	No
1.7	Broad Course of Study	1.7 School administrators create programs and schedules that include Universal Access time and ensure access to a **broad course of study to create a well-rounded instructional program that meets the needs of every student.  ** A broad course of study is defined as access to English language arts, mathematics, science, history/social studies, visual/performing arts, health/nutrition, physical education, technology skills, and (intermediate school) exploratory courses.	\$365,510.00	No
1.8	21st Century Technology	1.8 District administrators provide access to modern technology through a 1:1 Chromebook initiative, robust infrastructure, and systems supported and maintained by technology department staff in order to facilitate meaningful learning experiences and the development of advanced technology skills for all students.	\$2,388,141.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.9</b>	Supplemental Materials	<p>1.9 School administrators provide supplemental materials and supports for use during Universal Access time to meet the individual needs of students requiring additional academic support or enrichment.</p> <p>This action is principally directed to unduplicated students and will be measured by a subset of questions on an annual family and student survey.</p>	\$819,354.00	Yes
<b>1.10</b>	School Libraries	1.10 Teacher librarians and school library clerks provide access to a range of diverse literature and supplemental resources for the school community to support literacy development for all students, including those with limited access to reading materials.	\$1,561,260.00	No
<b>1.11</b>	Universal GATE Screening	1.11 District pupil services administrators provide universal screening and assessment systems to determine eligibility for Gifted and Talented Education (GATE) for all students beginning in third grade.	\$232,183.00	No
<b>1.12</b>	Extended TK and Kindergarten	District and school administrators provides a full day transitional kindergarten option through a partnership with the District preschool program and extends the kindergarten day for select students to address academic needs.	\$16,442.00	No
<b>1.13</b>	Collaboration for Enrichment Opportunities	1.13 Instruction department administrators collaborate with educational partners to develop plans for promoting academic enrichment for advanced and high-achieving students.	\$27,387.00	No

## Goal Analysis [2021-22]

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

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

All actions in Goal 1: Conditions of Learning were implemented to some degree during the 2021-2022 school year. While students were able to return to in-person instruction for the 2021-22 school year after attending school through virtual learning during the 2020-21 school year, required safety protocols and a higher than average rate of student and staff absences hindered the ability to fully implement all actions throughout the school year.

Due to the extenuating circumstances above, implementing Action 1.6 related to the District Professional Development plan was not fully implemented. Social distancing requirements and the fact that teachers were sometimes in quarantine, absent due to illness, or unavailable due to other constraints limited Professional Development opportunities.

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.

COVID-19 relief funds were utilized to support teacher and speech pathologist salaries as well as overtime pay for instructional aides which comprised the budgeted expenditures from Action 1.5. This reduced the impact on general funds from the Local Control Funding Formula (LCFF) by 37% for this action resulting in material differences between budgeted expenditures and estimated actual expenditures.

Required safety protocols and a higher than average rate of student and staff absences hindered the ability to fully implement action 1.6 related to professional development throughout the school year. This created a slight difference (17%) between budgeted expenditures and estimated actual expenditures.

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

The 2021-22 school year posed unique challenges as students returned to in-person learning amid pandemic-related conditions. There were frequent disruptions to teaching and learning across all grade levels due to quarantine protocols. Because of these interruptions in the educational process, implementation of the actions in the conditions of learning goal was inconsistent.

The Etiwanda School District remains committed to providing safe facilities and access to high quality instruction through actions such as programs and schedules that ensure access to a broad course of study and Universal Access time.

All actions in Goal 1 are intended to positively impact the conditions of learning in our district. Baseline scores were established in the 2020-2021 school year using local tools to measure students' access to a broad course of study, whether district facilities are in good repair, and other factors related to the conditions of learning in our schools. These same tools were used to measure progress in this area during the

2021-2022 school year and indicated positive conditions exist for students. During the 2021-2022 school year, all students enrolled in the district had access to a broad course of study, all facilities are in good repair and teachers feel a high level of efficacy in their ability to implement state standards. Additionally, families and students continue to report a high level of satisfaction on survey items related to the conditions of learning in our schools.

Actions 1.7, 1.8, 1.9, 1.10, and 1.11 are intended to positively impact student access to a broad course of study. During the 2021-22 school year all ESD students in grades K-5 were enrolled in the seven areas identified as a broad course of study during the school day. 100% of students had access to a broad course of study.

Action 1.1 is intended to ensure students have the basics needed to access their education. During the 2021-2022 school year all students had access to appropriately assigned teachers, curriculum assigned instructional materials, and facilities in good repair.

Actions 1.2 and 1.3 are intended to positively impact students' perception of school safety. A subset of questions related to safety on the student survey received high positive response rates in the 2021-2022 school year.

Actions 1.4 and 1.6 are intended to ensure teachers can implement state standards. During the 2021-2022 school year 95% of Etiwanda teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher, 95% rank their “understanding and organizing subject matter for student learning” as Level 3 Applying or higher, 93% rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher, and 94% rank “collection and analysis of assessment data from a variety of sources to inform instruction” as Level 3 Applying or higher.

Action 1.5 is intended to ensure students have access to the teaching and support staff they need to be successful in school. A subset of questions related to students ability to access the supports they need family survey received high positive response rates in the 2021-2022 school year.

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

As shared in the educational partner engagement section, providing extended learning opportunities whenever possible and ensuring advanced learners have enrichment opportunities are priorities for our community.

Revision:  
Action 1.9 is being revised to clarify that supplemental materials provided during Universal Access time should meet the needs of those needing additional support or enrichment.

Additions:

Action 1.13 will be added to create a collaboration with educational partners including administrators, teachers, and parents/guardians to develop plans for promoting academic enrichment for advanced and high-achieving students.

Action 1.12 will be added to provide a full-day option for transitional kindergarten students. This will be done through a partnership with the district preschool program.

Action 1.12 will also incorporate current action 5.9 from Goal 5 as this goal related to pandemic resilience and recovery efforts will sunset at the conclusion of the 2021-2022 school year because it was supported through one-time funds received through the Expanded Learning Opportunities Grant. Action 5.9 states that school administrators will coordinate and oversee extended learning opportunities for kindergarten students who have not yet met academic standards to build foundational reading skills.

Metrics (Percent of positive responses on annual Student Survey subset questions used to inform the School Climate Indicator on the CA School Dashboard) from the Goal 5 section of the LCAP will be incorporated into Goal 1.

Educational partners reviewed each of the actions included in Goal 5 and determined that the majority of the services provided through this goal could continue through actions included in Goals 1, 2, and 3. Actions 5.1 and 5.4 from Goal 5 will now be integrated into Goal 1 Action 6. Actions 5.5 and 5.9 from Goal 5 will now be integrated into Goal 1 Action 9. Actions 5.9 from Goal 5 will now be integrated into Goal 1 Action 12.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

The actions in this goal address the following state priorities:

