





School District Etiwanda

Etiwanda School District

LCAP

Local Control Accountability Plan

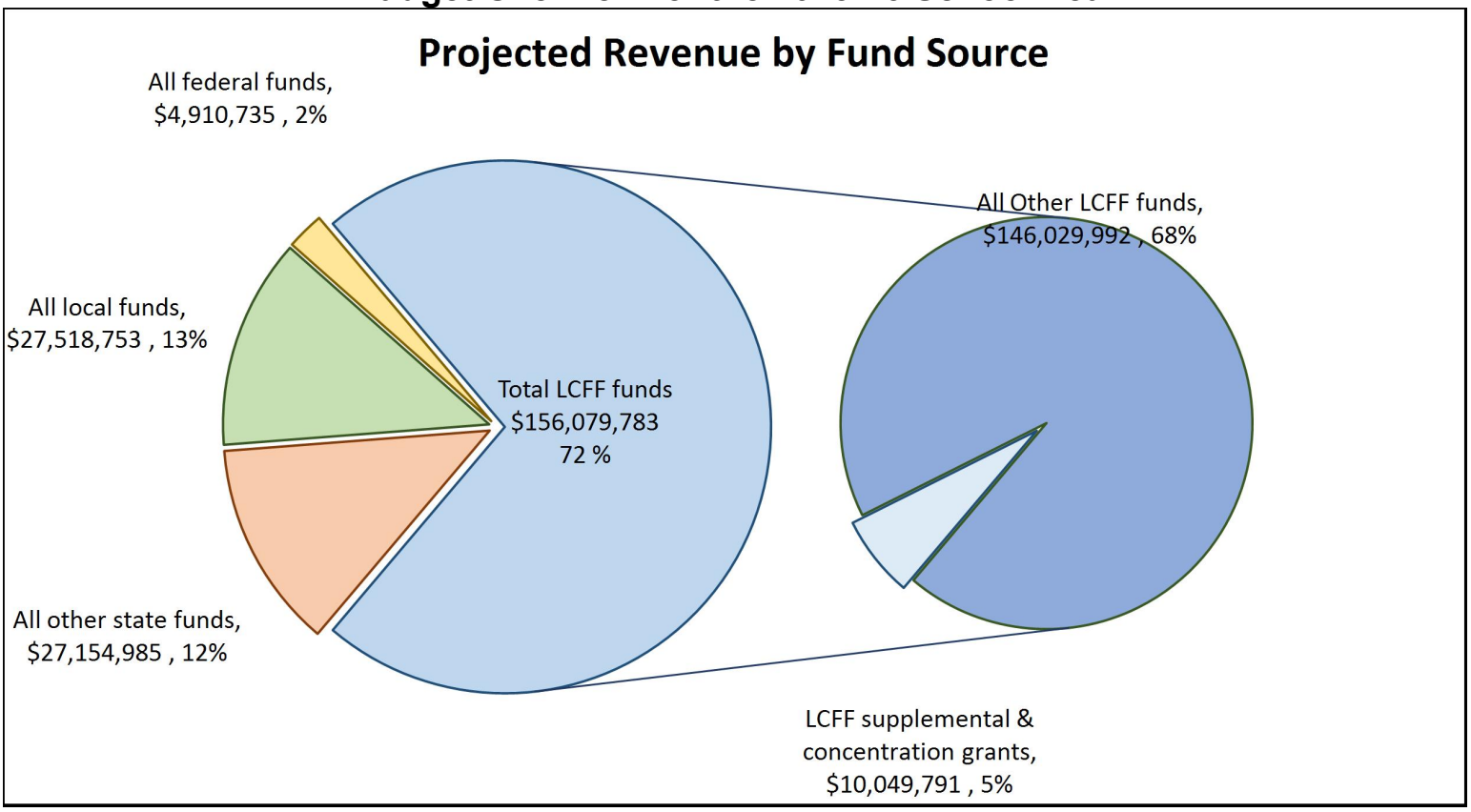
2025-2026

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Etiwanda School District
CDS Code: 36-67702-0000000
School Year: 2025-26
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 2025-26 School Year

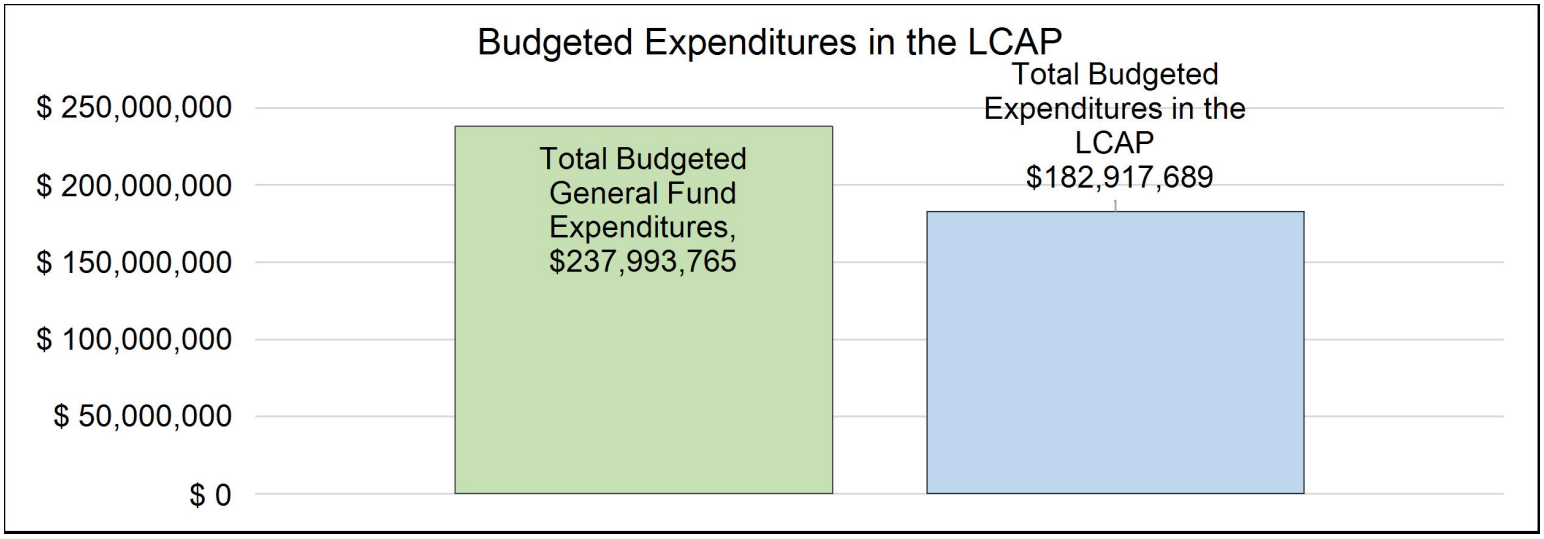


This chart shows the total general purpose revenue Etiwanda School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Etiwanda School District is $215,664,256, of which $156,079,783 is Local Control Funding Formula (LCFF), $27,154,985 is other state funds, $27,518,753 is local funds, and $4,910,735 is federal funds. Of the $156,079,783 in LCFF Funds, $10,049,791 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 2025-26. 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 $237,993,765 for the 2025-26 school year. Of that amount, $182,917,689 is tied to actions/services in the LCAP and $55,076,076 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

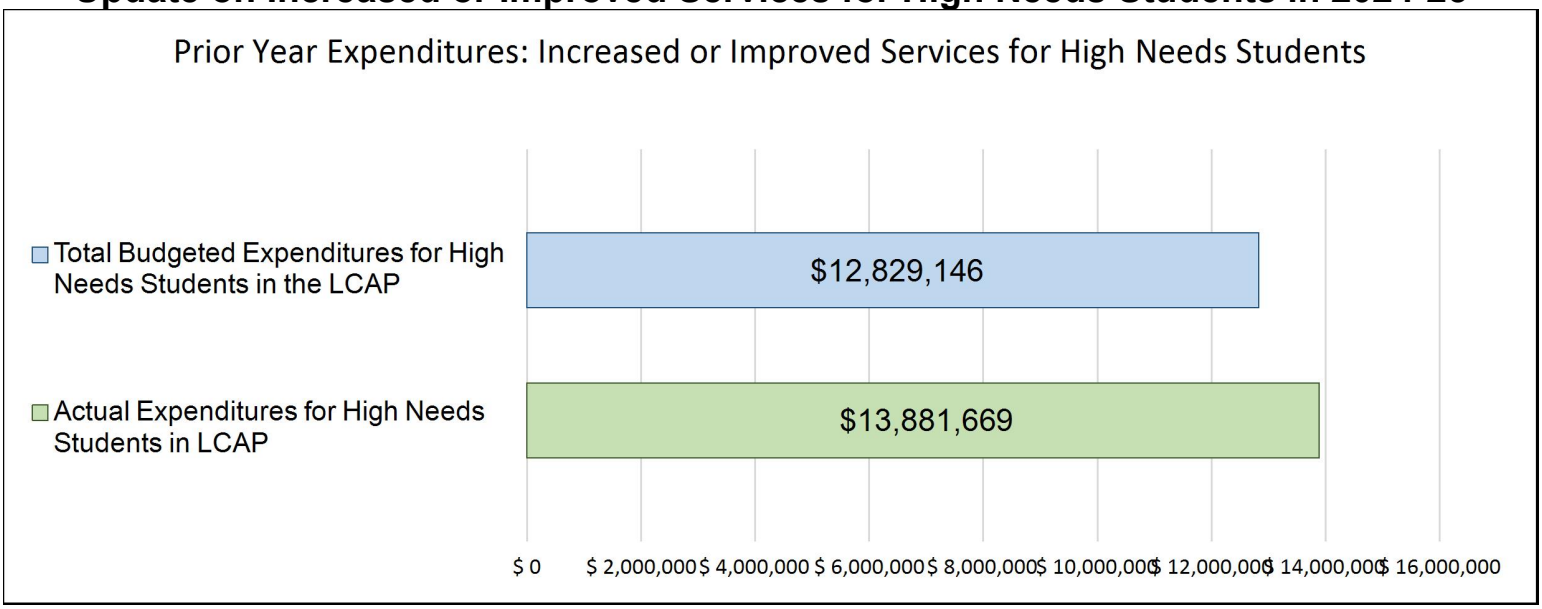
Beyond the Local Control Accountability Plan (LCAP), budgeted expenditures cover the salaries and benefits for all district employees, including administrators, teachers, and classified staff like campus support personnel. This funding is essential for maintaining vital school and district-wide initiatives,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

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Etiwanda School District is projecting it will receive $10,049,791 based on the enrollment of foster youth, English learner, and low-income students. Etiwanda School District must describe how it intends to increase or improve services for high needs students in the LCAP. Etiwanda School District plans to spend $10,049,791 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 2024-25



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 2024-25, Etiwanda School District's LCAP budgeted $12,829,146 for planned actions to increase or improve services for high needs students. Etiwanda School District actually spent $13,881,669 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,052,523 had the following impact on Etiwanda School District’s ability to increase or improve services for high needs students:

With actual expenditures for high needs students exceeding budgeted expenditures, the district was able to increase or improve services for high needs students.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

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

Located in San Bernardino County's Inland Empire, approximately 45 miles east of Los Angeles, the district serves a diverse and growing community of about 100,000 residents. The median household income is $125,643 per year (Census Reporter), reflecting a strong commitment to education and community involvement.

Schools & Enrollment
The Etiwanda School District currently educates nearly 14,000 students in transitional kindergarten through eighth grade across:

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

Serving the communities of Rancho Cucamonga and Fontana, the district has built a strong reputation for academic excellence, earning multiple state and national accolades.

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

The district's vision is to be a place where "Excellence in Education" comes to life in abundant measure for all students. Students will leave eighth grade prepared to excel academically, socially, and emotionally in high school, college, career, and beyond. Through a rigorous and engaging instructional program, students will develop critical thinking skills, collaboration abilities, and a problem-solving mindset, ensuring they are ready to thrive in an ever-evolving world.

Core Beliefs:
The Etiwanda School District believes that student success is built on a foundation of academic rigor, personal growth, and strong community partnerships. These beliefs guide decision-making, instructional practices, and overall district priorities:

Academic, Social, and Emotional Growth Flourish When:

- Schools are welcoming and inclusive, providing nurturing learning environments that ensure physical and emotional safety.
- The school community embraces diversity and unity, fostering a culture of mutual respect.
- Strong partnerships between parents, students, teachers, support staff, and administrators create an atmosphere where collaboration and teamwork thrive.
- Self-esteem and confidence are nurtured through achievement.

All Students Can Reach Their Full Potential When:

- Instruction is tailored to individual needs, abilities, and learning styles.
- Technology is integrated into learning to enhance student engagement and academic success.

Student Success Relies on a Strong Support System That Includes:

- Highly qualified, well-trained, and compassionate teachers, support staff, and administrators.
- Strong connections between school and home, recognizing that parents play a vital role as teachers and partners in their child's education.
- A district culture where trust, kindness, honesty, and open communication are valued and practiced daily.

Commitment to Student Success & Whole-Child Development
The Etiwanda School District is dedicated to ensuring that every child reaches their full academic, social, and emotional potential. This commitment is reflected in:

- A Balanced & Engaging Curriculum: Instruction focuses on foundational skills in literacy, mathematics, science, and social studies while providing enrichment opportunities in arts, music, drama, and physical education.
- Inclusive & Culturally Responsive Classrooms: The district fosters a sense of belonging for all students, ensuring that diverse backgrounds and experiences are respected and celebrated.

- Technology Integration: Students develop digital literacy skills through the use of technology tools and digital resources that extend learning beyond the classroom.
- Expanded Learning Opportunities: Enrichment, intervention, and support programs ensure that all students have access to resources tailored to their individual needs.
- Social-Emotional Learning & Student Well-Being: A focus on PBIS (Positive Behavior Interventions & Supports), restorative practices, and counseling services helps students develop strong character, emotional resilience, and respect for others.

Student Demographics & Diversity
The Etiwanda School District serves a diverse and dynamic student population, reflecting a wide range of cultural backgrounds and learning needs:

- 44% Hispanic
- 17% White
- 18% Asian
- 8% African American
- 13% Other ethnic groups

Additionally, the district provides targeted support for:

- 32.3% low-income students
- 12.5% receiving special education services
- 9.8% English learners
- 0.3% foster youth
- 33% unduplicated student population (socioeconomically disadvantaged, English learners, and foster youth)

This rich diversity enhances the educational experience for all students, fostering inclusion, cultural awareness, and global perspectives.

Equity Multiplier & Targeted Support
The Etiwanda Community Day School qualifies for the Equity Multiplier, a designation that provides additional resources and funding to support students facing higher levels of academic and socio-economic challenges. With a Non-Stability Rate of 92.9% and a Socioeconomically Disadvantaged (SED) Rate of 92.9%, students at Etiwanda Community Day School experience significant transitions and unique learning needs, requiring targeted interventions, wraparound services, and intensive academic and behavioral support. With the Equity Multiplier designation, Etiwanda is further enhancing its efforts to close achievement gaps, increase student engagement, and provide equitable opportunities for success for all students, particularly among the small student population attending the Etiwanda Community Day School.

Recognition & Awards

National Blue Ribbon Schools:

- Carleton P. Lightfoot Elementary
- John L. Golden Elementary
- Day Creek Intermediate
- Grapeland Elementary

- Terra Vista Elementary

California Distinguished Schools:
15 district schools have been recognized as California Distinguished Schools, with many receiving this honor multiple times.

Schools have also received Golden Bell Awards for innovative educational programs.

Looking Ahead: A Future of Excellence
The Etiwanda School District remains committed to providing an exceptional learning experience where students are prepared for success in high school, college, career, and beyond. Through a student-centered approach, innovative instructional practices, and strong community partnerships, Etiwanda ensures that all students receive the support, resources, and opportunities needed to thrive.

As explorers of knowledge and pioneers in learning, students will leave the Etiwanda School District ready to:
- Excel academically and socially
- Lead with confidence and compassion
- Embrace lifelong learning
- Contribute meaningfully to their communities and the world

With a strong foundation of teamwork, respect, and unwavering dedication to student achievement, Etiwanda will continue to be a place where "Excellence in Education" is not just a vision but a reality.

Reflections: Annual Performance

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

The 2024 California School Dashboard, alongside local data sources, provides a comprehensive view of student achievement, engagement, and school climate across the Etiwanda School District. These insights guide continuous improvement efforts while reaffirming the district's commitment to academic excellence, student well-being, and educational equity. With high academic standards, strong community involvement, and dedicated staff, the district remains focused on fostering positive student outcomes and engagement.

Academic Achievement
Students in grades 3-8 continue to demonstrate strong performance in both English Language Arts (ELA) and mathematics, with scores 41.5 and 20.9 points above the standard, respectively. This performance places the district in the green (high) status level for both subjects.

Notably:
Seven out of twelve student groups achieved green or blue status, reflecting strong academic performance across diverse demographics.
No student groups were classified in the red (very low) category for either subject area.
These results highlight the effectiveness of high-quality instruction, data-driven interventions, and continuous support.

Student Group Performance in Language Arts:

- Blue (Very High) Status – Filipino, Two or More Races, White
- Green (High) Status – Asian, English Learners, Hispanic, Socioeconomically Disadvantaged
- Yellow (Medium) Status – African American, Foster Youth, Homeless
- Orange (Low) Status – Long-Term English Learners, Students with Disabilities
- Red (Very Low) Status – None

Student Group Performance in Math:

- Blue (Very High) Status – Asian, Filipino, White
- Green (High) Status – English Learners, Hispanic, Two or More Races
- Yellow (Medium) Status – Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged
- Orange (Low) Status – African American, Long-Term English Learners, Students with Disabilities
- Red (Very Low) Status – None

English Learner Progress

The English Learner Progress Indicator (ELPI) shows that 54.8% of English Learners are making satisfactory progress resulting in an Orange performance level. Additionally:

- Reclassified Fluent English Proficient (RFEP) students scored 80.9 points above standard in ELA and 67.1 points above standard in math, highlighting their academic growth.
- Reclassification rates maintained from 23% to 22.5% between the 2022-2023 and 2023-2024 school years, demonstrating the impact of targeted language development programs.
- These achievements reflect strong instructional practices, designated ELD support, and expanded professional development for educators.

Student Engagement & Academic Attendance

Student engagement remains a core district priority, with a focus on reducing chronic absenteeism to support academic achievement and student well-being. The Dashboard indicator for chronic absenteeism is yellow, with:

- A 6% decrease in chronic absenteeism from the previous year in addition to the 4.9% decline the year prior reflect positive trends in absenteeism
- A current rate of 11%, down from 17% the prior year.
- The Foster youth student group is in the red (very low) category.

Chronic Absenteeism by Student Group:

- Blue (Very High) Status - No students groups
- Green (High) Status – Asian, Filipino, White
- Yellow (Medium) Status – African American, American Indian, English Learners, Hispanic, Homeless, Two or More Races, Students with Disabilities, Socioeconomically Disadvantaged
- Orange (Low) Status – Long-Term English Learners, Pacific Islander

- Red (Very Low) Status – Foster Youth

Targeted attendance interventions, positive engagement strategies, and expanded family outreach efforts continue to drive improvements in student participation and academic success.

School Climate & Conditions for Learning
A safe and supportive school climate is foundational to student success. The Etiwanda School District maintains a green (high) indicator score for suspension rates, with:

- A 1.3% overall suspension rate (students suspended at least one day).
- The Foster youth student groups is classified in the red (very low) category.

Suspension Rates by Student Group:

- Blue (Very High) Status – American Indian
- Green (High) Status – Filipino, Hispanic, Long-Term English Learners, Two or More Races, Pacific Islander, White
- Yellow (Medium) Status – Asian, English Learners, Homeless
- Orange (Low) Status – African American, Students with Disabilities, Socioeconomically Disadvantaged
- Red (Very Low) Status – Foster Youth

The district remains committed to restorative practices, Positive Behavior Interventions & Supports (PBIS), and proactive social-emotional learning strategies to foster a respectful and inclusive school climate.

Based on the 2023 CA Dashboard:
School Site - All student groups showing lowest performance indicator (red)

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

Heritage Intermediate
Academic Indicator (Math) - Students with Disabilities

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

Key Areas of Progress from 2023 to 2024 CA Dashboard
Schools that improved from a Red indicator in 2023 to a better performance level in 2024:

- David W. Long Elementary (Chronic Absenteeism - African American) -- No longer in Red
- Summit Intermediate (Chronic Absenteeism - English Learner, African American) -- No longer in Red
- John L. Golden Elementary (Chronic Absenteeism - Students with Disabilities, Asian) -- No longer in Red
- West Heritage Elementary (Chronic Absenteeism & Academic Indicators for Students with Disabilities in ELA & Math) -- No longer in Red

Progress in Chronic Absenteeism for Specific Student Groups:

- African American students at David W. Long, Summit Intermediate, and John L. Golden have improved beyond the Red indicator.
- Students with Disabilities at John L. Golden and West Heritage have improved in chronic absenteeism and academics.
- West Heritage has moved out of the Red indicator for both Language Arts and Mathematics for Students with Disabilities.

The positive trends in chronic absenteeism among specific student groups at David W. Long Elementary, Summit Intermediate, John L. Golden Elementary, and West Heritage Elementary reflect the impact of targeted outreach, incentive programs, and engagement strategies implemented through our Local Control and Accountability Plan (LCAP).

Red indicator from the 2023 Dashboard and remain on the 2024 Dashboard

Chronic Absenteeism:
- African American students at Day Creek Intermediate (2023 & 2024) at 20.3% reflecting a 0.3 decline.
- Socioeconomically Disadvantaged students at Cecilia Solorio (2023 & 2024) at 24.4% reflecting a 0.7 increase.

Mathematics Performance:
- Students with Disabilities at Heritage Intermediate (2023 & 2024) at -119 DFS points resulting in a 6.6 point decline.

New Red Indicators in 2024

Chronic Absenteeism Performance:
- Windrows Elementary (African American, English Learners)
- Perdew Elementary (Homeless, Socioeconomically Disadvantaged)
- Etiwanda Colony Elementary (Socioeconomically Disadvantaged)
- Etiwanda Intermediate (African American, Homeless, Socioeconomically Disadvantaged)

Mathematics Performance:
- Etiwanda Intermediate (Students with Disabilities - New Red in 2024)

English Language Arts Performance:
- Heritage Intermediate (Students with Disabilities - New Red in 2024)

Suspension Rates:
- Carleton P. Lightfoot (African American - New Red in 2024)

Next Steps for Targeted Support
- Expand targeted attendance interventions for African American, Homeless, and Socioeconomically Disadvantaged students through family engagement, early intervention, and attendance incentives.
- Continue differentiated academic supports in Mathematics and ELA for Students with Disabilities.
- Strengthen behavior support programs to reduce suspension rates.
- Strengthen cross-school collaboration to apply successful intervention strategies from schools that have improved to those that are still struggling.

Local Data Insights & Academic Growth:
In addition to state assessment data, i-Ready assessments from the 2023-2024 school year provide valuable insights into student growth:
Median percent progress toward Typical Growth:
- 139% in reading
- 117% in math

Window 3 i-Ready results indicate:

- 70% of students on/above grade level in reading
- 66% on/above grade level in math
- A median progress rate of 139% in reading and 117% in math, demonstrating strong academic growth.

These gains reflect high-quality instruction, targeted interventions, and a focus on data-driven decision-making.

Addressing the Achievement Gap:
While the district has seen significant progress, there remains a continued focus on supporting student groups with lower academic outcomes.
Student groups identified in the orange category (low performance) include African American, Long-Term English Learners, and Students with Disabilities in math and/or ELA.
Schools with higher chronic absenteeism rates among specific student groups include West Heritage Elementary, Summit Intermediate, Etiwanda Intermediate, and others.

Action Steps to Address Gaps:

- Strengthening culturally responsive teaching and learning to affirm students' identities and create inclusive classrooms.
- Expanding Universal Access (UA) time to provide targeted small-group instruction.
- Enhancing behavioral supports through PBIS and Multi-Tiered Systems of Support (MTSS).
- Providing training on Other Mean of Correction and Restorative Practices
- Offer expanded counseling services for elementary and middle school students.
- Increasing outreach and engagement strategies to improve attendance.

Targeted Support and Improvement (TSI) Designation:
Lightfoot Elementary is currently designated as Targeted Support and Improvement (TSI) based on the Suspension rate (6.3%) for the African American student group.

Recognition & Awards:
The district's commitment to excellence has been recognized through multiple state and national awards:

National Blue Ribbon Schools (Since 2020):

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

California Distinguished Schools (Since 2018)

- 2024 – Day Creek Intermediate
- 2020 – Carleton P. Lightfoot, Cecilia Lucero Solorio, Etiwanda Colony, Perdew, West Heritage

- 2019 – Day Creek, Etiwanda Intermediate, Heritage Intermediate, Summit Intermediate
- 2018 – Perdew, Terra Vista

Learning Recovery Emergency Block Grant (LREBG) Funds:

Allowable uses of funds include:
A. Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.

B. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
i. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
ii. Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
iii. Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.
iv. Supporting expanded learning opportunity program services pursuant to Section 46120.
v. Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.
vi. Providing professional development and coaching on either or both of the following:
I. The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
II. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.
C. Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

D. Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

E. Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

The district conducted a thorough needs assessment using the 2024 California School Dashboard data, which includes information on English Language Arts (ELA), Mathematics, and Chronic Absenteeism. We also gathered input from educational partners and local assessments to identify key areas where help is needed. This careful analysis helped us decide on important actions funded by the Learning Recovery Educational Block Grant (LREBG). These actions are designed to support the academic success and emotional well-being of all students, with special attention given to those facing the biggest challenges. All actions and strategies align with the allowable uses of funds pursuant to EC Section 32526(c)(2)(A-F) will be partially funded with the LREBG funding.

As of the time of reporting, the district has an unexpended LREBG balance of $2,025,000. These funds are planned for future use in alignment with the strategies outlined below.

To support instructional effectiveness and personalized learning, LREBG funding has been incorporated into Actions 1.10 to provide books and instructional supplies that enhance literacy and math instruction, small-group interventions, and classroom differentiation. Survey data from educational partners, including parents, teachers, and students, indicated strong support for instructional resources and intervention programs to address reading comprehension and foundational math skills. Additionally, CAASPP proficiency scores highlight areas where targeted supports would benefit students, particularly among students with disabilities, socioeconomically disadvantaged students, and English Learners, reinforcing the need for high-quality instructional materials. (Steiner, 2024). Additionally, Action 1.10 includes funding for online educational software which support personalized learning and targeted interventions. Studies confirm that educational technology-enhanced learning tools increase student engagement and improve academic achievement, particularly for historically underserved students (Pietro, Munoz, 2025). These investments align with Allowable Use B (accelerating progress to close learning gaps).

In response to student behavioral and social-emotional needs, LREBG funds have been allocated to Actions 3.4 and 3.5 for counseling services. This includes funding for school counseling services, which provide targeted mental health interventions, crisis counseling, and student support programs. 2024 California School Dashboard data indicates an increase in chronic absenteeism, particularly among African American, socioeconomically disadvantaged, and homeless students, highlighting the need for additional emotional and behavioral supports. Survey data from educational partners (students, families, and staff) identified student mental health and well-being as a top priority, with increased demand for accessible school-based counseling services. Counseling referral data from the district revealed a significant increase in student referrals for anxiety, social-emotional challenges, and behavioral concerns over the past two years. Research confirms that school-based mental health services significantly reduce anxiety and depressive symptoms, leading to improved academic engagement (Golberstein, Zainullina, Sojourner, & Sander, 2024). These investments directly align with Allowable Use C (integrated student supports such as mental health services)

Additionally, Action 3.11 includes funding for additional PBIS implementation time for classified staff, allowing for stronger behavioral support, supervision, and intervention efforts to improve school climate. Suspension and behavioral referral data indicate a continued need for structured interventions, particularly in addressing student behavior proactively through positive reinforcement strategies. This aligns with Allowable Use C (training for school staff on strategies to address students' social-emotional and academic needs and provide programs that engage students and families). Studies show that schools implementing PBIS with fidelity see reduced disciplinary incidents and increased student connectedness McDaniel et al., 2021).

By strategically aligning LREBG expenditures with LCAP actions, the district ensures that funding is targeted, research-based, and responsive to student needs. These investments support academic growth, social-emotional learning, behavior interventions, and equitable access to resources, reinforcing the district’s commitment to continuous improvement and student success.

Conclusion:
The Etiwanda School District remains committed to academic excellence, student engagement, and equity. The California School Dashboard and local assessment data highlight significant progress in student learning, while also identifying areas for continued growth and improvement. By focusing on rigorous instruction, student-centered engagement, and targeted interventions, the district is dedicated to ensuring all students have access to high-quality learning experiences and the resources needed to thrive. With a strong foundation,

dedicated educators, and engaged families, Etiwanda is well-positioned to continue fostering student success for years to come.

Reflections: Technical Assistance

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

The Etiwanda School District has been identified for Differentiated Assistance (DA) based on red indicators for Foster Youth in both Suspension and Chronic Absenteeism, as reported on the California School Dashboard. In direct response to this identification, the district has developed targeted strategies rooted in data analysis, educational partner input, and alignment with specific LCAP actions.

LCAP Action Alignment:
The district's efforts are primarily implemented through Goal 2, Action 14, which designates the Director of Pupil Services to oversee the Foster Youth Support Program. This includes managing an ongoing student check-in process to deliver academic, social-emotional, and behavioral supports tailored to the unique needs of Foster Youth. This action serves as a foundation for the district's technical assistance implementation plan.

Key Data Insights:

- A total of 63 Foster Youth were included in the School Climate indicator, and 57 students were reflected in Pupil Engagement metrics.
- Suspension rates for Foster Youth increased from 4.6% to 9.5%, prompting the need for systemwide response and review.
- Despite challenges related to behavior and mobility, Foster Youth demonstrated academic growth in both ELA and Math, signaling resilience and the potential impact of targeted support.
- Current year suspension data shows signs of improvement, suggesting early efforts in intervention and support are beginning to yield positive outcomes.

Strategic Actions Underway:
To address areas of concern and reduce barriers to success, the following strategies are being implemented:

- Check-In & Support System: Foster Youth participate in regular, scheduled check-ins with support staff to build trusting relationships, monitor well-being, and proactively address academic or behavioral challenges.
- Enrollment & Intake Review: The district is refining its enrollment processes to ensure that Foster Youth are accurately identified in a timely manner and connected to appropriate services immediately upon registration.
- Data-Driven Monitoring: Staff utilize CALPADS reports and local tracking systems to identify trends in behavior, attendance, mobility, and access to external services. This supports the early identification of students in need of wraparound services.
- Equity in Discipline Practices: The district is reviewing patterns in teacher-reported suspensions and school site responses to ensure that behavior is addressed equitably, with an emphasis on tiered interventions and classroom-based supports.

Ongoing Focus and Systemic Improvement:
The district's approach has shifted from reactive to proactive, emphasizing prevention, connection, and timely intervention. Specific focus areas include:

- Strengthening behavioral supports and preventative services through coordinated site-based and district-level teams.

