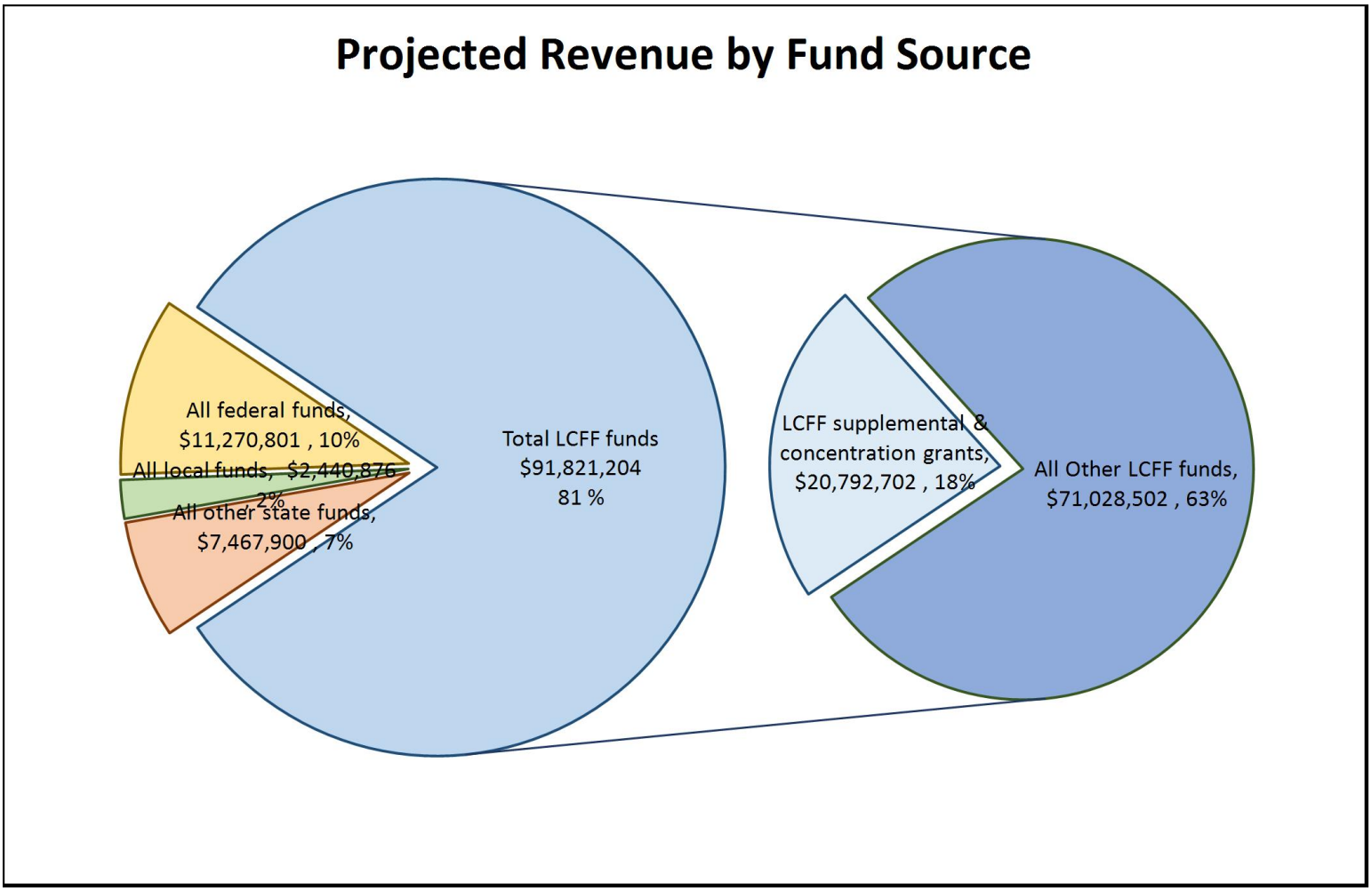
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Snowline Joint Unified School District
CDS Code: 36 73957 0000000
School Year: 2022-23
LEA contact information:
Ryan Holman, Ed.D
Superintendent
ryan_holman@snowlineschools.com
(760) 868-5817 ext. 10112

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

Budget Overview for the 2022-23 School Year



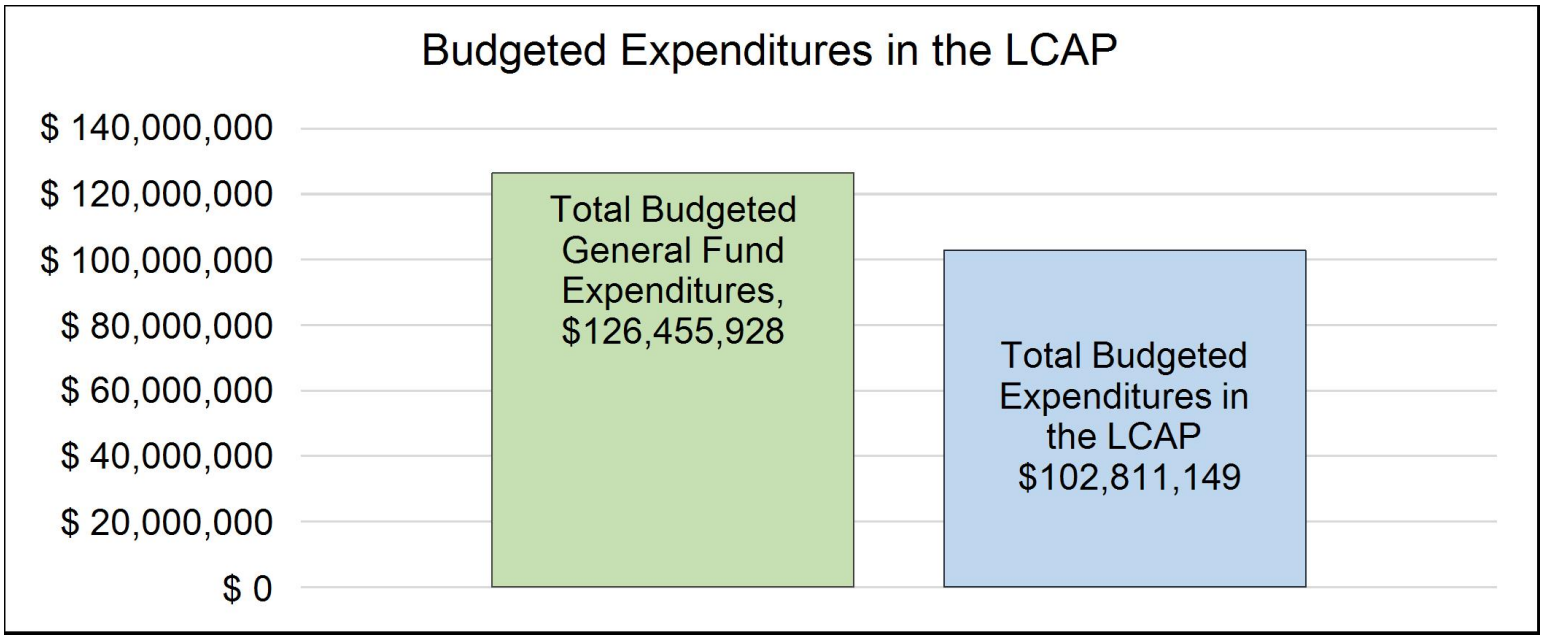
This chart shows the total general purpose revenue Snowline Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Snowline Joint Unified School District is $113,000,781, of which $91,821,204 is Local Control Funding Formula (LCFF), $7,467,900 is

other state funds, $2,440,876 is local funds, and $11,270,801 is federal funds. Of the $91,821,204 in LCFF Funds, $20,792,702 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 Snowline Joint Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Snowline Joint Unified School District plans to spend $126,455,927.88 for the 2022-23 school year. Of that amount, $102,811,149 is tied to actions/services in the LCAP and $23,644,778.88 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Other expenditures include specific federal and state special programs and services, including ASES, special education, transportation, Title I, II, III, and ongoing operational costs, including, but not limited to, utilities, legal, security, accounting services, and debt service.

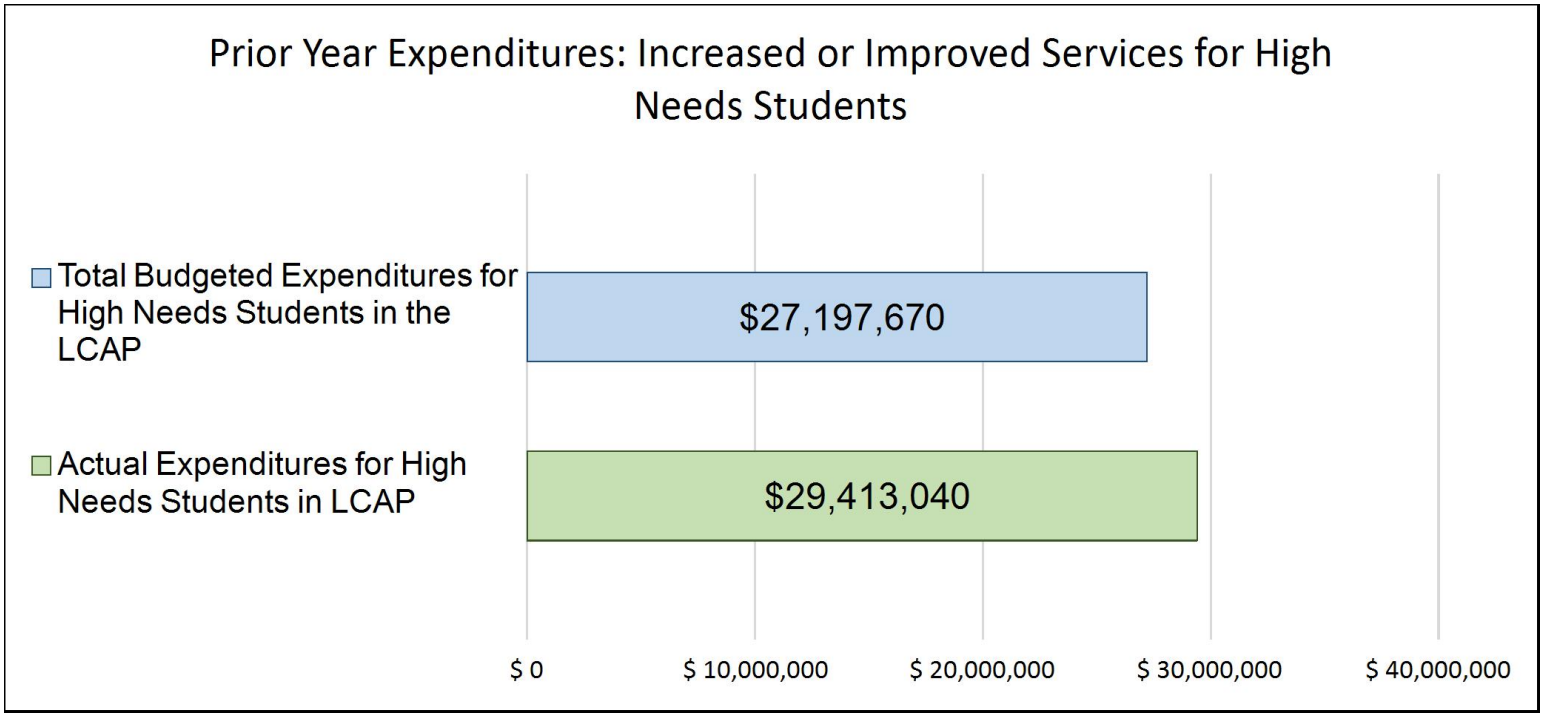
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Snowline Joint Unified School District is projecting it will receive $20,792,702 based on the enrollment of foster youth, English learner, and low-income students. Snowline Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Snowline Joint Unified School District plans to spend $30,697,651 towards meeting this requirement, as described in the LCAP.