Priority 4 - Pupil Achievement

Priority 8 - Other Pupil Outcomes

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

State and local academic assessments have historically shown that, overall students in Etiwanda are prepared for success in high school and beyond, however disparities in achievement exist for some student groups. CAASPP results from the 2018-2019 school year indicate the “All students” group earned a green color gauge with an average of 41.1 points above standard in English Language Arts. This same group earned a green color gauge in the area of math with an average of 22 points above standard. Those in the “students with disabilities” and “foster youth” student groups, however had a yellow indicator in both English language arts and mathematics which shows that, on average, students in these groups are not attaining grade level standards. Additionally, students who are socioeconomically disadvantaged and/or homeless had a yellow indicator in mathematics. Local assessment data show these same trends with students performing at high levels, overall and some student groups not attaining those same levels of academic achievement. Educational partners have also consistently provided feedback that Etiwanda families are interested in maintaining current academic supports and would like to see continued improvement in instruction whenever possible. By continuing to provide a diagnostic assessment system to pinpoint specific needs, extended learning opportunities and time for educators to intentionally collaborate and plan, in addition to expanding upon professional development for educators, students will continue to thrive in Etiwanda schools and disparities in academic achievement will be eliminated.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Language Arts Indicator	<p>2019 CA School Dashboard</p> <p>All Students Color Gauge - Green 41.1 points above standard</p> <p>Student Group Color Gauges -</p> <p>Blue: Asian, Filipino, White</p> <p>Green: African American, Hispanic, Two or More Races, English Learners, Homeless, Socioeconomically Disadvantaged</p> <p>Yellow: Foster Youth, Students with Disabilities</p>	<p>2020-2021 CA School Dashboard</p> <p>State assessments were not administered in spring 2021.</p> <p>Local assessments which are strongly correlated to state assessments were administered. Local reading assessments from spring of the 2020-21 school year indicate:</p> <p>68% of all students performed at grade level</p> <p>83% of students in the Asian Student Group performed at grade level</p> <p>35% of students in the English Learner Student Group performed at grade level</p> <p>83% of students in the Filipino Student Group</p>			<p>All Students Color Gauge - Green or Blue</p> <p>45 or more points above standard</p> <p>Student Group Color Gauges -</p> <p>Maintain Blue: Asian, Filipino, White</p> <p>Maintain Green or Increase to Blue: African American, Hispanic, Two or More Races, English Learners, Homeless, Socioeconomically Disadvantaged</p> <p>Increase to Green: Foster Youth, Students with Disabilities</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>performed at grade level</p> <p>35% of students in the Foster Youth Student Group performed at grade level</p> <p>62% of students in the Hispanic Student Group performed at grade level</p> <p>54% of students in the Homeless Student Group performed at grade level</p> <p>37% of students in the Students with Disabilities Student Group performed at grade level</p> <p>71% of students in the Two or More Races Student Group performed at grade level</p> <p>74% of students in the White Student Group performed at grade level</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Mathematics Indicator	<p>2019 CA School Dashboard</p> <p>All Students Color Gauge - Green 22 points above standard</p> <p>Student Group Color Gauges -</p> <p>Blue: Asian, Filipino, White</p> <p>Green: African American, Hispanic, Two or More Races, English Learners</p> <p>Yellow: Foster Youth, Students with Disabilities, Homeless, Socioeconomically Disadvantaged</p>	<p>2020-2021 CA School Dashboard</p> <p>State assessments were not administered in spring 2021.</p> <p>Local assessments which are strongly correlated to state assessments were administered. Local math assessments from spring of the 2020-21 school year indicate:</p> <p>50% of all students performed at grade level</p> <p>77% of students in the Asian Student Group performed at grade level</p> <p>30% of students in the English Learner Student Group performed at grade level</p> <p>69% of students in the Filipino Student Group</p>			<p>All Students Color Gauge - Green or Blue</p> <p>25 or more points above standard</p> <p>Student Group Color Gauges -</p> <p>Maintain Blue: Asian, Filipino, White</p> <p>Maintain Green or Increase to Blue: African American, Hispanic, Two or More Races, English Learners</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>performed at grade level</p> <p>31% of students in the Foster Youth Student Group performed at grade level</p> <p>39% of students in the Hispanic Student Group performed at grade level</p> <p>32% of students in the Homeless Student Group performed at grade level</p> <p>24% of students in the Students with Disabilities Student Group performed at grade level</p> <p>55% of students in the Two or More Races Student Group performed at grade level</p> <p>57% of students in the White Student Group performed at grade level</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Learner Progress Indicator	<p>2019 CA School Dashboard</p> <p>58.7% making progress towards English language proficiency</p> <p>* State Indicator for English Learner Progress is in development</p>	<p>The CA School Dashboard is not available for the 2020-2021 school year however, the English Language Proficiency Assessment for California was administered.</p> <p>In the 2020-2021 school year</p> <p>27.08% of English Learners scored Level 4 (Well Developed)</p> <p>40.54% of English Learners scored Level 3 (Moderately Developed)</p> <p>23.61% of English Learners scored Level 2 (Somewhat Developed)</p> <p>8.77% of English Learners scored Level 1 (Minimally Developed)</p>			65% making progress towards English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of multilingual learners attaining English proficiency	2019-2020 Students reclassified as Fluent English proficient  9.7%	2020-2021 English learner students reclassified as Fluent English Proficient (RFEP) 12%			Students reclassified as Fluent English proficient  12%
Local Data i-Ready Diagnostic Assessments - Reading (Winter Administration)	2020-2021 School Year  Overall Student Population 64% at or above grade level  Hispanic Student Group 57% at or above grade level  Black/African American Student Group 52% at or above grade level  English Learners 52% at or above grade level  Socioeconomically Disadvantaged Student Group 53% at or above grade level	2021-2022 School Year  Overall Student Population 60% at or above grade level  Hispanic Student Group 51% at or above grade level  Black/African American Student Group 49% at or above grade level  English Learners 46% at or above grade level  Socioeconomically Disadvantaged Student Group 47% at or above grade level			Overall Student Population 65% at or above grade level  Hispanic Student Group 60% at or above grade level  Black/African American Student Group 55% at or above grade level  English Learners 55% at or above grade level  Socioeconomically Disadvantaged Student Group 55% at or above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Data i-Ready Diagnostic Assessments - Mathematics (Winter Administration)	<p>2020-2021 School Year</p> <p>Overall Student Population 56% at or above grade level</p> <p>Hispanic Student Group 47% at or above grade level</p> <p>Black/African American Student Group 36% at or above grade level</p> <p>English Learners 48% at or above grade level</p> <p>Socioeconomically Disadvantaged Student Group 44% at or above grade level</p>	<p>2021-2022 School Year</p> <p>Overall Student Population 50% at or above grade level</p> <p>Hispanic Student Group 40% at or above grade level</p> <p>Black/African American Student Group 35% at or above grade level</p> <p>English Learners 43% at or above grade level</p> <p>Socioeconomically Disadvantaged Student Group 37% at or above grade level</p>			<p>Overall Student Population 60% at or above grade level</p> <p>Hispanic Student Group 50% at or above grade level</p> <p>Black/African American Student Group 40% at or above grade level</p> <p>English Learners 50% at or above grade level</p> <p>Socioeconomically Disadvantaged Student Group 45% at or above grade level</p>
CA School Dashboard English Language Arts Indicator Revised 2022-2023	<p>2019 CA School Dashboard</p> <p>Overall Student Population - 41.9 points above standard</p> <p>African American Student Group - 10.9 points above standard</p>	<p>2020-2021 CA School Dashboard</p> <p>State assessments were not administered in spring 2021.</p> <p>Local assessments which are strongly correlated to state</p>			<p>Overall Student Population - 41.9 points above standard or higher</p> <p>African American Student Group - 10.9 points above standard or higher</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian Student Group - 88.7 points above standard	<p>assessments were administered. Local reading assessments from spring of the 2020-21 school year indicate:</p> <p>68% of all students performed at grade level</p> <p>83% of students in the Asian Student Group performed at grade level</p> <p>35% of students in the English Learner Student Group performed at grade level</p> <p>83% of students in the Filipino Student Group performed at grade level</p> <p>35% of students in the Foster Youth Student Group performed at grade level</p> <p>62% of students in the Hispanic Student</p>			Asian Student Group - 88.7 points above standard or higher
	English Learners - 5.6 points above standard		English Learners - 5.6 points above standard or higher		
	Filipino Student Group - 82.2 points above standard		Filipino Student Group - 82.2 points above standard or higher		
	Foster Youth - 8.3 points below standard		Foster Youth - 8.3 points below standard or higher		
	Hispanic Student Group - 25.2 points above standard		Hispanic Student Group - 25.2 points above standard or higher		
	Homeless Student Group - 11.3 points above standard		Homeless Student Group - 11.3 points above standard or higher		
	Socioeconomically Disadvantaged Student Group - 16.1 points above standard		Socioeconomically Disadvantaged Student Group - 16.1 points above standard or higher		
	Students with Disabilities - 7.1 points below standard		Students with Disabilities - 7.1 points below standard or higher		
	Two or More Races Student Group - 47.3 points above standard		Two or More Races Student Group - 47.3 points above standard or higher		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>White Student Group - 55.4 points above standard</p> <p>Revised May 2022</p>	<p>Group performed at grade level</p> <p>54% of students in the Homeless Student Group performed at grade level</p> <p>37% of students in the Students with Disabilities Student Group performed at grade level</p> <p>71% of students in the Two or More Races Student Group performed at grade level</p> <p>74% of students in the White Student Group performed at grade level</p>			<p>below standard or higher</p> <p>Two or More Races Student Group - 47.3 points above standard or higher</p> <p>White Student Group - 55.4 points above standard or higher</p>
<p>CA School Dashboard Mathematics Indicator</p> <p>Revised 2022-2023</p>	<p>2019 CA School Dashboard</p> <p>Overall Student Population - 22 points above standard</p> <p>African American Student Group - 18.7 points below standard</p>	<p>2020-2021 CA School Dashboard</p> <p>State assessments were not administered in spring 2021.</p> <p>Local assessments which are strongly correlated to state</p>			<p>Overall Student Population - 22 points above standard or higher</p> <p>African American Student Group - 18.7 points below standard or higher</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Asian Student Group - 88.9 points above standard</p> <p>English Learners - 19.2 points above standard</p> <p>Filipino Student Group - 67.6 points above standard</p> <p>Foster Youth - 45.8 points below standard</p> <p>Hispanic Student Group - .3 points above standard</p> <p>Homeless Student Group - 16.3 points below standard</p> <p>Socioeconomically Disadvantaged Student Group - 5.1 points below standard</p> <p>Students with Disabilities - 55.9 points below standard</p>	<p>assessments were administered. Local math assessments from spring of the 2020-21 school year indicate:</p> <p>50% of all students performed at grade level</p> <p>77% of students in the Asian Student Group performed at grade level</p> <p>30% of students in the English Learner Student Group performed at grade level</p> <p>69% of students in the Filipino Student Group performed at grade level</p> <p>31% of students in the Foster Youth Student Group performed at grade level</p> <p>39% of students in the Hispanic Student</p>			<p>Asian Student Group - 88.9 points above standard or higher</p> <p>English Learners - 19.2 points above standard or higher</p> <p>Filipino Student Group - 67.6 points above standard or higher</p> <p>Foster Youth - 45.8 points below standard or higher</p> <p>Hispanic Student Group - .3 points above standard or higher</p> <p>Homeless Student Group - 16.3 points below standard or higher</p> <p>Socioeconomically Disadvantaged Student Group - 5.1 points below standard or higher</p> <p>Students with Disabilities - 55.9</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Two or More Races Student Group - 30.6 points above standard</p> <p>White Student Group - 36.4 points above standard</p> <p>Revised May 2022</p>	<p>Group performed at grade level</p> <p>32% of students in the Homeless Student Group performed at grade level</p> <p>24% of students in the Students with Disabilities Student Group performed at grade level</p> <p>55% of students in the Two or More Races Student Group performed at grade level</p> <p>57% of students in the White Student Group performed at grade level</p>			<p>points below standard or higher</p> <p>Two or More Races Student Group - 30.6 points above standard or higher</p> <p>White Student Group - 36.4 points above standard or higher</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Diagnostic Assessments	2.1 Teachers administer diagnostic assessments in reading and mathematics then analyze the data to so they can target individual academic student needs. This action is principally directed to unduplicated students and will be measured by Math and ELA CAASPP scores.	\$23,462.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Plan Implementation	2.2 Coordinators, specialists, and mentor teachers collaborate with general and special education teachers to assist with data collection and program/plan implementation for English learners, foster youth, and students who have families with low income.	\$7,922,638.00	Yes
2.3	Teacher Collaboration	2.3 General and special education teachers regularly utilize time built into the school year calendar (pupil free days, preparation periods, and minimum days) to collaborate with one another, identify the learning needs of every student, and plan for differentiated instruction that meets the needs of all students.	\$819,354.00	No
2.4	Intentional Planning	2.4 Teachers intentionally plan and provide engaging instruction that reflects the intent rigor of the standards and connects students through culture, traditions, and community to develop higher order knowledge and skills for all students.	\$8,041,884.00	No
2.5	Individualized Success Plans	2.5 Teachers develop and monitor individualized plans for select English learners and those who have been identified as a Long Term English Learners (LTEL) to outline actions for accelerating learning and advancing language acquisition.	\$327,801.00	Yes
2.6	Universal Access	2.6 Teachers plan and facilitate instruction during Universal Access time that accelerates learning for students who have not yet met academic standards, develops language proficiency for multilingual learners, and provides enrichment opportunities for on level and advanced learners.	\$819,354.00	No
2.7	Support for Multilingual Learners	2.7 District and school administrators provide English learners with additional scaffolds such as electronic tablets for translation and	\$320,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional aide support in designated classrooms with English learners to increase access to the core curriculum and enhance language development opportunities.		
<b>2.8</b>	Academic Advisors / Student Services Assistants	2.8 School administrators and intermediate school academic advisors/student services assistants monitor student progress, collaborate with colleagues, coordinate intervention supports, and facilitate family outreach to remove barriers to school participation for students who have not yet met academic standards. This action is principally directed to unduplicated students and will be measured by Math and ELA CAASPP scores.	\$1,105,555.00	Yes
<b>2.9</b>	Extended Day Intervention Programs	2.9 School administrators and teachers increase services through extended-day intervention programs for students who have not yet met academic standards in English language arts or math to accelerate learning. This action is principally directed to unduplicated students and will be measured by Math and ELA CAASPP scores.	\$433,485.00	Yes
<b>2.10</b>	Extended School Year	2.10 District special education administrators coordinate and oversee an extended school year program for special education students who meet eligibility criteria per their current Individualized Education Program (IEP) to address the regression of skills resulting from an extended summer break.	\$89,009.00	No
<b>2.11</b>	Professional Learning - Math	2.11 Grade 4-5 and 6-8 math teachers will participate in professional learning, coaching, and collaboration to enhance math pedagogy, clarity, and lesson design to support students in developing a deeper understanding of the connections across mathematical concepts.	\$135,560.00	No
<b>2.12</b>	Professional Learning - Reading	2.12 Grade K-3 and 6-8 language arts teachers will participate in professional learning, coaching, and collaboration to enhance reading	\$135,560.00	No