- Ensuring early and consistent identification of students needing support based on attendance and behavior data.
- Promoting cross-departmental collaboration (e.g., Student Services, School Administration, and Counseling) to ensure Foster Youth receive holistic and sustained support.
- Building capacity among school staff to understand and respond to the unique needs of Foster Youth through professional learning, trauma-informed practices, and improved communication systems.

Commitment to Impact
Through these aligned efforts, the Etiwanda School District is committed to reducing suspensions, improving student engagement, and fostering a greater sense of belonging for Foster Youth. By leveraging the structure and funding of the LCAP, particularly through Action 2.14, the district ensures that the technical assistance response is comprehensive, data-informed, and responsive to student needs.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Advisory Committee (Parent Advisory Committee)	The LCAP Advisory Committee, also referred to as the Parent Advisory Committee, plays an essential role in reviewing and synthesizing feedback from educational partners across multiple platforms. The committee convenes five times throughout the year, carefully analyzing key themes and trends to inform decision-making. Its diverse membership includes parents and guardians of English Learners, low-income students, foster youth, and students with disabilities, alongside teachers, counselors, classified staff, representatives from the Etiwanda Teachers Association, district and site administrators, SELPA administrators, and members of local community organizations. To ensure broad participation, meetings were conducted in a hybrid format, allowing for both in-person and virtual attendance. This approach promotes accessibility and fosters inclusive discussions, ensuring that all voices were heard and considered. During the 2024-25 academic year, the committee met on September 18, October 16, January 15, February 26, and May 7. All meetings were open to the public, with agendas and access links shared via email and posted on the district’s website. Discussions covered Local Control Funding Formula (LCFF) allocations, updates on existing LCAP goals and actions in the Midyear Update, including a midyear expenditure report. The committee also reviewed student performance data from CAASPP results and i-Ready assessments in

Educational Partner(s)	Process for Engagement
	English Language Arts and mathematics. Additionally, both state and local data on attendance, suspensions, and expulsions were presented for analysis. The committee also examined educational partner feedback gathered through Thought Exchanges, surveys, and community forums. Members provided input on whether to maintain, revise, remove, or introduce specific LCAP actions to better align with district priorities. Throughout the year, the committee engaged in monitoring progress on current goals and evaluating the impact of existing initiatives. On May 7, 2025, the committee reviewed a draft of the updated LCAP. During the final meeting, members examined the full draft plan, including the annual update, and an online feedback portal is made available for any additional comments or suggestions. Written responses to feedback are published on the district website by the superintendent. Additionally, as part of its responsibilities, the committee completed the Parental Involvement and Family Engagement Self-Reflection Tool for Priority 3, ensuring continued focus on strengthening family and community partnerships. As part of the LCAP development process, the committee reviewed and discussed the designation of Etiwanda Community Day School as an Equity Multiplier school. With a Non-Stability Rate of 92.9% and a Socioeconomically Disadvantaged (SED) Rate of 92.9%, Etiwanda Community Day School qualifies for additional resources and targeted interventions aimed at supporting students who face higher levels of academic and socio-emotional challenges. Equity Multiplier funding was discussed with school administrators, support staff, and district leaders to identify targeted strategies to support the unique needs of students at Etiwanda Community Day School. Through collaborative meetings and site-based input sessions, educational partners contributed ideas for new services and supports aligned to the Whole Child framework developed by the CDE. Their input directly informed the development of new actions focused on increasing access to mental health services, implementing

Educational Partner(s)	Process for Engagement
	trauma-informed practices, expanding SEL instruction, and designing transition supports that promote successful reintegration into comprehensive school settings. These recommendations shaped the Equity Multiplier Focus Goal and the integration of responsive, research-based strategies into the CDS program. During committee meetings, members reviewed data specific to Etiwanda Community Day School, including attendance trends, student achievement, behavioral interventions, and engagement efforts. In addition to district-level consultation, educational partners at Etiwanda Community Day School—including site administrators, teachers, and support staff—were directly engaged to provide site-specific feedback. These partners helped identify priority needs and informed decisions on how Equity Multiplier Funds could be allocated to best support student success. Educational partners across both district and site levels provided feedback on how to allocate resources effectively to ensure that students at the site receive the necessary supports to succeed.
LCAP Survey (parents, students, teachers, and other staff)	In September 2024, the Etiwanda School District conducted its annual LCAP surveys online during family conference week from September 23 to 29, gathering feedback from families, students, and staff. These surveys serve as an important tool for assessing services, identifying areas for improvement, and monitoring progress toward LCAP goals. The 2024-25 LCAP survey included 28 items for students, 39 items for parents/guardians, and 34 items for staff. Each survey consists of both a 4-point Likert Scale and open ended opportunities, focusing on key areas aligned with state priorities as well as the district's LCAP goals including: Conditions of Learning, Pupil Outcomes, Student Engagement, and Family Engagement. Parent Survey: This survey gathered input on learning conditions, strategies for improving pupil outcomes, and student and family engagement. A total of 4,259 parents/guardians participated, representing every school, grade level, and demographic group across the district.

Educational Partner(s)	Process for Engagement
	Student Survey (Grades 3-8): Conducted during the school day with parental consent, this survey captured student perspectives on learning conditions, academic supports, and engagement. A total of 7,176 students from grades 3 through 8 participated, ensuring a broad representation across schools and student demographics. Staff Survey: Distributed via school staff meetings and email, this survey collected feedback on learning conditions, pupil outcomes, student and family engagement, communication, and teacher preparedness. Nearly 1,381 staff members contributed, including representatives from all schools, job classifications, and varying lengths of employment.
Thought Exchange	In April 2025, the Etiwanda School District launched a districtwide Thought Exchange, providing an interactive platform for educational partners to share perspectives on the district's four LCAP goals. This tool allowed families, teachers, administrators, and students in grades 4 through 8 to respond to open-ended questions, express key priorities, and rate the thoughts of others. Participants were encouraged to reflect on the district's strengths and offer insights on areas that should be maintained or enhanced. The feedback gathered played an essential role in shaping LCAP action plans. The exchange fostered a collaborative and transparent discussion, with 7,505 participants engaging in 186,512 thought interactions—including shared ideas and ratings. Contributions came from 1083 parents, 559 staff members, 5,841 students, and 22 community members, ensuring a broad and representative perspective from across the district.
LCAP Community Forums	The LCAP Community Forums took place on Tuesday, February 11, 2025, with both virtual and in-person sessions offered at 9:00 a.m. and 6:00 p.m. To maximize participation, invitations were distributed through multiple communication channels, including email, automated phone calls, text messages, flyers, social media, and direct outreach from site administrators. These forums provided an opportunity to review the implementation of current LCAP actions, reflect on

Educational Partner(s)	Process for Engagement
	previously gathered feedback, and consider potential adjustments to enhance student success. This year, 90% of the participants who attended chose to join the virtual session. This year's format was revised to offer both districtwide and school-site perspectives, giving attendees deeper insight into how LCAP actions are put into practice and their impact on students. Feedback gathered during these sessions is carefully reviewed by the LCAP Advisory Committee before finalizing the plan for approval. The forums began with a comprehensive overview of the Local Control Funding Formula (LCFF) and LCAP framework, followed by discussions on current LCAP goals and actions. Attendees—including parents/guardians, teachers, support staff, students, and community members—participated in group presentations led by district and school administrators. To ensure broad input, participants were encouraged to submit questions via Google Forms, allowing for a wide range of topics to be addressed. Input opportunities included Likert scale ratings for overall satisfaction, along with open-ended responses where participants could elaborate on their experiences and perspectives. Each question was aligned with the district's four overarching LCAP goals: Goal 1: Conditions of Learning The district is committed to ensuring students have access to essential resources and a strong learning environment. Participants provided feedback on key focus areas, including: • Maintaining safe and well-equipped facilities • Recruiting and retaining a diverse, highly qualified teaching staff • Providing ongoing professional development for educators • Enhancing access to technology and instructional resources Goal 2: Pupil Outcomes This goal focuses on supporting student achievement and academic

Educational Partner(s)	Process for Engagement
	growth. Attendees shared their level of satisfaction on core components such as: • Facilitating professional growth for educators • Identifying and addressing student needs • Encouraging collaborative lesson planning • Providing targeted academic supports Goal 3: Student Engagement The forums also explored how schools create engaging learning environments and whether students feel supported and connected. Participants reflected on: • Fostering an inclusive and respectful school climate • Implementing a multi-tiered system of supports to promote positive behaviors • Enhancing student engagement through meaningful activities and programs Goal 4: Family Engagement Recognizing the role of families in student success, the forums sought feedback on: • Building trusting and supportive relationships between schools and families • Improving communication through multiple platforms • Expanding opportunities for families to engage in the educational process Our School, Our Story: LCAP in Action Following the whole-group session, educational partners participated in site-level discussions under the theme Our School, Our Story: LCAP in Action. These breakout sessions allowed participants to highlight areas where they observed LCAP actions making an impact on their campus and identify opportunities for improvement. Attendees were invited to prioritize key actions and share additional comments or suggestions, ensuring a well-rounded collection of feedback on what is working and where enhancements may be needed.

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC) is composed of staff members, school principals from School Site Councils, and parents or guardians of English Learners representing each school site. For the 2024–25 school year, meetings were conducted in a hybrid format, allowing participants to join either in person or virtually via Zoom. Meetings were held on November 19, 2024; January 21, 2025; February 18, 2025; and April 22, 2025. These sessions provided a space for discussions on the LCAP, updates from the LCAP Advisory Committee, and opportunities for educational partners to provide feedback on maintaining, adjusting, removing, or adding LCAP actions. The draft LCAP goals and actions were presented and reviewed during the April 16, 2025 meeting, ensuring that input from DELAC members was considered in the decision-making process. In addition to LCAP-related discussions, the DELAC meetings focused on topics relevant to English Learner programs and student success as well as relevant information that can be carried back to the school's School Site Council and/or English Learner Advisory Committee (ELAC). Committee members reviewed and discussed: - English Learner achievement data to assess progress and areas for growth - Reclassification rates and procedures, ensuring families understood the process and criteria for students to exit EL status - ELD instructional programs, including curriculum and supports available at each school site - Parent notifications regarding services, progress, and program placement - ELPAC administration, including assessment timelines, designated supports, and student participation During the 2024–25 DELAC meetings, when questions are submitted by committee members, the district ensures full compliance with LCAP requirements. In accordance with these expectations, all submitted questions are formally addressed in writing by the superintendent. Responses are subsequently shared with DELAC

Educational Partner(s)	Process for Engagement
	members and made publicly accessible to ensure transparency and accountability. These written responses are posted on the district's LCAP Questions and Answers webpage: https://www.etiwanda.org/page/lcap-questions-and-answers. By providing a platform for collaboration and discussion, DELAC continues to play a key role in supporting English Learners and ensuring their needs are reflected in district planning and decision-making.
Student Engagement Advisory Committee (SEAC)	Understanding the value of student perspectives in shaping the Local Control and Accountability Plan (LCAP), the Etiwanda School District actively involves students through the Student Engagement & Advisory Committee (SEAC). This district-level committee includes a diverse group of students in grades 4-8, ensuring their voices are heard and considered in decision-making. SEAC plays an important role in providing insights that inform LCAP planning, reinforcing the district's dedication to students as key educational partners. Meeting three times a year, SEAC engages in interactive, data-driven discussions, where students examine feedback from LCAP surveys, review California School Dashboard indicators, and explore programs such as Positive Behavioral Interventions and Supports (PBIS) and attendance incentives. Additionally, they discuss school policies, including dress code expectations and guidelines for cell phone use on campus. These meetings provide more than just a platform for discussion—they offer students a meaningful opportunity to share their experiences and provide leadership opportunities that contribute to decisions that impact school engagement and climate. To further amplify student voices, the district extended outreach efforts by conducting classroom visits at all four middle schools. During these visits, Leadership students participated in focused discussions on survey data, responded to targeted questions designed to capture the middle school experience, and shared feedback on ways to improve student engagement and school climate. These direct interactions provided valuable insight into students' perspectives.

Educational Partner(s)	Process for Engagement
	As part of the SEAC engagement process, members also received a copy of the final LCAP draft for review and input, ensuring student perspectives are reflected in the plan's development. During SEAC meetings and school visits, students have an opportunity to pose questions related to school experiences, engagement, and district priorities. Questions received are responded to in writing by the Superintendent. These responses are publicly available on the district website.
Board of Trustee Meeting Presentations	Regular updates on the LCAP development process are shared throughout the school year during public Board of Trustees meetings. These meetings serve a dual purpose—they not only inform the Board and community members about the annual review cycle but also provide an opportunity to gather additional feedback from attendees, who are valued educational partners in the development process. Through these presentations, the district ensures transparency while encouraging meaningful input that helps shape the plan. LCAP updates were presented on the following dates: • July 25, 2024 • August 22, 2024 • October 24, 2024 • December 12, 2024 • January 30, 2025 • February 12, 2025 (LCAP Mid-Year Update presented) • March 13, 2025 • April 10, 2025 • May 8, 2025 • May 29, 2025 (Public Hearing on the Proposed LCAP held at 6:30 p.m.) The information shared at these meetings covered: • Strategies for engaging educational partners • Updates on surveys and other data collection efforts • Implementation status and midyear progress

Educational Partner(s)	Process for Engagement
	• Summaries of feedback received through various engagement platforms The public hearing on the proposed LCAP took place on May 29, 2025, at 6:30 p.m. in the Etiwanda School District Board Room, located at 6061 East Avenue, Etiwanda, CA 91739. Notifications were posted at least 10 days in advance at all school sites, on local community boards, the District website, and in the District office lobby to ensure broad awareness and participation. The final LCAP was formally adopted by the Board of Trustees during a public session on June 12, 2025. This process underscores the important role of Board meetings in both informing and involving the community, reinforcing the district's commitment to transparency, collaboration, and continuous improvement.
Additional Site Advisory Teams	In addition to the LCAP Advisory Committee and DELAC, several other advisory groups and leadership teams play an active role in LCAP goal development and ongoing review. These groups provide valuable insight and feedback throughout the school year, ensuring a broad representation of educational partners in the decision-making process. Advisory committees and leadership teams include: • School Leadership Teams – Comprising principals, teachers, and staff members, these teams provide site-based perspectives on instructional priorities and student needs. • Student Engagement and Advisory Committee (SEAC) – A district-level student group that offers input on school climate, engagement, and policies. • School Site Councils (SSC) – Responsible for reviewing and advising on school plans, including funding decisions aligned with LCAP goals. • English Learner Advisory Committees (ELAC) – School-based groups that provide guidance on programs and services for English Learners.

Educational Partner(s)	Process for Engagement
	• African-American Parent Educator Advisory Committee (AAPEAC) Representatives – A committee focused on supporting the academic success and engagement of African-American students. • PTA/PTO Leadership – Parent organizations that contribute to discussions on family engagement and school-community partnerships. These groups are regularly updated on LCAP progress and participate in goal development activities during scheduled meetings throughout the school year. Their involvement ensures that the district's planning and decision-making process remains collaborative, inclusive, and responsive to the needs of students and families.
District Website Online Portal	The draft 2025-26 LCAP is posted on the Etiwanda School District website for parents, school staff, and the community to view prior to final approval. The online response portal is made available annually for parents, school staff, and community members to provide feedback and suggestions. The online portal was available from May 2, 2025 - June 6, 2025.
Communications	To encourage participation, the district employs a variety of communication methods to share information and invite educational partners to events. These methods include: • District website updates • Flyer and poster distribution • Automated phone calls • Direct outreach by school administrators • Emails and text messages (Translated) • Social media posts Additionally, school administrators play have an important role in directly reaching out to families of students from groups that may experience achievement gaps, including English Learners, low-income families, and Foster Youth. This targeted outreach helps ensure that all voices are represented in discussions about educational priorities.

Educational Partner(s)	Process for Engagement
	Superintendent Responses to Feedback: The superintendent remains committed to reviewing and responding to feedback collected through multiple channels, including the LCAP Advisory Committee, DELAC, and online portals. Written responses are provided when comments or questions are submitted to ensure transparency and address concerns. During this cycle, questions were received and formally responded to on the LCAP Engagement webpage.

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

The Etiwanda School District is committed to ensuring that all educational partners have meaningful opportunities to contribute to the Local Control and Accountability Plan (LCAP). A variety of inclusive strategies are employed to gather feedback, foster collaboration, and incorporate diverse perspectives into the district's decision-making process.

Key engagement efforts include:

- Districtwide Thought Exchanges that provide open forums for input.
- Annual surveys targeting families, staff, and students in grades 3-8.
- Community forums held in both virtual and in-person formats to accommodate participation preferences.
- Regular advisory committee meetings throughout the academic year.
- LCFF/LCAP informational sessions during public Board of Trustees meetings.
- Publication of the draft LCAP on the district website with an open feedback portal for community input.

To maximize outreach, the district uses a comprehensive communication strategy, including:

- Automated calls, email notifications, and social media updates.
- Flyer and poster distribution at schools and community locations.
- Direct invitations from school administrators, particularly for families of students experiencing achievement gaps, English Learners, low-income families, and Foster Youth.

Key Insights from Educational Partner Feedback
Throughout the LCAP development process, feedback from parents, students, staff, and community members was carefully analyzed to identify key themes, strengths, and areas for improvement.

Common Themes Across All Educational Partners:

Strengths Identified:

- Students receive the resources they need to be successful, including textbooks, supplies, and technology.

- Positive learning environments, supportive teachers, and engaging educational tools.
- Appreciation for the district's emphasis on teamwork, respect, and safety.
- High expectations for student achievement were widely recognized.
- Strong appreciation for inclusive and respectful school environments.
- Valued opportunities such as extended day learning, field trips, and hands-on activities.
- Family engagement initiatives and communication efforts were valued.
- Strong support for programs including sports, music, choir, STEAM, and school climate initiatives.
- A high level of trust in district schools, with families recognizing the district's commitment to student success.
- Instruction tailored to individual student needs, abilities, and learning styles.
- Multicultural appreciation and positive peer relationships contribute to a welcoming environment.
- Expanded transportation support to help 3000+ more families

Areas for Growth and Improvement:

- Increased focus on student behavior supports, including expanded social-emotional learning (SEL) initiatives.
- Behavioral supports and PBIS expansion, including a multi-tiered system of supports (MTSS).
- Strengthening family-school connections and providing more volunteer opportunities.
- Ensuring schools maintain safe and welcoming environments while valuing students' diverse cultural backgrounds.
- More opportunities for collaborative, engaging, and hands-on learning.
- Expanding academic enrichment opportunities for students at all performance levels including advanced learners.
- Balanced technology integration, ensuring screen time is complemented with hands-on learning.
- Expanded professional development for staff, particularly in restorative practices, differentiation, and classroom management.

Students:

- Appreciation for collaborative learning, which fosters peer support.
- Requests for more science resources and hands-on experiments.
- Work meets academic rigor with some students desiring more challenging work.
- A need for clearer and reinforced behavioral expectations throughout the school year.
- Expanded awareness of counseling services and better access to mental health resources.
- More opportunities for art instruction.
- Valued use of technology and online learning tools in the classroom.
- Desire for more after-school programs to sustain student engagement.

Parents of English Learners:

- Increased support for EL reclassification efforts and access to ELPAC training resources.
- Expanded online learning tools for EL students to use at home.
- More outreach and engagement opportunities to strengthen family involvement.
- Additional teacher and instructional aide training on ELD strategies.

Parents of Students with Disabilities & SELPA Administrator:

- Continued counseling services and behavioral supports.

- Expanded Extended School Year (ESY) programs.
- Continue structured inclusion efforts to improve social and academic interactions for students with disabilities.
- Ongoing monitoring of suspension rates and disciplinary equity.
- Address social-emotional needs through targeted interventions.
- Organize parent education workshops to assist families in supporting students at home.
- Ensure adequate behavioral support for students requiring additional interventions.
- Maintain school counseling services across all sites.
- Provide academic support both during and after school.
- Monitor English Learners receiving special education services to optimize reclassification when language is not the primary barrier to academic success.

Staff and Leadership:
- Recognition of caring and compassionate staff.
- Valued collaborative planning time for teacher teams.
- Requests for more resources and training for Universal Access (UA) and differentiation.
- A desire for greater clarity on MTSS expectations and intervention strategies.
- Recognition of positive staff-student relationships and inclusive school climates.
- Need for more time for teacher collaboration and professional development.
- Strengthened support for Long-Term English Learners (LTELs).
- Value the Foundational Literacy Program and recognize growth in students.

Emerging Trends from Feedback:
Based on the analysis of educational partner input, several key themes have directly influenced LCAP goal revisions:
- Enhancing social-emotional supports through counselors, Student Success Coaches, and PBIS expansion.
- Increasing student engagement and collaboration to foster social interaction and motivation.
- Implementing a visual and performing arts program at elementary and middle schools.
- Addressing chronic absenteeism to promote student success.
- Building connections and relationships as preemptive measures for Foster Youth.
- Strengthening behavioral supports, particularly Tier II and III PBIS interventions.
- Offering additional intervention and enrichment opportunities during and after school.
- Supporting teachers with training in ELD Instruction, behavioral support, SST procedures, and primary literacy strategies.
- Expanding family engagement initiatives to strengthen home-school partnerships.
- Prioritizing data-driven instruction to close achievement gaps among African American, socioeconomically disadvantaged, and Foster Youth populations.

Equity Multiplier for Etiwanda Community Day School
In alignment with the identification of Etiwanda Community Day School under the Equity Multiplier, the district directly consulted educational partners at the school site, including site administrators, teachers, counselors, and support staff. These educational partners shared feedback through focused site-level engagement sessions, with the goal of identifying resource needs and support strategies aligned to the unique circumstances of their students. Their input was reviewed by district leadership and incorporated into the development of the LCAP to

ensure targeted and equitable use of Equity Multiplier Funds.

Educational partners at the site prioritized the following strategies:

- Utilize social-emotional learning (SEL) curriculum to increase student engagement, proactively address trauma-related needs, and support successful transitions back to a comprehensive school environment.
- Provide access to ongoing counseling services tailored to individual student needs.
- Offer additional training for teachers and support staff on classroom management, student engagement strategies, and trauma-informed practices.
- Incorporate expanded learning opportunities beyond the classroom, such as outdoor learning, project-based experiences, or community connections.
- Explore the creation of a buddy or mentorship program to help students build relationships and strengthen social connectedness during their time at the Community Day School.

These recommendations directly influenced the planning and implementation of targeted supports outlined in the LCAP, reflecting the district's commitment to equitable resource allocation and inclusive stakeholder engagement.

Additionally, the LCAP Advisory Committee and District leadership teams reviewed this feedback to ensure that interventions and support strategies align with the needs of students facing the greatest barriers. As a result, the following priorities were identified:

- Expanding social-emotional learning (SEL) supports to address student well-being and engagement.
- Enhancing attendance and re-engagement strategies to improve student stability and connectedness.
- Strengthening family and community partnerships to create a more comprehensive support system.

These efforts reflect the district's commitment to meaningful consultation with educational partners and to implementing strategies that directly support students at Etiwanda Community Day School.

Revisions and Enhancements to LCAP Goals

- Goal 1: Revised language to improve transparency and clarity, including plans for a sustainable Arts & Music program, safety school and workplace plans, and ELD integrated and designated instruction. In addition, emphasizing the value in campus support staff to promote a positive school climate. Enhance facility upkeep to improve the student experience. Increase teacher awareness of ELD resources and ELPAC expectations.
- Goal 2: Expanded focus on early literacy, Foster Youth, Special Education, and English Learner Development (ELD) for first-best instructional strategies to meet the needs of a diverse group of learners and implement responsive complementary activities to excel learning at all levels. Implement a new literacy screener program to help identify individual student needs for early intervention and support.
- Goal 3: Revised language to improve clarity for ongoing training and support, counseling services, and improved attendance monitoring system. Ensure staff-wide training in restorative practices to promote consistent behavioral expectations. Utilize designated staff to improve communication and connections through check-ins and intake interviews with specific student groups.
- Goal 4: Streamline the language in regards to communication efforts to improve family engagement and provide parent workshops to learn the school's systems. Ensure more accessible family workshops on supporting students at home, particularly for English

Learner and Special Education families. Provide translated versions of all critical communication materials and ensure school staff in equipped to translation devices.

These refinements reflect a commitment to ensuring the LCAP remains a dynamic, transparent, and inclusive plan—one that continuously evolves in response to educational partner feedback and student needs.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Etiwanda School District is committed to creating a welcoming, inclusive environment where all students have equitable access to academic standards, high-quality instruction, and safe, supportive school settings. This goal reflects the district's efforts to address California State Priorities 1, 2, and 7 by ensuring students are provided with the foundational resources and conditions that foster academic and social-emotional success.

This goal focuses on securing and retaining highly qualified and appropriately assigned teachers, providing standards-aligned instructional materials, and maintaining clean, safe, and well-equipped facilities. The district consistently meets 100% compliance in these areas through regular internal reviews and Williams monitoring. The district supports educators through ongoing professional development to implement state-adopted standards, including the California English Language Development (ELD) standards. Additionally, the district ensures that all students, including English Learners, foster youth, and socioeconomically disadvantaged students, have access to a broad course of study which includes visual and performing arts, physical education, science, and technology.

Progress toward this goal is reviewed systematically with educational partners through analysis of local indicators, student performance data, and educational partner feedback. For several years, the district's local indicator for Access to a Broad Course of Study on the California School Dashboard has shown that 100% of students are enrolled in a broad, standards-based curriculum. Parent survey data from 2024–2025 revealed that 97% believe their children receive the necessary resources for success, a slight decrease from 98% the previous year. Student survey data indicated that 91% agree schools uphold consistent behavior expectations and support character development, maintaining a steady trend from prior years.

Feedback from advisory committees and educational partners highlights continued appreciation for district-provided resources such as transportation, educational technology, and academic support programs, especially for underserved families. Transportation remains a top priority for socioeconomically disadvantaged households. Educational partners also emphasized the importance of robust English Language Development (ELD) instruction and expressed strong interest in the implementation of Prop 28-funded visual and performing arts programs, which the district is actively planning to incorporate into future LCAP goals.

Ultimately, this goal ensures that students and staff are equipped with the resources and conditions necessary to thrive. By providing safe learning environments, maintaining access to quality instruction, and removing barriers to learning, Etiwanda School District is laying a strong foundation that supports student success across all other goal areas—Goal 2: Student Outcomes, Goal 3: Student Engagement, and Goal 4: Family Engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual District Created Parent LCAP Survey (Percent of Positive Responses on Subset of questions)	During the 2023-2024 school year: 99% Agree - My child's school has access to and utilizes up-to-date technology. 98% Agree - At my child's school, students receive the resources they need to be successful. 97% Agree - My child feels safe at school. 96% Agree - At my child's school, facilities are well-maintained and clean. 93% Agree - The rigor of work assigned to my child is appropriate. 92% Agree - I am aware of the resources and support services	2024-2025 Annual Parent Survey Results by Positive Response Rate 98% Agree - My child's school has access to and utilizes up-to-date technology. 97% Agree - At my child's school, students receive the resources they need to be successful. 94% Agree - My child feels safe at school. 97% Agree - "At my child's school, facilities are well-maintained and clean" has been revised on the 24/25 survey to "At		99% Agree - My child's school has access to and utilizes up-to-date technology. 98% Agree - At my child's school, students receive the resources they need to be successful. 97% Agree - My child feels safe at school. 96% Agree - At my child's school, the classrooms, playground, and library are clean. 95% Agree - The rigor of work assigned to my child is appropriate.	1% drop in Agree - My child's school has access to and utilizes up-to-date technology. 1% drop in Agree - At my child's school, students receive the resources they need to be successful. 3% drop in Agree - My child feels safe at school. +1% Agree - At my child's school, facilities are well-maintained and clean. Revised items on the 24/25 survey to "At my child's school, the classrooms, playground, and library are clean."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		available to students at my school. 98% Agree - Consistent expectations for student behavior are in place at my child's school (i.e. PBIS expectations: Be Respectful, Be Responsible, and Be Safe).	my child's school, the classrooms, playground, and library are clean." 92% Agree - The rigor of work assigned to my child is appropriate. 92% Agree - I am aware of the resources and support services available to students at my school. 97% Agree - Consistent expectations for student behavior are in place at my child's school (i.e. PBIS expectations: Be Respectful, Be Responsible, and Be Safe).		95% Agree - I am aware of the resources and support services available to students at my school. 98% Agree - Consistent expectations for student behavior are in place at my child's school (i.e. PBIS expectations: Be Respectful, Be Responsible, and Be Safe).	1% drop in Agree - The rigor of work assigned to my child is appropriate. No Change - I am aware of the resources and support services available to students at my school. 1% drop in Agree - Consistent expectations for student behavior are in place at my child's school (i.e. PBIS expectations: Be Respectful, Be Responsible, and Be Safe).
1.2	Annual District Created Student LCAP Survey (Percent of Positive Responses on Subset of questions)	During the 2023-2024 school year: 96% Agree - The rigor and challenge of the work assigned is just right for me.	2024-2025 Annual Student Survey Results by Positive Response Rate: 86% Agree - The rigor and challenge		96% Agree - The rigor and challenge of the work assigned is just right for me.	10% drop in Agree - The rigor and challenge of the work assigned is just right for me.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		98% Agree - At my school, I receive the resources I need to be successful. 89% Agree - I feel safe at my school. 73% Agree - My school is clean. 93% Agree - Consistent expectations for student behavior are in place at my school (for example: Be Respectful, Be Responsible, and Be Safe).	of the work assigned is just right for me. 98% Agree - At my school, I receive the resources I need to be successful. 89% Agree - I feel safe at my school. 87% Agree - My school is clean has been revised on the 24/25 survey to "At my school the classrooms, playground, and library are clean." 93% Agree - Consistent expectations for student behavior are in place at my school (for example: Be Respectful, Be Responsible, and Be Safe).		98% Agree - At my school, I receive the resources I need to be successful. 92% Agree - I feel safe at my school. 80% Agree - At my school the classrooms, playground, and library are clean. 95% Agree - Consistent expectations for student behavior are in place at my school (for example: Be Respectful, Be Responsible, and Be Safe).	No Change - At my school, I receive the resources I need to be successful. No Change - I feel safe at my school. +14% Agree - My school is clean has been revised on the 24/25 survey to "At my school the classrooms, playground, and library are clean." No Change - Consistent expectations for student behavior are in place at my school (for example: Be Respectful, Be Responsible, and Be Safe).
1.3	Annual District Created Staff LCAP Survey (Percent of Positive	During the 2023-2024 school year:	2024-2025 Annual Staff Survey Results by Positive Response Rate:		98% Agree - Teachers have access to the resources they	6% drop in Agree - Teachers have access to the resources they