The district has hired three health and wellness specialists and two additional social workers to support the social-emotional health of unduplicated students. Additionally, Snowline has hired other bilingual associates to support EL students and has already increased the hours of others on staff.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Snowline Joint Unified 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 Snowline Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Snowline Joint Unified School District's LCAP budgeted $27,197,670 for planned actions to increase or improve services for high needs students. Snowline Joint Unified School District actually spent $29,413,040 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $(2,215,370) had the following impact on Snowline Joint Unified School District's ability to increase or improve services for high needs students:

Since the expenditures for increased and improved services for high-need students exceeded the planned costs, there was no monetary difference to apply to unduplicated students.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Snowline Joint Unified School District	Ryan Holman, Ed.D. Superintendent	ryan_holman@snowlineschools.com 760-868-5817

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

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

Snowline Joint Unified School District has engaged educational partners in various activities to solicit feedback and input for several years. Since the 2021-2022 LCAP (pp. 7-10) was approved, the district received an increase of 10.74% in LCFF concentration add-on funding. During the 2021-22 LCAP engagement process, educational partners expressed the need to focus on academic, social-emotional, and behavioral supports to best support each student. With the declining ADA, the additional concentration funds sustained LCAP work. It even increased at school sites with the highest unduplicated student population (i.e., socio-economically disadvantaged, English learners, and foster youth). Snowline JUSD reached out to the Parent Advisory Committee, local bargaining units, teachers, paraprofessionals, and school/district administrators through in-person and virtual meetings (October 11-December 17) to provide updates on funding and communicate how their feedback was being used to continue to inform the work. A survey was also administered (October 1-20) to obtain additional feedback. During this time, the Educator Effectiveness Block Grant Plan was introduced. It was explained that our initial draft of the plan was informed by LCAP feedback. A survey was administered to solicit input and feedback on professional learning priorities for the Educator Effectiveness funds (December 8-January 5). The professional development needs assessment data were and continue to be analyzed in educational partner meetings (e.g., Leadership Council, site leadership teams, bargaining units, other subcommittees) to determine specific plans to support the needs. In all cases, it has been agreed that a high priority for these funds is to provide flexible opportunities for staff to engage in the learning, coaching, and support that is most relevant to them. These priorities are reflected in the adopted Educator Effectiveness Block Grant Expenditure Plan (EEBG PLAN LINK (p. 2). The input for the Expanded Learning Opportunities Program and A-G funds is just beginning, and the district will continue to use district email, social media posts, and the website to reach out and inform educational partners of feedback opportunities. Future virtual input meetings are scheduled for February and March 2022, with a districtwide survey for all educational partners scheduled for March 1-15, 2022.

Snowline JUSD 2021-22 Local Control and Accountability Plan (LCAP)
Snowline JUSD Educator Effectiveness Block Grant (EEBG)

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

Snowline JUSD received additional concentration grant funding of $1,059,452 to provide additional direct service support to students within the district. During the 2021-22 LCAP engagement, evaluation, and planning process, the need for additional home-to-school transportation was identified. The additional transportation primarily supports our schools with the highest unduplicated student population (i.e., socio-economically disadvantaged, English learners, and foster youth). Snowline JUSD plans to utilize these additional funds to purchase four buses and hire four more bus drivers. The additional buses and drivers allow for the continued safe transportation of all students to school and ensure that our unduplicated students, who otherwise might not be able to get to school, have access to transportation to and from school.

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

Snowline JUSD engages extensively with educational partners through various platforms and mediums. As a result of the challenges brought about by the COVID-19 pandemic, intensified collaboration with educational partners occurred to support the educational process and accompanying day-to-day operations. The development of the ESSER III Expenditure Plan, Local Control and Accountability Plan (LCAP), Expanded Learning Opportunities (ELO) Grant Plan, and the Learning Continuity and Attendance Plan (LCP) all demonstrate the extensive collaboration that occurred with educational partners.

As evidenced by the work mentioned above, the following links and associated page numbers indicate how and when the LEA worked directly with its educational partners in allocating funds to support the recovery from the COVID-19 pandemic and the detrimental impacts of distance learning on students:

ESSER III Expenditure Plan (pp. 2-7)
2021-22 Local Control and Accountability Plan (pp. 44-47)
Expanded Learning Opportunities Grant Plan (pp. 1-2)
Learning Continuity and Attendance Plan (pp. 1-5)

Most recently and directly correlated with pandemic recovery and educational partner input, a survey focused on professional development needs was administered to all certificated and classified personnel before winter break to collect necessary training and scheduling data.

On February 8, the Parent Advisory Committee discussed several topics directly related to the LCAP, including the development process (past, present, and future), COVID-19 funding, educational partnership, and the Snowline Parent and Family Engagement Policy. The PAC is currently scheduled to meet twice a year.

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

Strategies for Continuous and Safe In-Person Learning

Facilities: In addition to facilities being kept safe, functional, and clean, greater enhancements of learning facilities will occur to prevent and mitigate the spread of COVID-19 and improve the overall conduciveness of campus learning environments. Successes: The district continues to invest resources into its learning facilities. Additional water bottle filling stations, hand washing stations, sanitizing stations, and trash receptacles have been added to curve the impact of COVID-19. Daily cleaning and sanitizing continue throughout the day, and deep cleanings occur after a positive COVID-19 case is identified. Overtime and job sharing have been offered to staff to help support school site cleaning efforts. Air purifiers have been added to every classroom in the district. Additionally, the HVAC systems have been put on a 6-month maintenance cycle. Challenges: Like many districts, Snowline has experienced significant staffing shortages. Operational departments have navigated the staffing shortages by reevaluating priorities, purchasing new equipment, and working overtime hours to ensure safe and clean facilities are available for students and staff. The district has also been experiencing supply chain delays, product shortages, and increased product costs.

Health and Safety: Provide Personal protective equipment (PPE) for students and staff, supplemental cleaning supplies, and COVID-19 testing resources, including contact tracing through the Covid Center. Successes: Cleaning and PPE resources were plentiful. Every school site and district facility received a COVID-19 Safety Compliance Certificate. Challenges: After returning to in-person learning, there was a shortage of maintenance personnel to complete the daily tasks and increased upkeep that needed to be done.

Transportation: Expand transportation services (e.g., additional routes, field trips, professional development, bus driver training, overtime hours, and purchase additional buses) to prevent and mitigate the spread of COVID-19. Successes: The Snowline Transportation Department has provided home-to-school transportation to our students daily. The staff has served uninterrupted service. Snowline is actively advertising, recruiting, hiring, and training new bus drivers. Challenges: The shortage of bus drivers has been a challenge nationwide. The driver shortage has impacted home-to-school transportation, as well as extra-curricular activities. To offset these challenges, Snowline has contracted services with several vendors to ensure extra-curricular events can take place. Transportation from home to school has been a challenge daily. Combining bus routes has been a method to offset daily transportation challenges.

Addressing the Impact of Lost Instructional Time

Student Resources - Academics, Equity, and Social-Emotional Learning: Assess students to inform personalized instruction and intervention and monitor progress in addressing the impact of lost instructional time, and then implement strategies and resources (e.g., extra small group instruction, online learning and intervention programs) to meet specific needs. Enhance social-emotional learning and trauma support through increased counseling, mental health services, and before and after school opportunities. Successes: The district's local academic assessment system has been expanded to establish student baselines better and quantify progress to efficiently manage and act upon instruction, acceleration, and remediation. Snowline Equity, an Absolute for Leaning (SEAL) group composed of site and district leaders and classified personnel, was established to address and mitigate equity issues within the district and be proactive to reduce the likelihood of new challenges arising. With Kelvin surveys and Care Solace mental health services, social-emotional support has become more purposeful and prescriptive. Challenges: Learning loss and low levels of student engagement continue to be major obstacles in the classroom even after the return to full in-person learning. A strong, apolitical definition of equity needs to be established to build purpose and a sense of urgency when serving all students, especially in demographic groups where significant achievement gaps exist. Capacity is lacking in supporting all social-emotional and mental health needs among students and staff alike. Regarding the latter, increased utilization of district resources needs to be achieved.

Teacher/Staff Support: Increase collaboration through professional learning communities (PLC), assessment, engagement, instructional planning, and professional development pertaining specifically to learning loss. Successes: Weekly PLC increased and, in some cases, reemerged among grade-level and departmental teams across the district with the return of full in-person learning. Challenges: The significant amount of time since formal PLC training has been offered to teachers has hindered the consistency and effectiveness of the collaborative process.

Parent Engagement: Provide parents' resources, support, and training focused on academic coaching and instructional technology promoting student learning and engagement at home. Additionally, collaborate with parents regarding perceived bullying problems, which continue to be barriers to student safety and learning. Successes: The Parent Advisory Committee was reinstated to engage in district-wide initiatives, including ongoing LCAP work. Additionally, parents and guardians are involved in specialized representative groups, including the District English Language Advisory Committee (DELAC), Special Education Parent Advisory Committee (SPEDPAC), and Foster Parent Advisory Committee (FPAC), which all address specific needs of those student groups. Challenges: It continues to be difficult to recruit and involve larger numbers of parents and guardians for the respective committees.