Action #	Title	Description	Total Funds	Contributing
		pedagogy, clarity, and lesson design to support students in constructing meaning from text.		

## Goal Analysis [2021-22]

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

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

All actions in Goal 2: Pupil Outcomes were implemented to some degree during the 2021-2022 school year. While students were able to return to in-person instruction for the 2021-22 school year after attending school through virtual learning during the 2020-21 school year, required safety protocols and a higher than average rate of student and staff absences hindered the ability to fully implement all actions throughout the school year.

Due to the extenuating circumstances above, implementing Actions 2.2 and 2.3 related to staff collaboration and Action 2.9 related to extended-day intervention programs were implemented in an alternative format which did not result in a material difference. COVID related circumstances caused school sites to plan extended day opportunities when restrictions involving the separation of stable groups were lifted. In addition, funds were spent on online resources made available to students and parents for reinforcement and practice. Social distancing requirements and the fact that students and teachers were sometimes in quarantine or absent due to illness limited opportunities for staff collaboration and extended-day intervention programs.

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.

COVID-19 relief funds were utilized to provide instructional materials and services which comprised the budgeted expenditures from Action 2.4. Due to COVID circumstances the Etiwanda School District reduced class size by hiring more teachers which increased the cost of intentional planning resulting in material differences of 24% between budgeted expenditures and estimated actual expenditures.

While Actions 2.2, 2.3, and 2.9 were implemented in alternative means, this did not lead to a material differences between budgeted expenditures and estimated actual expenditures.

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

The 2021-2022 school year posed unique challenges as students returned to in-person learning amid pandemic-related conditions. There were frequent disruptions to teaching and learning across all grade levels due to quarantine protocols. Because of these interruptions in the educational process, implementation of the actions in the pupil outcomes goal was inconsistent.

The Etiwanda School District remains committed to preparing students for success in high school, college, and career and eliminating disparities in achievement between student groups through actions such as the use of diagnostic assessments to determine student needs, staff collaboration, well-planned instruction, and extended-day intervention programs.

Baseline scores were established in the 2018-2019 school year using CAASPP ELA and math scores. The District did not administer CAASPP during spring 2021. Local assessments were used to further establish baseline scores during the winter of 2020-2021. These assessments included the ELA and Math i-Ready Diagnostic exams which are strongly correlated to CAASPP results. These results, which compared winter of 2020 to winter of 2021 i-Ready, did show slight declines in student growth which were expected due to difficulties encountered during distance learning.

All actions in goal are intended to positively impact student achievement. The winter administration of local i-Ready Diagnostic Assessments in reading and mathematics indicates students in the Etiwanda School District are performing well academically. At the midpoint of the 2021-2022 school year, 60% of the overall student population was at or above grade level in reading and 50% of the overall population was at or above grade level in mathematics.

Actions 2.5 and 2.7 are specifically targeted toward assisting English learners in language acquisition. In the 2020-2021 school year, 27.08% of English Learners scored Level 4 (Well Developed) and 40.54% of English Learners scored Level 3 (Moderately Developed) on the English Language Proficiency Assessment for California (ELPAC) while 12% of English learners were redesignated as Fluent English Proficient.

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

As shared in the educational partner engagement section, providing academic supports to address the needs of those who have not yet met academic standards and improving instruction are priorities for our community.

Revisions:

Actions 2.1, 2.8, and 2.9 are being revised to clarify that these actions are principally directed toward unduplicated students. The language in Actions 2.4, 2.5, and 2.7 is being revised to create clarity for the general public.

Additions:

Professional learning for teachers to enhance skills in math and reading will be added and are referenced in Actions 2.11 and 2.12.

Goal 5: Resilience & Recovery was included in Etiwanda's plan as a focus goal and will sunset at the conclusion of the 2021-2022 school year as it was supported through one-time funds received through the Expanded Learning Opportunities Grant.

Metrics (CA School Dashboard English Language Arts and Mathematics Indicators) from the Goal 5 section of the LCAP will be incorporated into Goal 2.

Educational partners reviewed each of the actions included in Goal 5 and determined the majority of the services provided through this goal could continue through actions included in Goals 1, 2, and 3. Action 5.7 from Goal 5 will now be integrated into the revised Action 7 in Goal 2.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

The actions in this goal address the following state priorities:

Priority 5 - Pupil Engagement

Priority 6 - School Climate

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

District attendance and suspension/expulsion rate data along with student survey results have historically shown that students in Etiwanda exhibit respect and appreciation for themselves and others. Attendance rates have been exceptionally high and suspension rates have been comparatively low in relation to surrounding districts. The overall attendance rate for 2020-2021 school year was 97.42% and the rate of chronically absent students was just 5.21%. Suspension and expulsion rates were very low with .015% of students being suspended and 0% of students undergoing the expulsion process in 2020-2021, although this is likely due to the fact that students engaged in the Virtual Learning Model for the vast majority of the school year. In spite of the unusual circumstances of the 2020-2021 school year, students continued to respond very positively to survey questions related to the learning environment. At least 90% of students agreed that class was interesting, they were encouraged on a regular basis, teachers promoted cooperative learning, and that teachers valued their background and culture. Additionally, 92% of students said they would recommend this school to their friends. Educational partners have also consistently provided feedback that Etiwanda families overwhelmingly trust and have positive perceptions of our schools and would like to see current efforts in the area of student engagement continued. By providing character education programs, multitiered systems of support, counseling services, and other programs to support student engagement students will continue to thrive in Etiwanda schools.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Attendance Rate	2019-2020 District Attendance Rate 97.95%	2020-2021 District Attendance Rate 97.42%			District Attendance Rate remains at 97.95% or higher.
CA School Dashboard Chronic Absenteeism Indicator	2019 CA School Dashboard  4.3% Chronically Absent All Students Color Gauge - Yellow  Student Group Color Gauges - Blue: Filipino  Green: Asian, White  Yellow: American Indian, Hispanic, Two or More Races, English Learners  Orange: African American, Pacific Islander, Foster Youth, Homeless, Socioeconomically Disadvantaged	School Dashboard results are not yet available.  5.21% of students missed 10% or more of the school in 2020-2021 due to absences.			4% Chronically Absent All Students Color Gauge - Green  3.5% Chronically Absent Increase All Students Color Gauge to Green  Student Group Color Gauges -  Maintain a Blue Indicator: Filipino  Maintain a Green Indicator or Increase to a Blue Indicator: Asian, White  Increase to a Green Indicator: American Indian, Hispanic, Two or More Races, English Learners  Increase to a Green Indicator: African American, Pacific Islander, Foster