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Responses on Subset of questions)	98% Agree - Teachers have access to the resources they need to perform their work well. 95% Agree - The students at my school feel safe. 92% Agree - At my school, facilities and grounds are kept in good condition. 98% Agree - My school maintains a high level of academic rigor for students. 92% Agree - Staff at my school are committed to teaching and reinforcing consistent expectations for student behavior.	92% Agree - Teachers have access to the resources they need to perform their work well. 92% Agree - The students at my school feel safe. 94% Agree - Survey question, "At my school, facilities and grounds are kept in good condition" has been revised on the 24/25 survey to "At my child's school, the classrooms, playground, and library are clean." 95% Agree - My school maintains a high level of academic rigor for students. 92% Agree - Staff at my school are committed to teaching and reinforcing		need to perform their work well. 95% Agree - The students at my school feel safe. 95% Agree - At my child's school, the classrooms, playground, and library are clean. 98% Agree - My school maintains a high level of academic rigor for students. 95% Agree - Staff at my school are committed to teaching and reinforcing consistent expectations for student behavior.	need to perform their work well. 3% drop in Agree - The students at my school feel safe. +2% Agree - Survey question, "At my school, facilities and grounds are kept in good condition" has been revised on the 24/25 survey to "At my child's school, the classrooms, playground, and library are clean." 3% drop in Agree - My school maintains a high level of academic rigor for students. No Change - Staff at my school are committed to teaching and reinforcing consistent expectations for student behavior.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			consistent expectations for student behavior.			
1.4	Principal Worksheet: Broad Course of Study Access (Student Percentage)	During the 2023- 2024 school year, 100% of students in grades K-8 were enrolled in the seven areas identified as a broad course of study during the school day.	During the 2024-2025 school year, 100% of students in grades K-8 were enrolled in the seven areas identified as a broad course of study during the school day.		100% of students in grades K-8 were enrolled in the seven areas identified as a broad course of study during the school day.	No change
1.5	Local Williams Report for Basics: Teachers, Instructional Materials, and Facilities Indicator (Percentage)	During the 2023-2024 school year, students had access to: 100% Appropriately assigned teachers. 100% Student access to curriculum assigned instructional materials. 100% Facilities in good repair.	In the 2024-2025 school year, students had access to: 100% Appropriately assigned teachers. 100% Student access to curriculum assigned instructional materials. 100% Facilities in good repair.		100% Appropriately assigned teachers. 100% Student access to curriculum assigned instructional materials. 100% Facilities in good repair.	No change
1.6	Implementation of State Standards Teacher Survey (Positive	During the 2023-2024 school year:	Results for the 2024-2025 school year:		95% of teachers rank their “knowledge of subject matter and	2% drop in teachers who rank their “knowledge of subject matter and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Response Rate Percentage)	95% of teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher. 96% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher. 96% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher. 94% of teachers rank “collection and analysis of assessment data from a variety of sources to inform instruction” as Level 3 Applying or higher.	93% of teachers rank their “knowledge of subject matter and academic content standards” as Level 3 Applying or higher. 94% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher. 92% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher. 91% of teachers rank “collection and analysis of assessment data from a variety of sources to inform instruction” as		academic content standards” as Level 3 Applying or higher. 96% of teachers rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher. 96% of teachers rank “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher. 95% of teachers rank “collection and analysis of assessment data from a variety of sources to inform instruction” as Level 3 Applying or higher.	academic content standards” as Level 3 Applying or higher. 2% drop in teachers who rank their “understanding and organizing subject matter for student learning,” as Level 3 Applying or higher. 4% drop in teachers who rank their ability in “planning instruction that incorporates appropriate strategies to meet the learning needs of all students” as Level 3 Applying or higher. 3% drop in teachers ranking “collection and analysis of assessment data from a variety of sources to inform instruction” as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Level 3 Applying or higher.			Level 3 Applying or higher.
1.7	Local Data i-Ready Diagnostic Data Reading- Spring Administration (Percent At or Above Grade Level)	2023-2024 School Year Overall Student Population 69% at or above grade level Hispanic Student Group 63% at or above grade level Black/African American Student Group 57% at or above grade level English Learners 39% at or above grade level Socioeconomically Disadvantaged Student Group 59% at or above grade level	2024-2025 School Year Overall Student Population 69% at or above grade level Hispanic Student Group 63% at or above grade level Black/African American Student Group 58% at or above grade level English Learners 38% at or above grade level Socioeconomically Disadvantaged Student Group 60% at or above grade level		Overall Student Population 70% at or above grade level Hispanic Student Group 66% at or above grade level Black/African American Student Group 60% at or above grade level English Learners 42% at or above grade level Socioeconomically Disadvantaged Student Group 62% at or above grade level	Overall Student Population No change - at or above grade level Hispanic Student Group No Change - at or above grade level Black/African American Student Group +1% - at or above grade level English Learners 1% drop in at or above grade level Socioeconomically Disadvantaged Student Group +1% - at or above grade level
1.8	Local Data i-Ready Diagnostic Data Math- Spring Administration (Percent At or Above Grade Level)	2023-2024 School Year Overall Student Population 65% at or above grade level Hispanic Student Group	2024-2025 School Year Overall Student Population 66% at or above grade level		Overall Student Population 67% at or above grade level	Overall Student Population +1% - at or above grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		57% at or above grade level Black/African American Student Group 48% at or above grade level English Learners 47% at or above grade level Socioeconomically Disadvantaged Student Group 56% at or above grade level	Hispanic Student Group 57% at or above grade level Black/African American Student Group 50% at or above grade level English Learners 47% at or above grade level Socioeconomically Disadvantaged Student Group 57% at or above grade level		Hispanic Student Group 60% at or above grade level Black/African American Student Group 52% at or above grade level English Learners 51% at or above grade level Socioeconomically Disadvantaged Student Group 60% at or above grade level	Hispanic Student Group No Change - at or above grade level Black/African American Student Group +2% - at or above grade level English Learners No Change - at or above grade level Socioeconomically Disadvantaged Student Group +1% - at or above grade level
1.9	District Annual Attendance Rate (In-Seat Student Percentage) SIS Data Report	2022-23 District Attendance Rate All Students Rate - 94.17% Foster Youth Rate - 93.70% English Learners Rate - 94.81% Socioeconomically Disadvantaged Rate - 93.47%	2023-2024 District Attendance Rate All Students Rate - 95.28% Foster Youth Rate - 92.85% English Learners Rate - 95.76% Socioeconomically Disadvantaged Rate - 94.42%		All Students Rate - 95% Foster Youth Rate - 95% English Learners Rate - 96% Socioeconomically Disadvantaged Rate - 95%	All Students Rate: +1.11% Foster Youth Rate: -0.85% English Learners Rate: +0.95% Socioeconomically Disadvantaged Rate: +0.95%

Goal Analysis [2024-25]

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

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

In the 2024-25 academic year, the Etiwanda School District continues to exemplify its commitment to maintaining optimal learning conditions. Through a strategic focus on enhancing facilities and resources, the district ensures that students have access to safe, well-maintained schools. Collaborative efforts between district and site leadership have successfully implemented the professional development plan, enabling teachers to leverage both educational technology and traditional methods to maximize student outcomes.

Despite challenges such as state-wide staff shortages, the district's innovative strategies, including creative scheduling and partnerships with employment agencies, have led to the full implementation of all actions within Goal 1 as planned. This commitment guarantees the delivery of all planned programs and learning materials without compromise.

Revisions to the LCAP survey reflect a commitment to clarity and relevance. For example, questions about school cleanliness have been refined to better capture educational partners feedback. These updates ensure alignment with district actions, focusing on consistent services, broad course access, and the full implementation of the professional learning plan, highlighting the unwavering dedication of educators across the district.

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

All actions were fully implemented, with only four actions showing a material difference between budgeted and actual expenditures.

Action 1.1, which supports district operations, experienced a material difference due to increased legal and annual audit fees, which exceeded initial projections. These cost increases were necessary to ensure continued compliance and transparency in fiscal operations.

Action 1.3, ensuring safe, clean, and well-maintained school facilities through custodial, utility, and maintenance services, had a material difference primarily due to increases in utility costs, custodial supplies, contracted services, and routine maintenance and repairs within the Maintenance Department. These adjustments were in response to rising costs and the ongoing operational needs required to maintain safe, clean, and well-functioning school facilities.

Action 1.5, supporting the hiring and retention of highly qualified teachers, reflects a material difference due to a combination of staffing and timing-related factors. Some positions that were originally budgeted remained unfilled throughout the year, and additional staffing time that had been projected was ultimately not utilized. As a result, actual expenditures were lower than anticipated. Additionally, this action is partially tied to salary and benefit allocations that support districtwide instructional services. Adjustments to LCFF funding throughout the year—based on enrollment and state revenue updates—require the district to align expenditures accordingly. At the time of reporting in May 2025, the Estimated Actuals were prepared before final year-end expenditures, including June payroll and other closing adjustments, had been fully recorded. The district has accounted for these outstanding obligations, and Action 1.5 has been proportionally adjusted to reflect

accurate expenditures while maintaining alignment with LCAP requirements and available funding. These adjustments did not impact the intent or outcomes of this action, and all plans were provided as intended throughout the year.

Action 1.7, providing professional development for teachers and staff aligned with the district's instructional priorities, had a material increase due to higher-than-anticipated substitute costs required to facilitate additional professional development sessions. This investment was necessary to address employee illness absences and meet the needs of the Professional Development Plan.

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

The implementation of Goal 1 actions has been largely effective, with the majority of metrics either maintaining or exceeding baseline levels of satisfaction, safety, access, and instructional quality. Educational partners consistently affirm the district's strengths in providing the necessary conditions for student success, including access to highly qualified staff, well-maintained facilities, instructional materials, and equitable supports.

While overall trends are positive, slight declines in parent satisfaction from 98% to 97% and in student perceptions of behavior standards suggest ongoing areas for refinement. Continued focus on educational partner communication and inclusive planning processes will support sustained improvement.

The alignment of these actions with State Priorities 1 (Basic Services), 2 (Implementation of State Standards), and 7 (Access to a Broad Course of Study) ensures that students not only learn in safe and well-equipped environments but are also prepared for long-term academic and personal success. Looking ahead, planned enhancements such as the Prop 28-funded visual and performing arts programs will further advance the district's commitment to equity, access, and excellence.

In the 2024–25 academic year, the Etiwanda School District has made meaningful progress in implementing the actions associated with Goal 1. Each action has contributed to creating safe, inclusive, and resource-rich learning environments for all students.

Action 1.1, which focuses on fiscal management, was fully implemented and demonstrated effectiveness through a clean audit report and continued fiscal solvency. The district maintained strong financial practices, allowing it to allocate resources strategically to support academic and operational needs. Parent and student survey data reflect this success, with 97% of parents and 98% of students expressing satisfaction with the availability of resources.

Action 1.2, centered on safe and secure schools, also proved highly effective. Enhanced safety protocols, consistent behavior expectations, and improved supervision have contributed to increased perceptions of school safety. Parent satisfaction regarding school safety rose to 94%, while 89% of students reported feeling safe at school.

Action 1.3, related to facilities, maintenance, and operations, has ensured that all district facilities are well-maintained and conducive to learning. This action has been effective, as shown by the parent survey reflecting 97% agreed that their child's school, classrooms, playground, and library are clean. In addition, internal inspections confirmed that 100% of facilities met the "good repair" standard, maintaining compliance with Williams Act requirements and supporting a stable learning environment.

Action 1.4 has been highly effective in supporting student wellness supporting student health services. The district provides comprehensive health services, and survey results indicate high satisfaction levels 97% of parents and 98% of students agreed that resources were adequate to meet students' needs (metrics 1.1 and 1.2). Additionally, 92% of staff reported that students feel safe on campus, reflecting confidence and the positive school climate (Metric 1.3). These services play an important role in supporting students are physically and emotionally ready to learn.

Action 1.5 addresses the recruitment and retention of qualified teachers. The district's innovative hiring strategies, strong induction programs, and commitment to ongoing professional learning have yielded strong and sustained results. According to internal self-assessments, 93% of teachers reported high levels of confidence in their subject matter expertise and the professional support they receive, matching the district's high expectations established several years ago. These efforts have not only helped maintain a stable and experienced teaching workforce but have also contributed to increased instructional consistency across schools. By reducing teacher turnover, students benefit from more experienced educators who are familiar with the curriculum, school culture, and student needs. Additionally, the district's focus on high-quality induction and coaching has strengthened early-career teacher retention and ensured alignment with California content standards coupled with effective instructional practices. The result is a more collaborative and empowered teaching force, which enhances the overall instructional climate and supports stronger academic and social-emotional outcomes for students. These investments in teacher quality have also fostered stronger relationships with students and families, building trust and continuity within the learning community.

Action 1.6, which focuses on maintaining manageable class sizes and appropriate student-to-adult ratios, has continued to support high-quality instruction across the Etiwanda School District. These ratios are rooted in the district's Board Policies and reinforced through the collective bargaining agreement with the Etiwanda Teachers Association, underscoring a shared commitment to ensuring students receive the focused attention and academic support they need to succeed. Supporting this effort, Metric 1.5 confirms that 100% of teachers have been assigned to adequately staff classrooms, allowing the district to maintain smaller class sizes that facilitate more personalized instruction, timely feedback, and stronger student-teacher relationship. The consistent implementation of this action has been especially beneficial in supporting early intervention efforts and closing achievement gaps among student groups. Educators have reported increased opportunities for targeted small-group instruction, formative assessment, and instructional scaffolding—practices that directly align with research on effective teaching and learning. By embedding class size expectations in policy and practice, the district has created stable, supportive environments where students can thrive academically and socially, reinforcing the overall effectiveness of Goal 1.

Actions 1.7 through 1.9, which focus on ensuring access to a broad course of study and integrating technology is effective based on current data. All students, including those receiving specialized services, are enrolled in a comprehensive, standards-based curriculum that includes core subjects and enrichment opportunities such as visual and performing arts, physical education, science, and technology. According to Metric 1.1 (Parent Survey), 98% of parents agreed that students receive the resources they need to be successful, 93% agreed the rigor of assigned work is appropriate, and 92% indicated they are aware of the resources and support services available. These results are echoed in Metric 1.2 (Student Survey), where 98% of students reported receiving the resources they need, and 96% agreed that the rigor and challenge of their assigned work is appropriate. Additionally, Metric 1.3 (Staff Survey) shows that 98% of staff believe teachers have access to the resources they need to perform their work well, and that schools maintain high academic expectations. These responses reveal the effectiveness of Action 1.7 in supporting instructional quality, rigor, and student success. Additionally, 100% of students have access to the digital tools necessary to engage in high-quality instruction. School sites have prioritized inclusive special education practices, supporting students with disabilities within general education settings whenever appropriate. Collaborative planning among educators ensures

instructional alignment and access to grade-level content. Schools also monitor Tier II interventions to prevent overlap with core or enrichment instruction, preserving access to a Broad Course of Study for all students. Furthermore, the district's use of leveled instruction during Universal Access (UA) time) provides targeted support without removing students from other subjects. The consistent use of UA and integrated planning practices has proven effective in maintaining equitable access to a broad course of study, as reflected in positive academic growth and student engagement metrics.

Action 1.10, which ensures that school administrators provide supplemental materials and supports for use during Universal Access (UA) time, has been effective in meeting the diverse instructional needs of students, particularly those who are part of the unduplicated student population (English learners, foster youth, and socioeconomically disadvantaged students). These materials are used to differentiate instruction during UA, enabling educators to provide both targeted intervention and enrichment without pulling students from core instruction. Feedback from instructional staff highlights that the availability of these supplemental resources has supported more personalized learning experiences and improved student engagement. The alignment of these materials with i-Ready assessment data ensures that instruction during UA remains responsive and equitable. In regards to the i-Ready Reading Diagnostic (Metric 1.7), the overall student population remained steady at 69% at or above grade level. Black/African American and socioeconomically disadvantaged students each improved by 1 percentage point, reaching 58% and 60%, respectively. Hispanic students maintained performance at 63%, while English learners declined slightly by 1 point to 38%, indicating a continued need to strengthen English Language Development (ELD) supports. The i-Ready Math (Metric 1.8) also held steady at 65%, with growth across multiple groups: Black/African American students increased by 2 percentage points to 50%, while SED students each rose by 1 point to 57%. English learners and Hispanic students maintained their previous performance at 47% and 57%, respectively. These results suggest that the supplemental materials and supports provided through Action 1.10 are effectively promoting academic growth, By aligning instruction with i-Ready diagnostic data, teachers are better equipped to differentiate instruction during Universal Access, ensuring that all students receive targeted intervention or enrichment based on their readiness levels.

Action 1.11, which ensures that teacher librarians and school library clerks provide access to diverse literature, supplemental resources, and extended library hours, has been effective in expanding access to academic and enrichment materials for all students, particularly those who may have limited access to reading materials outside of school. Libraries across the district continue to serve as inclusive, resource-rich environments that support literacy, independent learning, and research skills. The intentional inclusion of a wide range of literature has supported cultural responsiveness, provided students with windows into other experiences, and offered mirrors of their own identities. Extended library hours have further supported students and families who need additional time or resources to complete assignments, access technology, or explore personal interests in reading. Survey data illustrates the effectiveness of this action. According to Metric 1.1, 97% of parents agreed that students receive the resources they need to be successful, 98% agreed that their child's school utilizes up-to-date technology, and 92% reported being aware of the support services available to students. In alignment with this, Metric 1.2 shows that 98% of students agreed they receive the resources they need to be successful at school. These results confirm that district library services play a meaningful role in ensuring equitable access to academic tools, technology, and student support.

Action 1.12, which supports early education through the implementation of a full-day kindergarten program, has been especially effective in establishing a strong academic foundation for Etiwanda's youngest learners. Evidence of effectiveness is demonstrated by measurable gains in foundational literacy and numeracy, as shown by positive growth on i-Ready assessments. According to the spring administration of i-Ready, 69% of students were at or above grade level in reading and 65% in math (Metric 1.7 and 1.8 respectively)). Embedded in this data shows 88% of kindergarten students performed at or above grade level in reading, the highest percentage across all grade levels. Kindergarten students also outperformed the district average in math, with 77% scoring at or above grade level, compared to the districtwide

average of 66%. These early successes are pivotal in setting a strong trajectory for long-term academic achievement. The extended instructional day enables deeper engagement with core content and more frequent opportunities for small-group instruction.

Action 1.13, which provides transportation services to students living beyond a 2-mile radius of school sites, has been effective in reducing barriers to attendance and promoting equitable access to education. This action is principally directed toward unduplicated students, including English learners, foster youth, and low-income students. With an increase of over 3,000 eligible students, district-funded transportation has ensured broader participation. The effectiveness of this action is reflected in Metric 1.1, which captures parent perceptions of access to necessary resources continues to reflect positive response rates at 97% agree or strongly agree. Metric 1.9, including attendance rates reflect that in 2024–25, overall attendance rate increased by 1.11 percentage points, from 94.17% to 95.28%. English Learners (ELs) and Socioeconomically Disadvantaged (SED) students both saw +0.95 percentage point gains. In contrast, Foster Youth experienced a 0.85% decline, from 93.7% to 92.85%. These results illustrate a continued commitment to provide transportation in order to remove barriers, increase attendance, and maximize instructional opportunities.

Action 1.14, which district administrators provide all elementary schools with classified staff to monitor student supervision throughout the campus, is proven effective in enhancing school safety and promoting positive student interactions throughout the day. These staff members play an important role during non-instructional times—such as arrival, recess, lunch, and dismissal—by increasing adult visibility, de-escalating potential conflicts, reinforcing behavioral expectations, and fostering positive relationships with students. The effectiveness of this action is supported by data from Metrics 1.1, 1.2, and 1.3, which measure parent, student, and staff perceptions of school safety and campus supports. In the 2024–25 school year, 89% of students reported feeling safe at school, consistent with the high standard set in 2023–24. 94% of parents expressed confidence in the safety and supervision provided, and 94% of staff indicated they believe their students feel safe on campus.

Overall, the actions under Goal 1 have been effective in meeting desired outcomes, with metrics indicating high satisfaction and significant progress in enhancing educational quality across the district.

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

As a result of ongoing reflection and analysis of prior practice, educational partner feedback, and data analysis, the Etiwanda School District has made targeted revisions to Goal 1, including adjustments to survey metrics, clarified action descriptions, and alignment of funding with specific instructional priorities.

Metric Revisions:
LCAP Survey items have been revised to gather more actionable and specific feedback from educational partners.

- Metrics 1.1 and 1.3: All questions on the Parent and Staff surveys now include an "Unknown" or "Not Applicable" option. This change allows the district to more accurately capture the percentage of positive responses ("Agree" or "Strongly Agree") by excluding respondents who do not have sufficient context to answer. As a result, positive response rates may shift but will more accurately reflect educational partner perceptions.

- Metric 1.1: In the Parent Survey, a new item has been revised to better assess perceptions of facility conditions, “At my child’s school, facilities are well-maintained and clean."
- Metric 1.2: The Student Survey the revised item, “My school is clean" has been revised on the 24/25 survey to "At my school the classrooms, playground, and library are clean."
- Metric 1.3: The Staff Survey had a revised question, "At my school, facilities and grounds are kept in good condition" has been revised on the 24/25 survey to "At my child’s school, the classrooms, playground, and library are clean."

Action Revisions:
Several actions under Goal 1 were revised to reflect educational partners input and strengthen alignment to student needs such as:
Action 1.1 (Fiscal Management): The 2025–26 LCAP will include language reflecting the district’s responsible budgeting practices to support transparency and accountability.

Action 1.2 (School Safety): Clarified to better define the role and purpose of Comprehensive School Safety Plans in fostering safe, inclusive environments through emergency preparedness, crisis response, and student well-being such as mental health supports and bully prevention.

Action 1.3 (Facilities): Refocused to emphasize ongoing maintenance and upgrades in response to educational partners feedback regarding campus cleanliness and facility upkeep.

Action 1.5 (External Partnerships): Revised to make the action more understandable and concise.

Action 1.6 (Adult and Student Ratios): Updated the TK ratio to 10:1 from 12:1 to reflect changes to legislation and removed the second portion of the action as it speaks to contract language, not specifically related to the LCAP.

Action 1.7 (Professional Development Plan): Revised to include language for English learners and Long-term English Learners ensuring inclusive practices and equitable access.

Action 1.9 (Technology & 21st Century Skills): Language was refined to specifically reference digital literacy skills as core components of student preparation.

Action 1.10 (Universal Access): Revised to clarify the purpose of UA time, emphasizing the inclusion of both integrated and designated English Language Development (ELD), as well as supplemental materials to support differentiated instruction. Additionally, unexpended Learning Recovery Emergency Block Grant (LREBG) funds will be used to purchase high-quality supplemental resources and support professional development for teachers in implementing targeted, small-group instruction aligned to student needs during Universal Access.

Action 1.11 (School Libraries): Streamlined the language to emphasize all students have access to rich text in the school libraries.

Action 1.14 (Campus Support Staff): Revisions include removing elementary to add clarity that all schools receive campus support staff to support student supervision and enhance school climate.

Action 1.15 (Visual and Performing Arts): Introduced as a new action in alignment with Prop 28/AMS implementation. VAPA teachers will provide instruction in visual, media, and performing arts for all TK–8 students, ensuring access to arts education that supports creativity, critical thinking, and engagement.

Action 1.16 (Student and Campus Safety): Introduced as a new action in response to educational partner feedback, district safety team continually reviews and enhances campus measures to maintain safe school environments for all students and staff

Alignment of Resources:
The strategic use of LREBG funds in Action 1.10 ensures that resources are allocated to strengthen instructional quality, promote literacy, and support learning recovery efforts aligned with the needs of unduplicated student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fiscal Management	District and school administrators implement and monitor responsible budgeting practices to maximize resources and support the needs of all current and future students as measured by 1.1 and 1.2.	$656,372.00	No
1.2	Safe and Secure Schools	District and school administrators collaborate to annually update safety plans, including emergency preparedness, crisis response, including mental health support and bully prevention, to ensure all students have access to safe and secure schools as measured by 1.1 and 1.2.	$54,582.00	No
1.3	Facilities, Maintenance, and Operations	Operations and Facilities department manage facility maintenance and improvements to provide staff and students with safe, modern, and well-maintained schools conducive to a broad course of study as measured by 1.5.	$18,339,409.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Health Services	District and school health professionals including credentialed registered nurses (RN), licensed vocational nurses (LVN), and trained health clerks monitor, coordinate, and provide health services for students to maintain wellness as measured by 1.1, 1.2, and 1.3.	$4,521,378.00	No
1.5	Highly Qualified Teachers Support	District administrators develop partnerships with a range of universities and other organizations to recruit and hire a diverse team of highly qualified teachers that reflect the student body, and provide a two-year induction support program to clear credentials and retain new educators as measured by 1.6.	$96,992,758.00	No
1.6	Class size and support	District administrators maintain grade level span averages in transitional kindergarten at a student-to-adult ratio of 10:1 and kindergarten through third grade at a ratio of 24:1 as measured by 1.5.	$556,388.00	No
1.7	Professional Development Plan	District administrators develop and implement a professional development plan for educators to enhance teaching strategies across core subjects including language arts, math, science, social studies, computer science, and arts, including supports for EL and LTEL students, ensuring inclusive practices and equal access for all learners as measured by 1.1, 1.2, 1.3, and 1.6.	$1,855,093.00	No
1.8	Broad Course of Study	School administrators design programs and schedules incorporating Universal Access time and access to a broad course of study to provide a well-rounded instructional program meeting every student's needs as measured by 1.4. 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.	$623,642.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Instructional Technology Access and Support Services	District and site administrators provide access to age-appropriate technology such as 1:1 Chromebooks, reliable internet, and dedicated technology staff to ensure all students develop essential digital literacy skills as measured by 1.4.	$2,432,092.00	No
1.10	Supplemental Materials and Individualized Academic Supports	School administrators provide supplemental materials and supports during Universal Access time to enhance academic support and enrichment, including integrated and designated ELD instruction, to meet the academic needs of all students as measured by 1.7 and 1.8. This action is principally targeted at supporting unduplicated students (English learners, foster, and low-income youth), but it can benefit all students by improving educational outcomes and fostering an inclusive environment. Partially funded using LREBG funds: $322,809	$451,046.00	Yes
1.11	Library Access and Resource Services	Teacher librarians and school library clerks provide access to a range of literature and supplemental resources, and provide extended library access to support the school community as measured by 1.1 and 1.2.	$2,113,428.00	No
1.12	Early Education	District and school administrators provide a full-day kindergarten program for all kindergarten students to enhance their early educational development and ensure a strong foundation for future learning as measured by 1.7 and 1.8.	$17,010,313.00	No
1.13	Student Transportation Services	District administrators provide transportation services to students who live beyond a 2-mile radius of schools to remove barriers to attendance. This action is principally directed to unduplicated students (English learners, foster, and low-income youth) and will be measured by a subset of questions in metrics 1.1 and 1.9.	$3,581,858.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	School Supervision and Safety	District administrators provide all schools with classified staff for student supervision to enhance safety and school climate throughout the school day as measured by metrics 1.1, 1.2, and 1.3.	$2,333,542.00	No
1.15	Comprehensive Arts Education (Visual and Performing Arts)	VAPA teachers provide instruction in visual, media, and performing arts to all students in grades TK-8, ensuring access to arts education that develops creativity, critical thinking, and engagement as measured by 1.1.	$2,187,032.00	No
1.16	Student and Campus Safety	The district safety team continually reviews and enhances campus measures to maintain safe school environments for all students and staff as measured by metrics 1.1 and 1.2.	$94,502.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

This goal continues to be driven by the Etiwanda School District's strong commitment to providing equitable access and academic excellence for all students. Our overall student performance remains a point of pride, with local and state data showing that students are well-prepared for success in high school, college, and career. Building on this solid foundation, the district remains focused on ensuring that all student groups benefit equitably from our high-quality instruction and support systems.

In 2024, the "All Students" group maintained a strong green indicator on the CA School Dashboard for both English Language Arts (41.5 points above standard) and Mathematics (20.9 points above standard), reflecting consistent districtwide achievement. Several student groups, including Filipino, Two or More Races, and White students, demonstrated exceptional performance, earning blue indicators in both areas. While these outcomes highlight significant success, the district also recognizes opportunities to support even more growth for specific groups. African American students achieved a yellow indicator in ELA and orange in Math, and foster youth, students with disabilities, and long-term English learners also received orange indicators. These results further reinforce our dedication to targeted, student-centered support that ensures every learner can thrive.

Local data from i-Ready diagnostics continue to show strong academic performance across the district, with 69% of students meeting or exceeding grade-level expectations in reading and 65% in math. Several student groups made gains, including Black/African American students and socioeconomically disadvantaged students, reflecting the positive impact of actions related included in Goal 2 such as teacher collaboration, backwards planning strategies, data-instruction, implementation of Universal Access (UA) time, extended learning opportunities, and foundational skills. While English learners maintained their performance in math, reading data presents an opportunity to further enhance literacy support for this group.

The English Learner Progress Indicator (ELPI) continues to provide valuable insight into language acquisition trends. While the overall percentage of English learners making progress toward proficiency shifted slightly from 58.8% to 54.8%, the district remains focused on building responsive supports that accelerate language growth. It's important to note that while ELPI is a valuable measurement tool,

reclassification rates have remained steady, further reinforcing that a high percentage of students are achieving language proficiency. 90% of students who scored a Level 4 on the Summative ELPAC were reclassified during the 23/24 under the district's criteria. Ongoing professional development, individualized support plans, grade level collaboration sessions, and culturally and linguistically responsive practices are being prioritized to strengthen outcomes for multilingual learners.

These outcomes, along with input from educational partners, demonstrate the need for sustained and enhanced academic supports. The district remains committed to strengthening professional development, implementing targeted interventions, and providing collaborative planning time for teachers. Efforts such as extended-day programs, cultural and linguistic responsiveness training, and targeted EL and LTEL supports are essential to bridge gaps and ensure all students thrive.