Use of Any Remaining Funds

Student Resources: Provide additional student resources are needed across the district, especially Snowline Academy, which has been impacted with increased enrollment due to the pandemic. Purchase technology devices above and beyond the normal device refresh plan and purchase and replace hot spots to address the increased need. Additionally, pay for overtime, period subbing, and substitutes. Ensure that students have full access to technology devices, internet accessibility, and essential supplemental resources necessary for in-person learning and extended activities at home. Additionally, provide all of the latter to Snowline Academy, the district's independent study school, students and bolster its infrastructure to accommodate its increased enrollment brought about by the pandemic. Successes: The ratio of Chromebooks

to students is now 1:1, which has resulted in closing the technology equity gap in the classroom and at home. WiFi hotspots were available and given to all students who needed them. Challenges: The supply chain created delivery delays and, in turn, left school sites short on devices. Additionally, the one-time surge of Chromebooks into the system disrupted the five-year phase-in plan, including 20% of devices each year. The refresh cycle will require a significantly higher financial commitment as Chromebooks age and become less functional toward the end of their life cycle. Some geographical areas in the district were not conducive for internet access, even with hotspots. There was high attrition of devices, of which many were broken or not returned at all.

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

There are local and federal funds of nearly $93 million for the 2021-22 school year. Additionally, over $11.7 million in Elementary and Secondary School Emergency Relief (ESSER III) funding has been allocated to the budget to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic.

ESSER III Expenditure Plan: This funding, approved on October 26, correlates with and expands the goals and actions of the LCAP. There is a financial commitment toward bolstering professional learning communities by providing training, resources, and time for teachers to collaborate, analyze data, plan, and implement effective instructional strategies in the classroom (LCAP Goal 1: Actions 1.1, 1.3, 1.5-1.7). Increase collaborative and training opportunities for parents and guardians to strengthen the educational partnership within the district (LCAP Goal 3: Action 3.1). The latter will include the initial development of a parent hub or resource center to build capacity in supporting students at home. Additional resources, including supplemental materials, classroom technology, additional personnel (e.g., bilingual instructional associates), and extra hours for ancillary instructional staff, will be expanding through this ESSER III and other one-time monies (LCAP Goal 4: Action 4.2). All facilities, especially the older ones, benefit from additional resources and enhancements. The latter includes overtime and additional personnel to ensure that cleanliness is held to a high standard. The acquisition of air purifiers for every classroom and more frequent maintenance cycles for HVAC systems also contribute to safe and healthy physical spaces. Common areas also receive additional resources and safety enhancements both inside and outside. The latter includes, but is not limited to, water filling, hand washing, hand sanitation stations, and more trash and recycling receptacles, which all help mitigate the spread of disease (LCAP Goal 4: Action 4.3).

The district's LCAP and School Plans for Student Achievement (SPSA) are intentionally aligned for continuity and leverage. School sites developed their SPSA actions based on the LCAP goals and budgeted their allocated funds accordingly. The latter bolsters and enhances collaboration among school and district leaders and strengthens common threads of academic and prosocial learning initiatives.

2021-22 Local Control and Accountability Plan
ESSER III Expenditure Plan
Safe Return to In-Person Instruction and Continuity of Services Plan

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Snowline Joint Unified School District	Ryan Holman, Ed.D Superintendent	ryan_holman@snowlineschools.com (760) 868-5817 ext. 10112

Plan Summary [2022-23]

General Information

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

The Snowline Joint Unified School District came into existence in 1982. It encompasses the mountain and high desert communities of Wrightwood, Phelan, Piñon Hills, Baldy Mesa, Oak Hills, West Cajon Valley, and a west portion of Victorville. The District comprises five elementary schools, one K-8 school of choice, two middle schools, and one high school. Additionally, the District has a diverse non-traditional school program, including a continuation high school, a community day school, a virtual home-school program, and an adult school, offering learning opportunities beyond PK-12. State preschools exist at all five elementary schools and the K-8 campus. The most recent certified data applies to the following.

The following is the most current certified data provided by Ed Data [Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS)].

The 2020-21 student enrollment of each school is as follows: Baldy Mesa ES - 1,050, Phelan ES - 592, Piñon Hills ES - 473, Vista Verde ES - 709, Wrightwood ES - 311, Heritage (TK-8) - 522, Piñon Mesa MS - 764, Quail Valley MS - 925, Serrano HS - 2,226, Chaparral HS - 283, Eagle Summit CDS - 28, Snowline Academy - 588. The latter's enrollment significantly increased this past school year due to the remote learning environment but is anticipated to decrease as more students return to their home schools for in-person instruction.

In the 2020-21 school year, 10.3% of the District's total enrollment consists of English language learners, and 71.6% are economically disadvantaged. Snowline also served 89 foster youth students during the same year.

Ed Data (California Department of Education, Educational Demographics Office): During the 2018-19 school year (most current certified data), students were served by 316 teachers, 26 administrators (e.g., superintendents, principals, program directors, coordinators), and 18 pupil service personnel (e.g., counselors, psychologists, social workers, speech specialists). Classified professionals included: 51

office/clerical staff, 141 paraprofessionals (e.g., instructional and bilingual associates), 225 other classified staff (e.g., maintenance, business, nutrition services)

In addition to a robust post-secondary preparatory program for entry into colleges and universities, the District offers the most Career Technical Education (CTE) pathways in the High Desert. The latter sets the stage for career exploration and practical experience in various vocational sectors.

The District continues to recover from the Covid-19 pandemic on several fronts, including academic, economic, and social-emotional inequities that have impacted learning and health and wellness.

Reflections: Successes

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

Based on 2019 and 2020 (whichever is the most current) California School Dashboard data (California Department of Education), the following areas include key measures in assessing the District's overall success, including the level of post-secondary education and career preparation it provides its students, which is one of the District's most critical objectives. In addition, several student groups have been selected to monitor to ensure that achievement gaps are mitigated and closed. As a result, student groups listed in this cell are either outpacing or nearly on par with performance percentages demonstrated by "all students." Additionally, more current local data has been provided using ED Data Education Data Partnership (CDE/EdSource/FCMAT).

2020 CDE Dashboard - College/Career Indicator (CCI): The CCI includes college and career measures to evaluate how well districts and schools prepare students for success. The data below benchmark all high school students, Career Technical Education (CTE) pathway completers, and students who have completed the A-G requirements post-secondary colleges and universities require. Each of the three has a percentage representing "prepared" students, followed by a backslash, followed by another percentage representing "approaching prepared." The former is the desired readiness of students, while the latter shows progress. Percentage of Students by CCI Level for each student group (prepared/approaching prepared): All Students-38.4/23.2%; Asian-66.7/16.7%; Hispanic-38.8/23.6%; Socioeconomically Disadvantaged- 37.8/22.7%; Foster Students-35.7/7.1%

The following percentages are calculated by using cohorts of students in each category that are considered "prepared" or "approaching prepared" according to the CCI:

2020 CTE Pathway Completion: All Students-26.0/49.2%; Asian-37.5/0.0%; Hispanic-27.0/50.8%; English Learners-40.0/77.8%; Socioeconomically Disadvantaged-30.3/49.5%; Students with Disabilities-25.0/73.9%; Homeless-23.1/25.0%

2020 A-G Completion: All Students-79.8/18.3%; African American-77.8/20.0%; Asian-87.5/0.0%; Hispanic-75.0/14.8; Socioeconomically Disadvantaged-76.8/14.0%; Foster Students-100.0/0.0% Homeless-75.0/50.0%

A continued focus through administration and counseling on monitoring progress toward CTE and A-G completion and CCI "prepared" will occur to identify and support students. Special attention will be given to unduplicated student groups to close the achievement gaps.

2021 ED Data Education Data Partnership (CDE/EdSource/FCMAT) – A-G Completion: The most current local A-G completion data (2021) comes from ACGR Files located on the CDE website. This includes all district high school graduates in a four-year cohort and does not fall under the restrictions of the College/Career Indicator (CCI). 31.9% of all students completed the A-G requirements, while 4.8% of English learners, 9.1% of foster youth, and 26.5% of low-income students met them. The latter had only a 5.4% negative difference between low-income and all students. The gap should continue to close with deliberate actions focused on A-G completion through credit recovery and tutoring opportunities.

2019 CDE Dashboard – Graduation Rate: All Students-93.1%; English Learners-92.5%; Socioeconomically Disadvantaged-92.3%; Homeless-100.0%; African American-100.0%; Hispanic-94.3%

2021 ED Data Education Data Partnership (CDE/EdSource/FCMAT) – Graduation Rate: All Students – 92.6%; EL – 75.0%; Foster Youth – 84.6%; Low-Income – 91.5%. While EL and FY students are significantly below the percentage of all students, low-income students are only off the pace by 1.1%.

A collaborative relationship between the traditional high school and the non-traditional schools will ensure that all students are appropriately placed in pathways that will lead to graduation. Whenever possible, students will receive support to succeed in the traditional high school. However, when credit deficits are too significant for students to graduate, they can transfer to a non-traditional school and benefit from increased flexibility in scheduling and course completion requirements.

2019 CDE Dashboard – Chronic Absenteeism: All Students-16.0%; Asian-7.5%; English Learners-15.1%; Hispanic-15.8%

Two attendance specialists and the district social worker will continue to assist in the District's work of increasing student attendance and reducing chronic absenteeism. In addition, the attendance team will support all schools within the District by focusing on working with students and families to identify and reduce barriers to regular school attendance.

2021 ED Data Education Data Partnership (CDE/EdSource/FCMAT) – Chronic Absenteeism: All Students – 16.8%; EL – 19.3%; Foster Youth – 17.1%; Low-Income – 18.6%. Fairly minimal percentage disparities exist among all students and unduplicated student groups.

2019 CDE Dashboard – Suspension Rate: All Students-5.2%; English Learners-4.2%; Hispanic-4.6%

2021 ED Data Education Data Partnership (CDE/EdSource/FCMAT) – Suspension Rate: All Students – 0.2%; EL – 0.2%; Foster Youth – 0.0%; Low-Income – 0.2%. Remote and hybrid learning significantly decreased suspension rates due to the lack of in-person instruction.

Continue participation in essential PBIS professional learning opportunities to increase the effectiveness of PBIS implementation throughout the District to provide proactive support to students experiencing behavior challenges resulting in reduced suspensions.

Reflections: Identified Need

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

Based on 2019 and 2020 (whichever is the most current) California School Dashboard data (California Department of Education), the following areas include key measures in assessing the District's general areas of need, including post-secondary education and career preparation, provided to its students. In addition, several student groups have been selected to monitor to ensure that achievement gaps are mitigated and closed. " Additionally, more current local data has been provided using ED Data Education Data Partnership (CDE/EdSource/FCMAT).

The data in both this cell and the previous identify areas of need in which improvement must occur. The core academic program and instructional practices will focus on improving student outcomes. In addition, chronic absenteeism and suspension rate reductions will occur through intentional efforts around a clearly defined attendance campaign and Positive Behavior Interventions and Supports (PBIS). The above will be outlined in subsequent sections of the LCAP and include goals and actions.