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Youth, Homeless, Socioeconomically Disadvantaged
District Expulsion Rate	2019-2020 District Expulsion Rate .01%	2020-2021 District Expulsion Rate 0%			District expulsion rate remains at or below .01%
CA School Dashboard Suspension Rate Indicator	<p>2019 CA School Dashboard</p> <p>.8% Suspended at least once All Students Color Gauge - Yellow</p> <p>Student Group Color Gauges - Blue: American Indian, Asian, Filipino, Pacific Islander, White</p> <p>Yellow: Hispanic, Two or More Races, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged</p> <p>Orange: African American, Students with Disabilities</p>	<p>School Dashboard results are not yet available.</p> <p>2020-2021 Suspension Rate - .015%</p>			<p>.8% or fewer Suspended at least once All Students Color Gauge - Green</p> <p>Student Group Color Gauges -</p> <p>Maintain Blue Indicator: American Indian, Asian, Filipino, Pacific Islander, White</p> <p>Increase to a Green Indicator: Hispanic, Two or More Races, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged</p> <p>Increase to a Green Indicator: African American, Students with Disabilities</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Drop-Out Rate	2019-2020 Middle School Drop-Out Rate 0%	2020-2021 Middle School Drop-Out Rate 0%			Middle school drop-out rate remains at 0
Percent of positive responses on annual Student Survey subset questions used to inform the School Climate Indicator on the CA School Dashboard	2020-21 Student Survey  91% Agree My teacher makes class interesting.  96% Agree Teachers encourage students on a regular basis.  96% Agree Teachers promote cooperative learning and collaboration.  89% Agree Teachers value students' background and culture.  85% Agree Counseling services are available at my school.  94% Agree I would recommend this school to my friends.	2021-22 Student Survey  90% Agree My teacher makes class interesting.  94% Agree Teachers encourage students on a regular basis.  97% Agree Teachers promote cooperative learning and collaboration.  92% Agree Teachers value students' background and culture.  95% Agree Counseling services are available at my school.  92% Agree I would recommend this school to my friends.			95% Agree My teacher makes class interesting.  96% Agree Teachers encourage students on a regular basis.  96% Agree Teachers promote cooperative learning and collaboration.  95% Agree Teachers value students' background and culture.  95% Agree Counseling services are available at my school.  95% Agree I would recommend this school to my friends.

# Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Engaging Learning Experiences	3.1 Teachers provide engaging learning experiences through the daily use of engagement structures (Kagan) for all students to promote equity and access to instruction while fostering interdependence, individual accountability, and equal participation.	\$145,865.00	No
3.2	Character Education	3.2 School administrators coordinate bully prevention, character education, and social-emotional programs for all students to encourage the values of respect, growth mindset, perseverance, and other qualities that build a positive school climate and support student wellness	\$1,469,978.00	No
3.3	Multitiered Support Systems	3.3 School administrators and teachers utilize a multitiered system of supports including Positive Behavior Interventions and Supports (PBIS), restorative practices, and other means of correction for students to promote equitable access to positive school climates and learning opportunities. This action is principally directed to unduplicated students and will be measured by CA School Dashboard Suspension Rate Indicator.	\$29,500.00	Yes
3.4	Counseling Services	3.4 School counselors oversee and facilitate staff training and programs for students to support physical and emotional well-being. This action is principally directed to unduplicated students and will be measured by a subset of questions on an annual student survey.	\$2,827,106.00	Yes
3.5	Other Means of Correction Coaching	3.5 District administrators provide/coordinate training and coaching on other means of correction and restorative practices for school administrators to promote equitable access to positive school climates and learning opportunities.	\$327,691.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Board Certified Behavior Analysts	3.6 District board-certified behavior analysts (BCBA) collaborate with educators to develop behavior support plans that address the needs of identified students and shape positive behaviors.	\$1,290,807.00	No
3.7	Extracurricular Activities	3.7 School administrators provide extracurricular activities beyond the school day for students to create engaging school communities.	\$140,324.00	No
3.8	6th Grade Transition Program	3.8 Intermediate school principals and counselors provide an orientation for all incoming 6th grade students and a multiday summer transition program for select students prior to the start of 6th grade to prepare them for the adjustment to intermediate school. This action is principally directed to unduplicated students and will be measured by a subset of questions on an annual student survey.	\$41,660.00	Yes
3.9	Alternative Education Settings	3.9 District administrators provide an Alternative Studies Center and Community Day School for eligible and/or interested students to support success by focusing on individual strengths, talents, and social-emotional and/or behavioral needs.	\$4,362,272.00	No

## Goal Analysis [2021-22]

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

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

All actions in Goal 3: Student Engagement were implemented to some degree during the 2021-2022 school year. While students were able to return to in-person instruction for the 2021-22 school year after attending school through virtual learning during the 2020-21 school year, required safety protocols and a higher than average rate of student and staff absences hindered the ability to fully implement all actions throughout the school year.

Due to the extenuating circumstances above, implementation of Action 3.7 related to extracurricular activities was fulfilled in an alternate format. Social distancing requirements and the fact that students and teachers were sometimes in quarantine or absent due to illness limited

opportunities for extracurricular activities. This resulted in increased cost for the 2021-2022 school year from the purchase of additional virtual platforms. Our 2022-2023 planned expenditures will not be impacted due to an alternative funding source, thus reducing LCFF planned expenditures.

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.

COVID-19 relief funds were utilized to support salaries and overtime pay for board-certified behavior analysts (BCBA) which comprised the budgeted expenditures from Action 3.6. This reduced the impact on general funds from the Local Control Funding Formula (LCFF) by 97% for this action resulting in material differences between budgeted expenditures and estimated actual expenditures.

Although Action 3.7 was implemented by alternative means, there were no material differences between budgeted expenditures and estimated actual expenditures.

Due to the impacts of the COVID-19 pandemic enrollment in the alternative studies education program tripled during the 2021-2022 school year. This caused a 94% increase from the budgeted to estimated actual expenditures for Action 3.9.

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

The 2021-22 school year posed unique challenges as students returned to in-person learning. Students who learned at home for more than a full school year needed to adjust to school campus and classroom expectations. Additionally, social distancing requirements created learning conditions that were very different from those in the pre-pandemic era. Because of these circumstances, implementation of the actions in the student engagement goal was very important.

The Etiwanda School District remains committed to creating and maintaining climates where students exhibit respect and appreciation for themselves and others while engaging in inclusive environments. This is done through implementing actions such as cooperative learning strategies, character education programs, counseling services and Positive Behavior Interventions Supports (PBIS). Significant focus was given to all actions related to student engagement with the exception of Action 3.7 related to extra-curricular activities.

A baseline score for student attendance was established in the 2019-2020 school year. The Etiwanda School District experienced a slight decline in the attendance rate for 2020-2021 while students engaged in the Virtual Learning Model. In the 2020-2021 school year, baseline data was established for a subset of questions included in the annual student survey. During the 2021-2022 school year, students continue to report a high level of satisfaction on survey items related to the engagement in our schools.

Actions 3.1, 3.4, 3.7, and 3.8 are intended to positively impact student perceptions on their engagement in school. A subset of questions related to engagement on the student survey received high positive response rates in the 2021-2022 school year.

Actions 3.2 and 3.9 are intended to positively impact student attendance. Although attendance declined, the overall attendance rate for students remained relatively high for the 2021-2022 school year at 87.57%.

Actions 3.3, 3.5, and 3.6 are intended to positively impact student behavior on campus and therefore decrease suspension and expulsion rates. The overall suspension rate for students was exceptionally low for the 2020-2021 school year at .015%. The same holds true for the expulsion rate which was 0%. This is likely due to the fact that students engaged in the Virtual Learning Model for the vast majority of the school year.

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

As shared in the educational partner engagement section, a focus on ways to foster student engagement and collaboration and providing Positive Behavior Intervention and Supports (PBIS) continue to be priorities for our community. As such, the actions in Goal 3: Student Engagement will remain with no additions for the 2022-2023 school year.

Revisions:

Actions 3.3, 3.4, and 3.8 are being revised to clarify that these actions are principally directed toward unduplicated students. The language in Actions 3.1, 3.5, and 3.9 is being revised to create clarity for the general public.

Goal 5: Resilience & Recovery was included in Etiwanda's plan as a focus goal and will sunset at the conclusion of the 2021-2022 school year as it was supported through one-time funds received through the Expanded Learning Opportunities Grant.

Educational partners reviewed each of the actions included in Goal 5 and determined the majority of the services provided through this goal could continue through actions included in Goals 1, 2, and 3. Action 5.2 from Goal 5 will now be integrated into the revised Action 4 in Goal 3.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

- Develop the capacity of staff to build trusting and respectful relationships.
- Create welcoming environments for all families in the community.
- Support staff to learn about each family’s strengths, cultures, and goals for their children.
- Develop multiple opportunities to engage in 2-way communication between families.
- Provide professional learning and support to improve school’s capacity to partner with families.
- Provide families with information and resources to support student learning.
- Implement programs for teachers to meet with families to discuss ways to work together.
- Support families to understand and exercise their legal rights and advocate for students.
- Build the capacity of staff to engage families in advisory groups and decision-making.
- Provide families with opportunities to provide input, and implement strategies to reach and underrepresented groups in the school community.
- Provide opportunities to have the community work together to plan, implement, and evaluate family engagement activities.