This goal remains foundational to fostering high achievement across all student groups, with a strategic emphasis on identifying needs, expanding access, and delivering inclusive, data-driven instruction that prepares students for future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA School Dashboard English Language Arts Indicator 5 x 5 Grid Color	2023 CA School Dashboard- English Language Arts All Students Color Gauge - Green 39.1 points above standard Student Group Color Gauges - Blue: Filipino, Two or More Races Green: Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, White Yellow: African American, Homeless	2024 CA School Dashboard- English Language Arts All Students Color Gauge - Green 41.5 points above standard Student Group Color Gauges - Blue: Filipino, Two or More Races, and White Green: Asian, English Learners, Hispanic, and Socioeconomically Disadvantaged		All Students Color Gauge - Green or Blue 45 or more points above standard Student Group Color Gauges - Maintain Blue: Asian, Two or More Races Maintain Green or Increase to Blue: Asian English Learners, Hispanic, Socioeconomically Disadvantaged	All Students Color Gauge - Green +2.4 points above standard Student Group Color Gauges - Blue: Filipino (+7 points), Two or More Races (-0.2 points), and White (+3.5 points) Green: Asian (-5.8 points), English Learners (-0.6 points), Hispanic (+3.0 points), and Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orange: Foster Youth, Students with Disabilities Red: No Student Groups	Yellow: African American, Foster Youth, and Homeless Orange: Long-Term English Learners and Students with Disabilities Red: No Student Groups		Increase to Green: African American, Homeless, Foster Youth, and Students with Disabilities	Disadvantaged (-0.9 points) Yellow: African American (+1.2 points), Foster Youth (+24.5 points), and Homeless (+0.7 points) Orange: Long-Term English Learners (-6.3 points) and Students with Disabilities (+2.2 points) Student groups in Red No Student Groups
2.2	CA School Dashboard Mathematics Indicator 5 x 5 Grid Color	2023 CA School Dashboard All Students Color Gauge - Green 16.8 points above standard Student Group Color Gauges - Blue: Asian, Filipino	2024 CA School Dashboard All Students Color Gauge - Green 20.9 points above standard Student Group Color Gauges - Blue: Asian, Filipino, and White		All Students Color Gauge - Green or Blue Improve to all students 23 points above standard Student Group Color Gauges - Maintain Blue: Asian and Filipino	All Students Color Gauge - Green +4.1 points above standard Student Group Color Gauges - Blue: Asian (-1.3 points), Filipino (+13.8 points), and White (+5.4 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Green: English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, White Yellow: Homeless Orange: African American, Foster Youth, Students with Disabilities Red: No Student Groups	Green: English Learners and Two or More Races Yellow: Foster Youth, Hispanic, Homeless, and Socioeconomically Disadvantaged Orange: African American, Long-Term English Learners, and Students with Disabilities Red: No Student Groups		Maintain Green or Increase to Blue: English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, White Increase to Green: African American, Homeless, Foster Youth, and Students with Disabilities Red: No Student Groups	Green: English Learners (-0.1 points) and Two or More Races (+3.4 points) Yellow: Foster Youth (+26.6 points), Hispanic (+2.6 points), Homeless +2.4 points), and Socioeconomically Disadvantaged (-0.7 points) Orange: African American (+0.9 points), Long-Term English Learners (-5.3 points), and Students with Disabilities (+0.5 points) Student groups in Red No Student Groups Red: No Student Groups
2.3	CA School Dashboard English Learner Progress Indicator (ELPI)- Student Percentages	2023 CA School Dashboard English Learner Progress Indicator	2024 CA School Dashboard English Learner Progress Indicator		The CA Dashboard English Learner Progress Indicator	4% drop in making progress toward English language proficiency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		58.8% making progress toward English language proficiency The CA Dashboard EL Acquisition Breakdown by level: 55.6% of ELs who progressed at least one ELPI Level 3.3% of ELs who maintained ELPI level 4 25.4% of ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 15.6% of ELs who decreased at least one ELPI level	54.8% making progress toward English language proficiency The CA Dashboard EL Acquisition Breakdown by level: 52.8% of ELs who progressed at least one ELPI Level 2.5% of ELs who maintained ELPI level 4 27.4% of ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 17.3% of ELs who decreased at least one ELPI level		63% making progress toward English language proficiency The CA Dashboard EL Acquisition Breakdown by level: 65% of ELs who progressed at least one ELPI Level 2.6% of ELs who maintained ELPI level 4 25% of ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 12.3% of ELs who decreased at least one ELPI level	The CA Dashboard EL Acquisition Breakdown by level: 2.8% drop in ELs who progressed at least one ELPI Level 0.8% drop in ELs who maintained ELPI level 4 +2% of ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H +1.7% ELs who decreased at least one ELPI level
2.4	CA School Dashboard English Language Arts Indicator- Distance From Standard (DFS)	2023 CA School Dashboard Overall Student Population - 39.1 points above standard	2024 CA School Dashboard Overall Student Population - 41.5 points above standard		Overall Student Population - 42 points above standard or higher African American Student Group - 10 points above standard or higher	Overall Student Population +2.4 points above standard African American Student Group +1.2 points above standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American Student Group - 3.6 points above standard Asian Student Group - 88.2 points above standard English Learners -18.1 points above standard Filipino Student Group - 87.4 points above standard Foster Youth - 61.6 points below standard Hispanic Student Group - 17.7 points above standard Homeless Student Group - 5.6 points above standard Long Term EL Group - 48.8 below standard (Added 2024) Socioeconomically Disadvantaged (SED) Student Group - 15.1 points above standard Students with Disabilities (SWD) -	African American Student Group - 4.8 points above standard Asian Student Group - 82.5 points above standard English Learners - 17.5 points above standard Filipino Student Group - 94.4 points above standard Foster Youth - 37.1 points below standard Hispanic Student Group - 20.7 points above standard Homeless Student Group - 6.3 points above standard Long Term EL Group - 48.8 below standard		Asian Student Group - 90 points above standard or higher English Learners - 27.1 points above standard or higher Filipino Student Group - 88 points above standard or higher Foster Youth - 10 points below standard or higher Hispanic Student Group - 26.8 points above standard or higher Homeless Student Group - 10 points above standard or higher Long Term EL Group - 30 below standard Socioeconomically Disadvantaged (SED) Student	Asian Student Group -5.7 points above standard English Learners - 0.6 points above standard Filipino Student Group -7 points above standard Foster Youth +24.5 points below standard Hispanic Student Group +3 points above standard Homeless Student Group +0.7 points above standard Long Term EL Group - Not Applicable Socioeconomically Disadvantaged (SED) Student Group -0.8 points above standard Students with Disabilities (SWD)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		43.6 points below standard Two or More Races Student Group - 50.2 points above standard White Student Group - 51.2 points above School sites with red indicators: West Heritage - SWD - 110.6 points below standard	Socioeconomically Disadvantaged (SED) Student Group - 14.3 points above standard Students with Disabilities (SWD) - 41.3 points below standard Two or More Races Student Group - 50.1 points above standard White Student Group - 54.6 points above School sites with red indicators: Heritage Intermediate - Students with Disabilities - 72.2 points below standard		Group - 20 points above standard Students with Disabilities (SWD) - 10 points below standard Two or More Races Student Group - 51 points above standard White Student Group - 55 points above School sites with red indicators: West Heritage - SWD - 5 points below standard	+2.3 points below standard Two or More Races Student Group -0.1 points above standard White Student Group +3.4 points above School sites with red indicators: West Heritage - SWD +38.4 points below standard
2.5	CA School Dashboard Mathematics Indicator-Distance From Standard (DFS)	2023 CA School Dashboard State assessments were administered in the spring of 2023.	2024 CA School Dashboard State assessments were administered		Overall Student Population - 22 points above standard or higher	Overall Student Population +4.1 points above standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall Student Population - 16.8 points above standard African American Student Group - 35.7 points below standard Asian Student Group - 88.6 points above standard English Learners - 17.1 points above standard Filipino Student Group - 62.4 points above standard Foster Youth - 92 points below standard Hispanic Student Group - 9.5 points below standard Homeless Student Group - 21.2 points below standard Long Term EL Group - 93 points below standard (added 2024) Socioeconomically Disadvantaged (SED)	in the spring of 2024. Overall Student Population - 20.9 points above standard African American Student Group - 34.9 points below standard Asian Student Group - 87.2 points above standard English Learners - 17 points above standard Filipino Student Group - 76.2 points above standard Foster Youth - 65.3 points below standard Hispanic Student Group - 6.9 points below standard Homeless Student Group - 18.9		African American Student Group - 25 points below standard or higher Asian Student Group - 88.6 points above standard or higher English Learners - 24 points above standard or higher Filipino Student Group - 75 points above standard or higher Foster Youth - 45.8 points below standard or higher Hispanic Student Group - .5 points above standard or higher Homeless Student Group - 12.2 points below standard or higher	African American Student Group +0.8 points below standard Asian Student Group -1.4 points above standard English Learners - 0.1 points above standard Filipino Student Group -13.8 points above standard Foster Youth +26.7 points below standard Hispanic Student Group +2.6 points below standard Homeless Student Group +2.3 points below standard Long Term EL Group - Not Applicable Socioeconomically Disadvantaged (SED) Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Group - 7.7 points below standard Students with Disabilities (SWD) - 60.3 points below standard Two or More Races Student Group - 23.4 points above standard White Student Group - 30.8 points above standard School sites with red indicators: West Heritage - SWD - 107.6 points below standard Heritage Intermediate - SWD - 112.4 points below standard	points below standard Long Term EL Group - 93 points below standard Socioeconomically Disadvantaged (SED) Student Group - 8.4 points below standard Students with Disabilities (SWD) - 59.8 points below standard Two or More Races Student Group - 26.8 points above standard White Student Group - 36.2 points above standard School sites with red indicators: Etiwanda Intermediate - Student with Disabilities- 37.8 points below standard		Long Term EL Group - 70 points below standard Socioeconomically Disadvantaged (SED) Student Group - 0 points below standard or higher Students with Disabilities (SWD) - 30 points below standard or higher Two or More Races Student Group - 31.2 points above standard or higher White Student Group - 33.6 points above standard or higher School sites with red indicators: West Heritage - SWD - 25 points below standard Heritage Intermediate - SWD -25 points below standard	Group -0.7 points below standard Students with Disabilities (SWD) +0.5 points below standard Two or More Races Student Group +3.5 points above standard White Student Group +5.4 points above standard School sites with red indicators: West Heritage - SWD - +69.8 points below standard Heritage Intermediate - SWD -6.6 points below standard Etiwanda Intermediate - SWD -10.4 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Heritage Intermediate - Student with Disabilities- 119 points below standard			
2.6	Local Data- i-Ready Diagnostic Reading Assessment Spring Administration (Percent At or Above Grade Level)	2023-2024 School Year Overall Student Population: 69% at or above grade level Hispanic Student Group: 63% at or above grade level Black/African American Student Group: 58% at or above grade level English Learners: 39% at or above grade level Socioeconomically Disadvantaged Student Group: 59% at or above grade level	2024-2025 School Year Overall Student Population 69% at or above grade level Hispanic Student Group 63% at or above grade level Black/African American Student Group 58% at or above grade level English Learners 38% at or above grade level Socioeconomically Disadvantaged Student Group 60% at or above grade level		Overall Student Population 70% at or above grade level Hispanic Student Group 66% at or above grade level Black/African American Student Group 60% at or above grade level English Learners 42% at or above grade level Socioeconomically Disadvantaged Student Group 62% at or above grade level	Overall Student Population No change - at or above grade level Hispanic Student Group No Change - at or above grade level Black/African American Student Group No Change- at or above grade level English Learners 1% drop at or above grade level Socioeconomically Disadvantaged Student Group +1% - at or above grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Local Data- i-Ready Diagnostic Mathematics Assessment Spring Administration (Percent At or Above Grade Level)	2023-2024 School Year Overall Student Population: 66% at or above grade level Hispanic Student Group: 57% at or above grade level Black/African American Student Group: 48% at or above grade level English Learners: 47% at or above grade level Socioeconomically Disadvantaged Student Group: 56% at or above grade level	2024-2025 School Year Overall Student Population 66% at or above grade level Hispanic Student Group 57% at or above grade level Black/African American Student Group 51% at or above grade level English Learners 48% at or above grade level Socioeconomically Disadvantaged Student Group 57% at or above grade level		Overall Student Population 67% at or above grade level Hispanic Student Group 60% at or above grade level Black/African American Student Group 52% at or above grade level English Learners 51% at or above grade level Socioeconomically Disadvantaged Student Group 60% at or above grade level	Overall Student Population No Change - at or above grade level Hispanic Student Group No Change - at or above grade level Black/African American Student Group +3% - at or above grade level English Learners +1% - at or above grade level Socioeconomically Disadvantaged Student Group +1% - at or above grade level
2.8	Annual District Created Parent LCAP Survey (Percent of Positive Responses on Subset of questions)	2023-2024 School Year 92% Agree- My child's school addresses the academic needs of advanced learners during the school day.	2024-2025 School Year 91% Agree- My child's school addresses the academic needs of advanced learners		92% Agree- My child's school addresses the academic needs of advanced learners during the school day.	1% drop in Agree- My child's school addresses the academic needs of advanced learners during the school day.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			during the school day.			
2.9	Annual District Created Staff LCAP Survey (Percent of Positive Responses on Subset of questions)	2023-2024 School Year 99% Agree- Teachers at my school use assessments to understand and respond to students' academic needs. 97% Agree- Teachers at my school collaborate on student needs and meeting the range of learners. 94% Agree- Instruction during UA time is substantively different for each leveled group. 90% Agree- Teachers regularly include hands-on science activities in lessons. 92% Agree- Teachers address the academic needs of advanced learners during the school day.	2024-2025 School Year 98% Agree- Teachers at my school use assessments to understand and respond to students' academic needs. 96% Agree- Teachers at my school collaborate on student needs and meeting the range of learners. 93% Agree- Instruction during UA time is substantively different for each leveled group. 86% Agree- Teachers regularly include hands-on science activities in lessons. 91% Agree- Teachers address		99% Agree- Teachers at my school use assessments to understand and respond to students' academic needs. 97% Agree- Teachers at my school collaborate on student needs and meeting the range of learners. 94% Agree- Instruction during UA time is substantively different for each leveled group. 90% Agree- Teachers regularly include hands-on science activities in lessons. 92% Agree- Teachers address the academic needs of advanced	1% drop in Agree- Teachers at my school use assessments to understand and respond to students' academic needs. 1% drop in Agree- Teachers at my school collaborate on student needs and meeting the range of learners. 1% drop in Agree- Instruction during UA time is substantively different for each leveled group. 4% drop in Agree- Teachers regularly include hands-on science activities in lessons. 1% drop in Agree- Teachers address the academic needs of advanced

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the academic needs of advanced learners during the school day.		learners during the school day.	learners during the school day.
2.10	Annual district rate of multilingual learners attaining English proficiency (Reclassification Percentage) SIS/Ellevation Report	2022-2023 District Reclassification Rate English learner students reclassified as Fluent English Proficient (RFEP) 23%	2023-2024 District Reclassification Rate English learner students reclassified as Fluent English Proficient (RFEP) 22.5%		District reclassification rate of 25%	0.5% drop in English learner students reclassified as Fluent English Proficient (RFEP)

Goal Analysis [2024-25]

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

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

In the 2024–25 academic year, the Etiwanda School District fully implemented the actions for Goal 2 as planned: Pupil Outcomes, with a strong focus on eliminating achievement disparities and preparing students for high school, college, and career.

A major success was the continued implementation of Action 2.1 (Diagnostic Assessments in Reading and Math), which provided timely data to identify individual student needs. This data was central to informing instruction and intervention, particularly for unduplicated students. Complementing this effort, Action 2.2 (GATE Eligibility Assessments and Literacy Screener Selection) supported the early identification of students for academic extension and fulfilled the planning phase for implementing a K–2 literacy screener in the 2025–26 school year.

Teachers regularly participated in collaborative planning time through Action 2.4 (Teacher Collaboration for Differentiated Instruction). This was supported by Action 2.3 (Support from Coordinators and Specialists), who helped guide data collection and instructional planning for students who had not yet met grade-level standards. These combined efforts supported differentiated instruction and improved alignment across grade levels.

Instructional rigor was supported through Action 2.5 (Standards-Based Lesson Design with Cultural Relevance), where teachers integrated digital and hands-on tools into lessons. There is a continued focus for hands-on activities into Teachers also continued to emphasize foundational skills via Action 2.12 (Literacy and Math Fluency Practice) to ensure academic readiness.

Professional development under Action 2.6 (including PD for ELs and LTELs) and Action 2.13 (Culturally and Linguistically Affirming Practices) successfully supported teachers in addressing the needs of English learners and fostering inclusive classrooms.

Action 2.7 (Universal Access Instruction) was implemented at all sites, ensuring that students received leveled instruction, targeted intervention, and enrichment opportunities based on assessment data. However, a challenge identified was maintaining consistency in the delivery of enrichment for advanced learners, which the district continues to refine through additional planning support.

Action 2.9 (Tier II Coordination and Family Outreach) and Action 2.14 (Foster Youth Support Program) contributed to a system of proactive supports and referrals, with ongoing monitoring of student progress. Schools noted that early coordination of services improved student participation, though high mobility among Foster Youth posed ongoing tracking challenges.

To reinforce academic growth outside the traditional day, Action 2.10 (Extended-Day Programs and Enrichment) was successfully implemented, offering both intervention for struggling learners and extended opportunities for enrichment. Additionally, the district maintained Action 2.8 (Electronic Tablets and Instructional Support for ELs) to support language development and equitable access to the core curriculum.

Finally, Action 2.15 (Title I and SPED Instructional Leadership) provided site-level support and oversight to enhance instructional effectiveness and compliance, particularly for students with IEPs and Title I eligibility.

Overall, the district experienced full implementation of Goal 2 actions as planned, supported by strategic planning and department collaboration. These efforts demonstrate Etiwanda’s ongoing commitment to equity, academic excellence, and preparing all students for future success.

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

All actions were fully implemented, with only two actions showing a material difference between budgeted and actual expenditures.

Action 2.3, which supports instructional collaboration with general and special education teachers, showed a material difference due to the reclassification of a position from special education to the Instruction Department to better reflect its role, as it supports improved instructional practices for unduplicated students. This adjustment contributed to the difference between budgeted and actual expenditures, but the action was fully implemented as planned.

Action 2.5, which supports the development and implementation of hands-on strategies to enhance student learning, revealed a material difference because planned instructional materials purchases at school sites did not occur as anticipated. In several cases, school sites delayed or adjusted purchases based on existing inventory, resulting in lower actual expenditures than originally budgeted.

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

In the 2024–25 academic year, the Etiwanda School District made measurable progress toward achieving Goal 2. The actions in Goal 2 contributed to improved academic outcomes, increased equitable access to instruction, and reduced achievement disparities among student groups.

Action 2.1, which focuses on the use of diagnostic assessments and personalized learning, was proven effective in identifying individual academic needs. i-Ready assessments were administered three times annually, allowing teachers to tailor instruction during core and Universal Access time. This contributed to steady performance levels districtwide, with 69% of students reading at or above grade level and 66% in math, as noted in Metrics 2.6 and 2.7.

Action 2.2, which supports universal screening, continued to provide valuable insight into student performance and instructional needs, especially in early literacy and advanced learner identification. The effectiveness of this action is supported by both educational partner feedback and student performance data. Feedback from parents and staff remained positive, with over 90% of families agreeing that schools addressed the academic needs of advanced learners (Metric 2.8) and nearly all staff confirming the use of assessment data to guide instruction (Metric 2.9). Districtwide, students demonstrated substantial progress toward their annual reading goals, as evidenced by a median progress of 138% toward Typical Growth on the i-Ready Diagnostic (Metric 2.6). This indicates that students, on average, exceeded expected growth benchmarks for the year. Additionally, growth was observed across all baseline performance levels, illustrating the action's effectiveness for both advanced and struggling readers. For example:

- Students three or more grade levels below made the highest growth (158% median progress),
- Students two grade levels below grew by 142%,
- Even students already performing mid or above grade level showed 147% growth, suggesting they were appropriately challenged.

The percentage of students improving their placement level was strong across tiers. These outcomes demonstrate that universal screening, when combined with data-informed instruction, has effectively supported differentiated learning and accelerated progress for all learners.

Action 2.3, focused on enhancing data-driven program implementation, remained a key contributor to academic improvement. Staff survey results reflect 96% agree that teacher collaboration is evident when addressing student need (metric 2.9). CAASPP results reflected positive momentum, with all students improving from 39.1 to 41.5 points above standard in ELA and from 16.8 to 20.9 points above standard in Math (Metrics 2.4 and 2.5). This growth highlights the effectiveness of site-based collaboration among instructional staff—including both general education and special education teachers—and the strategic use of data to inform instruction and interventions. Further evidence of effectiveness is seen in i-Ready diagnostic results, which showed a median progress of 138% in reading and 112% in math toward Typical Growth. Gains were evident across all baseline performance levels, demonstrating the reach and impact of differentiated instruction. Notably, students with disabilities also made meaningful progress, underscoring the value of inclusive practices and the collaborative planning between general and special education teams that ensured students received targeted, responsive support aligned to their learning needs.

Action 2.4 provided dedicated time for team collaboration during professional learning days, preparation periods, and minimum days. Teachers used this time to analyze student data, reflect on instructional practices, and strategically plan for differentiation. This structured collaboration has been instrumental in responding to the academic needs of diverse learners, particularly English learners, students with

disabilities, and socioeconomically disadvantaged students (Metrics 2.4, 2.5, and 2.9). CA Dashboard data in both ELA and Math supports the effectiveness of this action (Metrics 2.4 and 2.5). The overall student population improved by 2.4 points in ELA and 4.1 points in Math, with several key student groups—such as African American (+1.2 in ELA), Hispanic (+3.0 in ELA), White (+3.4 in ELA, +5.4 in Math), and Students with Disabilities (+2.3 in ELA, +0.5 in Math)—showing measurable gains. While some groups experienced minor declines or remained below standard, the data indicates meaningful progress, particularly in narrowing gaps among historically underserved populations. Additionally, 93% of staff agreed that instruction during Universal Access (UA) time is substantively different for each leveled group, reflecting how intentional planning time has strengthened responsive instruction and intervention.

Action 2.5, which supports intentional planning of rigorous, engaging instruction, was implemented to promote a balanced approach between the use of computer-based tools and hands-on strategies that develop higher-order thinking skills. Teachers intentionally designed lessons that combined digital platforms such as i-Ready for personalized learning with tactile, inquiry-based activities that connect students to content in relevant and meaningful ways. This balanced approach has supported increased engagement and academic growth. The effectiveness of this action is reflected in CA Dashboard outcomes, with the overall student population improving by 2.4 points in ELA and 4.1 points in Math. Additionally, 86% of teachers reported regularly implementing hands-on science activities, highlighting a continued need and district commitment to provide professional development that strengthens instructional practices in science and other inquiry-based content areas.

Action 2.6, which delivered targeted professional development for English learners and long-term English learners, demonstrated mixed effectiveness. While the English Learner Progress Indicator (ELPI) declined slightly from 58.8% to 54.8% (Metric 2.3), the district maintained a reclassification rate of 22.5%, and notably, 90% of students scoring Level 4 on the ELPAC were reclassified (Metric 2.10). These outcomes indicate that while overall ELPI movement slowed, students reaching the highest language proficiency levels are transitioning successfully, reflecting effective language development supports. To further illustrate ongoing success of our English learners, on the CA Dashboard, English learners maintained a green indicator in both ELA and math, achieving +17.5 points above standard in ELA and +17 points above standard in Math.

Action 2.7, which focuses on Universal Access time, was fully implemented across all sites and continues to be a strength in the district's academic framework. Staff confirmed that instruction during UA time is substantively different and appropriately leveled with 93% agree with the survey item (Metric 2.9). Students receiving targeted support during this block demonstrated small but positive gains across subgroups, reinforcing the action's value in addressing diverse academic needs (Metrics 2.6 and 2.7). The effectiveness of this action is reflected in districtwide i-Ready math diagnostic results, which showed 112% median progress toward Typical Growth, with strong performance across all baseline levels. Students performing two or more grade levels below met or exceeded growth targets, and students with disabilities also demonstrated meaningful gains.

Action 2.8, which enhances support for multilingual learners, was implemented to ensure students had access to appropriate instructional tools, translation devices, and academic supports during both core and Universal Access (UA) instructional blocks. This action complemented the work of UA structures (Action 2.7) by reinforcing leveled instruction with additional resources that promote language access and learning acceleration. The effectiveness of this action is reflected in the CA Dashboard results, where English learners maintained a green indicator in both ELA and Math. Despite a slight dip in the English Learner Progress Indicator (ELPI), multilingual learners are achieving at high academic levels with 54.8% making progress, largely due in part to their access to differentiated supports and inclusive practices embedded in UA and daily instruction.

Action 2.9, which focuses on coordinated support systems, was implemented with targeted outreach to student groups who have historically faced barriers to engagement and achievement—particularly English learners and foster youth. To address these challenges, the district prioritized proactive strategies such as family outreach, student monitoring, and site-based interventions aimed at re-engaging students and improving access to support services. Early indicators show this approach is having an impact proving partial effectiveness. English learners maintained green indicators in both ELA and Math, while foster youth improved by +24.5 points in ELA and +26.7 points in Math on the CA Dashboard (Metrics 2.4 and 2.5), signaling positive academic growth. However, long-term English learners (LTELs) continue to receive orange indicators in both areas, highlighting the continued need for this action to ensure consistent, targeted support and equitable outcomes.

Action 2.10, which expanded extended day intervention programs, allowed students who had not yet met academic standards to receive targeted support beyond the regular school day. This action was effective at supporting progress for key student groups by providing equitable access to structured academic supports. On the CA Dashboard, foster youth improved by +24.5 points in ELA and +26.7 points in Math, English learners maintained green indicators in both areas, and SED students held steady just below standard, reflecting the need for continued support (Metrics 2.4 and 2.5).

Action 2.11, which provides extended school year services for eligible students with disabilities, was effective at preventing regression and support continuity of learning during the summer months. These services focused on reinforcing foundational academic skills and supporting individualized goals outlined in students' IEPs. While students with disabilities continue to face achievement gaps, the CA Dashboard shows a +2.3-point improvement in ELA and +0.5 in Math (Metrics 2.4 and 2.5), suggesting modest gains. These outcomes highlight the value of maintaining instructional consistency for students with higher needs and support the continuation of year-round services for eligible students to promote progress toward grade-level proficiency.

Action 2.12, which supports foundational skills in literacy and math, was implemented to close early learning gaps and build core academic competencies in the primary grades. Instructional routines in phonics (with the adoption of a new foundational skills curriculum adoption), fluency, number sense, and math fact fluency were integrated across all elementary classrooms to ensure consistent and developmentally appropriate instruction. These strategies were especially effective in the primary grades, where i-Ready diagnostic results showed that 87% of kindergarten students in reading (61% above and 26% on grade level) and 77% in math (60% above and 17% on grade level) were performing at or above grade level. Similarly, 74% of first-grade students in reading met or exceeded expectations. These results suggest that early, targeted instruction in foundational skills is positively influencing broader academic achievement and preparing students for long-term success (Metrics 2.6 and 2.7).

Action 2.13, which provides cultural and linguistic professional development, was effective at strengthening inclusive instructional practices and affirm students' diverse identities within the classroom. Educators engaged in training focused on culturally responsive teaching, equitable practices, and strategies to support linguistic diversity. These sessions were designed to build awareness of implicit bias, increase student engagement, and foster a greater sense of belonging among historically underserved student groups. While this action is not tied directly to a single metric, its impact is evident in improved academic outcomes. On the CA Dashboard, student groups such as African American students (+1.2 in ELA, -0.8 in Math), Hispanic students (+3.0 in ELA, +2.6 in Math), and students with disabilities (+2.3 in ELA, +0.5 in Math) demonstrated positive movement (Metrics 2.4 and 2.5). These trends suggest that culturally responsive practices are contributing to more equitable learning environments and supporting both engagement and achievement. Teacher feedback also reflected growing confidence in adapting to meet the cultural and academic needs of their students.

Action 2.14, which provides targeted supports for foster youth, has been critical in addressing the academic and social-emotional needs of one of the district's most underserved student groups. While foster youth maintained an orange indicator in both ELA and Math, they demonstrated notable growth, improving their Distance from Standard (DFS) from -61.6 to -37.1 in ELA and from -92.0 to -65.3 in Math (Metrics 2.4 and 2.5). These gains demonstrate effectiveness suggesting that enhanced coordination and proactive outreach are contributing to stronger academic outcomes and improved school connectedness. In 2024, the district was identified for Differentiated Assistance (DA) based on red indicators in chronic absenteeism and suspension for foster youth. While these metrics are not directly tied to Goal 2, they play a significant role in student engagement and, ultimately, achievement. In response, the district is developing a new foster youth check-in and monitoring process, which includes scheduled wellness check-ins, academic tracking, and structured communication among district liaisons, site staff, and caregivers. Continued implementation of these supports is expected to further improve both academic performance and non-academic outcomes for foster youth.

Action 2.15, which provides additional leadership support for Title I and special education programs, enhanced instructional consistency and compliance monitoring across schools. This action has been effective at strengthen support structures for unduplicated students and those with IEPs, contributing to better coordination of Tier II services and alignment with core instruction. While some subgroups continue to show lower performance, this action has laid the groundwork for ongoing improvements and has supported more responsive instructional leadership (Metrics 2.4 and 2.5).

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

As a result of ongoing reflection and analysis of prior practice, educational partner feedback, and outcome data, the Etiwanda School District has made targeted revisions to Goal 2 for the 2025–26 LCAP. These changes include clarifying action language for coherence and focus, refining systems of support, and streamlining resources based on current school site needs.

Metric Revisions:
Revisions to the metrics for Goal 2 reflect adjustments to targeted outcomes based on continued academic progress across student groups. These updates recognize higher levels of achievement and establish more ambitious targets while maintaining alignment with the district's commitment to equitable academic success.

- Metric 2.2: The target for the All Students group will increase from 20 points above standard to 23 points above standard on CAASPP ELA DFS.
- Metric 2.3: The percentage of English Learners maintaining ELPAC levels 1, 2, and 3 will increase from 20.1% to 25%, reflecting an expanded focus on sustained language development.
- Metric 2.4: The White student group's DFS target in ELA will increase from 52 to 55 points above standard. Long-Term English learners have been added as additional student group.
- Metric 2.5: The Filipino student group's DFS target in ELA will increase from 62.4 to 75 points above standard. Long-Term English learners have been added as additional student group.

The district will continue to monitor academic progress through a combination of CA Dashboard Distance from Standard (DFS) data in ELA and Math, the English Learner Progress Indicator (ELPI), local diagnostic assessments, and ongoing educational partner survey feedback.

Action Revisions:
Most Goal 2 actions were revised for semantic clarity, specificity, and consistency based on staff and educational partner feedback. Changes include:

Action 2.2 now includes language explicitly identifying the use of a K–2 Reading Difficulties Risk Screener and a grade 3 Cognitive Abilities Assessment to support more targeted early identification of student needs.

Action 2.3 removed the word "plan" from the action description.

Action 2.4 clarifies the intent for collaboration with a focus on backwards planning from assessments which began as a practice on the professional learning days and has now expanded as a regular practice for grade level planning meetings.

Action 2.5 now emphasizes a balanced approach to lesson design, highlighting both hands-on strategies and digital tools, and fostering higher-order/rigorous thinking through an asset-based mindset that reflects students' identities and strengths.

Action 2.6 was refined to highlight the importance of collaborative development and monitoring of individualized plans for English learners and long-term English learners (LTELs), as well as the integration of both Designated and Integrated ELD into core instruction.

Action 2.7 changes the language from project-based to enrichment, providing a larger scope of options to support our advanced learners.

Action 2.8 receives minor changes in language for added clarity.

Action 2.9 was revised to emphasize that designated school staff in elementary and middle schools are responsible for monitoring student progress, coordinating Tier II supports, facilitating family outreach, and collaborating with colleagues to remove barriers to participation. This ensures equitable access to interventions and ongoing progress tracking for students who have not yet met academic standards, including English learners and foster youth.

Action 2.10 now more clearly defines that policies will ensure equitable access to extended learning opportunities, such as intervention, summer school, and enrichment, with emphasis to foster youth and other unduplicated students.

Action 2.14 was revised to reflect the district's response to the 2024 Differentiated Assistance (DA) designation for foster youth, which was based on red indicators in chronic absenteeism and suspension on the California School Dashboard. Recognizing the impact these non-academic indicators have on student achievement and engagement, the district is implementing a new foster youth check-in and monitoring system in the 2025–26 school year to provide earlier, more coordinated support. The system will include regularly scheduled wellness check-ins conducted by site support staff to monitor students' academic progress, emotional well-being, and attendance patterns. These check-ins are designed to proactively identify barriers to participation and provide timely interventions.