Overall, the student groups listed in this cell are significantly below the performance percentages demonstrated by “all students.”

2020 CDE Dashboard - College/Career Indicator (CCI):
Percentage of Students by CCI Level for each Student Group (prepared/approaching prepared): All Students-38.4/23.2%; English Learners-14.7/26.5%; Homeless-23.5/23.5%; Students with Disabilities-4.7/26.7%; African American-26.5/29.4%
CTE Pathway Completion: All-26.0/49.2%; Socioeconomically Disadvantaged-30.3/49.5%; Homeless-0.0/25%; African American-11.1/50.0%
A-G Completion: All Students-79.8/18.3%; EL-40.0/22.2%; Students with Disabilities-50.0/13.0%; Hispanic-50.0/14.8%

Efforts at all grade levels will be made that address foundational instruction and prevent the widening of the achievement gap before it occurs. Student monitoring will be intensified at the secondary level to enhance academic performance and ensure that all students, especially unduplicated students, reach higher percentages included in the CCI indicators.

2021 ED Data Education Data Partnership (CDE/EdSource/FCMAT) – A-G Completion: The most current local A-G completion data (2021) comes from ACGR Files on the CDE website. This includes all district high school graduates in a four-year cohort and does not fall under the College/Career Indicator (CCI) restrictions. 31.9% of all students completed the A-G requirements, while 4.8% of English learners, 9.1% of foster youth, and 26.5% of low-income students met them. There is a 27.1% negative difference for English learners and a 22.8% negative difference for foster youth.

2019 CDE Dashboard – Graduation Rate: All Students-93.1%; Students with Disabilities-84.3%

2021 ED Data Education Data Partnership (CDE/EdSource/FCMAT) – Graduation Rate: All Students – 92.6%; EL – 75.0%; Foster Youth – 84.6%; Low-Income – 91.5%. EL and FY students are significantly below the percentage of all students by 17.6% and 8.0%.

Evaluate and address disproportionality at schools where it might exist to ensure adequate personnel, resources, and support are accessible to all special education students. The latter will increase the overall graduation trajectory in all pathways.

2019 CDE Dashboard – Chronic Absenteeism: All Students-16.0%; Foster-19.0%; Socioeconomically Disadvantaged-18.2%; Homeless-33.9%; Students with Disabilities-20.1%; African American-19.8%

2021 ED Data Education Data Partnership (CDE/EdSource/FCMAT) – Chronic Absenteeism: All Students – 16.8%; EL – 19.3%; Foster Youth – 17.1%; Low-Income – 18.6%. Fairly minimal percentage disparities exist among all students and unduplicated student groups.

Two attendance specialists and the district social worker will continue to assist in the district's work of increasing student attendance and reducing chronic absenteeism. The attendance team will support all schools within the district by focusing on working with students and families to identify and reduce barriers to regular school attendance, particularly among the foster, socioeconomically disadvantaged, homeless, students with disabilities, and African American student groups.

2019 CDE Dashboard – Suspension Rate: All Students-5.2%; Foster-11.5%; Socioeconomically Disadvantaged-6.1%; Homeless-10.3%; Students with Disabilities-12.0%; African American-14.8%

2021 ED Data Education Data Partnership (CDE/EdSource/FCMAT) – Suspension Rate: All Students – 0.2%; EL – 0.2%; Foster Youth – 0.0%; Low-Income – 0.2%. Remote and hybrid learning significantly decreased suspension rates due to the lack of in-person instruction.

Continue participation in essential PBIS tier 1 professional learning opportunities to increase the effectiveness of PBIS implementation throughout the district to provide proactive support to students experiencing behavior challenges resulting in reduced suspensions. Increased professional development and support for tier 2 and 3 supports will build capacity in staff members to support the behavioral and social-emotional needs of students with strategies that address specific chronic behaviors and build systems to aid in preventing those behaviors.

2019 California Assessment of Student Performance and Progress (CAASPP) – Meets or Exceeds Standards: English Language Arts/Literacy and Mathematics (grades 3-8 and 11): All Students-43.72/33.64%; English Learners-8.85/8.48%; Foster-No data available; Socioeconomically Disadvantaged-37.0/27.2%; Homeless-34.88/19.51%; Students with Disabilities-7.96/4.24%; African American-26.37/13.5%; Hispanic-38.81/27.63%

2022 Preliminary CAASPP ELA Data – Meets or Exceeds Standards: All Students – 25.0%; English Learners – 8.0%; Foster Youth – 21.0%; Low-Income – 24.0%. FY and LI are close to being on par, but EL students have a 17.0% negative difference.

2022 Preliminary CAASPP Math Data – Meets or Exceeds Standards: All Students – 18.0%; English Learners – 7.0%; Foster Youth – 8.0%; Low-Income – 16.0%. LI students are close to being on par, but EL and FY students have negative differences of 11.0% and 10.0%.

Reinforce and strengthen Professional Learning Communities by committing to the four essential questions and the PLC cycle (see LCAP goal 1). This action will improve student outcomes as measured by the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and mathematics through regular data analysis and intentional instruction. Teachers and administrators will use data to monitor and impact teaching and learning, provide student feedback, evaluate programs, and allocate resources equitably. Teachers will intentionally incorporate cooperative structures (e.g., Kagan) into all content areas to meaningfully engage students in rigorous learning to increase academic performance in all core subject areas.

LCAP Highlights

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

In efforts to achieve the most significant student outcomes regarding both academic learning and social-emotional development (health and wellness), the LCAP Task Force aspired to, first and foremost, be student-centric and, second, meet all of the compliance requirements of the process to ensure transparency and accountability.

The four focus areas of the 2022-23 LCAP encompass the educational process, prosocial learning environments, educational partner engagement, and infrastructure and resources. Each goal includes detailed actions that will serve the entire student population and individual student groups that require increased and improved services to help them succeed.

Throughout the development of the LCAP, collaboration among pertinent educational partners (i.e., parents, students, teachers, administration, employee bargaining units, Desert Mountain SELPA) played a vital role in contributing to the plan's goals and actions, making it possible, authentic and intentional in purpose. In addition, the task force focused particular attention on improving learning outcomes for all students, including all student groups, and bolstering academic and Career Technical Education opportunities. Through continued partnerships, collaboration, and evaluation, Snowline moves into year 2 of our three-year LCAP with few changes to the goals, actions, and metrics.

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.

Eagle Summit Community Day School

Support for Identified Schools

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

The Student Learning and Support Services (SL&SS) department will continue working with and supporting Eagle Summit Community Day School. Efforts included facilitating a comprehensive needs assessment to identify areas that will benefit student achievement by improving academic outcomes measured by the CAASPP and other academic tests. Additionally, ESCDS will sustain SEL and PBIS strategies to decrease student suspensions. During several formal and informal meetings, the comprehensive needs assessment directly involved the Assistant Superintendent of Student Learning and Support Services, principal, assistant principal, and two teachers. The 2019 California Dashboard listed suspension rate as a significant factor for Eagle Summit's CSI identification regarding overall student performance. 32.5% of its students were suspended from school at least once, increasing 14.1% from the 2017-18 school year. In addition to data on how well Eagle Summit provides a healthy, safe, and welcoming learning environment, the following were analyzed and evaluated: graduation rate, college/career readiness, academics (English Language Arts/Math), and student focus group feedback. The findings revealed that students need remedial academic and social-emotional support much earlier. In other words, they remain at the comprehensive high school for too long and are experiencing critical achievement gaps that are detrimental to reaching academic proficiency. In addition, many environmental and social risk factors contribute to resource inequities. The goal is to manage, adjust, and move forward to balance the suspension rate and accomplish academic/social success. Throughout the CSI process, the school has collaborated with educational partner groups, including the school site council (SSC) and the school leadership team, and will continue to move forward.

The School Site Council has discussed and approved specific evidence-based interventions regarding the CSI process. Meetings with the CTE/Non-Traditional School team have provided a valuable forum for collaboration and the generation of ideas. These educational partners have been instrumental in designing a plan to address resource inequities and strengthen instructional practices and support to improve student outcomes. Eagle Summit's goal is to continue to assist all students moving towards proficiency in reading and math as measured by Star assessments, CAASPP test scores, and other local measures. Administrators and teachers will receive Kagan training as an additional layer of support to improve teaching capacity and offer educators a rich pool of instructional structures that will engage students, increase opportunities to respond, and provide meaningful feedback. This decision correlates directly to student deficits identified during the comprehensive needs assessment, including a quantitative and qualitative selection process that examined objective research about Kagan structures' effectiveness. It is clear to Eagle Summit and district educational partners that a lack of engagement, motivation, and connectedness has manifested into behavioral challenges among its students over recent years. Many of Eagle Summit's students have not been academically successful throughout most of their public education experience. Kagan structures are research-based and proven to engage students positively, raise interest/motivation, and increase personal accountability and ownership for learning.

Monitoring and Evaluating Effectiveness

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

Weekly meetings will occur between the Non-Traditional School (NTS) principal and the Assistant Superintendent of Student Learning and Support Services to discuss the CSI plan's progress and agree on necessary adjustments. Since the CSI plan is part of the SPSA, data, and progress will be discussed with the SSC to evaluate its effectiveness. Educational partners will closely monitor student performance in the core academic areas, including evidence-based writing linked to close reading performance tasks, overall behavior, referrals, and suspension rate. The school site and appropriate support personnel will schedule an ongoing needs assessment using the 4R process, including the following components: Research, Recall, Reflect, and Respond. Diagnostic, formative, interim, and summative assessment data and Aeries/SWIS (attendance, behavior, grades) data will be collected and routinely evaluated to inform instructional practices and highlight critical areas where additional support and practice will benefit students. Criterion-referenced tests will also be part of the assessment suite. They will provide greater insight into individual student progress toward mastery and help make appropriate instruction adjustments for enhanced learning.

Additionally, staff will meet with students in one-on-one settings to counsel and support their learning progress and social-emotional needs. The small student-to-staff ratio will help to maximize progress monitoring.

Engaging Educational Partners

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

A concerted effort involved all applicable educational partners in the LCAP planning process. Anecdotal input and survey data were collected from various platforms and venues and were carefully evaluated and utilized to modify and maximize LCAP goals and accompanying actions. This process occurred throughout the year at varying intervals. It engaged principals and administrators, department and school personnel, employee bargaining units, Desert/Mountain SELPA (special education agency), students, parents/guardians, and local community members. The parent/guardian educational partner population includes specific groups such as the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), and newly organized groups involving special education students and foster youth parents. In April and May, the groups met and posed questions and concerns during the forums.