Additionally, annual surveys administered in the 2021-2022 school year indicate that 94% or more of our parents feel schools effectively communicate with families, information events are available, parents/guardians have an opportunity to serve on advisory committees, and school staff are friendly and helpful. Also, 97% of survey participants would recommend their school to others. Educational partners have also consistently provided feedback that Etiwanda families overwhelmingly trust and have positive perceptions of our schools and would like to see current efforts in the area of family engagement continued. By providing multiple communication pathways, opportunities for educational partner input, student attendance support, and advisory committees, families will continue to partner with Etiwanda schools.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Self-reflection tool used to inform the Parent Engagement Indicator on the CA School Dashboard	<p>2020-2021 Self-Reflection Tool</p> <ol style="list-style-type: none"> <li>1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation and Sustainability</li> <li>2. Creating welcoming environments for all families in the community - Full Implementation</li> <li>3. Supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children - Full</li> </ol>	<p>2021-2022 Self-Reflection Tool</p> <ol style="list-style-type: none"> <li>1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation</li> <li>2. Creating welcoming environments for all families in the community - Full Implementation and Sustainability</li> <li>3. Supporting staff to learn about each family’s strengths, cultures, languages, and goals for their</li> </ol>			<ol style="list-style-type: none"> <li>1. Developing the capacity of staff to build trusting and respectful relationships with families - Full Implementation and Sustainability</li> <li>2. Creating welcoming environments for all families in the community - Full Implementation and Sustainability</li> <li>3. Supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children - Full Implementation and Sustainability</li> </ol>

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Implementation and Sustainability</p> <p>11. Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - Full Implementation</p> <p>12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels - Full Implementation and Sustainability</p>	<p>Implementation and Sustainability</p> <p>11. Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - Full Implementation and Sustainability</p> <p>12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels - Full Implementation</p>			<p>Implementation and Sustainability</p> <p>11. Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community - Full Implementation and Sustainability</p> <p>12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels - Full Implementation and Sustainability</p>
Percent of positive responses on annual Parent Survey subset	2020-2021 Parent Survey	2021-2022 Parent Survey			95% Agree My child's school effectively communicates with

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>97% Agree I would recommend this school to others.</p>	<p>opportunity to serve on advisory councils.</p> <p>97% Agree School staff is generally friendly, helpful, and shows respect and care for all students. The following question was not asked on the 2021-2022 survey: I am satisfied with the courtesy and respect of the school staff. This question has changed in the "Desired Outcomes" section to reflect this revision to the survey.</p> <p>98% Agree I am able to communicate with teachers and staff when necessary.</p> <p>97% Agree I would recommend this school to others.</p>			

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Welcoming Environments	4.1 All district employees sustain welcoming, respectful, and caring environments for all members of the community to maintain the values that are the foundation of Excellence in Education.	\$819,354.00	No
4.2	Communications Clerk	4.2 Communications clerk facilitates training for website updaters and manages district social media platforms and the digital information kiosk in the district lobby to provide consistent communication for all families.	\$66,562.00	No
4.3	Communication Pathways	4.3 Administrators and teachers regularly communicate with families through updated websites, mobile communications applications, auto-dialers, newsletters, social media posts, a consistently updated online grades portal, annual family conferences, and additional outreach efforts to provide information about upcoming events, homework, student progress, and available targeted support/enrichment.	\$127,508.00	No
4.4	Information & Engagement Events	4.4 School administrators host family information and engagement events for all families that are in-person (with free childcare available) or virtual to build positive and collaborative school cultures.	\$140,324.00	No
4.5	Educational Partner Input	4.5 Director of instruction provides multiple pathways including surveys, advisory committees, and online portals for families, students, and staff members to engage in dialogue and offer input on the development of the district's Local Control Accountability Plan (LCAP).	\$8,103.00	No
4.6	Student Attendance Support	4.6 District pupil services administrators coordinate and oversee the District Attendance and Review Team (DART) for families of English learners, foster youth, and students who have families with low income that are chronically absent to provide information and resources targeted toward removing barriers to school attendance.	\$139,310.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	African American Parent & Educator Advisory Committee	4.7 The African American Parent & Educator Advisory Committee (AAPEAC) comprised of parents/guardians, teachers, and administrators collaborates to identify equitable and culturally responsive academic and social practices for African American students to ensure educational equity and address disparities in achievement.	\$27,387.00	No
4.8	Superintendent Correspondence	4.8 Superintendent enhances district communication and transparency by disseminating a regular correspondence that addresses relevant topics for our educational partners.	\$8,194.00	No

## Goal Analysis [2021-22]

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

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

All actions in Goal 4: Family and Community Engagement were implemented to some degree during the 2021-2022 school year. While students were able to return to in-person instruction for the 2021-22 school year after attending school through virtual learning during the 2020-21 school year, required safety protocols hindered the ability to invite families to attend in-person events.

Due to the extenuating circumstances above, implementing Action 4.4 related to family information and engagement events was implemented in a solely virtual manner. Social distancing requirements prevented opportunities for in-person family information and engagement activities.

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

Although Action 4.4 was implemented in a solely virtual manner there were no material differences between budgeted and estimated actual expenditures for this action.

The budget expenditures for Action 4.6 included plans to onboard additional personnel to assist with the District Attendance Review Team (DART). Employee shortages caused by conditions related to the COVID-19 pandemic created a barrier to hiring additional personnel which

resulted in a 47% difference between budgeted and estimated actual expenditures for this action, although the action itself was fully implemented.

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

The 2021-22 school year posed unique challenges as school campuses reopened for in-person learning. While students returned to campus, social distancing requirements and safety protocols created some barriers to family engagement. In lieu of in-person engagement events schools hosted virtual family engagement opportunities.

The Etiwanda School District remains committed to establishing and maintaining strong partnerships with all families through meaningful engagement and decision-making opportunities.

This is done through implementing actions such as having multiple communication pathways, hosting engagement events, and committees focused on ensuring equity and access to learning.

All actions in Goal 4 are intended to positively impact parent and family involvement in our schools. Baseline scores established in the 2020-2021 school year include a self-reflection tool used to inform the Parent Engagement Indicator and a subset of questions on the annual family survey related to family engagement. During the 2021-2022 school year, a diverse group of educational partners completed a self-reflection tool to determine the district's progress on parent and family engagement efforts. This group consistently rated the Etiwanda School District families as fully implementing in all areas. Additionally, families in the district continue to report a high level of satisfaction on survey items related to the level of family engagement in our schools.

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

As shared in the educational partner engagement section, families overwhelmingly trust and report having positive perceptions of our schools and would like the district to continue providing information and outreach to families to engage them in their children's learning. As such, the actions in Goal 4: Family Engagement will remain with one addition for the 2022-2023 school year.

Addition:

Action 4.8 will be added to provide a regular correspondence from the Superintendent that addresses relevant topics for our educational partners.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all students in the Etiwanda School District had opportunities to rebuild school connections and regain pre-pandemic achievement levels in the post-COVID-19 era. Goal 5: Resilience & Recovery was included in Etiwanda's plan as a short-term focus goal and will sunset at the conclusion of the 2021-2022 school year as it was supported through one-time funds received through the Expanded Learning Opportunities Grant. Educational partners reviewed each of the actions included in Goal 5 and determined that the majority of the services provided through this goal could continue through actions included in Goals 1, 2, and 3.

- Actions 5.1 and 5.4 will now be integrated into Goal 1 Action 6.
- Action 5.2 will now be integrated into Goal 3 Action 4.
- Actions 5.5 and 5.8 will now be integrated into Goal 1 Action 9.
- Action 5.7 will now be integrated into Goal 2 Action 7.
- Action 5.9 from will now be integrated into Goal 1 Action 13.

Actions 5.3 and 5.6 will sunset at the conclusion of the 2021-2022 school year. The summer smart start program outlined in action 5.3 was intended to provide additional learning opportunities to offset the impact of the Virtual Learning Model and is no longer necessary as determined by the LCAP Advisory Committee. Action 5.6 was to adopt a supplemental math intervention program. A math intervention program was piloted and adopted so this action is no longer necessary.

The combined actions included in this focus goal were centered on addressing conditions created by the pandemic and providing opportunities to overcome challenges. The district chose to focus on pandemic recovery efforts as a result of educational partner input indicating that students would likely need additional resources and supports as they transitioned from virtual learning environments to in-person learning.