Action 2.15 will be removed from the 2025–26 LCAP. Previously designed to provide added leadership support for sites serving students who were both Title I and in Special Day Classes (SDC), this action is no longer necessary due to the lack of dually identified sites. The

responsibilities will be integrated into existing site and district leadership structures.

Alignment of Resources:
All Goal 2 actions continue to be supported through a combination of general and supplemental funds, including those allocated for unduplicated student groups. Resources remain focused on improving instruction, language acquisition, and access to intervention services. Streamlining of Action 2.15 allows for more targeted support where it is most needed, and the enhancements to Action 2.14 ensure that academic growth is supported by comprehensive, student-centered systems.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Diagnostic Assessments and Personalized Learning	The district provides a diagnostic assessment in reading and mathematics to determine individual student needs, principally directed to unduplicated students as measured by metrics 2.6 and 2.7	$348,412.00	Yes
2.2	Universal Screening	District administrators facilitate and implement diagnostic systems including a K-2 Reading Difficulties Risk Screener and a grade 3 Cognitive Abilities Assessment to identify students' literary instructional needs as measured by metrics 2.8 and 2.9.	$79,801.00	No
2.3	Data Driven Program Implementation	Coordinators, specialists, and mentor teachers collaborate with general and special education teachers to assist with data collection and program implementation targeted toward students who have not yet met academic standards in English language arts and/or mathematics. This action is principally targeted at supporting unduplicated students (English learners, foster, and low-income youth), but it can benefit all students by improving educational outcomes as measured by metrics 2.4, 2.5, and 2.9.	$3,810,706.00	Yes
2.4	Team Collaboration	General and special education teachers regularly utilize time built into the school year calendar (pupil-free days, preparation periods, and minimum days) to collaborate with one another, plan backwards from assessments,	$1,039,519.00	No

Action #	Title	Description	Total Funds	Contributing
		and develop differentiated instruction that meets the needs of all students as measured by metrics 2.4, 2.5, and 2.9.		
2.5	Intentional Planning and Lesson Design	Teachers intentionally design rigorous and engaging lessons that balance computer-based tools with hands-on strategies, while incorporating students' individuality to develop higher-order skills for all students and build/support an asset-based mindset as measured by metrics 2.4, 2.5, and 2.9.	$1,167,635.00	No
2.6	Professional Development for EL and LTEL Support	Site administrators, English learner (EL) facilitators, and teachers participate in professional development, including training on supporting English learners and Long-Term English Learners (LTEL), with a focus on collaboration to develop and monitor individualized plans for accelerating learning and advancing language acquisition, emphasizing both Integrated and Designated English Language Development (ELD) instruction to effectively support EL students as measured by metrics 2.3 and 2.10.	$435,546.00	Yes
2.7	Universal Access	Teachers plan and facilitate Universal Access time instruction to accelerate learning for students who have not yet met academic standards, develop language proficiency for multilingual learners, and provide enrichment opportunities for advanced learners as measured by metrics 2.6, 2.7, and 2.9.	$1,134,021.00	No
2.8	Support for Multilingual Students	District and school administrators provide English learners with electronic tablets for translation and instructional aide support to ensure access to the core curriculum and enhance language development opportunities. This action is principally directed to English learners (EL) and long term English learners (LTELs) as measured by metrics 2.1, 2.2, and 2.3.	$240,910.00	Yes
2.9	Collaborative support systems	Designated school staff in elementary and middle schools monitor student progress, collaborate with colleagues, coordinate Tier II supports, and facilitate family outreach to remove barriers to school participation for	$230,991.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students who have not yet met academic standards including English learners and Foster Youth, ensuring equitable access to support systems. This action is principally directed to unduplicated students as measured by as measured by metrics 2.4 and 2.5.		
2.10	Extended Day Programs	School administrators and teachers increase services by offering extended-day programs for students who have not yet met academic standards in English language arts and/or math as well as enrichment opportunities for advanced learners. Policies will ensure equitable access to these academic supports principally directed for Foster Youth, including priority enrollment in tutoring, summer school, extended learning time, and enrichment programs. This action is principally directed towards unduplicated students, but it is designed to benefit all students as measured by metrics 2.4 and 2.5.	$499,500.00	Yes
2.11	Extended School Year	District special education administrators coordinate and oversee an extended school year program for special education students who meet eligibility criteria per their current Individualized Education Program (IEP) to address the regression of skills resulting from an extended summer break as measured by metrics 2.4 and 2.5.	$86,965.00	No
2.12	Foundational Skills for Literacy and Math	Teachers ensure all students have mastered foundational literacy skills and regularly practice math fluency skills to establish academic abilities, attitudes, and behaviors that lead to success as measured by metrics 2.6 and 2.7.	$1,323,024.00	No
2.13	Cultural and Linguistic Professional Development	District professional development team collaborates on instructional strategies that validate and affirm students' cultural and linguistic behaviors, help build rapport, and bridge academic and social skills that lead to student success in the classroom and beyond as measured by metrics 2.4 and 2.5.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.14	Foster Youth Supports	Director of Pupil Services oversees the Foster Youth Support program and implements a check-in process to provide targeted academic, social-emotional, and behavioral support for Foster Youth, improving their well-being, academic success, attendance, and reducing behavioral incidents as measured by metrics 2.4 and 2.5.	$258,803.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Etiwanda School District developed Goal 3 to foster inclusive, respectful, and engaging learning environments that support the academic and social-emotional development of all students. This goal emphasizes the importance of building positive school climates where students feel connected, valued, and inspired to participate fully in their educational experience. Educational research consistently affirms that student engagement is a key characteristic of high-performing schools, and Etiwanda's community has confirmed this priority through our educational partner feedback.

This goal is grounded in a comprehensive review of local and state indicators, including attendance rates, chronic absenteeism, suspension and expulsion data, and student and parent perception surveys. For example, the overall chronic absenteeism rate dropped from 17.0% in 2023 to 11.0% in 2024, with particularly notable gains among Hispanic, African American, Pacific Islander, Students with Disabilities, and American Indian students. Similarly, the district's annual attendance rate improved from 94.17% in 2022–23 to 95.28% in 2023–24. Suspension rates remain low overall at 1.3%, although disproportionate rates for Foster Youth (9.5%) and Students with Disabilities (2.1%) emphasize the continued need for restorative practices and behavioral supports embedded throughout Goal 3.

Survey results further illustrate the effectiveness of existing engagement efforts. In the 2024–25 school year, 93% of students reported knowing who to go to for help at school, and 95% agreed that their teacher promotes teamwork and collaboration. Parent responses were similarly strong, with 97% affirming the availability of counseling services at their child's school. Despite these positive results, some metrics, such as students' sense of connection and the need for expanded enrichment opportunities, highlight opportunities for continuous improvement.

This goal also reflects the district's commitment to addressing the needs of students through a Multi-Tiered System of Supports (MTSS), Positive Behavior Interventions and Supports (PBIS), targeted counseling, and inclusive extracurricular opportunities. As echoed by educational partners across engagement platforms, families value the district's focus on building respectful relationships, celebrating student diversity, and providing supports that promote engagement for all learners.

By continuing to refine and strengthen the systems and strategies aligned to Goal 3, Etiwanda hopes every student, regardless of background, feels safe, supported, and engaged throughout their academic journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA School Dashboard Chronic Absenteeism Indicator (Percentages)	2023 CA School Dashboard All students- 17.0% Chronically Absent Asian - 6.6% Filipino - 7.6% English Learners - 12.6% White - 13.5% Two or More Races - 17.6% Hispanic - 21.9% African American - 22% Socioeconomically Disadvantaged (SED) - 21.5% Students with Disabilities (SWD) - 24.5% Homeless - 25.2% American Indian - 27.8% Foster Youth - 30% Pacific Islander - 61.5% School sites with red indicators Carleton P. Lightfoot - African American 20.6% Cecilia Solorio - SED-23.7%, Hispanic-25.8%	2024 CA School Dashboard All students- 11.0% Chronically Absent Asian - 3.7% Filipino - 5.5% English Learners - 10.6% White - 8.2% Two or More Races - 11.6% Hispanic - 14% African American - 16.9% Socioeconomically Disadvantaged (SED) - 16.9% Students with Disabilities (SWD) - 18% Homeless - 20.3% American Indian - 14.3% Foster Youth - 29.8% Pacific Islander - 46.9% School sites with red indicators from Baseline:		CA School Dashboard All Students- 9.0% Chronically Absent Asian - 4.0% Filipino - 5.0% English Learners - 7.6% White - 7.9% Two or More Races - 9.2% Hispanic - 8.9% African American - 9% Socioeconomically Disadvantaged (SED) - 8.9% Students with Disabilities (SWD) - 9.9% Homeless - 10% American Indian - 11% Foster Youth - 11.6% Pacific Islander - 22% School sites with red indicators	All students- -6% Chronically Absent Asian -2.9% Filipino -2.1% English Learners - 2% White -5.3% Two or More Races -6% Hispanic -7.9% African American - 5.1% Socioeconomically Disadvantaged (SED) -4.6% Students with Disabilities (SWD) -8.5% Homeless -4.9% American Indian - 13.5% Foster Youth - 0.2% Pacific Islander - 14.6% Changes with School sites with red indicators Carleton P. Lightfoot - African

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		David W. Long - African American - 26.7% John L. Golden - SWD-26.7%, Asian-11.3% West Heritage - All students-25.5%, Homeless-34.8%, SED-31.5%, SWD-29.4%, Hispanic-30.4%, White-21.8%, Two or More-25% Day Creek Intermediate - African American-20.6% Etiwanda Intermediate - Homeless-27.5% SWD-31.3% Hispanic-24.6% Summit Intermediate - English Learners-30.5% African American-27.3%	Carleton P. Lightfoot - African American 12.9% Cecilia Solorio - SED-24.4%, Hispanic-18.4% David W. Long - African American - 16.2% John L. Golden - SWD-20.9%, Asian-4.6% West Heritage - All students-14.1%, Homeless-19.1%, SED-19.4%, SWD-14.4%, Hispanic-15.9%, White-12.3%, Two or More-20% Day Creek Intermediate - African American-20.3% Etiwanda Intermediate - Homeless-33.3% SWD-24.6% Hispanic-17.2% Summit Intermediate - English Learners-22.7% African American-11.5%		Carleton P. Lightfoot - African American 8.6% Cecilia Solorio - SED-9.5%, Hispanic-10.2% David W. Long - African American - 10.5% John L. Golden - SWD-10.5%, Asian-5.5% West Heritage - All students-9.9%, Homeless-10%, SED-10%, SWD-10%, Hispanic-10%, White-10%, Two or More-10% Day Creek Intermediate - African American - 10% Etiwanda Intermediate - Homeless-10% SWD-10% Hispanic-10% Summit Intermediate - English Learners-10% African American-10%	American 12.9% (decline by 7.7%) Cecilia Solorio - SED 24.4% (increased by 0.7%), Hispanic-18.4% (declined by 7.4%) David W. Long - African American - 16.2% (declined by 10.5%) John L. Golden - SWD-20.9% (declined by 5.8%), Asian-4.6% (declined by 6.7%) West Heritage - All students-14.1% (declined by 11.4%), Homeless-19.1% (declined by 15.7%), SED-19.4% (declined by 12.1%), SWD-14.4% (declined by 15%), Hispanic-15.9% (declined by 14.5%), White-12.3% (declined by 9.5%),

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Two or More-20% (declined by 5%) Day Creek Intermediate - African American-20.3% (declined by 0.3%) Etiwanda Intermediate - Homeless-33.3% (increased by 5.8%) SWD-24.6% (declined by 6.6%) Hispanic-17.2% (declined by 7.5%) Summit Intermediate - English Learners-22.7% (declined by 7.8%) African American-11.5% (declined by 15.8%)
3.2	CA School Dashboard Suspension Rate Indicator (Percentages)	2023 CA School Dashboard 1.2% Suspended at least once Asian - 0.4% Filipino - 0% English Learner - 0.7% Socioeconomically Disadvantaged - 1.5% Student with Disabilities - 1.7%	2024 CA School Dashboard 1.3% Suspended at least once Asian - 0.7% Filipino - 0.4% English Learner - 1.1% Socioeconomically Disadvantaged - 2.1%		CA School Dashboard 0.8% Suspended at least once Asian - 0.3% Filipino - 0% English Learner - 0.5% Socioeconomically Disadvantaged - 0.5%	+0.1% Suspended at least once Asian +0.3% Filipino +0.4% English Learner +0.4% Socioeconomically Disadvantaged +0.6% Student with Disabilities +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic - 1.2% Foster Youth - 4.9% White - 1.1% Two or More Races - 1.4% African American - 3.2% American Indian - 2.8% Homeless - 2% Pacific Islander - 4.8%	Student with Disabilities - 2.1% Hispanic - 1.3% Foster Youth - 9.5% White - 0.9% Two or More Races - 1.2% African American - 3.9% American Indian - 0.09% Homeless - 2.3% Pacific Islander - 2.9%		Student with Disabilities - 0.5% Hispanic - 0.5% Foster Youth - 1.9% White - 0.5% Two or More Races - 0.5% African American - 1.4% American Indian - 1.2% Homeless - 0.5% Pacific Islander - 2.4%	Hispanic +0.1% Foster Youth +4.6% White -0.2% Two or More Races -0.2% African American +0.6% American Indian - 2.8% Homeless +0.3% Pacific Islander - 1.9%
3.3	District Annual Attendance Rate (In-Seat Student Percentage) SIS Data Report	2022-2023 District Attendance Rate All Students Rate - 94.17% Foster Youth Rate - 93.70% English Learners Rate - 94.81% Socioeconomically Disadvantaged Rate - 93.47%	2023-2024 District Attendance Rate All Students Rate - 95.28% Foster Youth Rate - 92.85% English Learners Rate - 95.76% Socioeconomically Disadvantaged Rate - 94.42%		All Students Rate - 95% Foster Youth Rate - 94.5% English Learners Rate - 96% Socioeconomically Disadvantaged Rate - 95%	All Students Rate +1.11% Foster Youth Rate -0.85% English Learners Rate +0.95% Socioeconomically Disadvantaged Rate +0.95%
3.4	District Expulsion Rate (Student Percentage) SIS Data Report	2022-2023 District Expulsion Rate 0%	2023-2024 District Expulsion Rate 0.04%		District Expulsion Rate 0%	District Expulsion Rate +0.04%
3.5	District LCAP Student Survey (Positive Response Percentage)	2023-2024 School Year Survey Results 89% Agree - Survey item "My teacher makes	2024-2025 School Year Survey Results		85% Positive Response Rate- My teacher makes me want to come to school.	10% drop in Agree - Survey item "My teacher makes class interesting" was removed in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		class interesting" was removed in the 2024-25 survey and replaced with "My teacher makes me want to come to school." 88% Agree - "My school helps students build character was revised in 2024-25 to "My school helps students build character and encourages positive behavior" 84% Agree - My school strives to keep a bully-free environment was revised in 2024-25 to "For the most part, students usually get along well with and respect each other's differences." 92% Agree - I understand who to contact at my school if I need help. 96% Agree - "My teacher promotes cooperative learning and collaboration (for example: team building, group work)" was	79% Agree - Survey item "My teacher makes class interesting" was removed in the 2024-25 survey and replaced with "My teacher makes me want to come to school." 91% Agree - Survey question, "My school helps students build character was revised in 2024-25 to "My school helps students build character and encourages positive behavior." 72% Agree - Survey Question, "My school strives to keep a bully-free environment" was removed and replaced with, "For the most part, students usually get along well with and respect each other's differences."		90% Positive Response Rate - My school helps students build character and encourages positive behavior 85% Positive Response Rate - For the most part, students usually get along well with and respect each other's differences. Maintain 92% Positive Response Rate - I understand who to contact at my school if I need help. Maintain 96% Positive Response Rate - My teacher promotes teamwork and table discussion opportunities.. Maintain 90% Positive Response Rate - I would recommend this	the 2024-25 survey and replaced with, "My teacher makes me want to come to school." +3% Agree - Survey question, "My school helps students build character was revised in 2024-25 to "My school helps students build character and encourages positive behavior." 12% drop in Agree -Survey Question, "My school strives to keep a bully-free environment" was removed and replaced with, "For the most part, students usually get along well with and respect each other's differences." +1% Agree - I understand who to contact at my

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		revised in 2024-25 to, "My teacher promotes teamwork and table discussion opportunities." 90% Agree - I would recommend this school to my friends.	93% Agree - I understand who to contact at my school if I need help. 95% Agree - Survey question, "My teacher promotes cooperative learning and collaboration (for example: team building, group work)" was revised to, "My teacher promotes teamwork and table discussion opportunities." 87% Agree - I would recommend this school to my friends.		school to my friends.	school if I need help. 1% drop in Agree - Survey question, "My teacher promotes cooperative learning and collaboration (for example: team building, group work)" was revised to, "My teacher promotes teamwork and table discussion opportunities." 3% drop in Agree - I would recommend this school to my friends.
3.6	District LCAP Parent Survey (Positive Response Percentage)	2023-2024 School Year Survey Results 96% Agree - At my child's school, counseling services are available.	2024-2025 School Year Survey Results 97% Agree - At my child's school, counseling services are available.		Maintain 96% Positive Response Rate At my child's school, counseling services are available.	+1% Agree - At my child's school, counseling services are available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Middle School Dropout Rate (Student Percentage) SIS Data Report	2022-2023 Middle School Dropout Rate 0%	2023-2024 Middle School Dropout Rate 0%		Maintain Middle School Dropout Rate at 0%	Middle School Dropout Rate 0% No Change

Goal Analysis [2024-25]

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

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

Etiwanda School District remains deeply committed to the full implementation of Goal 3, which focuses on fostering inclusive and respectful school environments where students are engaged, connected, and supported. During the 2024–25 school year, all planned actions under Goal 3 were fully implemented, supporting positive school climates, proactive behavior systems, and student wellness across all campuses.

Student engagement was strengthened through daily use of engagement structures (Action 3.1), such as cooperative learning structures and active participation strategies that promote equity, accountability, and connection. These practices, combined with character education and social-emotional learning programs (Action 3.2), helped reinforce growth mindset and relationship-building across grade levels. This is evident with 95% of students agreeing their teacher promotes collaboration and teamwork, and 93% indicated they know who to go to for help, highlighting the strength of student-teacher relationships and access to supports.

To ensure students have access to supportive learning environments, schools continued to implement a Multi-Tiered System of Supports (Action 3.3), which includes Positive Behavior Interventions and Supports (PBIS), restorative practices, and other means of correction. District administrators supported ongoing professional development in restorative approaches (Action 3.6), while Board-Certified Behavior Analysts partnered with staff to develop individualized behavior plans (Action 3.7) for students needing Tier III support. These actions contributed to a decline in chronic absenteeism from 17.0% in 2023 to 11.0% in 2024. Suspension rates remained low overall at 1.3%, though data for Foster Youth and Students with Disabilities indicate areas that require ongoing focus.

Counseling and targeted interventions continued to be a priority. Middle school counselors facilitated wellness programs and staff training to support unduplicated students (Action 3.4), while clinical counselors and site teams (Action 3.5) provided outreach for students who required additional services and/or were identified as at risk of disengagement. These efforts supported a 1.11% increase in districtwide attendance, along with improved attendance for English Learners and Socioeconomically Disadvantaged students.

Extracurricular programs (Action 3.8) offered students access to enrichment opportunities beyond the school day, helping foster school connectedness. Intermediate schools hosted orientation events and a multi-day summer program to support the transition from elementary to middle school (Action 3.9), with a particular focus on students who benefit from early relationship-building and routine exposure. For students

requiring alternative learning environments, the district maintained access to the Alternative Studies Center and Community Day School (Action 3.10), providing tailored behavioral and academic supports.

Campus support staff were assigned to every school to strengthen PBIS implementation and promote safe, positive climates (Action 3.11). Additionally, a real-time attendance and academic monitoring system (Action 3.12) was used by district and site leaders to respond to student needs more quickly and ensure early intervention for students showing signs of disengagement.

In summary, the full implementation of Goal 3 actions in 2024–25 led to clear improvements in student attendance, engagement, behavior, and connectedness. While areas such as Foster Youth suspension rates require ongoing attention, the district's coordinated and data-informed approach continues to support safe, inclusive learning environments for all students.

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

All actions were fully implemented, with only two actions showing a material difference between budgeted and actual expenditures.

Action 3.5, which provides access to clinical counseling services to support student mental health and wellness, had a material difference as a result of higher-than-anticipated costs for clinical counseling services. This increase was necessary to maintain consistent access to mental health support for students across school sites.

Action 3.10, which supports academic and behavioral services at the Alternative Studies Center (ASC) and Community Day School, showed a material difference due to increased staffing costs. These costs exceeded original projections due to staffing adjustments made to ensure continued support for academic and behavioral services aligned with student needs at the site.

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

In the 2024–25 academic year, the Etiwanda School District made measurable progress in implementing the actions associated with Goal 3. Each action supported efforts to build inclusive and engaging learning environments, foster student connectedness, and reduce barriers to participation, particularly for unduplicated students. All actions were fully implemented as intended.

Action 3.1, which focuses on engagement strategies (e.g., Kagan structures), was effective. All teachers in the district received training and ongoing coaching to ensure they are providing engaging lessons and fidelity of use. Engagement structures were consistently observed during classroom walkthroughs, confirming that both teachers and students regularly engage in collaborative, high-participation instructional routines. These strategies continue to promote equitable access to instruction and high levels of student engagement. The effectiveness of this action is supported by student survey results, with 95% of students agreeing that their teacher promotes teamwork and collaborative activities, and 93% reporting that they know who to contact at school when they need help (Metric 3.5). These outcomes reflect strong instructional relationships and the widespread, consistent use of inclusive and interactive learning strategies that build student accountability and connection.

Action 3.2, which centers on character education and social-emotional learning (SEL), contributed to ongoing efforts to support positive school climates. These programs focus on promoting empathy, respect, emotional regulation, and relationship-building skills across grade levels. Student survey results reflected a 3% increase in agreement with the revised item, “My school helps students build character and encourages positive behavior,” rising to 91% (Metric 3.5). This growth reinforces the effectiveness of SEL programs in fostering a culture of kindness and accountability. Additionally, the survey item “My school strives to keep a bully-free environment” was revised to “For the most part, students usually get along well with and respect each other’s differences.” Responses to this new item highlight the continued need to promote respectful behavior and deepen students’ interpersonal skills. These results, along with feedback from educational partners, suggest that while strong progress has been made, there is an ongoing need for schools to reinforce SEL instruction, implement conflict-resolution strategies, and strengthen partnerships with families—particularly in alignment with the efforts outlined in Goal 4: Family Engagement.

Action 3.3, which focused on a Multi-Tiered System of Supports (MTSS) and schoolwide behavioral systems, was effective at providing support consistently, equitably for behavior expectations across all campuses. This action emphasized proactive strategies, restorative practices, and other means of correction to reduce reliance on exclusionary discipline. The district maintained a Green Indicator for suspension on the California School Dashboard, with an overall suspension rate of 1.3% (Metric 3.2). In addition, chronic absenteeism declined significantly across multiple student groups, including a 7.9% decrease for Hispanic students and a 5.1% decrease for African American students (Metric 3.1), highlighting the effectiveness of consistent Tier I and Tier II supports. However, the Foster Youth student group received a Red Indicator for suspension, contributing to the district’s identification for Differentiated Assistance (DA). In response, the district initiated a more targeted, districtwide strategy to address the behavioral and emotional needs of Foster Youth. These supports included restorative conversations, scheduled wellness check-ins, and collaboration across student services and site staff to implement proactive Tier III supports aimed at preventing serious behavioral incidents. These efforts are reinforced through coordinated work aligned with both Goal 3 and Goal 4 to improve engagement, strengthen family partnerships, and ensure that all students—particularly those in our most vulnerable groups—are supported in inclusive and responsive learning environments.

Action 3.4, which provided counseling services and staff training for unduplicated students, was strongly associated with improved student wellness and connection. Effectiveness was evident in parent survey data indicated that 97% of families agreed that counseling services were available at their child’s school, a 1% increase over the previous year (Metric 3.6). In addition, 93% of students agreed with the survey item, "I understand who to contact at my school if I need help," which also reflected a 1% increase from the baseline (Metric 3.5). These services played a key role in supporting emotional regulation, proactive engagement, and a sense of safety and trust at school. The district will allocate Learning Recovery Block Grant (LREBG) funding to maintain access to school counselors, increase the availability of mental health services, and support staff training related to trauma-informed practices. This targeted investment ensures that unduplicated students continue to receive timely, consistent access to wellness supports that address both academic and social-emotional needs.

Action 3.5, which delivered targeted interventions for students at risk of chronic absenteeism, was effective and contributed to notable improvements in student attendance. The districtwide chronic absenteeism rate declined from 17.0% to 11.0%, with significant gains among Students with Disabilities (–6.5%) and Socioeconomically Disadvantaged students (–4.6%) (Metric 3.1). These shifts reflect the impact of consistent outreach and coordination between site staff and families. To further strengthen this work, the district will utilize Learning Recovery Block Grant (LREBG) funding to support these efforts, including the addition of contracting with an outside agency to support our students' needs to help monitor in real-time, provide direct outreach to families, and implement personalized strategies. The use of LREBG funds ensures that these supports remain responsive to the needs of students most at risk of disengagement.

Action 3.6, providing professional learning on restorative practices and other means of correction, was implemented across all school sites and supported more consistent and proactive approaches to behavior and discipline. Suspension rates remained low across most student groups, with slight declines among White students (–0.2%) and students identifying as Two or More Races (–0.2%) (Metric 3.2). These outcomes suggest that the professional development provided to administrators and school staff has helped embed restorative strategies into day-to-day practice, reducing reliance on exclusionary discipline practices. The need for continued, focused training and implementation support to ensure equitable outcomes across all student groups, particularly the Foster youth student group. Despite this, the district maintained a 0% middle school dropout rate for the 2024–25 school year (Metric 3.7), suggesting that early intervention, strong school relationships, and restorative practices are contributing to student retention and engagement. Overall, this action continues to be effective in building positive school climates and creating safer, more inclusive environments where students are given tools to repair harm and restore relationships rather than face punitive consequences.

Action 3.7, which supported the development and implementation of individualized behavior support plans by Board-Certified Behavior Analysts (BCBAs), was implemented to address the needs of students requiring Tier III interventions. These plans were created in collaboration with educators and support teams to promote positive behavior and prevent escalation. The action proved effective, as reflected in the 6.5% decline in chronic absenteeism among Students with Disabilities (Metric 3.1), suggesting improved school connection and a reduction in behavior-related disengagement. Although the suspension rate for this group rose slightly (+0.4%), the decrease in absenteeism points to progress in student regulation and classroom participation. The overall suspension rate increased slightly from 1.2% to 1.3%, positive progress was seen among students identified as Two or More Races (1.4% to 1.2%) and American Indian students (2.8% to 0.09%), reflecting a decrease in exclusionary discipline for these groups (Metric 3.2). These gains suggest that targeted behavioral supports and adult-student relationship-building strategies may be contributing to improved outcomes in specific populations, even as continued attention is needed for Foster Youth and other high-needs student groups.

Action 3.8, which provided extracurricular programs, including intramural activities for students in grades 1–8 and intermural sports such as basketball and soccer for students in grades 6–8, supported increased student connection to school and expanded enrichment opportunities beyond the school day. Additional offerings included arts programs, academic programs activities that fostered student engagement and a sense of belonging. This action was effective as evident with student survey results showing 87% of students would recommend their school to a friend, a 3% increase from the previous year (Metric 3.5), indicating a stronger sense of school connectedness and community pride. These outcomes suggest that extended-day opportunities are positively contributing to students' overall school experience and engagement.

Action 3.9, which supported a structured orientation and multi-day summer transition program for incoming 6th grade students, was proven effective at building early relationships, familiarizing students with expectations, and easing the academic and social transition from elementary to middle school. Particular attention was given to unduplicated students, including English Learners, Socioeconomically Disadvantaged students, and Foster Youth, who often benefit most from proactive engagement strategies. The effectiveness of this action is supported with improvements in chronic absenteeism among these student groups. From 2023 to 2024, Socioeconomically Disadvantaged students saw a 4.6% decrease in chronic absenteeism, English Learners declined by 2.0%, and although Foster Youth still represent a high-need group, their chronic absenteeism remained relatively stable with a slight decline of 0.2% (Metric 3.1). Additionally, local 24/25 data indicates that there is a consistent number of students on track for attendance from grade 5 to grade 6. These trends suggest that early transition supports may be contributing to improved attendance and school connection, especially among students who historically face greater challenges in adjusting to new school environments. The district also maintained a 0% middle school dropout rate (Metric 3.7), providing further evidence the role of this action plays in sustaining student engagement.

Action 3.10, offering an Alternative Studies Center and Community Day School (CDS), supported students requiring nontraditional pathways by providing personalized academic instruction and behavioral support in settings designed to address individual needs. The CDS program served students experiencing difficulty in traditional school environments, with an emphasis on building on student strengths, fostering resilience, and ensuring continued access to education. Although the district's expulsion rate rose slightly to 0.04% (Metric 3.4), it remains extremely low overall, suggesting that alternative placement options continue to be effective in reducing exclusionary discipline. The overall suspension rate also remained low at 1.3% (Metric 3.2), with these alternative settings offering meaningful intervention strategies to prevent further disciplinary action. Importantly, the district sustained a 0% middle school dropout rate for the year (Metric 3.7), further demonstrating that these alternative programs are supporting student retention and providing access to continued learning opportunities. Based on qualifying criteria for Equity Multiplier Funding, which include the prior years non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent, the Community Day School program qualifies to receive $50,535 in additional funding. The school met both eligibility thresholds, with 92.9% of students classified as low income and 92.9% identified as having high-mobility. This funding will be used to further support the needs of CDS students by purchasing motivational curriculum focused around social/emotional learning, expanding access to counseling services, providing professional development for staff focused on engagement and behavior strategies, and offering field trip opportunities to enrich student learning beyond the classroom.

Action 3.11, which ensured that all schools were staffed with classified personnel to implement and strengthen schoolwide Positive Behavior Interventions and Supports (PBIS), was fully implemented and contributed to the district's efforts to reinforce behavior expectations, improve school climate, and promote equitable learning environments. These staff members played a key role in maintaining proactive supervision, providing student support, modeling behavioral expectations, and ensuring consistent follow-through with PBIS systems. The effectiveness of this action is reflected in improved student engagement across the district. Chronic absenteeism declined across multiple student groups, including a 7.9% decrease among Hispanic students and a 5.1% decrease among African American students (Metric 3.1). Additionally, the district maintained a Green Indicator for suspension, with an overall suspension rate of 1.3% on the California School Dashboard (Metric 3.2). These outcomes highlight the value of consistent, schoolwide implementation of tiered behavior supports that emphasize positive reinforcement and early intervention. To sustain this work, the district has utilized Learning Recovery Block Grant (LREBG) funding to partially support staffing for this action. LREBG funds help maintain a dedicated campus support staff member at each school site, ensuring consistent implementation of PBIS and supporting student wellness—particularly for unduplicated pupils who benefit from stable, preventative behavior systems. This strategic use of funding reinforces the district's commitment to building inclusive, supportive learning environments that address both academic and behavioral needs.