In March and April, a comprehensive annual LCAP survey was administered by the District to all educational partners through Hanover Research. The survey solicited direct input regarding unduplicated student groups (i.e., English learners, foster youth, and low-income). During this process, data collected was used to frame forums for statutorily required parent/guardian groups (i.e., DELAC, foster child, PAC) and was an excellent catalyst that invited and ignited deeper conversations about survey feedback. Since the meetings mentioned above occurred in April and May, additional considerations and input could influence the LCAP writing process and be incorporated into the final document.

Students in grades 5-12 also participated in the LCAP survey. The grade restriction was based on its complexity and required level of comprehension. However, face-to-face platforms offered younger and older students the opportunity to share their voices and participate in the LCAP process. Like the parent/guardian meetings, student meetings occurred in the spring.

Other key educational partner involvement actions included Career Technical Education advisories that oversee each CTE pathway. This included program evaluation, input, and planning built around grant funding utilization and program enhancement.

A complete preliminary draft of the LCAP was presented to the Parent Advisory Committee (PAC) on February 8 for review and additional input. A similar process was followed by the District Language Advisory Committee (DELAC) on April 13, emphasizing goals and actions pertaining specifically to English learners. Subsequently, the superintendent responded to the former and latter in a written communique.

On June 9, the District notified the public about the scheduled LCAP public hearing. Parents, guardians, and community members were invited to ask questions and comment on the LCAP document and development process.

The LCAP presentation and public hearing were held on June 14. In addition, the LCAP includes the Budget Overview for Parents (BOP) and the Annual Update that summarizes the 2021-22 LCAP. On June 28, the LCAP, including the Budget Overview for Parents and the Annual Update, was adopted by the Board of Trustees for approval.

A summary of the feedback provided by specific educational partners.

LCAP development took place during official collaborative meetings and informal meetings with various educational partners and the LCAP Task Force. Additionally, feedback was collected from our classified bargaining unit, certificated bargaining unit, English Learner advisory committees (i.e., school site and district), foster youth parent advisory group, and the special education parent advisory committee. Regarding the latter, consultation with Desert/Mountain SELPA also supported the planning efforts. Specific feedback is summarized below.

Academics (Goal 1): California School Employees Association (CSEA) - The importance of effectively leveraging paraprofessionals to assist students and teachers during the transition back to complete in-person learning was discussed to meet student needs. Efforts to accelerate learning, provide intervention, and enrich understanding were extremely challenging, but the personnel and physical resources were in place. It was agreed that data was used to make decisions and address the same challenges. Snowline Teacher Association (STA) - Favorable comments were made regarding accessible instruction/learning to engage students. The continued importance of ongoing assessments was stressed to understand better what students know and need.
Professional development was provided, policies were implemented, vertical and horizontal alignment was focused on, scope and sequence support was addressed, and EL intervention supports were increased. DELAC/ELAC - Bilingual paraprofessionals and teachers/staff increased efforts in supporting English Learners. Direct communication with teachers and the bilingual staff was improved. Academic support for parents was provided to help them to assist their children. SpEDPAC - Long-term goals, life skills, and confidence building still need attention and focus. Adapting instruction to how students learn needs to be a high priority. Student engagement, frequent assessment of student strengths and needs, and improved support programs were affirmed. FYPAC - Academic support was more responsive, and services were delivered more intentionally.

Pro-Social Learning (Goal 2): CSEA - It was acknowledged that the District did provide training for a majority of staff. Continued building of understanding of the integration of PBIS/SEL and its impact on attendance was affirmed. The District needs to continue prioritizing and implementing PBIS/SEL supports to best meet students' needs. STA - Professional development on equity and understanding unconscious bias was not implemented, but the conversation around equity continues to gain momentum. It was understood why equity in grading was not addressed this past school year, but it is agreed that it needs to be when appropriate time and effort can be allocated. Continue to prioritize the social-emotional needs of all students and strengthen PBIS efforts. DELAC/ELAC - Continue to increase social-emotional support to address the needs of English Learners, especially in the areas of motivation, depression, and hopelessness. SpEDPAC - Sustain efforts to create organized, safe, structured learning environments for students. Support staff in accommodating every child's needs, behavior supports, and strengths. Continue to build more vital bridges between general education and special education. FYPAC - Make connections and provide early support to avoid escalation of negative behaviors, which were extreme this past year.

Parent and Community Engagement (Goal 3): CSEA - More parents need to participate in the LCAP survey to assess needs and feedback better. Continue to provide support for home/school learning partnerships. Encourage more input, involvement, and engagement, including online participation options. STA - Increase parent engagement by learning from experts and frameworks on communicating better, making families feel more comfortable/welcome, using online meeting options, offering parent support classes, creating parent support teams, and providing group support for unduplicated student groups. Efforts in those mentioned above are being made, but there is still much to be done. DELAC/ELAC - Increase awareness of resources and supports available for English Learner families. Improve EL parent involvement in the school by bringing parents together in a community to support each other and learn about the program and services together. SpEDPAC -

Improvements have been made in communication and developing parent/school partnerships. Steps are being taken to provide more resources, information, and training for parents to better understand how to support their children. FYPAC - Student Interventions and Attendance focused on obtaining pertinent contact information for families during the enrollment process. Continue to nurture positive family/school relationships.

Staff, Materials, and Facilities (Goal 4): CSEA - Continue to modernize and repair facilities and equipment. Hire teachers with passion and care for diverse student needs. It is understood that hiring both classified and certificated personnel has been a tremendous challenge. Technology, curriculum, and supplemental materials ensure instructional consistency and equity. STA - Continue to ensure that buildings are clean and in good repair, students have adequate instructional materials for school and home, and strive for facility modernization that is highly functional and appealing. Continue to focus on recruiting and retaining qualified teachers through effective coaching, support, pay, and benefits. DELAC/ELAC - Sustain high-quality technology, instructional materials, and tools to make learning accessible to English Learner students. Continue to increase bilingual staff to better support home/school communication. SpEDPAC - Prioritize training on how to work with all students effectively. Although a lot has been done this past year, continue to provide more technology support: devices, training, and assistive technology devices. FYPAC - To set students up for success, be intentional when placing students with teachers that will positively impact them and meet their needs.

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

All four broad goals and associated actions were strongly influenced and shaped by educational partner feedback, especially from the specific groups listed above. The table below lists the LCAP goals and actions that correlate with the provided educational partner feedback. The comprehensive needs assessment with all educational partners identified actions to include and sustain in the LCAP to improve the core program and contribute measures that will increase or improve services for unduplicated students. Specifically, all groups identified the need for improved and focused collaboration around data, continued and enhanced social-emotional and behavioral support, increased family engagement, and equitable access to learning. Regardless of the varying perspectives of each educational partner group, a focus on identifying and addressing individual student needs was a common thread among all groups. The latter applies to academics, pro-social learning, parental involvement, and necessary resources. The subsequent detailed goals and actions can be referenced below. As mentioned previously, the superintendent responded, in writing, to all parents/guardians regarding their concerns, feedback, input, and recommendations on June 10, 2022, and thanked them for their involvement and participation in the LCAP process.

Academics (Goal 1): CSEA - 1.1-1.5, 1.10-1.11, 1.12 STA - 1.1-1.5, 1.8, 1.9, 1.10-1.11 DELAC/ELAC - 1.1-1.5, 1.10-1.11, 1.12 SpEDPAC - 1.1-1.5, 1.6, 1.7, 1.8, 1.12 FYPAC - 1.1-1.5, 1.8, 1.10-1.11

Pro-Social Learning (Goal 2): CSEA - 2.1, 2.2-2.3, 2.4-2.5 STA - 2.2-2.3, 2.4-2.5, 2.6 DELAC/ELAC - 2.4-2.5 SpEDPAC - 2.1, 2.4-2.5 FYPAC - 2.2-2.3

Parent and Community Engagement (Goal3): CSEA - 3.1, 3.3 STA - 3.1, 3.2, 3.3, 3.4 DELAC/ELAC - 3.1, 3.2 SpEDPAC - 3.1, 3.2, 3.3, 3.4 FYPAC - 3.1, 3.2

Staff, Materials, and Facilities (Goal 4): CSEA - 4.1, 4.2, 4.3 STA - 4.1, 4.2, 4.3 DELAC/ELAC - 4.1, 4.2 SpEDPAC - 4.1, 4.2 FYPAC - 4.1, 4.2

Goals and Actions

Goal

Goal #	Description
1	Snowline Joint Unified School District will work together through the PLC process to provide equitable access to rigorous curriculum and high quality, standards-based instruction and assessments by aligning all resources to ensure that all students are prepared to be successful in college and/or career.

An explanation of why the LEA has developed this goal.