Metrics (CA School Dashboard English Language Arts and Mathematics Indicators) from the Goal 5 section of the LCAP will be incorporated into Goal 2. Metrics (Percent of positive responses on annual Student Survey subset questions used to inform the School Climate Indicator on the CA School Dashboard) from the Goal 5 section of the LCAP will be incorporated into Goal 1.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Language Arts Indicator	<p>2019 CA School Dashboard</p> <p>Overall Student Population - 41.9 points above standard</p> <p>African American Student Group - 10.9 points above standard</p> <p>Asian Student Group - 88.7 points above standard</p> <p>English Learners - 5.6 points above standard</p> <p>Filipino Student Group - 82.2 points above standard</p> <p>Foster Youth - 8.3 points below standard</p> <p>Hispanic Student Group - 25.2 points above standard</p> <p>Homeless Student Group - 11.3 points above standard</p>	<p>2020-2021 CA School Dashboard</p> <p>State assessments were not administered in spring 2021.</p> <p>Goal 5 will sunset at the conclusion of the 2021-2022 school year.</p> <p>Beginning in 2022-2023 this metric will be included in Goal 2: Pupil Outcomes.</p>			<p>Overall Student Population - 41.9 points above standard or higher</p> <p>African American Student Group - 10.9 points above standard or higher</p> <p>Asian Student Group - 88.7 points above standard or higher</p> <p>English Learners - 5.6 points above standard or higher</p> <p>Filipino Student Group - 82.2 points above standard or higher</p> <p>Foster Youth - 8.3 points below standard or higher</p> <p>Hispanic Student Group - 25.2 points above standard or higher</p> <p>Homeless Student Group - 11.3 points</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged Student Group - 16.1 points above standard</p> <p>Students with Disabilities - 7.1 points below standard</p> <p>Two or More Races Student Group - 47.3 points above standard</p> <p>White Student Group - 55.4 points above standard</p>				<p>above standard or higher</p> <p>Socioeconomically Disadvantaged Student Group - 16.1 points above standard or higher</p> <p>Students with Disabilities - 7.1 points below standard or higher</p> <p>Two or More Races Student Group - 47.3 points above standard or higher</p> <p>White Student Group - 55.4 points above standard or higher</p>
CA School Dashboard Mathematics Indicator	<p>2019 CA School Dashboard</p> <p>Overall Student Population - 22 points above standard</p> <p>African American Student Group - 18.7 points below standard</p>	<p>2020-2021 CA School Dashboard</p> <p>State assessments were not administered in spring 2021.</p> <p>Goal 5 will sunset at the conclusion of the 2021-2022 school year.</p>			<p>Overall Student Population - 22 points above standard or higher</p> <p>African American Student Group - 18.7 points below standard or higher</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian Student Group - 88.9 points above standard	Beginning in 2022-2023 this metric will be included in Goal 2: Pupil Outcomes.			Asian Student Group - 88.9 points above standard or higher
	English Learners - 19.2 points above standard		English Learners - 19.2 points above standard or higher		
	Filipino Student Group - 67.6 points above standard		Filipino Student Group - 67.6 points above standard or higher		
	Foster Youth - 45.8 points below standard		Foster Youth - 45.8 points below standard or higher		
	Hispanic Student Group - .3 points above standard		Hispanic Student Group - .3 points above standard or higher		
	Homeless Student Group - 16.3 points below standard		Homeless Student Group - 16.3 points below standard or higher		
	Socioeconomically Disadvantaged Student Group - 5.1 points below standard		Socioeconomically Disadvantaged Student Group - 5.1 points below standard or higher		
	Students with Disabilities - 55.9 points below standard		Students with Disabilities - 55.9 points below standard or higher		
	Two or More Races Student Group - 30.6 points above standard		Students with Disabilities - 55.9		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White Student Group - 36.4 points above standard				<p>points below standard or higher</p> <p>Two or More Races Student Group - 30.6 points above standard or higher</p> <p>White Student Group - 36.4 points above standard or higher</p>
Percent of positive responses on annual Student Survey subset questions used to inform the School Climate Indicator on the CA School Dashboard	<p>2019 Student Survey</p> <p>83% Agree Students feel safe at school</p> <p>84% Agree Consistent standards for student behavior are in place</p> <p>87% Agree Staff strive to keep a bully-free environment</p> <p>91% Agree Students get along with each other and respect their differences</p>	<p>2021-2022 Student Survey</p> <p>89% Agree Students feel safe at school</p> <p>87% Agree Consistent standards for student behavior are in place</p> <p>89% Agree My school focuses on students' character. The following question was not asked on the 2021-2022 survey: Staff strive to keep a bully-free environment</p> <p>72% Agree Students get along with each other and respect their differences</p>			<p>83% or more Agree Students feel safe at school</p> <p>84% more Agree Consistent standards for student behavior are in place</p> <p>87% more Agree Staff strive to keep a bully-free environment</p> <p>91% more Agree Students get along with each other and respect their differences</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Goal 5 will sunset at the conclusion of the 2021-2022 school year. Beginning in 2022-2023 this metric will be included in Goal 1: Conditions of Learning.			

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	PBIS Professional Development	<p>5.1 District pupil services administrators provide a professional development series centered on restorative practices for school administrators and site Positive Behavior Intervention Strategies (PBIS) teams to enhance PBIS implementation.</p> <p>Goal 5 will sunset at the conclusion of the 2021-2022 school year. Professional development related to Positive Behavior Intervention Strategies (PBIS) will be provided as needed through Goal 1 Action 6.</p>		No
5.2	Reentry Plans	5.2 District and school counselors and psychologists develop and implement school wellness and reentry plans that include needs surveys, social-emotional learning lessons, and workshops for students, families, and staff members to create self-awareness, build self-management skills, and improve relationships within the school community.		No

Action #	Title	Description	Total Funds	Contributing
		Goal 5 will sunset at the conclusion of the 2021-2022 school year. Social-emotional learning lessons and workshops will be provided as needed through Goal 3 Action 4.		
<b>5.3</b>	Summer Programs	<p>5.3 District instruction administrators coordinate and oversee summer "smart start" programs available to all students in first through eighth grade to support academic achievement and prepare students for the new school year.</p> <p>Goal 5 will sunset at the conclusion of the 2021-2022 school year. Summer "smart start" programs will be discontinued.</p>		No
<b>5.4</b>	Summer Professional Development Opportunities	<p>5.4 District instruction administrators coordinate a summer professional development series and coaching opportunities available to all teachers to develop strategies for overcoming instructional losses.</p> <p>Goal 5 will sunset at the conclusion of the 2021-2022 school year. Professional development will be provided as needed through Goal 1 Action 6.</p>		No
<b>5.5</b>	Online Reading & Math Practice	<p>5.5 District provides access to supplemental online, adaptive reading and math practice activities for all kindergarten through fifth grade students to address instructional limitations occurred during the COVID-19 pandemic.</p> <p>Goal 5 will sunset at the conclusion of the 2021-2022 school year. Supplemental materials will be provided as needed through Goal 1 Action 9.</p>		No

Action #	Title	Description	Total Funds	Contributing
5.6	Math Intervention Program	<p>5.6 District instruction administrators adopt materials and oversee the implementation of math intervention programs for students who have not yet met academic standards to scaffold grade level math instruction.</p> <p>Goal 5 will sunset at the conclusion of the 2021-2022 school year. Math intervention materials were adopted in the 2021-2022 school year. This action will be discontinued.</p>		No
5.7	Support for Multilingual Clusters	<p>5.7 District provides instructional aide support for grade 1-8 classes with at least five multilingual learners to facilitate additional small group language development instruction.</p> <p>Goal 5 will sunset at the conclusion of the 2021-2022 school year. Instructional aide support for select classes with multilingual learners will be provided through Goal 2 Action 7.</p>		No
5.8	Online Tutoring	<p>5.8 District provides access to online tutoring for all fourth through eighth grade students to assist with independent work in all subject areas.</p> <p>Goal 5 will sunset at the conclusion of the 2021-2022 school year. Supplemental services will be provided as needed through Goal 1 Action 9.</p>		No
5.9	Extended Kindergarten	<p>5.9 School administrators coordinate and oversee extended learning opportunities for kindergarten students who have not yet met academic standards to build foundational reading skills.</p>		No

Action #	Title	Description	Total Funds	Contributing
	Learning Opportunities	Goal 5 will sunset at the conclusion of the 2021-2022 school year. Extended learning opportunities for kindergarten students will be provided through Goal 1 Action 12.		

## Goal Analysis [2021-22]

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

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

All actions in Goal 5: Resilience and Recovery were fully implemented during the 2021-2022 school year.

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

The actions in Goal 5 have been supported by one-time COVID-19 relief funds. Action 5.2 had a material difference as initial expenditures included expenses related to SEL (social and emotional learning) curriculum. Based on the student need at the school sites, a clinical counselor was hired to assist our students after the pandemic. 5.3 had a material difference because the initial projection included one summer with the Summer Learning program. During the school year the summer learning program plan was extended for a second year resulting in the discrepancy. Action 5.7 was initially funded through the LCFF and the Extended Learning Opportunities Grant Plan. During the school year allocations for these expenses for this action were funded with other sources not included in the LCAP. Action 5.8 had a materials difference as a result of meeting the demand of our students by hiring an additional vendor for online tutoring services to support student in the home setting. In Action 5.9, the expenditures were less than expected due to less paraprofessionals hired for the extended day kindergarten program.

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

Students successfully returned to campus during the 2021-2022 school year. While staff and students experienced challenges in adjusting to COVID-19 safety protocols and acclimating to the on-campus environments surveys administered during the 2021-2022 school year yielded similar results to those administered during the pre-pandemic era of the 2018-2019 school year.

Actions 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, and 5.9 were intended to positively impact student achievement. Baseline scores for student achievement were established in the 2018-2019 school year using ELA and Mathematics Indicators on the CA School Dashboard. While the CA School Dashboard has not yet been updated, local assessments were used to determine academic achievement levels in 2018-2019, 2020-2021,

and again during the 2021-2022 school year. These assessments include the ELA and Math iReady diagnostic exams, which are strongly correlated to CAASPP results.

An examination of data from these local diagnostic assessments administered in the same time frame in three school years indicates only slight variations in the levels of overall student achievement in reading and math even though the COVID-19 pandemic created drastic differences in learning conditions for students.

Reading assessment data indicated that in the 2019-20 school year 63% of students were at/above grade level.  
In the 2020-21 school year 64% of students were at/above grade level.  
In the 2021-22 school year 60% of students were at/above grade level.