Action 3.12, the real-time attendance and academic monitoring system, enhanced the district's ability to identify students at risk of disengagement and deliver timely interventions. The system allowed school and district staff to track attendance patterns, academic performance, and early warning indicators in real time, enabling more proactive communication with families and tailored support for students with excessive absences. As a result of this implementation, the overall attendance rate increased by 1.11%, reaching 95.28% districtwide. English Learners improved to 95.76% and Socioeconomically Disadvantaged (SED) students to 94.42% (Metric 3.3). These gains were complemented by a significant decline in chronic absenteeism, which dropped from 17.0% to 11.0% overall. Student groups such as SED (–4.6%), English Learners (–2.0%), and Students with Disabilities (–6.5%) experienced measurable improvements (Metric 3.1). These outcomes indicate that timely access to data, coupled with appropriate, timely supports, has been effective in promoting consistent attendance and increasing student engagement across all schools.

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

Following a year of full implementation, portions of Goal 3 has been revised to more effectively reflect the district's evolving efforts to promote student engagement, positive school climate, and inclusive practices. Informed by educational partner feedback, site-level implementation insights, and student outcome data, the Etiwanda School District has refined action language to better describe current practices, emphasized early intervention and prevention strategies, and aligned supports with the most pressing behavioral, social-emotional, and attendance-related needs of students.

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

- Metric 3.1 (Chronic Absenteeism – Asian Student Group): The target for the Asian student group has been adjusted from 5.0% to 4.0% to reflect more current and realistic attendance trends.
- Metric 3.3, survey question "For the most part, students usually get along well with and respect each other's differences" was added as an additional metric for Action 3.3.
- Metric 3.5 (Student Engagement Survey Subset Questions) received a couple revisions in the language for survey questions to add clarity to the intent of the question.

Survey question, "My teacher makes class interesting" was removed and replaced with "My teacher makes me want to come to school."
Survey question, "My school helps students build character was revised to "My school helps students build character and encourages positive behavior"
Survey question, "My school strives to keep a bully-free environment" was removed and replaced with, "For the most part, students usually get along well with and respect each other's differences."
Survey question, "My teacher promotes cooperative learning and collaboration (for example: team building, group work)" was revised to, "My teacher promotes teamwork and table discussion opportunities."
Two survey question targets have been revised due to updates in question wording and phrasing:
"My teacher makes me want to come to school" – adjusted from 90% to 85% positive response rate.
"My school helps students build character and encourages positive behavior" – increased from 85% to 90% positive response rate.

- New Metric for Action 3.7: Metric 3.1 has been added to Action 3.7 to measure effectiveness through CA Dashboard Chronic Absenteeism and Suspension data.
- New metric for Action 3.10: Metric 3.4 has been added to provide an additional measure using expulsion data as it relates to the district and the Community Day School program.

These revisions ensure metrics remain relevant, achievable, and aligned to the goal of fostering safe, inclusive, and engaging school environments for all students.

The district will continue to monitor student engagement and school climate through the California School Dashboard indicators for Chronic Absenteeism and Suspension (Metrics 3.1 and 3.2), Districtwide Attendance Rate (Metric 3.3), and Expulsion Rate (Metric 3.4). In addition, the Middle School Dropout Rate (Metric 3.7) continues to serve as a key measure of student retention. These indicators remain central to

understanding the effectiveness of climate, behavior, and engagement supports. The student survey (metric 3.5) has four revisions. The updated items place greater emphasis on student relationships, emotional safety, collaboration, and access to support. These changes allowed for more meaningful interpretation of student feedback:

- Previous item: “My teacher makes class interesting” was replaced with, “My teacher makes me want to come to school.” This new item emphasizes the impact of teacher-student relationships, engagement, and student motivation, rather than focusing solely on classroom content.
- Previous item: “My school helps students build character” was revised to: “My school helps students build character and encourages positive behavior.” The updated version expands the focus to include behavioral expectations and reflects the district’s emphasis on social-emotional learning and MTSS-aligned supports.
- Previous item: “My school strives to keep a bully-free environment ” was replaced with, “For the most part, students usually get along well with and respect each other’s differences.” This revised item broadens the lens from bullying prevention to a more inclusive look at peer relationships and school climate.
- Previous item: “My teacher promotes cooperative learning and collaboration (for example: team building, group work)” was revised to, “My teacher promotes teamwork and table discussion opportunities.” This revision refines the language to better clarify structured classroom engagement strategies, such as Kagan routines, while emphasizing collaboration and student voice.

Action Revisions:
All actions in Goal 3 have been retained and fully implemented; however, several were revised to improve clarity, align with updated supports, and reflect current practices and funding sources.

Action 3.1 was updated to more clearly reflect the use of daily cooperative learning structures that promote student collaboration and remove technical language so the intention is clear.

Action 3.2 adds clarifying language in how character building programs and anti-bullying initiatives enhance school climate for all students.

Action 3.3 and 3.6 were not revised for the 2025–26 LCAP; however, through the Differentiated Assistance (DA) process, the district has placed a more intentional and targeted focus on using restorative practices and early intervention strategies to support all students—particularly Foster Youth, who received a Red Indicator for suspension on the California School Dashboard. While the core components of the action remain in place, the DA designation prompted enhanced coordination across departments, increased wellness check-ins, and a renewed emphasis on Tier II–III supports aimed at reducing disproportionality in discipline and promoting more equitable outcomes for high-need student groups. In addition, Action 3.3 will include an added metric in 2025–26 to further assess effectiveness and growth: Metric 3.5, specifically the survey item “For the most part, students usually get along well with and respect each other’s differences.” This student perception data will complement Metric 3.2 (Suspension Rate) and provide a more comprehensive picture of school climate and peer relationships across sites.

Action 3.4 was revised to clarify the scope of services and professional learning provided to middle school counselors, with a renewed emphasis on wellness for unduplicated students. The revised language also notes that services are supported in part by the Learning Recovery Block Grant (LREBG) to sustain student well-being initiatives. Additionally, the California Association of School Counselors' 2021 report on student wellness reveals a significant increase in mental health issues among students, including heightened anxiety and

depression. The report calls for enhanced access to school-based mental health services and professional learning for counselors to meet these growing needs.

Action 3.5 now includes the use of Learning Recovery Block Grant (LREBG) funding to strengthen chronic absenteeism interventions, support student wellness, and prevent disengagement, particularly among unduplicated student groups. These efforts include contracting with external agencies to enhance real-time monitoring, increase outreach to families, and implement personalized strategies. Research from the National Association of State Boards of Education emphasizes the importance of closely monitoring chronic absence and proactively engaging families to address the underlying barriers that keep students from attending school regularly (Sellery, 2023).

Action 3.8 was updated to add clarifying language distinguishing the differences for specific extracurricular opportunities such as intramural programs in grades 1–8 and intermural sports in grades 6–8.

Action 3.9 was revised for clarity to reflect the intention of the action which is to provide a summer program that assists with a successful transition from elementary to middle school.

Action 3.10 was not revised for the 2025–26 LCAP; however, the program now benefits from additional support through Equity Multiplier funding. Etiwanda Community Day School qualified for this funding based on both its unduplicated student enrollment and chronic absenteeism rate, each at 92.9%. As a result, $50,535 in additional resources will be used to strengthen implementation of this action and expand services for students in this alternative setting. New investments include the addition of a dedicated school counselor to provide consistent mental health support, trauma-informed care, and reengagement services. To further enhance student outcomes, the district will implement supplemental programs focused on social-emotional learning (SEL), growth mindset, and motivational strategies designed to increase student engagement, promote resilience, and reduce behavioral incidents. In addition, targeted professional development will be provided for staff assigned to the Community Day School, emphasizing effective disciplinary strategies, classroom management techniques, and de-escalation practices to build positive, supportive learning environments. The site will also benefit from field trip opportunities that provide experiential learning beyond the classroom and help foster student connection and engagement. These supplemental services are in addition to, and do not supplant, any existing programs or supports currently provided at the site. Collectively, these enhancements reflect the district's commitment to delivering comprehensive, student-centered supports that meet the complex needs of students in alternative placements and improve academic, behavioral, and attendance outcomes.

Action 3.11 was revised to clarify language about the staff member included to help support implementation of PBIS and clearly identifying their roles to implement and strengthen PBIS. Additionally, to sustain this work, the district is allocating Learning Recovery Block Grant (LREBG) funding to support employment and training of these staff. LREBG resources are essential for maintaining a proactive, consistent approach to schoolwide behavior systems as the district continues to address the social-emotional and behavioral needs at all schools in the district. According to a 2022 research synthesis from the Center on PBIS, schools that implement PBIS with fidelity report improved student behavior, greater school connectedness, and reduced exclusionary discipline practices.

Alignment of Resources:
All Goal 3 actions continue to be supported by a combination of general fund, supplemental, and grant-based resources, including those provided through the Learning Recovery Block Grant and Equity Multiplier allocations. These resources remain aligned with the district's commitment to fostering safe, supportive, and inclusive learning environments. The merging of actions and refinement of language ensures

that student needs—particularly those of unduplicated pupils—are addressed with precision and consistency across all sites.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Inclusive Engagement Practices	All teachers provide engaging learning experiences through the daily use of engagement structures (Kagan) for all students to promote equity and access to instruction while fostering student collaboration, individual accountability, and equal participation as measured by metric 3.5.	$186,292.00	No
3.2	Student Support and Positive Culture Programs	School staff cultivate a school environment that develops respect, a growth mindset, and positive social skills, through character development programs, to enhance school climates for all students as measured by metric 3.5.	$1,825,754.00	No
3.3	Multitiered Support Systems	School administrators and teachers utilize a multitiered system of supports (MTSS) including Positive Behavior Interventions and Supports (PBIS), restorative practices, and other means of correction for students to promote equitable access to positive school climates and learning opportunities. This action is principally directed to unduplicated students and will be measured by metrics 3.2 and 3.5.	$34,000.00	Yes
3.4	Counseling Services	School counselors oversee and facilitate staff training and programs at intermediate schools for unduplicated students to support physical and emotional well-being. This action is principally directed to unduplicated students as measured by metrics 3.5 and 3.6. Partially Funded Using LREBG: $362,423	$2,737,364.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Targeted Student Support and Engagement Services	Clinical counselors and site support teams implement targeted interventions for students at risk of being chronically absent to increase engagement in learning and reduce barriers to attendance as measured by metric 3.1. Partially Funded Using LREBG: $815,000	$2,019,271.00	No
3.6	Training in Restorative Practices and Other Means of Correction	District administrators coordinate and provide ongoing training and coaching on other means of correction and restorative practices for school administrators, to promote positive school climates and provide equitable learning opportunities as measured by metrics 3.2 and 3.7.	$659,012.00	No
3.7	Collaborative Behavior Support Plan Development	District board-certified behavior analysts (BCBA) collaborate with educators to develop and direct the implementation of behavior support plans that address the needs of identified students and promote positive behaviors as measured by metrics 3.1 and 3.2.	$1,932,748.00	No
3.8	Extracurricular Activities	School administrators provide extracurricular activities in grades 1-8 and include intramural sports programs for grades 3-8 and an intermural sports program for students in grades 6-8 to promote school connectedness as measured by metric 3.5.	$419,609.00	No
3.9	Middle School Readiness and Orientation Program	Intermediate school principals and counselors provide an orientation for all incoming 6th-grade students and a multiday summer program for select students prior to the start of 6th grade to prepare them for the successful transition to intermediate school. This action is principally directed to unduplicated students as measured by metrics 3.1 and 3.7.	$47,059.00	Yes
3.10	Alternative Education Settings	District administrators provide an Alternative Studies Center for interested students and Community Day School for eligible students focusing on	$809,500.00	No

Action #	Title	Description	Total Funds	Contributing
		individual strengths, talents, and social-emotional and/or behavioral needs, to ensure equitable access to success and improvement in students' academic and personal development as measured by metrics 3.2, 3.4, and 3.7.		
3.11	PBIS Program Support	District administrators ensure all schools have campus support staff to help implement and strengthen Positive Behavior Interventions and Support (PBIS) that enhance and improve learning opportunities for all students as measured by metrics 3.1. Partially Funded Using LREBG: $75,055	$4,245,609.00	No
3.12	Attendance and Academic Monitoring System	District and site administrators implement a real-time attendance and academic monitoring system for all students with excessive absences to increase engagement in school as measured by 3.1 and 3.3.	$40,291.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal has been developed to position families and caregivers as engaged, empowered partners in the educational journey of their children. It reflects the district's deep commitment to building and sustaining relationships that are grounded in mutual trust, respect, and shared responsibility. Family and community engagement remain core to Etiwanda's vision of academic excellence and student well-being, serving as the foundation for equitable outcomes and lifelong success.

Aligned with State Priorities 3 and 6, this goal supports the expansion of meaningful engagement opportunities that are culturally responsive, accessible, and focused on student achievement and a positive school climate. Through this goal, the district prioritizes open, consistent communication and ensures families have the tools, resources, and knowledge to contribute to school decisions and support learning at home.

Metrics aligned to this goal—including the CA Dashboard's Parent Engagement Self-Reflection Tool and results from the districtwide Parent Survey—are reviewed annually to monitor the implementation and impact of strategies. These tools have consistently highlighted strong levels of parent satisfaction and trust in school staff, with the most recent data reflecting:

- 97% of parents agreed that school staff are respectful and caring to all students, including those from diverse backgrounds
- 97% of parents affirmed having opportunities to engage in their child's education
- 95% expressed satisfaction with communication and availability of information
- 92% indicated awareness of available school-based support services
- 97% were willing to recommend their school to other families

To support these outcomes and deepen engagement, the district has implemented multiple strategies, including:

- Professional Development to equip staff with skills to foster inclusive and respectful relationships with families.
- Welcoming School Environments that invite all families to participate as valued members of the school community.
- Cultural Responsiveness and Individualization that honors the diversity of families and promotes personalized communication and support.

- Enhanced Communication Platforms that streamline outreach and ensure materials are available in families' home languages.
- Resource Sharing to help families support academic and social-emotional development at home.
- Collaborative Programs that create space for teachers and families to engage in shared goal-setting and student support conversations.

Recognizing the essential link between family engagement and student attendance, this goal also includes proactive strategies to improve attendance through communication, personalized outreach, and school-based supports.

While strong foundations have been built, continuous improvement remains essential. This goal ensures the district's engagement strategies evolve with family needs and reflect educational partner input. Through the actions outlined in Goal 4, Etiwanda remains steadfast in its commitment to fostering inclusive, collaborative school communities that center family voice in service of student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Self-Reflection Tool for the Parent Engagement Indicator (State Priority 2) on the CA School Dashboard 5 Point Rating Scale	2023-2024 Self-Reflection Tool 1. Developing the capacity of staff to build trusting and respectful relationships with families • 4 - Full Implementation 2. Creating welcoming environments for all families in the community • 5 - Full Implementation and Sustainability 3. Supporting staff to	2024-2025 Self-Reflection Tool 1. Developing the capacity of staff to build trusting and respectful relationships with families • 3 - Initial Implementation 2. Creating welcoming environments for all families in the community • 4 - Full Implementation		2026-2027 Self-Reflection Tool 1. Developing the capacity of staff to build trusting and respectful relationships with families • Maintain Full Implementation or Increase to Full Implementation and Sustainability 2. Creating welcoming	1. Developing the capacity of staff to build trusting and respectful relationships with families 1 ranking lower 2. Creating welcoming environments for all families in the community 1 ranking lower 3. Supporting staff to learn about each family's strengths, cultures, languages, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		learn about each family's strengths, cultures, languages, and goals for their children • 3 - Initial Implementation 4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families • 3 - Initial Implementation 5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families • 4 - Full Implementation 6. Providing families with information and resources to support student learning and	3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • 4 - Full Implementation 4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families • 5 - Full Implementation and Sustainability 5. Providing professional learning and support to teachers and principals to improve a school's		environments for all families in the community • Maintain Full Implementation and Sustainability 3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Improve to Full Implementation 4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families • Improve to Full	goals for their children +1 Change 4. Developing multiple opportunities to engage in 2-way communication between families and educators using language that is understandable and accessible to families +2 Change 5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families No Change 6. Providing families with information and resources to support student learning and development in the home

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		development in the home • 5 - Full Implementation and Sustainability 7. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes • 5 - Full Implementation and Sustainability 8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students • 4 - Full Implementation 9. Building the capacity of and supporting principals and staff to effectively engage families in advisory	capacity to partner with families • 4 - Full Implementation 6. Providing families with information and resources to support student learning and development in the home • 4 - Full Implementation 7. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes • 4 - Full Implementation 8. Supporting families to understand and exercise their legal		Implementation 5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families • Maintain Full Implementation or Increase to Full Implementation and Sustainability 6. Providing families with information and resources to support student learning and development in the home • Maintain Full Implementation and Sustainability	1 ranking lower 7. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes 1 ranking lower 8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students 1 ranking lower 9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making +1 Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		groups and with decision-making • 4 - Full Implementation 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision making • 4 - Full Implementation 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. • 4 - Full Implementation 12. Providing opportunities to have families, teachers, principals, and district administrators work	rights and advocate for their own students and all students • 3 - Initial Implementation 9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making • 5 - Full Implementation and Sustainability 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision making • 5 - Full Implementation and Sustainability		7. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes • Maintain Full Implementation and Sustainability 8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students • Maintain Full Implementation or Increase to Full Implementation and Sustainability	10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision making +1 Change 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. No Change 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		together to plan, design, implement and evaluate family engagement activities at school and district levels. • 4 - Full Implementation	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. • 4 - Full Implementation 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. • 5 - Full Implementation and Sustainability		9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making • Maintain Full Implementation or Increase to Full Implementation and Sustainability 10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision making • Maintain Full Implementation or Increase to Full Implementation and	activities at school and district levels. +1 Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Sustainability 11. Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. • Maintain Full Implementation or Increase to Full Implementation and Sustainability 12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					evaluate family engagement activities at school and district levels. • Maintain Full Implementation or Increase to Full Implementation and Sustainability	
4.2	Percent of positive responses on the annual Parent Survey subset of questions used to inform the Parent Engagement Indicator on the CA School Dashboard	2023-2024 Parent Survey 97% Agree - School staff is generally friendly, helpful, and cares for all students, including those from diverse backgrounds. 96% Agree - I feel welcomed when I enter the school office. 97% Agree - My child's school provides opportunities for me to engage in my child's education (events, newsletters, etc.).	2024-2025 Parent Survey 97% Agree - School staff is generally friendly, helpful, and cares for all students, including those from diverse backgrounds. 94% Agree - I feel welcomed when I enter the school office. 97% Agree - My child's school provides opportunities for me to engage in		2026-2027 Parent Survey Maintain 97% - School staff is generally friendly, helpful, and cares for all students, including those from diverse backgrounds. Maintain 96% - I feel welcomed when I enter the school office. Maintain 97% - My child's school provides opportunities for me to engage in	No Change - School staff is generally friendly, helpful, and cares for all students, including those from diverse backgrounds. 2% less Agree - I feel welcomed when I enter the school office. No Change - My child's school provides opportunities for me to engage in my child's education (events, newsletters, etc.).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		95% Agree - My child's school effectively communicates with me regarding my child's progress. 92% Agree - I am aware of the resources and support services available to students at my school. 99% Agree - My child's school values regular attendance to ensure consistent instructional opportunities. 97% Agree - School staff respects and responds to its community's cultural, racial, and language differences. 95% Agree - I am satisfied with the accessibility and responsiveness of the teachers and school staff.	my child's education (events, newsletters, etc.). 94% Agree - My child's school effectively communicates with me regarding my child's progress. 92% Agree - I am aware of the resources and support services available to students at my school. 99% Agree - My child's school values regular attendance to ensure consistent instructional opportunities. 97% Agree - School staff respects and responds to its community's cultural, racial, and language differences.		my child's education (events, newsletters, etc.). Maintain 95% - My child's school effectively communicates with me regarding my child's progress. Increase to 95% - I am aware of the resources and support services available to students at my school. Maintain 99% - My child's school values regular attendance to ensure consistent instructional opportunities. Maintain 97% - School staff respects and responds to its community's cultural, racial, and language differences.	1% less Agree - My child's school effectively communicates with me regarding my child's progress. No Change - I am aware of the resources and support services available to students at my school. No Change - My child's school values regular attendance to ensure consistent instructional opportunities. No Change - School staff respects and responds to its community's cultural, racial, and language differences. No Change - I am satisfied with the accessibility and responsiveness of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			95% Agree - I am satisfied with the accessibility and responsiveness of the teachers and school staff.		Maintain 95% - I am satisfied with the accessibility and responsiveness of the teachers and school staff.	the teachers and school staff.

Goal Analysis [2024-25]

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

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

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

In the 2024–25 academic year, the Etiwanda School District fully implemented all actions under Goal 4 as planned, ensuring inclusive, responsive, and consistent engagement with families across all school sites. Recognizing the essential role families play in student success, the district prioritized communication systems, family education opportunities, and structures that promote trust, transparency, and collaboration.

Action 4.1 (Welcoming School Environments) continued to reflect the district's commitment to creating respectful and inclusive campus climates. This was affirmed in the 2024–25 Parent Survey, where 97% of respondents agreed that staff are friendly, helpful, and respectful to all students, including those from diverse backgrounds.

To improve digital outreach, Action 4.2 (Staff Training on Communication Tools) and Action 4.3 (Consistent Family Communication) were implemented districtwide. Staff received support and training in the use of digital platforms such as Thrillshare (including Alerts and Rooms) to deliver timely updates regarding school events, classroom activities, and student progress. Additionally, the Aeries online gradebook provided parents and guardians with real-time access to their child's academic status across all classes and subject areas. These efforts contributed to a 97% parent satisfaction rate related to opportunities for engagement in their child's education.

Action 4.4 (Translation Support and Visitor Access Tools) was implemented as planned to ensure campuses remained accessible and welcoming to all families. Existing visitor check-in and translation systems continued to support communication and on-campus engagement, particularly for families new to the school community or those who require language support. As part of this action, the district piloted a new visitor sign-in system at several sites to evaluate whether it offered meaningful improvements over the current system. After careful review, it was determined that the new system did not provide a significant benefit compared to the existing solution. Therefore, the district elected not to move forward with the purchase. While the original plan allowed for potential adoption of the new platform, the action was still fully

implemented through continued use of the current check-in and translation devices. This decision did not impact the outcomes for families, but it did result in lower than anticipated expenditures, as the pilot confirmed the current system met the district's needs effectively.

A significant success was seen in Action 4.5 (Family Workshops and Engagement Events), which included both in-person and virtual workshops throughout the year. To remove barriers to participation, free childcare was offered during in-person events. The hybrid format was well received, particularly by underrepresented families, and contributed to broader participation. However, a noted challenge was inconsistent attendance at certain events, often due to family work schedules and competing obligations. In response, the site administrator or support staff expanded outreach efforts and made additional resources available to families in advance of events. Increased collaboration across advisory committees and between site and district administrators led to a rise in culturally responsive engagement events, including multicultural nights and community-building activities. Several schools also began combining resources with their feeder school groups to host joint events, strengthening family connections across the K–8 continuum and expanding access to school engagement opportunities.

In response to challenges related to attendance, the district enhanced Action 4.7 (Attendance and Family Support Plans) by providing personalized outreach through SART and DART meetings and offering flexible engagement options. Site administrators also began using phone calls and individualized invitations to increase attendance and re-engagement among hard-to-reach families.

Action 4.6 (Input on the LCAP Process) was implemented through multiple platforms including surveys, school site councils, advisory committees, and Thought Exchanges. A key refinement this year was the update to the Community Forum format, branded as Our School, Our Story: LCAP at Work. In this revised model, school principals hosted campus-specific breakout sessions that showcased the implementation of LCAP actions. Families reported this structure made district goals more relatable and helped them see how their input directly impacted school programs.

Action 4.8 (African American Parent & Educator Advisory Committee – AAPEAC) continued to support equity-focused discussions, programming, and advocacy, while encouraging collaboration between families, teachers, and administrators. The committee's efforts helped address achievement disparities and promote culturally responsive practices.

Finally, Action 4.9 (Superintendent Communication) was implemented through regular updates on district initiatives, upcoming events, and key educational topics. Educational partners shared appreciation for the district's continued transparency and timely communication.

While implementation was strong overall, the district remains committed to addressing participation gaps. Through continued outreach, schedule flexibility, and inclusive representation in advisory groups—particularly for families of English Learners and students with disabilities, Etiwanda is building deeper, more trusting partnerships. These efforts ensure that all families have a voice in decision-making and feel empowered to contribute to their child's educational journey.

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

All actions were fully implemented, with only four actions showing a material difference between budgeted and actual expenditures.

Action 4.3, that enhances family engagement through communication platforms and outreach, showed a material difference due to increased contracted service costs, which exceeded original projections. These services were expanded to support communication and outreach used across multiple school sites to strengthen family engagement.

Action 4.4 resulted in a material difference because the districtwide expansion of the anticipated visitor management system did not take place as planned. The delay in implementation led to lower-than-anticipated expenditures for this action.

Action 4.6, which supports communication efforts and educational partner engagement, reflects a material difference due to an initial underestimate of the resources required to sustain these services. As program implementation expanded to meet educational partner needs across the district, the actual expenditure more accurately reflected the level of service delivered. The revised amount aligns with the intended scope of the action and ensures ongoing support for timely, transparent communication with all educational partners.

Action 4.7, that funds staffing to support attendance monitoring and family outreach, showed a material difference due to higher-than-anticipated certificated staffing costs. These costs were associated with staffing assigned to support attendance improvement efforts and family outreach services.

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

In the 2024–25 academic year, the Etiwanda School District made meaningful progress with Goal 4. Each action was designed to strengthen partnerships with families and enhance communication, support systems, and engagement practices across all school sites.

Action 4.1, which cultivates respectful and supportive school environments. This action continued to be highly effective in maintaining positive school climates and strengthening relationships between families and school staff. Survey results indicate 97% of parents agreed that school staff are friendly, helpful, and care for all students, including those from diverse backgrounds (Metric 4.2). This action supports the district's core values and directly aligns with Priority 3's emphasis on creating welcoming school environments. Additionally, these outcomes confirm that campuses remain welcoming spaces for families and reflect full implementation of key elements from the State Self-Reflection Tool, specifically Item 2: Creating welcoming environments for all families in the community, and Item 7: Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes (Metric 4.1).

Action 4.2, focused on district communications, including streamlined digital platforms and translation tools, remained effective in supporting consistent, clear, and accessible messaging. A communication clerk continued to train staff and ensure families received timely updates. According to the Parent Survey, 94% of families reported that the school communicates effectively about student progress, and 95% reported satisfaction with accessibility and responsiveness (Metric 4.2). In addition, the State Self-Reflection Tool showed "Full Implementation and Sustainability" for Item 4 which states, developing two-way communication using accessible language (Metric 4.1). This action has contributed significantly to building trust and ensuring equitable communication for all families.

Action 4.3, directed at digital communication and outreach, administrators and teachers maintained consistent engagement with families through classroom-based and site-level outreach efforts. Parents reported that they were aware of available school-based resources (92%) and consistently received information (95%) (Metric 4.2). Effectiveness for this action is evident with the district meeting or exceeding targets for digital engagement, and feedback suggests that outreach through school apps, messaging platforms, and weekly newsletters played a key role in keeping families informed and connected. The high satisfaction rates also reflect strong alignment with State Priority 3 expectations for communication and accessibility.

Action 4.4, which focuses on enhancing parental involvement and volunteerism. This action was effective by facilitating opportunities for families to be physically present on campus, with improvements made to visitor systems and translation access. Tools such as on-site check-in devices and multilingual support materials contributed to a welcoming environment. The Parent Survey item “I feel welcomed when I enter the school office” received a 94% agreement rate (Metric 4.2). While some challenges persisted in recruiting volunteers at certain sites, overall access and parent visibility on campus remained strong.

Action 4.5, directed towards family information and engagement events were effective at engaging families. Family engagement events were offered in both virtual and in-person formats, with childcare services provided to eliminate participation barriers. A new structure titled Our School, Our Story: LCAP at Work allowed each principal to engage families in school-specific discussions highlighting how LCAP actions are evident on all campuses. These events provided greater clarity on the LCAP’s impact and promoted personalized, site-level engagement. Survey data continued to show 97% agreement that schools provide meaningful engagement opportunities, confirming the effectiveness of this action in strengthening school-home partnerships and trust.

Action 4.6, providing opportunities for educational partner input utilizing multiple avenues for families and community members to provide feedback, including the LCAP Advisory Committee, online portals, Thought Exchanges, and site-level surveys. This action ensured broad and inclusive representation in district planning, including voices from underrepresented groups. The Parent Engagement Self-Reflection Tool showed full implementation or better on items related to advisory participation and shared decision-making (Metric 4.1: Items 9, 10, 11, 12). As a result, this action continues to demonstrate strong effectiveness in meeting both local and state engagement priorities.

Action 4.7, attendance teams directly supported efforts to reduce chronic absenteeism was proven effective by coordinating outreach through School Attendance Review Teams (SART) and District Attendance Review Teams (DART). Although chronic absenteeism metrics are tracked more closely under Goal 3, this action reinforces the role families play in student attendance and strengthens communication around expectations and available resources. Parents responded positively, with 99% agreeing that the school values regular attendance. These supports remain a priority for fostering student connectedness and success.

Action 4.8: African American Parent & Educator Advisory Committee (AAPEAC)
The AAPEAC continued to serve as an effective platform for culturally responsive dialogue and advocacy. This action supported site and district leaders in identifying equitable academic and behavioral supports tailored for African American students. Educational partner feedback consistently emphasized the importance of this committee and its contributions to inclusive policy development and parent voice. The success of AAPEAC aligns closely with State Priority 3’s focus on advisory participation and respect for cultural and linguistic diversity (Item 10 and Item 11 of the Self-Reflection Tool).

Action 4.9: Superintendent Correspondence

Communication between the Superintendent and families, has been effective in strengthening trust and engagement across the school community. Regular updates, including newsletters and districtwide announcements have provided families with timely information related to student learning, district initiatives, and resources for support. The effectiveness of this action is reflected in Metric 4.1 from the Family Engagement Self-Reflection Tool, where the district received a rating of “4 – Full Implementation” for providing families with information and resources to support student learning and development in the home (Metric 4.1).

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

For the 2025–26 LCAP, no changes were made to the goal statement, metrics, or target outcomes for Goal 4, as current data and educational partner feedback continue to support the relevance and effectiveness of existing measures.

However, refinements were made to the language of several actions to enhance clarity and better reflect the scope of responsibilities and collaboration involved. These changes were not substantive in nature but are intended to ensure consistent implementation and improve alignment with educational partner feedback from community forums, advisory committees, and survey responses.