In response to feedback from multiple educational partners, the analysis of data, a comprehensive needs assessment, and many iterations of collaboration, the LCAP Task Force developed the academic goal of improved and focused collaboration around data and instruction. Areas in our system that need improvement were revealed while applying the Solution Tree PLC rubrics and frameworks for evaluation. The broad goal represents the actions created by the collective system, which preface detailed action plans that will drive the necessary work to improve student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress - English Language Arts (% standard met or exceeded)	44.0% Standard Met or Exceeded (18-19)	44.0% Standard Met or Exceeded (18-19)			60.0% Standard Met or Exceeded
California Assessment of Student Performance and Progress - Mathematics (% standard met or exceeded)	34.0% Standard Met or Exceeded(18-19)	34.0% Standard Met or Exceeded (18-19)			50.0% Standard Met or Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DIBELS	54.0% Core (middle 2020)	51.0% Core (middle 2022)			75.0% Core
Star Reading	58.0% Participation 36.0% Proficient (20-21)	71.0% Participation 26.0% Proficient (21-22)			95% Participation 60% Proficient
Star Math	56.0% Participation 25.0% Proficient (20-21)	62.0% Participation 35% Proficient (21-22)			95% Participation 50% Proficient
Interim Assessments ELA	80.0% Participation (grades 3-8, 11) (18-19)	93.77% (21-22)			95% Participation (grades 3-8, 11)
Interim Assessments Math	65.0% Participation (grades 3-8, 11) (18-19)	74.52% (21-22)			95.0% Participation (grades 3-8, 11)
California Science Test (% proficient and advanced)	25.0% Standard Met or Exceeded (18-19)	25.0% Standard Met or Exceeded (18-19)			40.0% Standard Met or Exceeded
English Learner Progress Indicator (% of English Learners making progress towards English language proficiency on ELPAC)	41.5% making progress towards English language proficiency on ELPAC (2019)	41.5% making progress towards English language proficiency on ELPAC (2019)			50.0% making progress towards English language proficiency on ELPAC
English Learner Reclassification Rate	9.34% (2019)	7.79% (20-21)			25.5%
Advanced Placement Enrollment-1 or More	56.0% (2019)	18.31% (20-21)			60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Courses (% of students)					
Advanced Placement Test Scores-3,4, or 5 (% of AP students)	66.55% (2019)	57.53% (20-21)			75.0%
Career Technical Education Pathway Completion (% of CTE Completers graduated)	99.0% (2019)	100.0% (20-21)			100.0%
College/Career Indicator	40.2% Prepared (2019)	40.2% prepared (2019)			50.0%
UC/CSU A-G Completion Rate	45.8%	31.9% (20-21)			50.0%
EAP Scores: ELA	43.24% (18-19)	43.24% (18-19)			55.0%
EAP Scores: Math	33.25% (18-19)	33.25% (18-19)			45.0%
STATE PRIORITY 2 - Implementation of State Academic Standards Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 –	2022 English Language Arts: 4 English Language Development: 3 Mathematics: 4 Next Generation Science Standards: 3 History-Social Science: 3	2022 English Language Arts: 4 English Language Development: 3 Mathematics: 4 Next Generation Science Standards: 3 History-Social Science: 3			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Full Implementation and Sustainability Added in June of 2022					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning Communities	Reinforce and strengthen Professional Learning Communities through a commitment to the four essential questions and the PLC cycle. (Four PLC Questions: 1) What do we want all students to learn?; 2) How will we know if they have learned?; 3) What will we do if they don't learn?; 4) What will we do if they already know it?). Teachers will continue to participate in PLC meetings to deliver high-quality instruction to students by a commitment to the four essential questions. This action will be principally directed toward English learners, foster youth, and low-income students. It will contribute to improved student outcomes measured by the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and mathematics.	$10,744,701.00	Yes
1.2	Professional Learning Communities: Additional PLC Time	Teachers will engage in PLC time in comprehensive data analysis and planning to increase student scores on English Language Arts and Mathematics CAASPP. This action is principally directed to our SED student group. For example, increased designated PLC time will be embedded during the regular school day by providing scheduled physical education blocks that will free up teachers to engage in comprehensive data analysis and planning that will focus on SED students and improve performance as measured by the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and mathematics.	$1,319,522.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Professional Learning Communities: Smaller Class Sizes	The District will sustain smaller classes in transitional kindergarten through third grade to help all unduplicated pupils (i.e., English learners, foster youth, socioeconomically disadvantaged) learn to read at grade level and to increase their ability to succeed in advanced subject areas in subsequent grades as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS).	$2,969,659.00	Yes
1.4	Professional Learning Communities: Teacher Learning Leaders	Teacher Learning Leaders will provide strong facilitation and expertise in Professional Learning Communities across all grade levels and departments to maximize efforts principally directed to all unduplicated students (e.g. data analysis, instructional planning) that will result in learning gains in core subject areas as measured by the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and mathematics.	$538,997.00	Yes
1.5	Professional Learning Communities: Enrichment and Support	Additional stipend positions are included that provide enrichment and support for students. The Career Technical Education program and staff connect and engage SED students to learning via a vocational setting through the PLC process. A broad selection of curriculum, including electives, provides students with increased learning opportunities. This will improve academic performance as measured by the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and Mathematics and the College and Career Indicator on the CDE Dashboard.	$1,328,373.00	Yes
1.6	Assessment	Teachers and administrators will collaborate to strategically design and select assessments that measure performance in ELA and math for all students, use the data to monitor and impact teaching and learning, provide student feedback, evaluate programs, and allocate resources equitably. Progress monitoring will be accomplished through the local assessments that are designed or selected by teachers. Interim and summative CAASPP and Star Early Literacy,	$107,085.00	No

Action #	Title	Description	Total Funds	Contributing
		Reading, and Math assessments will be the primary benchmarks of student performance.		
1.7	Engagement	In order to increase meaningful engagement in rigorous learning and to increase performance of unduplicated students, teachers will intentionally incorporate Kagan cooperative learning structures routinely into all content areas. Performance will be measured on the California Assessment of Student Progress and Performance.	$38,091.00	Yes
1.8	Universal Design for Learning	In efforts to increase student performance as measured on the CAASPP, Star, and DIBELS, explore the principles of UDL (how we teach, how students engage in learning, and how we measure what students learn) in Leadership Council and collaboratively determine our next steps.	$1,450.00	No
1.9	Grading	In efforts to improve instruction and student learning outcomes (e.g., CAASPP, STAR, DIBELS), evaluate our current grading practices and calibrate against research and evidence-based practices to determine our next steps as a system.	$23,639.00	No
1.10	English Learners	Every school site, with targeted district support, will leverage English language development ancillary materials and hiring of bilingual associates to increase the language acquisition growth of all English learners as measured by the English Language Proficiency Assessments for California (ELPAC).	$520,249.00	Yes
1.11	Paraprofessionals	Snowline will develop and implement a comprehensive and systemic plan to build the capacity of its bilingual and instructional associates through ongoing training and support in general education and ELD classroom support in order to maximize their support of student success as measured on CAASPP, ELPAC, Star, and DIBELS. This	$525,442.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action will be principally directed toward supporting English learners and socioeconomically disadvantaged students.		
1.12	Paraprofessionals: Training	Snowline will develop and implement a comprehensive and systemic plan to build the capacity of all its special education instructional associates through ongoing training and support in special education classroom support strategies in order to maximize their support of student success as measured on California Alternate Assessment, CAASPP, Star, and DIBELS.	$59,914.00	No

Goal Analysis [2021-22]

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

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

Professional Learning Communities (Actions 1.1-1.5): Significant monetary resources and time were allocated toward these actions. Implementation was on pace with what was expected regarding the overall goal and accompanying actions. Administrative training, maximized PLC time for grade levels and departments, smaller class sizes, established Teacher Learning Leaders, and additional stipend positions for both academic and career technical education were all monitored, evaluated, and supported throughout the school year.

Assessment (Action 1.6): Teachers, in conjunction with support from their site administrators, worked collaboratively in designing and administering local assessments (i.e., formative and summative), while district assessments (e.g., STAR, CAASPP interim assessment blocks) further informed classroom instruction and student progress.

Engagement (Action 1.7): Kagan Cooperative Learning structures were implemented across the district. Teachers and administrators received two days of training and subsequent coaching, which directly supported student engagement strategies.

Universal Design for Learning (Action 1.8): Due to the demands of other goals, actions, and priorities, the UDL action was not addressed this past school year but will remain in the LCAP and be revisited in 2022-23.

Grading (Action 1.9): For the same reasons that UDL was not addressed in 2021-22, work in grading practice enhancement was also delayed but will remain an action to undertake during the three-year LCAP window.

English Learners (Action 1.10): Bilingual associate services were expanded to support EL students. Associates also received training in the areas of English language development and assessment.

Paraprofessionals (Action 1.11, 1.12): Instructional associates were assigned, trained, and coached according to need at their respective school sites. In addition to district-based professional development, bilingual associates were also strategically coached and supported on campus.

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.

PLC: Teacher Learning Leaders (Action 1.4): $485,859 was budgeted to support teacher learning leaders at each school site. $515,094 was spent. The increased amount results from the increased stipends to accomplish the necessary additional work for this effort.

PLC: Enrichment and Support (Action 1.5): $1,323,588 was budgeted for teacher salary, including career and technical education (CTE). Only $1,237,781 was spent due to teachers leaving the District, replaced by new hires coming in lower on the salary schedule.

Assessment (Action 1.6): $251,617 was budgeted for assessment resources, and $96,685 was spent. This was due to a significant amount of the necessary resources being paid out of one-time monies (e.g., ELO funds).

Paraprofessionals (Action 1.11): Paraprofessionals: $374,133 was budgeted for salaries, professional development, and additional paid hours to support students. As previously stated, acquiring substitutes (i.e., classified, certificated) posed a significant challenge during the 2021-22 school year. Additionally, there were vacant paraprofessional positions that were not filled. As a result, only $266,044 in expenditures were incurred.

Paraprofessionals: Training (Action 1.12): $87,855 was budgeted for paraprofessional training, and $74,386 was spent. Once again, staffing shortages and an inadequate substitute pool resulted in not hosting more training.

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

Regarding student performance metrics, PLC work, student engagement, and English language development were paramount in transitioning students from remote and hybrid learning back to in-person instruction. The pandemic's impact and uncertainty on conducive learning environments created significant challenges as schools attempted to accelerate learning and make up the lost ground since March 2020. The previously mentioned instructional actions helped increase STAR Math and CTE pathway completion metric performance. However, there were also digressions from baseline data in the areas of DIBELS and STAR Reading, which need to be mitigated moving forward.

Professional Learning Communities (Action 1.1): A returned focus on PLC training for administrators resulted in two days of professional development facilitated by Dr. Tesha Ferriby Thomas. The learning was centered on the book Amplify Your Impact. Site administrators built capacity in guiding and coaching PLC efforts on their campuses.

Professional Learning Communities: Additional PLC Time (Action 1.2): Teachers participate in weekly PLC meetings. They occur more than once a week at the elementary and middle school level due to additional time resulting from P.E., music instruction, and common preparatory periods. The latter incorporates instructional alignment, data analysis, and discussion of best practices that contribute to improved student outcomes. Higher STAR Reading and Math participation rates were a byproduct and resulted in a 10.0% in student proficiency in STAR Math.

Professional Learning Communities: Smaller Class Sizes (Action 1.3): The District maintains some of the smallest class size ratios in the high desert region, which results in increased student performance. 51.0% of elementary students performed at the CORE (meeting standard) on DIBELS. The latter is only 4.0% less than it was this time in 2020 (pre-pandemic).

Professional Learning Communities: Teacher Learning Leaders (Action 1.4): Teacher learning leaders (TLLs) were instrumental in leading PLC work in grade levels and secondary departments. They received annual stipends compensated for additional duties and responsibilities. One of the goals is to increase the baseline district-wide CAASPP percentages of students who meet or exceed the standard: 44.0% in ELA and 34.0% in mathematics.

Professional Learning Communities: Enrichment and Support (Action 1.5): Additional stipends were funded for positions that contribute to student enrichment and support. In addition to post-secondary pathways, career technical education is also an area of focus contributing to the District's College/Career Indicator (CCI), which shows that currently, 38.4% are prepared.

Assessment (Action 1.6): Local assessments, including CAASPP interim assessment blocks (IABs), STAR Reading (28.0% proficient), Math (35.0% proficient), and Early Literacy, were administered to monitor progress and predict success on the CAASPP summative assessment.

Engagement (Action 1.7): Kagan Cooperative Learning training occurred twice, in August and January, with coaching in March and April.