Math assessment data indicated that in the 2019-20 school year 56% of students were at/above grade level.  
In the 2020-21 school year 64% of students were at/above grade level.  
In the 2021-22 school year 60% of students were at/above grade level.

It is also important to note that assessment data during the 2020-2021 school year may have been positively affected by students obtaining adult assistance on assessments during remote administration.

Actions 5.1 and 5.2 were intended to positively impact students' perception of school safety. Baseline data was also established using the percent of positive responses on a locally administered annual Student Survey. A subset of questions from this survey asks students to share their opinions on school safety. Responses in the 2021-2022 school year were positive, overall, and very similar to responses to these same questions in the 2018-2019 school year.

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

Goal 5 related to COVID-19 pandemic resilience and recovery efforts was created as a focus goal and intended to be included in the LCAP for a short period of time. The actions included in this goal were specifically intended to assist students as they transitioned back to on-campus learning after a year of virtual learning. The actions in this goal were supported by one-time pandemic relief funds. As noted in the Engaging Educational Partners section, our community has placed a strong emphasis on returning to pre-pandemic learning conditions as soon as possible.

The metrics from Goal 5 will be moved to the metrics sections in other LCAP goals. CA School Dashboard English Language Arts and Mathematics Indicators will be integrated into LCAP Goal 2. The percent of positive responses on the annual student survey subset of questions used to inform the School Climate Indicator on the CA School Dashboard will be moved to Goal 1.

The LCAP Advisory Committee reviewed the actions to determine which should be continued and District administrators determined the feasibility of continuing each action. Many of the actions included in this goal will be carried on through other goals actions included in other goals within the LCAP.

Actions 5.1 and 5.6 are centered on Professional Development which will be incorporated in Goal 1 Action 6.

Action 5.2 related to social-emotional learning lessons and workshops will be incorporated in Goal 3 Action 4.

Actions 5.5 and 5.8 related to supplemental materials will be incorporated in Goal 1 Action 9.

Action 5.7 related to instructional aide support for select classes with multilingual learners will be incorporated in Goal 2 Action 7.

Action 5.9 centered on extended learning opportunities will be incorporated in Goal 1 Action 12.

Actions 5.3 and 5.6 will be discontinued and no longer included in the Local Control and Accountability Plan.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$12,556,634	\$0.00

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.78%	0.00%	\$0.00	9.78%

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

## Required Descriptions

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

Academic needs have been identified for low-income students, English learners, and foster youth based on information collected and reviewed from the CA School Dashboard, local academic assessments, and surveys. Actions to address these needs were identified after considering alternatives.

As provided in the Identified Needs, Engaging Educational Partners, and Metrics sections, there is disparity in academic achievement levels in reading and math between unduplicated student groups and the overall student population. Recent data collected from district diagnostic assessments administered in the winter of the 2021-2022 school year indicate unduplicated student groups achieve at lower rates in comparison with the overall student group.

Disparities in reading achievement ranged between 13% - 23% lower for unduplicated student groups.

- 60% of the overall student population was at or above grade level.
- 46% of English learners was at or above grade level.
- 47% of the socioeconomically disadvantaged student group was at or above grade level.
- 37% of foster youth performed at or above grade level.

- 47% of students who are homeless performed at or above grade level.

Disparities in math achievement ranged between 7% - 32% lower for unduplicated student groups.

- 50% of the overall student population was at or above grade level.
- 43% of English learners was at or above grade level.
- 37% of the socioeconomically disadvantaged student group was at or above grade level.
- 18% of foster youth performed at or above grade level.
- 34% of students who are homeless performed at grade level.

Additionally, teacher feedback indicates students in unduplicated groups have varying academic needs which require targeted support and additional time and resources to address. To address these needs we will provide a diagnostic assessment system to determine specific needs. Individualized plans that outline actions for accelerating learning developed by educators, supplemental materials specified in the individualized plans, and extended day programs for students (Goal 1, Action 9 and Goal 2, Actions 1, 2, 5, and 9). These actions are expected to lead to incremental and sustained growth for unduplicated student groups as they are focused on addressing the unique needs of each student. To maximize the impact of these actions, they are being provided on an LEA-wide basis for students who have not yet met academic standards.

As provided in the Identified Needs, Engaging Educational Partners, and Metrics sections, there is disparity in engagement levels between the overall student group and students belonging to the socioeconomically disadvantaged and foster youth student groups. While the overall student population received discipline referrals at a rate of 15%, 20% of socioeconomically disadvantaged students and over 30% of foster youth received referrals. While the overall student population had a suspension rate of .6%, .8% of socioeconomically disadvantaged students and over 2% of foster youth were suspended. Another data point reviewed was i-Ready Diagnostic scores for students transitioning from the elementary school environment to intermediate school. We found that Unduplicated students struggle academically in their transition from elementary to intermediate school. Twenty-four (24%) percent of unduplicated grade 5 students scored 2 or more grades below grade level (Tier 3) in reading on the 2020-21 Spring Diagnostic, which is 12% more than the number of students scoring below grade level overall. However, 35% of unduplicated grade 6 students scored 2 or more grades below grade level (Tier 3) on the 2021-22 Fall Diagnostic, which is 23% more than the number of students scoring below grade level overall. It was also noted the overall student population had an absence rate of 6.9%, nearly 9% of socioeconomically disadvantaged students and 10% of foster youth were absent. This information underscores the need to continue efforts to engage unduplicated students and their families in the school environment. Additionally, feedback from staff and families indicate there are increased social-emotional needs for students in these groups. To address these needs, increased counseling support, Positive Behavior and Intervention Supports (PBIS), family outreach, and 6th grade transition programs will be provided (Goal 2, Action 8, Goal 3 Actions 3, 4, and 8). These actions are expected to continue the positive trajectory of student engagement for socioeconomically disadvantaged and foster youth students as they address their identified needs. To maximize the impact of these actions in reducing discipline referrals, suspensions, and absences, they are being offered on an LEA-wide or schoolwide basis.

As evidenced through data, these actions are principally directed toward meeting the needs of unduplicated students. Many of these actions were previously implemented and proven successful. Each of these actions is research-based. Alternative actions considered include the following:

- Increase instructional aides and/or decrease student-to-teacher ratios in classrooms. Funding limitations would make actions such as these unsustainable over time.
- Adopt additional behavior and character education programs. Ultimately, it was determined our schools already have programs in place; and adding additional programs could create confusion and barriers to consistent implementation of current programs.

These actions are the most effective use of supplemental funds for the purpose of improving academic performance for unduplicated students.

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

As identified in the Identified Needs, Engaging Educational Partners, and Metrics sections, there is disparity in academic achievement levels in reading between English learners (EL) and the overall student population. On district diagnostic assessments administered in the winter of the 2021-2022 school year, English learners achieved at lower rates in comparison with the overall student group.

Reading achievement scores are 14% lower for English learners.

- 60% of the overall student population was at or above grade level.
- 46% of English learners was at or above grade level.

Additionally, Over the last three years, reclassification rates of English Learners have declined in the district from 33% in 2018-19 to 16% in 2019-20, and finally to 10% in 2020-21. While rates have declined in the County and State as well, there has been a greater decline in the district. From 2018-19 to 2020-21, district reclassification rates fell some 70%, compared to 63% in the County and 55% in the State. The District English Learner Advisory Committee (DELAC) identified EL students will benefit from additional scaffolds during the school day. To address this need, supplemental language support programs such Imagine Learning, electronic tablets for translation, and instructional aide support will be provided to increase and enhance language development opportunities. It is anticipated EL student achievement scores in the area of reading will incrementally improve as a result of these supports (Goal 2 Action 7).

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

received from educational partners through surveys, advisory groups, and various gatherings.

The following identified improvements in actions and services are planned for the 2022-2023 school year:

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

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

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

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

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

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

These services and supports quantitatively and/or qualitatively meet the 9.78% minimum proportionality percentage for the 2022-2023 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all

pupils as calculated pursuant to 5 CCR 15496(a).