Summary of Action Language Revisions:

Action 4.1 was revised to emphasize that all district employees contribute to creating welcoming, respectful, and caring environments that uphold Etiwanda’s core values. The previous action said, “All district employees sustain welcoming…” and has been revised to say, “All district employees contribute to a welcoming, respectful, and caring environment…”

Action 4.2 clarified the staff roles receiving training by specifying “teachers and instructional technology support staff” to better reflect those involved in maintaining communication systems. Previously it stated, “staff on the district’s digital communications platforms…” and the revised language is that “teachers and instructional technology support staff…”

Action 4.3: Revisions included two slightly different changes; the final version emphasizes the collaborative role of district, site administrators, and teachers, along with a broader range of communication content. The updated language clarifies the purpose of our efforts, transparency, and the inclusion of messaging from the district office. As a result, Action 4.9 (Superintendent Correspondence) will no longer appear as a standalone action and has been incorporated into Action 4.3 to streamline communication efforts and avoid redundancy.

Action 4.4 has been refined slightly to stress that helpful resources, such as visitor check-in systems and translation devices, are provided to support family involvement.

Action 4.5 changes revisions to the type of engagement events provided. The action continues to focus on hosting family workshops being mindful of how to best engage the school community.

Action 4.6 had some minor language adjustments for clarity.

Action 4.8: Language was adjusted to include all district advisory committees, but the purpose remains unchanged—to highlight the collaborative and equity-focused work of the African American Parent & Educator Advisory Committee (AAPEAC) and all other district advisory groups such as the LCAP Advisory Committee, DELAC, and SEAC.

Action 4.9 will be removed as a separate action and combined with Action 4.3.

These minor refinements reflect the district's ongoing commitment to continuous improvement, clear communication, and strong family-school partnerships. All actions remain aligned with State Priority 3 and continue to be implemented in support of meaningful engagement across all school communities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Cultivating Respectful and Supportive School Environments	All district employees contribute to welcoming, respectful, and caring environments for all members of the community to maintain the values that are the foundation of Excellence in Education, as measured by a subset of questions in metric 4.2.	$1,228,523.00	No
4.2	District Communications	Communication clerk coordinates and provides training for teachers and technology staff on the district's digital communications platforms to ensure timely and consistent communication for all families as measured by 4.2.	$84,911.00	No
4.3	Digital Communication and Outreach	District, Site Administrators, and teachers regularly engage with families using various digital platforms to share information about future events, homework, student progress, available support and/or enrichment opportunities and information as measured by 4.2.	$894,053.00	No
4.4	Enhancing Parental Involvement and Volunteerism	District and school administrators will provide resources such as a visitor check-in system and translation devices to facilitate parent engagement on school campuses as measured by 4.2.	$681,203.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Family Information and Engagement Events	District and school administrators host family workshops and engagement events to develop positive school cultures and strengthen home-to-school connections focused on supporting engagement among unduplicated and underrepresented student groups as measured by 4.2.	$28,220.00	No
4.6	Opportunities for Educational Partner Input	District and school administrators provide multiple pathways including surveys, advisory committees, and online portals for families, students, and staff members to engage in discussion and offer input on the development of the district's Local Control Accountability Plan (LCAP) as measured by 4.1.	$410,577.00	No
4.7	Attendance Support Teams	District and school administrators create attendance goals and action plans, organize School Attendance Review Team (SART) and District Attendance Review Team (DART) meetings for families of chronically absent students, and facilitate access to key information and resources to eliminate barriers and improve school attendance as measured by 4.2.	$40,291.00	No
4.8	Advisory Committees For Input and Decision Making	District and site-level advisory committees, comprised of parents/guardians, teachers, and administrators, collaborate to identify equitable and culturally responsive academic and social practices that support students, ensure educational equity, and address disparities in achievement as measured by metric 4.2.	$58,599.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Using Equity Multiplier Funds, provide personalized academic, behavioral, and wellness supports to all students in Community Day School by May 21, 2026 to promote stability, inclusion, and successful transitions back to comprehensive schools. This goal specifically addresses Chronic Absenteeism and local academic indicators by targeting barriers to engagement, improving student connectedness, and reducing exclusionary practices through proactive, trauma-informed interventions.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Etiwanda School District developed this Equity Multiplier Focus Goal to address the unique needs of students attending Etiwanda Community Day School (CDS), a site identified for targeted support based on its high Non-Stability Rate (92.9%) and Socioeconomically Disadvantaged Rate (92.9%). These indicators reflect a student population that faces significant academic, behavioral, and social-emotional challenges requiring specialized, consistent, and proactive support systems.

Through engagement with educational partners at the site—including teachers, administrators, and support staff—the district identified key areas of need related to school connectedness, behavior, mental health, and academic re-engagement. Input emphasized the importance of trauma-informed instruction, personalized check-ins, ongoing counseling, and strategies to improve transitions back to comprehensive school settings.

This goal was developed to ensure that Equity Multiplier Funds are used to implement focused, research-based strategies that promote student wellness, engagement, and achievement. These services are supplemental in nature and do not supplant any existing programs or supports already in place at the site. All actions within Goal 5 represent new or expanded services introduced in the 2025–26 school year that supplement foundational supports provided through Action 3.10. This includes the addition of a dedicated counselor, newly adopted curriculum focused on SEL and motivation, and professional development designed specifically for CDS staff on classroom management and de-escalation strategies. These services were not previously implemented and are targeted to meet the unique behavioral and engagement needs of the CDS student population, going beyond the general supports offered districtwide.

It is also important to note that year-to-year metric data for this goal may vary significantly, as Etiwanda Community Day School serves a transitional student population with limited or no cohort consistency. Students typically attend for a short duration and represent a different

group each year. As such, longitudinal data trends are not reliable for effectiveness analysis. Progress will instead be measured based on annual implementation fidelity, short-term student outcomes, and responsiveness to the evolving needs of the school's student population.

Etiwanda Community Day School does not receive performance indicators on the California School Dashboard to the amount of students enrolled at the school. The Dashboard only reports performance and growth data when there are 11 or more students in a student group or school to ensure data validity and protect student privacy. Since enrollment at Etiwanda Community Day School consistently remains below this threshold, state-level indicator data is not available. As a result, the district will use local i-Ready assessment data to monitor academic growth and success, along with local attendance data to measure student engagement and progress toward the Equity Multiplier Focus Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Local SIS Attendance Data (August-April 1) Average daily Attendance Report	2024 Average Daily Attendance Report CDS: 77.51%	2024 Average Daily Attendance Report CDS: 77.51%		Improve average daily attendance to 85%	Not Applicable
5.2	Local Data- i-Ready Diagnostic Reading Assessment (Annual Typical Growth Measure)	2024-2025 School Year Overall Student Population: 138% progress towards Typical Growth CDS: 222% progress towards Typical Growth	2024-2025 School Year Overall Student Population: 138% progress towards Typical Growth CDS: 222% progress towards Typical Growth		Match or exceed overall all student population annual growth targets	Not Applicable
5.3	Local Data- i-Ready Diagnostic Mathematics Assessment (Annual Growth Measure)	2024-2025 School Year Overall Student Population: 112% progress towards Typical Growth CDS: 95% progress towards Typical Growth	2024-2025 School Year Overall Student Population: 112% progress towards Typical Growth		Match or exceed overall all student population annual growth targets	Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CDS: 95% progress towards Typical Growth			

Goal Analysis [2024-25]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Community Day School Supports	Community Day School (CDS) teachers provide weekly social emotional learning (SEL) instruction using a new curriculum to support students in developing emotional regulation, strengthening social skills, and increasing	$13,000.00	No

Action #	Title	Description	Total Funds	Contributing
		school connectedness, with student attendance (Metric 5.1) serving as an indicator of increased engagement.		
5.2	On-Site Counseling Services	A dedicated school counselor, newly assigned to provide ongoing support for students enrolled at CDS, delivers individualized and group counseling services to address trauma, reduce anxiety, and support school reintegration as measured by metric 5.1.	$30,000.00	No
5.3	Professional Development	The district provides new and supplemental professional development and training to CDS teachers and support staff on de-escalation strategies to create a more focused and supportive learning environment for students who attend Community Day School. Reduced behavioral disruptions are expected to increase instructional access and improve student performance, as measured by Metrics 5.2 and 5.3	$7,535.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$10049791	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.888%	0.000%	$0.00	6.888%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.10	**Action:** Supplemental Materials and Individualized Academic Supports **Need:** Local diagnostic data reveal a disparity in achievement among student groups, highlighting the need for additional instructional resources to address these discrepancies and ensure equitable educational opportunities.	Action 1.10 addresses the needs of unduplicated pupils by providing supplemental instructional materials to support differentiated, small-group instruction during Universal Access (UA) time. These resources are intentionally designed to bridge gaps between current student performance and grade-level expectations, particularly in English Language Arts and Mathematics. By supplementing state-adopted curriculum with targeted materials, this action enhances the effectiveness of leveled instruction and provides	i-Ready diagnostic assessments for reading and math metrics 1.7 and 1.8.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disparities in reading achievement on the i-Ready diagnostic assessment range between 9% - 31% lower for unduplicated student groups. • 69% of the overall student population was at or above grade level. • 38% of English learners (EL) were at or above grade level. • 60% of the Socioeconomically Disadvantaged (SED) student group was at or above grade level. • 43% of Foster Youth (FY) performed at or above grade level. Growth on i-Ready Diagnostic Assessments (100% represents one year of growth): • All Students grew 139% towards their annual target • English learners (EL) scored at 129% towards their annual typical growth target. • Socioeconomically Disadvantaged (SED) has 141% towards annual typical growth. • 124% of Foster Youth (FY) performed at or above grade level. Disparities in math achievement on the i-Ready diagnostic assessment range between 10% - 25% lower for unduplicated student groups. This represents a smaller range (by an 11% improvement in the disparity) compared to last year reflecting success with these efforts and justification to continue.	students with the scaffolding necessary to access core academic content. Unduplicated students—specifically English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students, are disproportionately represented in data showing performance below standard. This action directly responds to those disparities by ensuring these students receive structured, personalized support within the school day, without missing essential core instruction. Educational partner feedback, as noted in the Engaging Educational Partners section, emphasized the importance of equipping schools with both adopted and supplemental resources to support diverse learners. Teachers, administrators, and staff collectively prioritized the need for UA to be a meaningful time where intervention and enrichment are delivered equitably. This action is provided on a schoolwide basis at all elementary sites and LEA-wide because the need for targeted instructional support exists across all schools, and data shows that while all students benefit, unduplicated pupils face greater academic challenges. Offering this action broadly ensures that all students have equitable access to academic supports, while allowing unduplicated student groups to benefit from resources and structures specifically designed to close achievement gaps. The LEA-wide implementation reflects the district's commitment to inclusive instructional practices and its strategic use of	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 66% of the overall student population was at or above grade level. • 47% of English Learners were at or above grade level. • 56% of the socioeconomically disadvantaged student group was at or above grade level. • 41% of Foster Youth performed at or above grade level. Growth on i-Ready Diagnostic Assessments (100% represents one year of growth): • All Students grew 113% towards their annual target • English learners (EL) scored at 112% towards their annual typical growth target. • Socioeconomically Disadvantaged (SED) has 111% towards annual typical growth. • 111% of Foster Youth (FY) growth towards annual target. Educational partner feedback gathered through advisory committees, parent meetings, and survey data consistently emphasized the importance of providing targeted academic supports, particularly for unduplicated student groups such as English learners, foster youth, and socioeconomically disadvantaged students. Families and site staff expressed a strong desire for expanded access to differentiated instruction and supplemental materials during Universal Access (UA) time to ensure that students receive academic support without missing core	resources to improve outcomes for historically underserved student populations.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instruction. In response to this input and aligned with the district's analysis of student performance data, Action 1.10 has been identified as a contributing action in meeting the needs of unduplicated students. By providing site administrators with supplemental materials and structured guidance for UA, the district supports equitable instructional opportunities that are responsive to student needs. **Scope:** LEA-wide		
1.13	**Action:** Student Transportation Services **Need:** In response to the district's continued focus on reducing chronic absenteeism and promoting equitable access to education, the LCAP identifies Action 1.13, providing transportation services to students residing more than two miles from their school, as a critical support for unduplicated pupils. Internal analysis confirms that approximately 70% of students eligible for transportation services are socioeconomically disadvantaged (SED), highlighting a disproportionate need within this student group. Ensuring access to safe and reliable transportation directly addresses one of the most common barriers to consistent school attendance for these students.	Action 1.13, which provides transportation services to students residing beyond a two-mile radius of their school, is offered on an LEA-wide basis to address the needs of unduplicated pupils, such as English Learners, Foster Youth, and Socioeconomically Disadvantaged students. These student groups continue to experience lower attendance rates compared to the district average, with 2023–24 data showing a 92.85% attendance rate for Foster Youth and 94.42% for Socioeconomically Disadvantaged students, compared to 95.28% for all students. In recent years, the district has reduced the eligibility radius for transportation, thereby expanding access and increasing ridership. This intentional expansion removes a key barrier to consistent school attendance for high-need student populations. When combined with the district's trend of progressively improving attendance across all student groups over the past few years, this action	The effectiveness of this action will be monitored through LCAP surveys distributed to parents, focusing on accessibility improvements and attendance outcomes metrics 1.1 and 1.9.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Attendance data from the 2023–2024 school year reinforces this need. While the district-wide attendance rate for all students was 95.28%, attendance among Foster Youth was significantly lower at 92.85%, and among SED students, it was 94.42%. These gaps of 2.43% for Foster Youth and 0.86% for SED students reflect a continued need to support these student groups in overcoming barriers to daily attendance. Notably, English Learners exceeded the district average with an attendance rate of 95.76%, demonstrating that targeted supports, including access to transportation, may be contributing to their improved attendance outcomes. Additionally, parent feedback gathered through the LCAP engagement process highlighted transportation as a top priority for families, particularly those experiencing hardship. In surveys, 92% of parents agreed with the statement, “I am aware of the resources and support services available to students at my school,” indicating a strong level of awareness around support systems, including transportation. This awareness supports the effectiveness of communication efforts and reflects confidence in the availability of services designed to remove logistical barriers. By continuing to provide transportation services on an LEA-wide basis, the district ensures consistent support for unduplicated pupils who may otherwise struggle with regular school attendance. This action helps reduce	provides strong evidence of the effectiveness of transportation services as a strategy to promote equity and access. The implementation of this action is grounded in educational partner feedback, as reflected in the Engaging Educational Partners section of the LCAP, where families identified transportation as a top priority for ensuring equitable access to school. Providing this support districtwide allows the LEA to offer consistent, equitable access to services across all communities, ensuring that unduplicated pupils in every attendance area can benefit—regardless of which school they attend. Additionally, research from organizations such as Attendance Works supports the impact of reliable transportation on improving attendance rates among low-income students. The district’s LEA-wide approach is based on the following key considerations: Equal Access to Education: Transportation ensures students from low-income households can attend school regularly without logistical barriers. Closing the Achievement Gap: Removing transportation challenges helps unduplicated students focus more on academics, supporting long-term achievement. Improved Safety: District-provided transportation offers a consistent and safe way for students to travel to and from school.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	inequities in access to learning opportunities, fosters engagement, and supports improved academic outcomes for some of the district's most vulnerable student populations. **Scope:** Schoolwide	Family Support: For families who may lack the means to transport their children, district transportation alleviates this burden and supports overall family stability. This action aligns with the broader goals of the LCAP by promoting educational equity, increasing student access, and ensuring all students—especially those from historically underserved groups—can engage fully in their education.	
2.1	**Action:** Diagnostic Assessments and Personalized Learning **Need:** Action 2.1 is identified as a contributing action due to its essential role in addressing persistent academic disparities among unduplicated student groups, particularly English learners, socioeconomically disadvantaged students, and foster youth. The administration of i-Ready diagnostic assessments in reading and mathematics three times per year provides educators with frequent, formative data that supports real-time monitoring, instructional adjustment, and targeted intervention based on individual student needs. Recent CAASPP results reinforce the importance of this action. In ELA, the overall student population performed in the green indicator range with +41.5 DFS, while English learners (+17.5 DFS) and socioeconomically disadvantaged students (+14.3 DFS) also	Action 2.1—the administration of i-Ready diagnostic assessments three times per year in reading and mathematics—is provided on an LEA-wide basis because the need to identify and respond to student learning gaps is consistent across all schools and student groups. However, it holds particular significance for unduplicated pupils, including English learners, socioeconomically disadvantaged students, and foster youth, who often face systemic barriers to academic success and require timely, targeted instructional support. This action supports unduplicated students in the following ways: Identifying Disparities in Real Time: i-Ready diagnostics provide detailed, skill-level data that allows educators to identify specific learning gaps early and act before they affect performance on summative assessments. This is especially important for unduplicated students whose potential may not be fully reflected in high-stakes testing due to challenges like vocabulary gaps, test anxiety, or stamina.	This action will be measured using English Language Arts and math CAASPP scores metrics 2.6 and 2.7.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	remained in the green range, though at lower levels. Foster youth, while still below standard at -37.1 DFS, demonstrated significant growth, improving by +24.5 points in ELA and +26.6 points in Math, and moving from an orange to a yellow indicator in both subjects. In Math, English learners performed just above standard (+17 DFS), while socioeconomically disadvantaged students scored slightly below (-8.4 DFS). In addition to academic data, teacher and student feedback indicates that unduplicated students often experience challenges during the CAASPP, such as reduced stamina, unfamiliar vocabulary, and performance anxiety. These factors can hinder their ability to demonstrate what they know and are able to do. The use of i-Ready diagnostics provides a lower-stakes, skills-based alternative that builds familiarity with assessment formats, reinforces essential concepts, and promotes academic vocabulary development in a less stressful context. This action also supports student goal setting and data chats, which help unduplicated students set clear academic goals, track progress, and build internal motivation. By proactively identifying learning gaps, informing instruction, and fostering confidence, Action 2.1 plays a critical role in promoting equity and ensuring all students—especially those furthest from grade level—receive the supports they need to succeed.	Facilitating Targeted Instruction and Intervention: The assessments guide teachers in differentiating instruction, grouping students by need, and aligning small-group supports to skill deficits. This is critical for students who benefit from scaffolded instruction and personalized learning pathways, especially English learners and foster youth. Enabling Data-Driven Decision-Making: As part of the district's multi-tiered system of support (MTSS), these diagnostics inform instructional planning and intervention decisions throughout the year. Frequent progress monitoring ensures instruction remains aligned with students' most current needs. Promoting Long-Term Academic Growth: For unduplicated students, regular access to low-stakes, skills-based assessment builds familiarity with academic content, increases confidence, and improves fluency. Combined with goal setting and ongoing data chats, this approach helps establish ownership of learning and drives sustained academic growth across all performance levels. By providing this action LEA-wide, the district ensures equitable access to formative assessment tools that directly support its commitment to closing achievement gaps and advancing educational equity for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Data Driven Program Implementation **Need:** Action 2.3 is identified as a contributing action because it directly addresses the need for ongoing, data-driven instructional planning to support the academic success of unduplicated pupils—particularly English learners, socioeconomically disadvantaged students, and foster youth. Despite overall growth, recent CA Dashboard data continues to reveal disparities that signal a need for more structured support in how schools interpret and act on student data. In ELA, the overall student population scored +41.5 points above standard, while English learners (+17.5 DFS) and socioeconomically disadvantaged students (+14.3 DFS) also earned green indicators, though at lower performance levels. Foster youth, while improving from an orange to a yellow indicator, remain significantly below standard (-37.1 DFS). In Math, English learners performed at +17.0 DFS, while socioeconomically disadvantaged students fell slightly below standard (-8.4 DFS). Foster youth, despite a +26.6-point gain, remain -65.3 DFS below standard.	Action 2.3 is provided on an LEA-wide basis to ensure all schools have equitable access to embedded site-based support that promotes collaborative instructional planning, data analysis, and cohesive program implementation—all of which are necessary elements in meeting the needs of unduplicated pupils. This action is designed to foster purposeful collaboration among general education teachers, specialists, special education staff, and instructional leaders to ensure that students receive consistent, responsive, and aligned instruction across all grade levels and settings. Unduplicated students, including English learners, socioeconomically disadvantaged students, and foster youth, often require instruction that is both differentiated and closely aligned with ongoing progress monitoring. Through this action, teachers are supported by coordinators, mentor teachers, and specialists who help them interpret diagnostic and formative data, co-plan small group instruction, and implement intervention strategies that directly support students who have not yet met grade-level standards. According to the district’s most recent LCAP staff survey, 96% of respondents emphasized the value of collaboration, citing it as essential for delivering rigorous, targeted instruction and for supporting deeper understanding of content standards. Regular collaboration time ensures that teachers	The effectiveness of this action will be measured with metrics 2.4, 2.5, and 2.9 ensuring the targeted support is effective and leads to measurable improvements in student performance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These results reflect both the positive impact of existing supports and the need for deeper, targeted planning—especially for student groups with complex learning profiles or interrupted instructional histories. Teachers and instructional leaders have consistently indicated that they need more structured time and guidance to analyze data effectively, disaggregate it by student group, and design responsive instruction that addresses the specific needs of unduplicated pupils. Action 2.3 supports this need by embedding dedicated time and expertise at the site level to guide instructional teams through data cycles, identify trends and equity gaps, and develop action plans for small group, Tier I, and Tier II instruction. The involvement of coordinators, specialists, and mentor teachers ensures that staff receive meaningful support in interpreting diagnostic, formative, and summative data. This collaborative process equips teachers to make informed, timely adjustments to their instructional practices—particularly for students who are not yet meeting grade-level expectations. By providing this support on an LEA-wide basis, the district ensures that all schools are equipped to serve unduplicated students with equity-focused, data-informed practices that lead to improved academic outcomes over time. **Scope:**	are able to identify trends, share strategies, and build coherence across programs and grade levels. It also strengthens the district's multi-tiered system of support by allowing school teams to make timely, data-informed decisions that promote academic growth and equity for unduplicated pupils. Providing this action across all sites ensures consistency, sustainability, and equity of access to high-impact instructional planning practices that ultimately benefit the students who need it most.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.9	**Action:** Collaborative support systems **Need:** Action 2.9 is based on the continued need to monitor academic progress, address engagement barriers, and coordinate interventions for unduplicated students, particularly English learners, foster youth, and socioeconomically disadvantaged students. Despite academic gains in several areas, CA Dashboard data and educational partner input reveal that many students in these groups remain below grade-level expectations and require structured, proactive support. In particular, foster youth, while improving by +24.5 points in ELA and +26.6 points in Math, continue to perform -37.1 and -65.3 DFS below standard, respectively. Socioeconomically disadvantaged students maintained a green indicator in ELA but scored -8.4 DFS in Math, and long-term English learners (LTELs) received orange indicators in both subjects, indicating ongoing challenges in meeting grade-level proficiency. In addition to academic data, school and district teams have identified a strong need for systematic coordination of Tier II supports to ensure that students not yet meeting standards receive timely interventions. Unduplicated students often face compounding barriers such as inconsistent	Designated site-based staff, including Academic Advisors, Student Services Assistants, and Student Success Coaches, monitor student performance, facilitate intervention plans, and lead outreach efforts to families. These staff members coordinate Tier II supports aligned to students' academic data and are instrumental in implementing progress monitoring strategies that track growth over time. Their role is especially vital for students whose performance is impacted by chronic absenteeism, gaps in prior instruction, or limited home-school communication. A core component of this action is the development of individualized support plans and collaboration with instructional teams to ensure that students receive the right interventions at the right time—whether during Universal Access (UA), through supplemental learning, or via family support strategies. In addition to academic resources, schools may implement incentive programs, check-ins, or mentoring opportunities to increase motivation and school connectedness, particularly for foster youth and long-term English learners. Implementing this action across the district ensures that all students—regardless of school site—have access to a proactive, structured system of academic and social-emotional support, designed to remove barriers, re-engage learners, and promote equitable progress toward grade-level expectations.	The success of this action is measured by metrics 2.4 and 2.5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	attendance, limited family-school communication, and reduced access to enrichment opportunities, all of which impact both academic and social-emotional growth. Feedback from teachers, support staff, and administrators also emphasizes the importance of refining Universal Access (UA) time through structured small-group learning, guided reading, and individualized support. Family outreach and ongoing progress monitoring are seen as essential components in building student confidence, fostering engagement, and re-establishing trust between families and schools—particularly for students who are chronically absent or disengaged. **Scope:** LEA-wide		
2.10	**Action:** Extended Day Programs **Need:** Action 2.10 addresses the ongoing academic needs of unduplicated student groups—particularly English learners, foster youth, and socioeconomically disadvantaged students—who continue to show variable performance across English Language Arts (ELA) and Mathematics on the 2024 CA Dashboard. While some groups have demonstrated growth, achievement gaps remain that require	Action 2.10 is designed to provide extended-day Tier II instructional support in English Language Arts and Mathematics at every school site, directly addressing the needs of unduplicated students who benefit from additional academic time and targeted intervention. Although academic performance across the district has remained strong overall, persistent gaps remain among specific student groups—particularly foster youth, socioeconomically disadvantaged students, and long-term English learners (LTELs)—who require structured and consistent academic support beyond the core school day.	The effectiveness of this action is measured with metrics 2.4 and 2.5 ensuring the additional supports and enrichment activities lead to measurable improvements in academic performance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	focused intervention opportunities beyond the traditional school day. English learners continue to perform well overall, maintaining green indicators in both ELA (+17.5 DFS) and Math (+17.0 DFS). Socioeconomically disadvantaged students, while also in the green range for ELA (+14.3 DFS), remain below standard in Math (-8.4 DFS). Notably, foster youth, despite making substantial gains in both subjects (+24.5 in ELA, +26.6 in Math), remain well below standard (-37.1 in ELA, -65.3 in Math) and require sustained, targeted support. Additionally, educational partner input from families, teachers, and site leaders emphasizes the need to extend intervention and enrichment opportunities into after-school hours to ensure students have both the time and resources necessary to catch up or move ahead. Many unduplicated students, particularly those experiencing housing instability, gaps in instruction, or limited access to academic support at home, benefit from additional instructional time paired with individualized attention and targeted academic reinforcement. The district also recognizes the need to protect access to core and enrichment during the school day, which makes extended-day opportunities a vital solution for Tier II interventions. This ensures students do not miss out on foundational instruction while	This action responds to both student performance data and consistent feedback from educational partners, who identified a desire for more opportunities for intervention and enrichment during and after school. Providing support outside of core instructional time allows students to receive the individualized attention they need without missing access to the full curriculum or enrichment opportunities. Extended-day programs are implemented in small group settings and led by site staff who use assessment data to diagnose learning gaps, monitor growth through pre- and post-assessments, and adjust instruction accordingly. These supports are designed to reinforce grade-level standards while allowing for flexible, responsive instruction that meets students where they are academically. By implementing this action on an LEA-wide basis, the district ensures that all unduplicated pupils, regardless of school site, have equitable access to extended learning opportunities. This consistent approach also promotes continuity in instructional quality, data use, and progress monitoring, while addressing the learning recovery and acceleration needs that continue to impact students with interrupted learning or limited academic support outside of school.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	receiving the extra academic support needed to close gaps. **Scope:** LEA-wide		
3.3	**Action:** Multitiered Support Systems **Need:** Data from the 2024 California School Dashboard and district-level indicators show persistent disparities in suspension and chronic absenteeism rates among unduplicated pupils, particularly Foster Youth and Socioeconomically Disadvantaged (SED) students. These groups continue to experience outcomes that exceed districtwide averages and signal a need for additional, targeted behavioral supports. In the most recent Dashboard data: Foster Youth received a Red Indicator for suspension, with a rate of 9.5%, significantly higher than the district's overall suspension rate of 1.3% (Metric 3.2). Socioeconomically Disadvantaged students had a suspension rate of 2.1%, earning an Orange Indicator, and exceeding the district average by 0.8%. Chronic absenteeism for Foster Youth remains high at 29.8%, compared to the district	A LEA-wide implementation of this action ensures consistency in behavioral expectations, intervention systems, and support structures across all school sites. While some schools may experience more acute challenges, educational partner feedback and data trends confirm that every site benefits from a unified system of Positive Behavior Interventions and Supports (PBIS), restorative practices, and tiered interventions through a Multi-Tiered System of Supports (MTSS). This approach allows the district to provide equitable access to proactive strategies and support that promote engagement, reduce discipline incidents, and foster inclusive learning environments for all students. By supporting students through a common framework, the district is able to meet a wide range of needs while ensuring continuity of support—especially for students who transition between schools or require targeted services. Campus support staff reinforce implementation and strengthen consistency in day-to-day practice. Offering this action on an LEA-wide basis increases scalability and efficiency while maintaining focus on unduplicated students, ensuring they receive the individualized supports	The effectiveness of this action will be measured by the CA School Dashboard Suspension Rate Indicator metric 3.2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	average of 11.0% (Metric 3.1). SED students were at 19.6%, and English Learners at 12.7%, further indicating an ongoing need for intensive supports. Educational partner feedback gathered through engagement sessions echoed these concerns, emphasizing the importance of consistent behavioral expectations, access to mental health supports, and restorative approaches that help students remain connected to school. In particular, families and educators expressed a desire for more proactive, relationship-centered strategies that reduce reliance on exclusionary discipline. Action 3.3, focused on implementing Positive Behavior Interventions and Supports (PBIS) and a Multi-Tiered System of Supports (MTSS), directly responds to these needs by promoting a consistent, tiered framework to improve student behavior and engagement. The integration of restorative practices, targeted behavior interventions, and campus support staff ensures that students, especially those from unduplicated groups, receive appropriate support before behavior escalates to suspension. Additionally, Metric 3.5, including the survey item “For the most part, students usually get along well with and respect each other’s differences,” will now be used to measure school climate and student relationships. This will provide deeper insight into how well	necessary to remain engaged and successful in school.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	current systems are supporting a respectful and inclusive environment for all learners. Elevated rates of suspension and absenteeism for foster youth results in the district's Differentiated Assistance (DA) designation. It is supported with supplemental funding to provide additional personnel, training, and resources that directly target the barriers these students face, fostering a more equitable and supportive learning environment. **Scope:** LEA-wide		
3.4	**Action:** Counseling Services **Need:** Unduplicated students—particularly English Learners, Socioeconomically Disadvantaged students, and Foster Youth—often face heightened barriers to academic engagement due to social-emotional needs, trauma, or lack of access to consistent wellness supports. Educational partner feedback, including input from parents, counselors, and site administrators, has highlighted the importance of access to school-based mental health services and staff training to help identify and address student needs early. Middle school students from unduplicated groups may experience increased emotional stress during the transitional years, which can	Training and implementation of support programs will enable staff to address the challenges students face effectively. By continuing to focus on this action, we can mitigate other potential issues that may arise when a child's physical and emotional well-being is compromised. This proactive approach is vital in maintaining a supportive educational environment that fosters student success. This action, in which school counselors oversee and facilitate staff training and programs for unduplicated students to support their physical and emotional well-being, addresses a critical need within our district. Unduplicated students often face unique challenges that can impede their academic success and personal development. The training and programs designed for these students are focused on mitigating these barriers, fostering an environment where these students can thrive	The effectiveness of these efforts will be assessed through feedback gathered from LCAP student and parent surveys metrics 3.5 and 3.6.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	affect attendance, behavior, and overall school engagement. Educational partners have expressed a strong desire for additional wellness supports and targeted counseling services to promote regulation, resilience, and school connectedness. These student groups are more likely to require interventions that go beyond academic support, including individualized check-ins, social-emotional learning opportunities, and access to trusted adults who can guide them through personal or situational challenges. Survey feedback further reinforces the need for this action. While 92% of all parents agreed that their child feels comfortable talking to school staff, only 77% of foster parents shared this same level of confidence. Additionally, 81% of foster parents indicated awareness of available counseling services, compared to 97% of all parents. These disparities point to ongoing gaps in both connection and communication, particularly for one of the district's highest-need student groups. Action 3.4 is designed to meet these needs by ensuring that counselors are equipped to support the whole child through prevention-focused services, group and individual counseling, and schoolwide wellness initiatives. By prioritizing training and resources specifically for unduplicated students, this action helps to remove non-academic barriers that may impede student success and reinforces the district's broader commitment to equitable access to support systems.	both emotionally and academically. Trained support staff and school counselors can support students through a variety of strategies including, but not limited to: Guidance on Academic Goal Setting and Monitoring: They monitor students' progress, identify those who are struggling, and implement strategies to support at-risk students. Intervention and Referral: Counselors coordinate with teachers and special education services to provide interventions and refer students for additional support when necessary. Counseling Services: Provide individual and group counseling to help students cope with personal and social challenges such as peer pressure, social anxiety, family issues, and more. Conflict Resolution: Facilitate the resolution of conflicts between students and teach conflict resolution skills. Crisis Intervention: Act swiftly in crisis situations to provide support and guidance to students affected by issues like bullying, mental health crises, or traumatic events. Interdisciplinary Collaboration: Work closely with teachers, administrators, and clinical counseling interns to create a supportive learning environment. Parent and Community Engagement: Provide families with information and resources to support	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	student learning and development in the home and enhance home-to-school connections. Implementing this action LEA-wide is essential for several reasons. First, it ensures all unduplicated students across the district receive equitable access to the supports tailored to their specific needs thereby promoting fairness and uniformity in the quality of these opportunities. This approach aligns with our district's commitment to equity and inclusion ensuring every student, regardless of their circumstances, has the necessary resources to succeed.	
3.9	**Action:** Middle School Readiness and Orientation Program **Need:** The need for this action continues to be supported by district trends showing that the transition from elementary to middle school can present challenges for unduplicated students, particularly those identified as Foster Youth, English Learners (EL), and Socioeconomically Disadvantaged (SED). These students often face additional barriers, such as economic instability, limited English proficiency, or a lack of consistent adult support, which can increase their risk of disengagement during transitional periods. 2023–24 attendance data reflects this need: Foster Youth Attendance Rate: 91.77%	This multiday summer program and orientation series provides a structured introduction to intermediate school expectations, resources, and relationships. Key components include interactive campus tours, team-building activities, introductions to school staff, and guidance on academic and behavioral expectations. These activities are intentionally designed to reduce transition-related stress, foster peer and adult connections, and help students feel confident and prepared on the first day of school. Academic advisors, site administration, and school counselors conduct outreach to feeder elementary schools to identify students in need and plan an engaging program during the end of the summer. Providing this program on an LEA-wide basis at all four intermediate schools ensures equitable access and consistent support for all incoming 6th grade students, regardless of which intermediate school they attend. This approach is especially critical for unduplicated students—such as Foster	The effectiveness of this action will be measured by 3.1 and 3.7.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners Attendance Rate: 95.76% Socioeconomically Disadvantaged Attendance Rate: 94.42% Districtwide Attendance Rate: 95.28% 2023-24 Grade level attendance Grade 5 95.13% Grade 6 94.92% While EL and SED students are approaching or exceeding the district average, Foster Youth continue to show lower rates of attendance, highlighting the need for proactive support during key transition periods. The sixth-grade transition program was originally designed to prepare incoming middle school students for the academic and social expectations of intermediate school. Educational partner feedback gathered through LCAP engagement meetings and parent surveys affirms the value of this action. Parents have consistently reported that the transition program helps reduce student anxiety, build early relationships with staff and peers, and increase students' sense of readiness and connection to school. Staff feedback also indicates that students who attend the transition program are more likely to begin the school year with confidence and a stronger understanding of behavioral and academic expectations.	Youth, English Learners, and Socioeconomically Disadvantaged students—who may not otherwise have access to summer enrichment or transition support. An LEA-wide model also supports alignment across sites, allowing for shared planning, resource coordination, and the ability to measure program impact on a broader scale. Educational partner feedback strongly supports the continuation of this program, with families and staff noting its positive impact on student readiness and comfort. In addition, improved attendance rates among students who have participated in the program further reinforce its effectiveness. By implementing this transition support consistently across the district, we are not only meeting an identified need but also advancing our broader goals around student engagement, equity, and successful school transitions.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Given the unique challenges of this developmental period, and the demonstrated impact on attendance and student confidence, the continued implementation of this program remains essential in supporting unduplicated students through a successful transition into middle school. **Scope:** Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	**Action:** Professional Development for EL and LTEL Support **Need:** Action 2.6 supports English learners, particularly long-term English learners (LTELs), in developing both academic English proficiency and content mastery. While recent reclassification trends indicate steady progress, a portion of the English learner population continues to remain at intermediate language levels for multiple years, increasing their likelihood of becoming LTELs.	Action 2.6 is designed to meet the unique language development and academic support needs of English learners (ELs), with particular focus on students at risk of becoming or already identified as Long-Term English Learners (LTELs). The action centers on building educator capacity through targeted professional development and collaborative planning that fosters a more responsive and cohesive instructional approach across all schools. Teachers, EL Facilitators, and site administrators will continue to receive professional learning focused on best practices in integrated and	The effectiveness of this collaboration will be measured using LCAP metrics 2.3 and 2.10.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Educational partner feedback highlights the district's success in maintaining strong reclassification outcomes. In 2023–24, 22.5% of English learners were reclassified, maintaining the positive momentum seen the previous year. However, the district recognizes that reclassification alone is not sufficient; support must also be structured to prevent students from becoming LTELs in the first place. This includes intentional planning of integrated and designated ELD instruction, and regular monitoring of progress. LTEL students often face unique challenges, such as limited academic vocabulary, difficulty accessing grade-level content, and inconsistent scaffolding over time. These students benefit most from individualized support, ongoing progress monitoring, and collaborative planning between ELD and general education teachers. Action 2.6 addresses these needs by providing targeted professional development, supporting the use of Individualized Learning Plans for ELs, and ensuring intentional integration of ELD into core content areas. **Scope:** Limited to Unduplicated Student Group(s)	designated ELD, academic vocabulary development, and culturally responsive instruction. These training sessions are intentionally aligned with the needs of EL and LTEL students and include strategies to monitor progress, scaffold grade-level content, and support language acquisition. This investment in professional growth ensures educators have the tools to create inclusive, language-rich classrooms that empower English learners to thrive. A key component of this action is the collaboration between site administrators, EL facilitators, and teachers to develop and regularly monitor Individualized Learning Plans for English learners who are not making sufficient progress. This collaboration supports early intervention and timely adjustments to instruction, especially for LTELs who may require more intensive supports. The LTEL support plans themselves include specific academic and language goals, as well as strategies tailored to each student's needs—ranging from vocabulary-building routines to increased access to small-group instruction and language development tools. By applying this framework LEA-wide, the district ensures that all school sites are implementing consistent, equity-centered practices to support English learners and reduce the risk of students remaining in EL status for extended periods. Ultimately, Action 2.6 is designed to prevent LTEL designation, improve reclassification outcomes, and ensure that multilingual learners receive the	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		responsive, high-quality instruction they need to succeed across all content areas.	
2.8	**Action:** Support for Multilingual Students **Need:** Action 2.8 ensures equitable access to instruction for English learners, particularly those at the early stages of language development and newly arrived students (newcomers). With over 48 languages spoken across the district, the linguistic diversity of Etiwanda's student population continues to grow, making it essential to provide accessible and inclusive instructional supports for students who are developing English proficiency. While English learners as a group continue to show strong performance on state assessments, maintaining green indicators in both ELA and Math on the 2024 CA Dashboard, this data reflects a combined population of current English learners and recently reclassified fluent English proficient (RFEP) students. For students still developing foundational language skills, the district recognizes a need for more targeted supports that remove access barriers, particularly during core instruction and Universal Access (UA) time. The most recent ELPI data showed a decline of 4% in the percentage of English learners making progress toward proficiency, with 2.8%	To ensure effective implementation, teachers and instructional aides will receive ongoing professional development and coaching focused on evidence-based ELD strategies. This includes support for small-group instruction, academic vocabulary development, and scaffolding techniques aligned to the adopted curriculum. Instructional aides supporting English learners will be trained to collaborate closely with teachers to reinforce key skills introduced during core instruction, ensuring alignment and consistency across learning environments. Additionally, the action includes the provision of assistive instructional technology, such as translation tablets provided to both students and staff, which help bridge language gaps in real time and promote access to academic content for students at the earliest stages of language acquisition. These tools are especially critical in classrooms where students speak a wide range of home languages and immediate native-language support may not be available. By combining targeted instructional support, high-quality professional learning, and inclusive technology, this action ensures that English learners can build English proficiency while accessing rigorous, grade-level content. Providing these supports on an LEA-wide basis ensures equity, consistency, and high-quality implementation across all school sites.	Effectiveness of this action will be measured by metrics 2.1, 2.2, and 2.3.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	fewer students advancing one or more levels and a 0.8% decrease in students maintaining level 4 status. In addition, long-term English Learners maintained at 66.7% making progress according to the CA Dashboard. At the same time, the district has seen an increase in newcomer enrollment, many of whom arrive with limited prior English exposure and require additional supports to access academic content. This action supports those needs by ensuring that multilingual learners receive language-based designated instruction while also being equipped with instructional technology tools and assistive translation devices that enhance access to the core curriculum. These resources are essential for enabling English learners and LTEL students to develop English language skills and build academic content knowledge simultaneously—a dual focus that is central to long-term success. Feedback from multilingual families and educational partners continues to affirm the importance of instructional aide support, small group ELD delivery, and real-time translation access to bridge language gaps during instruction. Action 2.8 is structured to meet these needs by providing English learner and LTEL students with access to translation devices, strategic instructional support during small group instruction, and targeted resources embedded in the district-adopted curriculum. These tools and practices allow students to participate meaningfully in daily instruction		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	while building their English proficiency and academic confidence. **Scope:** Limited to Unduplicated Student Group(s)		
2.14	**Action:** Foster Youth Supports **Need:** Action 2.14 is based on the continued need to provide responsive and coordinated support for foster youth, a student group that faces persistent academic and engagement challenges across the district. Despite recent academic gains, 2024 CA Dashboard data shows that foster youth remain among the lowest-performing student groups, with Distance from Standard (DFS) scores of -37.1 in English Language Arts (ELA) and -65.3 in Mathematics. Although this represents an improvement of over 24 points in ELA and 26 points in Math compared to the previous year, these students still perform well below grade-level standards and require sustained, individualized support. In addition to academic needs, the Dashboard also reflects red indicators for foster youth in both chronic absenteeism and suspension, illustrating the importance of holistic support that addresses not only academics, but also social-emotional well-being and behavioral stability. These students often experience school transitions, housing instability, and	Action 2.14 is provided on an LEA-wide basis to ensure that all foster youth across the district receive consistent, proactive, and individualized support focused at improving academic performance, well-being, attendance, and behavior. Centralizing oversight under the Director of Pupil Services allows the district to maintain alignment of services, monitor implementation fidelity, and coordinate responses across school sites in a way that supports both continuity and equity. The cornerstone of this action is a newly established Foster Youth Check-In Process, developed in response to the district's Differentiated Assistance (DA) designation. This process ensures that foster youth are regularly monitored through structured check-ins, where designated staff—such as school counselors, academic advisors, or student success coaches—review each student's academic data, attendance patterns, behavioral concerns, and emotional well-being. These check-ins allow staff to quickly identify challenges, develop support plans, and coordinate next steps with site and district teams. The check-in system integrates multiple layers of support, including:	The effectiveness of the program is measured by metrics 2.4 and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	trauma, which can directly impact school engagement, attendance, and academic performance. Feedback from the Advisory Committee and internal review of districtwide data further emphasize the need for a systematic and data-driven approach to supporting foster youth, one that prioritizes early intervention and regular progress monitoring. Educational partners have stressed the importance of maintaining the Foster Youth Support Program, with a renewed focus on cross-departmental collaboration and individualized student tracking. The newly enhanced Foster Youth Check-In Process—developed in response to the district's Differentiated Assistance (DA) designation—reflects these needs by providing consistent, structured check-ins for each student, ensuring timely identification of barriers and coordination of academic, behavioral, and emotional supports. **Scope:** Limited to Unduplicated Student Group(s)	Mentorship and Advising: Foster youth are paired with trusted adults who provide emotional support, guidance, and goal-setting throughout the year. Academic Support and Intervention: Students identified as below standard (based on CAASPP and local data) receive additional tutoring, small-group instruction, or access to extended-day learning opportunities. Counseling and Wellness Services: Mental health and social-emotional supports are activated as needed, helping students navigate trauma, instability, or transitions between placements. Case Management: Ongoing communication between district liaisons, school staff, and child welfare agencies ensures foster youth are connected with necessary resources, and that school transitions are smooth and student-centered. By offering this level of personalized oversight and cross-departmental coordination, the district is responding to both academic indicators (Metrics 2.4 and 2.5) and systemic factors that contribute to underperformance among foster youth. While these students showed significant growth in 2024, they remain well below grade-level expectations, with additional barriers reflected in high rates of absenteeism and suspension. Implementing this action across all sites guarantees that foster youth, regardless of school placement, have equitable access to the same standard of care, progress monitoring, and	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		advocacy. It reflects the district's commitment to removing barriers, improving outcomes, and creating a safe, stable, and supportive learning environment for one of the most historically underserved student populations.	