Universal Design for Learning (Action 1.8): Universal Design for Learning (UDL) will be revisited and addressed in the 2022-23 school year.

Grading (Action 1.9): Grading will be revisited and addressed in the 2022-23 school year.

English Learners (Action 1.10): Bilingual paraprofessional support has been expanded, and ELD materials have been provided and replenished to support English learners. 41.5% of E.L. students are progressing toward English language proficiency, while 7.79% were recently reclassified.

Paraprofessionals (Action 1.11): Designated and integrated English language development support was prioritized among bilingual instructional associates through formal training throughout the school year.

Paraprofessionals: Training (Action 1.12): Special education instructional associates received instructional strategies and classroom management training. The former and latter varied according to individual student needs and were strongly correlated to specific IEP goals.

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

No changes were made to existing goals, actions, expected outcomes, or metrics at this time.

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

Goals and Actions

Goal

Goal #	Description
2	Every site and classroom across the district will exhibit a prosocial learning environment that meets students' needs in areas that affect school success (behavioral, academic, social-emotional, and attendance). These needs will be met through an integrated, multi-tiered system of support to create a consistent, predictable, positive, safe, nurturing, and equitable learning environment for all students.

An explanation of why the LEA has developed this goal.

In response to feedback from multiple educational partners, the analysis of data, a comprehensive needs assessment, and many iterations of collaboration, the LCAP Task Force developed the pro-social learning goal. Pro-social learning environments improve social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. The feedback and the data suggest that the pro-social learning support will be critical in transitioning back from the pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	5.3% (18-19)	0.02% (20-21)			4.0%
Expulsion Rate	1.13% (18-19)	0.0% (20-21)			0.5%
Attendance Rate	93.95% (18-19)	95.07 (20-21)			96.0%
Chronic Absenteeism	15.5% (18-19)	16.8% (20-21)			10.0%
Graduation Rate	88.7% (19-20)	92.6% (20-21)			95.0%
Dropout Rate-High School	10.0% (19-20)	4.2% (20-21)			0.05%
Dropout Rate-Middle School	0.0% (19-20)	0.0% (20-21)			0.0%
Tiered Fidelity Inventory-Tier 1	87.5%	Not Administered			95.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Kelvin (school climate)	0.0% (initial survey in 2021-22)	60.0% Participation 75.0% favorability (21-22)			90.0% Favorability
Star Reading	58.0% Participation 36.0% Proficient	71.0% Participation 26.0% Proficient (21-22)			95.0% Participation 60.0% Proficient
Star Math	56% Participation 25% Proficient	62.0% participation 35.0% proficient (21-22)			95.0% Participation 50.0% Proficient
Hanover--Students feel safe at school.	Data Revised June 2022 Parents: 70.0% Students: 68.0%	2021-22 Parents: 69.0% Students: 58.0%			Parents: 90.0% Students: 90.0%
Hanover--Students like going to school.	Data Revised June 2022 Parents: 75.0% Students: 53.0%	2021-22 Parents: 77.0% Students: 51.0%			Parents: 90.0% Students: 75.0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Training/Professional Development	The District will provide a professional development delivery system through virtual/in-person meetings and a recorded PBIS reference library, principally directed to support socioeconomically disadvantaged students to reduce suspension and expulsion rates and increase attendance. Professional development will focus on the essential components of the three tiers of PBIS to support all Tier 1 and Tier 2 classified and certificated staff.	$779,041.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue participation in essential PBIS professional learning opportunities to increase the effectiveness of PBIS school and district leaders. Potential professional learning offerings will include regional, state, and national PBIS conferences and trainings, and the New to Snowline Teacher Academy.		
2.2	Integration of I-MTSS and Collaboration	With the collaboration of a district advisory team and site-based leadership, all schools will utilize an integrated multi-tiered system of support to promote student success. Specific instruction and intervention at all three tiers will be informed by data (School-Wide [Behavior] Information System--SWIS, Star Reading and Star Math, Kelvin Pulse Surveys, and Attention 2 Attendance--A2A) to meet the behavioral, academic, social-emotional, and attendance needs of all Snowline students.	$3,129,154.00	No
2.3	Integration of I-MTSS and Collaboration: Resources	As measured by the Kelvin Pulse Survey, specifically designed to support foster youth students through the multi-tiered systems of support, emphasis will be placed on additional resources and strategies that will enhance the following: • Supportive classroom practices (e.g., opportunities to respond, four positive comments to every corrective one) • Sense of safety • Feeling in control of their environment • Connectivity • Self-regulation skills These wrap-around support services are principally directed to the specific needs of foster youth students.	$4,186,564.00	Yes
2.4	Social-Emotional Support for Students	In support of the social-emotional/mental health of students, the district social worker alongside school site counselors will monitor	$2,004,117.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students' mental well-being by encouraging every student to respond to the Kelvin pulse survey, to identify trends, students in crisis, intervention needs, and to share relevant resources to support families and staff. Under the direction of the district social worker, Master of Social Work (MSW) interns will be utilized to provide support and resources to the district's student population. The social worker will also play a key role in the professional development of school staff in the areas of trauma-informed practices and mental health first aid. All students will benefit from receiving direct social-emotional support based on their survey responses and additional observed and identified needs.		
2.5	Social-Emotional Support for Students: Motivation and Attendance	To better serve unduplicated students with varying motivation levels for learning, behaving positively, and performing academically, additional personnel (e.g., attendance specialists, social emotional learning specialists) will be deployed to bolster and support social and emotional learning (SEL) to increase positive mental health and self-esteem as measured by the Kelvin Pulse Survey. Additional measures of success will include attendance, suspension, expulsion, and drop-out rates. The latter will be principally directed toward socioeconomically disadvantaged students and provide a foundation for safe and positive learning and enhance students' ability to succeed in school, careers, and life.	$1,322,999.00	Yes
2.6	Equity for All	Snowline staff (all schools, classrooms, and departments) will work together to close the opportunity gap and create equitable learning environments as measured by such metrics as the Kelvin Pulse Survey, suspension rate, expulsion rate, and the CAASPP. Snowline will provide targeted growth opportunities/professional learning (e.g., workshops, professional speakers, virtual training) for our staff, students, families, and community to empower all of us to vigorously push back against hate, racism, and inequality. We will inspire success through education, accountability, forward-thinking, and	$89,197.00	No

Action #	Title	Description	Total Funds	Contributing
		guaranteeing each student is equipped for their individual path to success.		
2.7	Attendance	Two attendance specialists and the district social worker will continue to be headquartered out of the Student Intervention and Attendance office. They will continue to assist in the district's work of increasing student attendance and reducing chronic absenteeism as measured on the CDE Dashboard indicator. The attendance team will support all schools within the district. Their focus will be working with students and families to identify and reduce barriers to regular school attendance. This action is principally directed toward unduplicated students (FY, SED, EL).	$4,419,896.00	Yes

Goal Analysis [2021-22]

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

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

Training/Professional Development (Action 2.1): PBIS is a high priority on all campuses and needs acceleration regarding training and professional development in all three system tiers. A limited substitute pool has made it very difficult to host PD during the school day. Additionally, staff member fatigue due to a demanding year was not conducive to training outside of the normal work day. The same rationale applies to sending people to out-of-district conferences. Success has been experienced in the New to Snowline Teacher Academy, in which participation is expected. Regarding the latter, learning and collaborating around PBIS have occurred regularly and, in turn, have built capacity among newer teachers.

Integration of I-MTSS and Collaboration (Action 2.2): On the academic and behavioral fronts, I-MTSS has remained an integral system monitored and assessed through data generated through comprehensive platforms. The latter is utilized by district/site leadership and PLC teams to maximize learning and reduce the barriers that hinder it. This past year's return to full in-person learning has brought negative by-products evidenced by undesirable conduct, unsatisfactory attendance, and low student engagement. As the work moves forward, it has varied effects on the entire student body and reveals extreme areas of need that require more time and resources to remedy.

Integration of I-MTSS and Collaboration-Resources (Action 2.3): Kelvin Pulse Surveys were implemented during the school year and obtained useful data based on their intent. It was difficult to achieve full participation in the early part of the year due to the incomplete deployment of Chromebooks to all students. Since then, the district has been at 1:1 regarding students to technology devices. With familiarity in place, the goal is to administer more comprehensive surveys to gather meaningful and actionable data.

Social-Emotional Support for Students (Action 2.4): There is immense value in having a social worker at the forefront in coordinating and providing social-emotional support to students across the district. However, her capacity is finite compared to the significant need that exists. A plan is in development to incentivize master of social work (MSW) interns to affiliate with the district in fulfilling their internship post-secondary requirements. The latter will increase the capacity and impact of the district social worker. A partnership was created with four neighboring school districts under the guidance of Dr. Ron Powell and Dr. Sherry Wilkens as a way to learn about and implement best practices that will bolster and enhance SEL systems in the district.

Social-Emotional Support for Students-Motivation and Attendance (Action 2.5): In conjunction with the school sites, the Student Attendance and Intervention (SAI) department was instrumental in coordinating and providing outreach to families with children experiencing chronic absenteeism. Increased attendance has been a positive outcome of the work carried out by the SAI team and contributed to improving academic achievement and mental health. In addition to the attendance specialists, it was also the intent to staff SEL specialists. The latter will potentially occur when staffing opportunities are more favorable.

Equity for All (Action 2.6): 2021-22 marked the second school year that the district continued to move forward with equity work through the Snowline Equity, an Absolute for Learning (SEAL) team, which focused on several issues intending to broaden access for all students and ultimately narrow achievement and opportunity gaps. This past year included collaboration, planning, and expanding the work to the entire Leadership Council. Although workshops, professional speakers, and training did not occur this past school year, they will in subsequent years, beginning in 2022-23.

Attendance (Action 2.7): As alluded to previously, the work of the two attendance specialists was fully implemented, on target with intent, and achieved positive outcomes when it came to mitigating adverse student attendance. The latter was accomplished through high levels of support and coordination of resources intended to reduce and remove barriers to attendance and learning.

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.

Training/Professional Development (Action 2.1): Training/Professional Development: $790,801 was budgeted for professional development (e.g., PBIS). Only $716,489 was spent due to the year-long substitute shortages and extensive commitments on campus to prioritize in-person learning.

Integration of I-MTSS and Collaboration (Action 2.2): $2,683,107 was budgeted for collaboration time and resources, and $2,712,667 was spent. The higher expenditures resulted from an increased need for PBIS and SEL support.

Integration of I-MTSS and Collaboration-Resources (Action 2.3): Integration of I-MTSS and Collaboration, Resources: $3,684,032 was budgeted for wrap-around services and other necessary resources. $3,253,959 was spent due to a slower implementation process and other prioritized work in the pipeline. Additionally, the hiring of two SEL TOSAs was delayed.