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

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

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

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$141,082,844.00	\$11,929,403.00		\$4,292,623.00	\$157,304,870.00	\$142,076,107.00	\$15,228,763.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Fiscal Solvency	All	\$176,299.00				\$176,299.00
1	1.2	Safe Environments	All	\$12,619,290.00				\$12,619,290.00
1	1.3	Health Professionals	All	\$2,802,516.00	\$425,093.00			\$3,227,609.00
1	1.4	Highly Qualified Teachers	All	\$89,593,417.00	\$8,602,487.00		\$3,637,202.00	\$101,833,106.00
1	1.5	Class Size & Support	All				\$374,166.00	\$374,166.00
1	1.6	Professional Development	All	\$1,504,208.00	\$13,568.00			\$1,517,776.00
1	1.7	Broad Course of Study	All	\$365,510.00				\$365,510.00
1	1.8	21st Century Technology	All	\$2,388,141.00				\$2,388,141.00
1	1.9	Supplemental Materials	English Learners Foster Youth Low Income	\$819,354.00				\$819,354.00
1	1.10	School Libraries	All	\$1,561,260.00				\$1,561,260.00
1	1.11	Universal GATE Screening	All	\$232,183.00				\$232,183.00
1	1.12	Extended TK and Kindergarten	All		\$16,442.00			\$16,442.00
1	1.13	Collaboration for Enrichment Opportunities	Advanced learners and those identified as Gifted and Talented Students with Disabilities	\$27,387.00				\$27,387.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Diagnostic Assessments	English Learners Foster Youth Low Income	\$23,462.00				\$23,462.00
2	2.2	Plan Implementation	English Learners Foster Youth Low Income	\$7,922,638.00				\$7,922,638.00
2	2.3	Teacher Collaboration	All	\$819,354.00				\$819,354.00
2	2.4	Intentional Planning	All	\$7,844,554.00	\$197,330.00			\$8,041,884.00
2	2.5	Individualized Success Plans	English Learners Foster Youth Low Income	\$327,801.00				\$327,801.00
2	2.6	Universal Access	All	\$819,354.00				\$819,354.00
2	2.7	Support for Multilingual Learners	English Learners	\$320,740.00				\$320,740.00
2	2.8	Academic Advisors / Student Services Assistants	English Learners Foster Youth Low Income	\$1,105,555.00				\$1,105,555.00
2	2.9	Extended Day Intervention Programs	English Learners Foster Youth Low Income	\$425,846.00	\$7,639.00			\$433,485.00
2	2.10	Extended School Year	Students with Disabilities		\$89,009.00			\$89,009.00
2	2.11	Professional Learning - Math	All	\$135,560.00				\$135,560.00
2	2.12	Professional Learning - Reading	All	\$135,560.00				\$135,560.00
3	3.1	Engaging Learning Experiences	All	\$145,865.00				\$145,865.00
3	3.2	Character Education	All	\$1,469,978.00				\$1,469,978.00
3	3.3	Multitiered Support Systems	Foster Youth Low Income	\$29,500.00				\$29,500.00
3	3.4	Counseling Services	Foster Youth Low Income	\$1,540,078.00	\$1,287,028.00			\$2,827,106.00
3	3.5	Other Means of Correction Coaching	All	\$46,436.00			\$281,255.00	\$327,691.00
3	3.6	Board Certified Behavior Analysts	All		\$1,290,807.00			\$1,290,807.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.7	Extracurricular Activities	All	\$140,324.00				\$140,324.00
3	3.8	6th Grade Transition Program	Foster Youth Low Income	\$41,660.00				\$41,660.00
3	3.9	Alternative Education Settings	All	\$4,362,272.00				\$4,362,272.00
4	4.1	Welcoming Environments	All	\$819,354.00				\$819,354.00
4	4.2	Communications Clerk	All	\$66,562.00				\$66,562.00
4	4.3	Communication Pathways	All	\$127,508.00				\$127,508.00
4	4.4	Information & Engagement Events	All	\$140,324.00				\$140,324.00
4	4.5	Educational Partner Input	All	\$8,103.00				\$8,103.00
4	4.6	Student Attendance Support	All	\$139,310.00				\$139,310.00
4	4.7	African American Parent & Educator Advisory Committee	All	\$27,387.00				\$27,387.00
4	4.8	Superintendent Correspondence	All	\$8,194.00				\$8,194.00
5	5.1	PBIS Professional Development	All					
5	5.2	Reentry Plans	All					
5	5.3	Summer Programs	All					
5	5.4	Summer Professional Development Opportunities	All					
5	5.5	Online Reading & Math Practice	All					
5	5.6	Math Intervention Program	All					
5	5.7	Support for Multilingual Clusters	English Learners					
5	5.8	Online Tutoring	All					
5	5.9	Extended Kindergarten	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Learning Opportunities						

## 2022-23 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
\$128,418,557	\$12,556,634	9.78%	0.00%	9.78%	\$12,556,634.00	0.00%	9.78 %	<b>Total:</b>	\$12,556,634.00
								<b>LEA-wide Total:</b>	\$12,194,234.00
								<b>Limited Total:</b>	\$320,740.00
								<b>Schoolwide Total:</b>	\$41,660.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$819,354.00	
2	2.1	Diagnostic Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,462.00	
2	2.2	Plan Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,922,638.00	
2	2.5	Individualized Success Plans	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$327,801.00	
2	2.7	Support for Multilingual Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$320,740.00	
2	2.8	Academic Advisors / Student Services Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,105,555.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	Extended Day Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$425,846.00	
3	3.3	Multitiered Support Systems	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$29,500.00	
3	3.4	Counseling Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,540,078.00	
3	3.8	6th Grade Transition Program	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Intermediate Schools Grade 6	\$41,660.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$152,044,329.00	\$143,393,079.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Fiscal Solvency	No	\$143,669.00	\$159,374.00
1	1.2	Safe Environments	No	\$12,374,170.00	\$14,356,672.00
1	1.3	Health Professionals	No	\$3,106,884.00	\$3,100,738.00
1	1.4	Highly Qualified Teachers	No	\$97,007,368.00	\$85,102,530
1	1.5	Class Size & Support	No	\$4,695,572.00	\$2,946,284.00
1	1.6	Professional Development	No	\$1,879,074.00	\$1,554,844.00
1	1.7	Broad Course of Study	No	\$461,703.00	\$422,114
1	1.8	21st Century Technology	No	\$1,809,318.00	\$2,127,636.00
1	1.9	Supplemental Materials	Yes	\$821,542.00	\$799,403.00
1	1.10	School Libraries	No	\$1,714,325.00	\$1,727,299.00

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	1.11	Universal GATE Screening	No	\$194,970.00	\$215,797.00
2	2.1	Diagnostic Assessment System	Yes	\$33,774.00	\$29,597.00
2	2.2	Plan Implementation	Yes	\$5,271,169.00	\$5,541,291
2	2.3	Teacher Collaboration	No	\$821,542.00	\$799,403.00
2	2.4	Intentional Planning	No	\$7,658,185.00	\$9,880,102.00
2	2.5	Individualized Success Plans	Yes	\$253,917.00	\$250,562.00
2	2.6	Universal Access	No	\$821,542.00	\$799,403
2	2.7	Support for Multilingual Learners	Yes	\$171,627.00	\$169,745.00
2	2.8	Academic Advisors / Student Services Assistants	Yes	\$720,971.00	\$792,582
2	2.9	Extended Day Intervention Programs	Yes	\$504,323.00	\$546,316
2	2.10	Extended School Year	No	\$110,087.00	\$89,036.00
3	3.1	Engaging Learning Experiences	No	\$128,718.00	\$142,381.00
3	3.2	Character Education	No	\$1,272,189.00	\$1,375,108.00

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)
3	3.3	Multitiered Support Systems	Yes	\$29,500.00	\$75,898.00
3	3.4	Counseling Services	Yes	\$2,612,104.00	\$2,488,325.00
3	3.5	Other Means of Correction Coaching	No	\$348,117.00	\$248,925.00
3	3.6	Board Certified Behavior Analysts	No	\$105,893.00	\$3,638.00
3	3.7	Extracurricular Activities	No	\$137,281.00	\$144,454.00
3	3.8	6th Grade Transition Program	Yes	\$34,317.00	\$33,653.00
3	3.9	Alternative Education Settings	No	\$1,566,116.00	\$3,041,040.00
4	4.1	Welcoming Environments	No	\$821,542.00	\$799,403.00
4	4.2	Communications Clerk	No	\$61,973.00	\$64,994.00
4	4.3	Communication Pathways	No	\$112,034.00	\$195,122.00
4	4.4	Information & Engagement Events	No	\$137,281.00	\$144,454.00
4	4.5	Stakeholder Input	No	\$203,713.00	\$224,313.00
4	4.6	Student Attendance Support	No	\$242,508.00	\$129,478.00

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)
4	4.7	African American Parent & Educator Advisory Committee	No	\$24,401.00	\$26,865.00
5	5.1	PBIS Professional Development	No	\$99,817.00	\$43,375.00
5	5.2	Reentry Plans	No	\$42,800.00	\$145,404.00
5	5.3	Summer Programs	No	\$1,353,685.00	\$585,323.00
5	5.4	Summer Professional Development Opportunities	No	\$486,973.00	\$445,902.00
5	5.5	Online Reading & Math Practice	No	\$395,000.00	\$382,944.00
5	5.6	Math Intervention Program	No	\$146,000.00	\$58,674.00
5	5.7	Support for Multilingual Clusters	No	\$252,427.00	\$67,961.00
5	5.8	Online Tutoring	No	\$290,000.00	\$840,904.00
5	5.9	Extended Kindergarten Learning Opportunities	No	\$564,208.00	\$273,813.00

**2021-22 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)
\$10,454,917.00	\$9,137,403.00	\$10,727,372.00	(\$1,589,969.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.9	Supplemental Materials	Yes	\$821,542.00	\$799,403.00	0	0
2	2.1	Diagnostic Assessment System	Yes	\$33,774.00	\$29,597.00	0	0
2	2.2	Plan Implementation	Yes	\$5,271,169.00	\$5,541,291	0	0
2	2.5	Individualized Success Plans	Yes	\$253,917.00	\$250,562.00	0	0
2	2.7	Support for Multilingual Learners	Yes	\$171,627.00	\$169,745.00	0	0
2	2.8	Academic Advisors / Student Services Assistants	Yes	\$720,971.00	\$792,582	0	0
2	2.9	Extended Day Intervention Programs	Yes	\$474,604.00	\$546,316	0	0
3	3.3	Multitiered Support Systems	Yes	\$29,500.00	\$75,898.00	0	0
3	3.4	Counseling Services	Yes	\$1,325,982.00	\$2,488,325	0	0
3	3.8	6th Grade Transition Program	Yes	\$34,317.00	\$33,653.00	0	0

**2021-22 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)
\$116,997,726	\$10,454,917.00	0.00%	8.94%	\$10,727,372.00	0.00%	9.17%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022