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

N/A

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	145909535	10049791	6.888%	0.000%	6.888%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$156,079,783.00	$20,488,275.00	$0.00	$6,349,631.00	$182,917,689.00	$159,036,066.00	$23,881,623.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Fiscal Management	All	No			All Schools	3 Year	$286,972.00	$369,400.00	$656,372.00	$0.00	$0.00	$0.00	$656,372.00	0
1	1.2	Safe and Secure Schools	All	No			All Schools	3 Year	$53,403.00	$1,179.00	$54,582.00	$0.00	$0.00	$0.00	$54,582.00	
1	1.3	Facilities, Maintenance, and Operations	All	No			All Schools	3 Year	$5,265,355.00	$13,074,054.00	$18,339,409.00	$0.00	$0.00	$0.00	$18,339,409.00	
1	1.4	Health Services	All	No			All Schools	3 Year	$4,345,415.00	$175,963.00	$3,661,042.00	$860,336.00	$0.00	$0.00	$4,521,378.00	
1	1.5	Highly Qualified Teachers Support	All	No			All Schools	3 Year	$96,575,458.00	$417,300.00	$81,106,728.00	$10,630,629.00	$0.00	$5,255,401.00	$96,992,758.00	
1	1.6	Class size and support	All	No			All Schools	3 Year	$556,388.00	$0.00	$0.00	$0.00	$0.00	$556,388.00	$556,388.00	
1	1.7	Professional Development Plan	All	No			All Schools	3 Year	$1,854,417.00	$676.00	$1,835,793.00	$19,300.00	$0.00	$0.00	$1,855,093.00	
1	1.8	Broad Course of Study	All	No			All Schools	3 Year	$616,817.00	$6,825.00	$623,642.00	$0.00	$0.00	$0.00	$623,642.00	
1	1.9	Instructional Technology Access and Support Services	All	No			All Schools	3 Year	$2,069,348.00	$362,744.00	$2,432,092.00	$0.00	$0.00	$0.00	$2,432,092.00	
1	1.10	Supplemental Materials and Individualized Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	$128,237.00	$322,809.00	$128,237.00	$322,809.00	$0.00	$0.00	$451,046.00	0
1	1.11	Library Access and Resource Services	All	No			All Schools	3 Year	$2,111,570.00	$1,858.00	$2,113,428.00	$0.00	$0.00	$0.00	$2,113,428.00	
1	1.12	Early Education	All	No			All Schools	3 Year	$17,010,313.00	$0.00	$17,010,313.00	$0.00	$0.00	$0.00	$17,010,313.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.13	Student Transportation Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Etiwanda Intermediate, East Heritage Elementary, Summit Intermediate, Etiwanda Colony Elementary, Heritage Intermediate, Falcon Ridge Elementary, Day Creek Intermediate, West Heritage Elementary, Windrows Elementary	3 Year	$23,516.00	$3,558,342.00	$3,581,858.00	$0.00	$0.00	$0.00	$3,581,858.00	0
1	1.14	School Supervision and Safety	All	No			All Schools	3 Year	$2,333,542.00	$0.00	$2,333,542.00	$0.00	$0.00	$0.00	$2,333,542.00	
1	1.15	Comprehensive Arts Education (Visual and Performing Arts)	All	No			All Schools	3 Year	$1,797,550.00	$389,482.00		$2,187,032.00			$2,187,032.00	
1	1.16	Student and Campus Safety	All	No			All Schools	3 year	$94,502.00	$0.00	$94,502.00				$94,502.00	
2	2.1	Diagnostic Assessments and Personalized Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	$0.00	$348,412.00	$348,412.00	$0.00	$0.00	$0.00	$348,412.00	0
2	2.2	Universal Screening	All	No			All Schools	3 Year	$79,801.00	$0.00	$79,801.00	$0.00	$0.00	$0.00	$79,801.00	
2	2.3	Data Driven Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	$3,803,684.00	$7,022.00	$3,810,706.00	$0.00	$0.00	$0.00	$3,810,706.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Team Collaboration	All	No			All Schools	3 Year	$1,039,519.00	$0.00	$1,039,519.00	$0.00	$0.00	$0.00	$1,039,519.00	
2	2.5	Intentional Planning and Lesson Design	All	No			All Schools	3 Year	$0.00	$1,167,635.00	$1,167,635.00	$0.00	$0.00	$0.00	$1,167,635.00	
2	2.6	Professional Development for EL and LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Year	$63,228.00	$372,318.00	$435,546.00	$0.00	$0.00	$0.00	$435,546.00	0
2	2.7	Universal Access	All	No			All Schools	3 Year	$1,134,021.00	$0.00	$1,134,021.00	$0.00	$0.00	$0.00	$1,134,021.00	
2	2.8	Support for Multilingual Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Year	$0.00	$240,910.00	$240,910.00	$0.00	$0.00	$0.00	$240,910.00	0
2	2.9	Collaborative support systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	$230,991.00	$0.00	$230,991.00	$0.00	$0.00	$0.00	$230,991.00	0
2	2.10	Extended Day Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	$206,980.00	$292,520.00	$487,834.00	$11,666.00	$0.00	$0.00	$499,500.00	0
2	2.11	Extended School Year	Students with Disabilities	No			All Schools	3 Year	$86,198.00	$767.00	$0.00	$86,965.00	$0.00	$0.00	$86,965.00	
2	2.12	Foundational Skills for Literacy and Math	All	No			All Schools	3 Year	$1,323,024.00	$0.00	$1,323,024.00	$0.00	$0.00	$0.00	$1,323,024.00	
2	2.13	Cultural and Linguistic Professional Development	All	No			All Schools	3 Year	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	
2	2.14	Foster Youth Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	3 Year	$253,007.00	$5,796.00	$258,803.00	$0.00	$0.00	$0.00	$258,803.00	0
3	3.1	Inclusive Engagement Practices	All	No			All Schools	3 Year	$184,342.00	$1,950.00	$186,292.00	$0.00	$0.00	$0.00	$186,292.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Student Support and Positive Culture Programs	All	No			All Schools	3 Year	$1,822,729.00	$3,025.00	$1,825,754.00	$0.00	$0.00	$0.00	$1,825,754.00	
3	3.3	Multitiered Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	$0.00	$34,000.00	$34,000.00	$0.00	$0.00	$0.00	$34,000.00	0
3	3.4	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	$2,686,072.00	$51,292.00	$445,435.00	$2,291,929.00	$0.00	$0.00	$2,737,364.00	0
3	3.5	Targeted Student Support and Engagement Services	All	No			All Schools	3 Year	$1,191,071.00	$828,200.00	$0.00	$2,019,271.00	$0.00	$0.00	$2,019,271.00	
3	3.6	Training in Restorative Practices and Other Means of Correction	All	No			All Schools	3 Year	$617,947.00	$41,065.00	$121,170.00	$0.00	$0.00	$537,842.00	$659,012.00	
3	3.7	Collaborative Behavior Support Plan Development	All	No			All Schools	3 Year	$1,899,921.00	$32,827.00	$0.00	$1,932,748.00	$0.00	$0.00	$1,932,748.00	
3	3.8	Extracurricular Activities	All	No			All Schools	3 Year	$419,609.00	$0.00	$419,609.00	$0.00	$0.00	$0.00	$419,609.00	
3	3.9	Middle School Readiness and Orientation Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Day Creek Intermediate, Etiwanda Intermediate, Heritage Intermediate, and Summit Intermediate 6th grade	3 Year	$47,002.00	$57.00	$47,059.00	$0.00	$0.00	$0.00	$47,059.00	0
3	3.10	Alternative Education Settings	All Students with Disabilities	No			All Schools	3 Year	$808,237.00	$1,263.00	$809,500.00	$0.00	$0.00	$0.00	$809,500.00	
3	3.11	PBIS Program Support	All	No			All Schools	3 Year	$4,245,609.00	$0.00	$4,170,554.00	$75,055.00	$0.00	$0.00	$4,245,609.00	
3	3.12	Attendance and Academic Monitoring System	All	No			All Schools	3 Year	$39,901.00	$390.00	$40,291.00	$0.00	$0.00	$0.00	$40,291.00	
4	4.1	Cultivating Respectful and Supportive School Environments	All Students with	No			All Schools	3 Year	$1,228,523.00	$0.00	$1,228,523.00	$0.00	$0.00	$0.00	$1,228,523.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities													
4	**4.2**	District Communications	All Students with Disabilities	No			All Schools	3 Year	$84,911.00	$0.00	$84,911.00	$0.00	$0.00	$0.00	$84,911.00	
4	**4.3**	Digital Communication and Outreach	All	No			All Schools	3 Year	$0.00	$894,053.00	$894,053.00	$0.00	$0.00	$0.00	$894,053.00	
4	**4.4**	Enhancing Parental Involvement and Volunteerism	All	No			All Schools	3 Year	$0.00	$681,203.00	$681,203.00	$0.00	$0.00	$0.00	$681,203.00	
4	**4.5**	Family Information and Engagement Events	All Students with Disabilities	No			All Schools	3 Year	$28,220.00	$0.00	$28,220.00	$0.00	$0.00	$0.00	$28,220.00	
4	**4.6**	Opportunities for Educational Partner Input	All	No			All Schools	3 Year	$235,965.00	$174,612.00	$410,577.00	$0.00	$0.00	$0.00	$410,577.00	
4	**4.7**	Attendance Support Teams	All	No			All Schools	3 Year	$39,901.00	$390.00	$40,291.00	$0.00	$0.00	$0.00	$40,291.00	
4	**4.8**	Advisory Committees For Input and Decision Making	All	No			All Schools	3 Year	$57,850.00	$749.00	$58,599.00	$0.00	$0.00	$0.00	$58,599.00	
5	**5.1**	Community Day School Supports	All	No			All Schools Specific Schools: Community Day School 6-8	1 Year	$0.00	$13,000.00		$13,000.00			$13,000.00	
5	**5.2**	On-Site Counseling Services	All	No			All Schools Specific Schools: Community Day School 6-8	1 Year	$30,000.00	$0.00		$30,000.00			$30,000.00	
5	**5.3**	Professional Development	All	No			All Schools Specific Schools: Community Day School 6-8	1 Year	$0.00	$7,535.00		$7,535.00			$7,535.00	

2025-26 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
145909535	10049791	6.888%	0.000%	6.888%	$10,049,791.00	0.000%	6.888 %	**Total:**	$10,049,791.00
								LEA-wide Total:	$5,485,615.00
								Limited Total:	$935,259.00
								Schoolwide Total:	$3,628,917.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.10**	Supplemental Materials and Individualized Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,237.00	0
1	**1.13**	Student Transportation Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Etiwanda Intermediate, East Heritage Elementary, Summit Intermediate, Etiwanda Colony Elementary, Heritage Intermediate, Falcon Ridge Elementary, Day Creek Intermediate, West Heritage Elementary, Windrows	$3,581,858.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Elementary		
2	2.1	Diagnostic Assessments and Personalized Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$348,412.00	0
2	2.3	Data Driven Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,810,706.00	0
2	2.6	Professional Development for EL and LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$435,546.00	0
2	2.8	Support for Multilingual Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$240,910.00	0
2	2.9	Collaborative support systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,991.00	0
2	2.10	Extended Day Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$487,834.00	0
2	2.14	Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$258,803.00	0
3	3.3	Multitiered Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,000.00	0
3	3.4	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$445,435.00	0
3	3.9	Middle School Readiness and Orientation Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Day Creek Intermediate, Etiwanda Intermediate, Heritage Intermediate, and Summit Intermediate 6th grade	$47,059.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$175,614,512.00	$160,812,651.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Fiscal Management	No	$475,658.00	$639,056.00
1	**1.2**	Safe and Secure Schools	No	$53,509.00	$54,479.00
1	**1.3**	Facilities, Maintenance, and Operations	No	$15,630,669.00	$18,120,841.00
1	**1.4**	Health Services	No	$4,150,165.00	$3,745,238.00
1	**1.5**	Highly Qualified Teachers Support	No	$98,592,502.00	$79,973,186.00
1	**1.6**	Class size and support	No	$449,253.00	$419,017.00
1	**1.7**	Professional Development Plan	No	$1,866,176.00	$2,539,965.00
1	**1.8**	Broad Course of Study	No	$595,995.00	$611,505.00
1	**1.9**	Instructional Technology Access and Support Services	No	$2,402,511.00	$2,190,246.00
1	**1.10**	Supplemental Materials and Individualized Academic Supports	Yes	$840,634.00	$768,159.00
1	**1.11**	Library Access and Resource Services	No	$2,065,606.00	$1,868,479.00

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	1.12	Early Education	No	$15,131,421.00	$13,826,855.00
1	1.13	Student Transportation Services	Yes	$4,719,048.00	$4,955,572.00
1	1.14	School Supervision and Safety	No	$2,250,637.00	$2,090,833.00
2	2.1	Diagnostic Assessments and Personalized Learning	Yes	$180,483.00	$83,513.00
2	2.2	Universal Screening	No	$89,218.00	$30,901.00
2	2.3	Data Driven Program Implementation	Yes	$2,801,503.00	$5,518,090.00
2	2.4	Team Collaboration	No	$924,698.00	$844,974.00
2	2.5	Intentional Planning	No	$1,071,522.00	$850,832.00
2	2.6	Professional Development for EL and LTEL Support	Yes	$263,418.00	$214,015.00
2	2.7	Universal Access	No	$1,008,761.00	$921,790.00
2	2.8	Support for Multilingual Students	Yes	$267,523.00	$229,541.00
2	2.9	Collaborative support systems	Yes	$1,134,004.00	$1,168,853.00
2	2.10	Extended Day Intervention Programs	Yes	$428,373.00	$418,603.00

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)
2	2.11	Extended School Year	No	$104,762.00	$47,692.00
2	2.12	Foundational Skills for Literacy and Math	No	$1,176,888.00	$1,075,422.00
2	2.13	Cultural and Linguistic Professional Development	No	$47,600.00	$7,000.00
2	2.14	Foster Youth Supports	Yes	$251,062.00	$253,836.00
2	2.15	Leadership and support for Special Education Success	No	$174,636.00	$194,752.00
3	3.1	Inclusive Engagement Practices	No	$182,349.00	$186,472.00
3	3.2	Student Support and Positive Culture Programs	No	$1,873,549.00	$1,768,831.00
3	3.3	Multitiered Support Systems	Yes	$34,000.00	$31,487.00
3	3.4	Counseling Services	Yes	$3,684,303.00	$3,702,063.00
3	3.5	Targeted Student Support and Engagement Services	No	$1,017,090.00	$1,195,721.00
3	3.6	Training in Restorative Practices and Other Means of Correction	No	$641,855.00	$586,445.00
3	3.7	Collaborative Behavior Support Plan Development	No	$1,815,353.00	$1,931,166.00
3	3.8	Extracurricular Activities	No	$386,266.00	$300,770.00

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	3.9	Middle School Readiness and Orientation Program	Yes	$51,563.00	$47,454.00
3	3.10	Alternative Education Settings	No	$606,994.00	$724,006.00
3	3.11	PBIS Program Support	No	$3,822,962.00	$3,590,426.00
3	3.12	Attendance and Academic Monitoring System	No	$40,414.00	$50,508.00
4	4.1	Cultivating Respectful and Supportive School Environments	No	$1,092,825.00	$998,606.00
4	4.2	District Communications	No	$84,911.00	$29,250.00
4	4.3	Digital Communication and Outreach	No	$520,935.00	$870,931.00
4	4.4	Enhancing Parental Involvement and Volunteerism	No	$350,252.00	$121,393.00
4	4.5	Family Information and Engagement Events	No	$10,282.00	$35,998.00
4	4.6	Opportunities for Educational Partner Input	No	$146,602.00	$407,947.00
4	4.7	Attendance Support Teams	No	$40,414.00	$505,077.00
4	4.8	African American Parent & Educator Advisory Committee	No	$54,952.00	$57,173.00
4	4.9	Superintendent Correspondence	No	$8,406.00	$7,682.00

2024-25 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)
11691660	$12,829,146.00	$13,881,669.00	($1,052,523.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.10	Supplemental Materials and Individualized Academic Supports	Yes	$840,634.00	$768,159.00	0	
1	1.13	Student Transportation Services	Yes	$4,719,048.00	$4,955,572.00	0	
2	2.1	Diagnostic Assessments and Personalized Learning	Yes	$180,483.00	$83,513.00	0	
2	2.3	Data Driven Program Implementation	Yes	$2,801,503.00	$5,518,090.00	0	
2	2.6	Professional Development for EL and LTEL Support	Yes	$263,418.00	$214,015.00	0	
2	2.8	Support for Multilingual Students	Yes	$267,523.00	$229,541.00	0	
2	2.9	Collaborative support systems	Yes	$1,134,004.00	$1,168,853.00	0	
2	2.10	Extended Day Intervention Programs	Yes	$412,794.00	$396,204.00	0	
2	2.14	Foster Youth Supports	Yes	$251,062.00	$253,836.00	0	
3	3.3	Multitiered Support Systems	Yes	$34,000.00	$31,487.00	0	
3	3.4	Counseling Services	Yes	$1,873,114.00	$214,945.00	0	
3	3.9	Middle School Readiness and Orientation Program	Yes	$51,563.00	$47,454.00	0	

2024-25 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)
141101853	11691660	0	8.286%	$13,881,669.00	0.000%	9.838%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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

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