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

Training/Professional Development (Action 2.1): Professional development, specifically in PBIS, was minimal during the 2021-22 school year due to the refocusing on in-person learning and the limited substitute pool to draw from during the instructional day. However, training and high levels of support were directed toward new teachers and those new to the district through the New to Snowline Teacher Academy. The latter was instrumental in onboarding newly hired educators and familiarizing them with district-wide initiatives, including PBIS.

Integration of I-MTSS and Collaboration (Action 2.2): PBIS directly correlates with the Integrated Multi-Tiered System of Support (I-MTSS) model, which supports the whole child in academic achievement and healthy social development. Once again, the additional time and effort into transitioning students back to full-time in-person learning have delayed some of the intended efforts in I-MTSS during the 2021-22 school year. Another part of I-MTSS, social-emotional support, has been a high priority and has gained significant momentum this past year. Local assessments, including CAASPP interim assessment blocks (IABs), STAR Reading, Math, and Early Literacy, were administered to monitor progress and predict success on the CAASPP summative assessment. After significant learning loss during the 2020-21 school year, a sustained long-term focus on instruction will remain a top priority. Parent and student perceptions regarding students feeling safe at school decreased by 1.0% and 10.0%. Part of the decrease reflects fear about the pandemic and not just the social environment.

Integration of I-MTSS and Collaboration: Resources (Action 2.3): This past school year marked the initial administration of the Kelvin Pulse Survey, which provides teachers and administrators with actionable data that reflects where students are doing well and where they need support. The baseline survey saw 60.0% participation and a 75.0% favorability rate. A 2.0% increase among parents and a 2.0% decrease among students occurred in response to students liking to come to school. It was anticipated that these percentages would have been higher after returning from remote and hybrid learning.

Social-Emotional Support for Students (Action 2.4): Student support has and will remain at the forefront of the district's work in the immediate and distant future. The District began collaborating with Doctors Ron Powell and Sheri Wilkens and three neighboring school districts in social-emotional learning to design a long-range plan to support student and staff health and wellness. A designated health and wellness team is undertaking this work and will assist in its implementation and success.

Social-Emotional Support for Students: Motivation and Attendance (Action 2.5): Due to the pandemic, suspension and expulsion rates to significant downturns, as reflected in 2020-21 data. However, the return to in-person learning has brought increased behavior challenges. Another upside was that the District saw a 4.0% increase in the graduation rate and a 6.0% decrease in the high school dropout rate.

Equity for All (Action 2.6): Equity work increased over the school year and will continue to grow and manifest into specific action plans to achieve tangible outcomes.

Attendance (Action 2.7): Significant time and resources were allocated to work intended to combat chronic absenteeism, which has resulted in favorable quantifiable and qualifiable outcomes. Although most of the 2020-21 school year took place in a hybrid model, the District saw

over a 1.0% increase in attendance. However, chronic absenteeism has also increased, resulting from a lack of engagement during remote and hybrid learning.

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

Although metrics remain the same for this goal and actions, there are some modifications in reporting progress.

Hanover – Students feel safe at school: The baseline data point for students was changed to reflect the final data on the 2020-21 Hanover LCAP Analysis. Also, the parent data point was added, as it also offers an important perspective.

Hanover – Students like going to school: The baseline data point for students was changed to reflect the final data on the 2020-21 Hanover LCAP Analysis. Also, the parent data point was added, as it also offers an important perspective.

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

Goals and Actions

Goal

Goal #	Description
3	Establish and empower district and site educational partners as consistent points of connection that facilitate services, resources, and support to our Snowline community at large to meet the educational partner-generated outcomes and goals.

An explanation of why the LEA has developed this goal.

In response to feedback from multiple stakeholder groups and the analysis of data, the LCAP Task Force developed the parent and community engagement goal to build strong partnerships with all stakeholders and ensure optimal outcomes for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Process Program Evaluation Results from Hanover Research – Parent/Student Survey Overall Satisfaction Rate: Teachers, School-Level Leadership, District-Level Leadership	Parents: 76.0% Students: 80.0%	2021-22 Parents: 71.0% Students: 79.37%			Parents: 90.0% Students: 90.0%
Participation Rate in District English Language Learner Advisory Committee (DELAC) and (ELAC)	Average of 15 attendees per meeting	2021-22 Average of 21 participants			Average of 30 attendees per meeting

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation Rate in Parent Advisory Committee	Data Revised June 2022 Average of 8 participants	2021-22 Average of 8 participants			Average of about 25 participants in PAC meetings.
Hanover – Schools Encourage Parental Involvement	Data Revised June 2022 Parents: 74.0% Staff: 85.0%	2021-22 Parents: 60.0% Staff: 70.0%			Parents: 85.0% Staff: 90.0%
Hanover – Overall, I am satisfied with the customer service I have experienced in Snowline JUSD.	Data Revised June 2022 Parents: 76.0% Staff: 92.0% Students: 76.0%	2021-22 Parents: 75.0% Staff: 75.0% Students: 68.0%			Parents: 85.0% Staff: 90.0% Students: 90.0%
Hanover – When I walk into this school, I feel welcome.	Data Revised June 2022 Parents: 75.0% Staff: 92.0% Students: 70.0%	2021-22 Parents: 76.0% Staff: 88.0% Students: 62.0%			Parents: 90.0% Staff: 95.0% Students: 90.0%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement	All student groups will benefit from improved parent engagement that will not only keep parents informed about site and district efforts, but also provide increased opportunities for parents to provide feedback to shape the district's next steps in response to student academic and social-emotional needs. Coordinated efforts by the District and individual school sites to empower parents to become engaged in	$278,532.00	No

Action #	Title	Description	Total Funds	Contributing
		school site and district decision-making will be employed throughout the district. The efforts will include enhanced outreach, leveraging alternative participation methods (virtual meetings), and frequent communication and requests for input. Schools encouraging parental involvement will be measured through the Hanover LCAP survey.		
3.2	Parent Advisory Groups	Continue to facilitate District English Language Advisory Committee (DELAC), Special Education Parent Advisory Committee (SPEDPAC), and Foster Parent Advisory Committee (FPAC) meetings to coordinate efforts across all district sites and assist English Language Advisory Committees (ELAC), case carriers, and foster liaisons in providing support to schools to improve student achievement as measured in goal 1.	$2,591.00	No
3.3	Public Relations and Communication	All student groups will benefit from improved communication about district and school events, opportunities, and other information to support their learning, progress, and performance. Continue to utilize the public relations position to communicate with stakeholders to develop and market the Snowline JUSD brand. Leverage new and improved communication platforms (text, phone, and social media) to increase parent and community outreach.	$257,432.00	No
3.4	Parent Engagement Task Force	All student groups will benefit from the development of a parent engagement task force to increase outreach, parent input, and involvement to strengthen community relationships as measured by the Hanover Research LCAP Survey. This smaller representative parent task force will provide the opportunity to explore the needs, strengths, areas for growth, and areas of success in depth to help shape the district's next steps in better supporting academic and social-emotional learning for all students and families. Town Hall	$1,547.00	No

Action #	Title	Description	Total Funds	Contributing
		meetings will be utilized to include parents and department and school leaders to assist with the alignment of the LCAP with department and school plans.		

Goal Analysis [2021-22]

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

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

Parent Engagement (Action 3.1): Although not yet at the desired threshold, opportunities for expanded and diversified parent involvement continued to occur. Virtual meetings were intended to increase the number of participants but had minimal impact. With that being said, the District English Language Advisory Committee (DELAC) has experienced an increase in attendance and has refined its overall focus and purpose. The former and latter have resulted in a higher level of empowerment, ownership, and belief that their work matters.

Parent Advisory Groups (Action 3.2): Promoting and hosting specialized parent involvement opportunities at the district level has offered parents meeting platforms that directly connect to special student populations that parents can relate to based on the needs of their children. Due to the confidential nature of foster students, outreach to families can be challenging.

Public Relations and Communication (Action 3.3): The overall effectiveness and perception of the district's communication efforts have been favorable for all mediums. A mid-year challenge arose when the director of risk management, marketing, and public relations left the district, leaving others to continue the necessary work. The position has since been filled, returning marketing and public relations to high efficiency and quality output level.

Parent Engagement Task Force (Action 3.4): Due to the demands of other goals, actions, and priorities, the parent task force was not implemented this past school year but will remain in the LCAP and be revisited in 2022-23.

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.

Parent Advisory Groups (Action 3.2): $10,000 was budgeted, and $2,296 was spent. Most meetings were hosted virtually, resulting in reduced costs for personnel and resources.

Parent Engagement Task Force (Action 3.4): $26,000 was budgeted, but no money was spent due to the delay in implementing this action.

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

Parent Engagement (Action 3.1): Parent Engagement opportunities expanded across the district and continued to evolve into specialized groups focused on the needs of specific student populations in efforts to more effectively prioritize support and resources needed to increase student achievement. Meaningful involvement continues to grow along with participation and is anticipated to do so moving forward. The average amount of participants increased in parent meetings from 15 to 21.

Parent Advisory Groups (Action 3.2): The District English Language Advisory Committee (DELAC), Special Education Parent Advisory Committee (SpEDPAC), and Foster Parent Advisory (FPAC) groups are fully implemented and gaining greater momentum regarding the scope of work and active member involvement.

Public Relations and Communication (Action 3.3): An extension to the latter, public relations and communication played a critical role in promoting parental involvement and soliciting feedback from families that informed the district's work. One example was the high participation rate garnered through the most LCAP survey. There was a decrease in parents and staff agreeing or strongly agreeing that parent engagement was encouraged. Additionally, the percentage of parents, staff, and students trended downward in response to their perception of customer service. Also, while students felt less favorable regarding being welcome at school, parents and staff felt more positive. The decreases and inconsistency were largely due to the restrictions of the pandemic that existed through the majority of the school year. Lastly, percentages of parents and students increased based on overall educational effectiveness across the District. The combined satisfaction rate for parents decreased by 5.0%, while the students' percentage went down less than 1.0%. The latter results from a challenging year full of strife due to mandates and uncertainty.

Parent Engagement Task Force (Action 3.4): The Parent Engagement Task Force implementation will be revisited in the 2022-23 school year.

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

Although metrics remain the same for this goal and actions, there are some modifications in reporting progress.

LCAP Process Program Evaluation Results from Hanover Research – Parent/Student Survey: Student data has been added to this metric due to the importance of student perception. The parent baseline data point was changed to reflect the final data on the 2020-21 Hanover LCAP Analysis.

Hanover – Schools Encourage Parental Involvement: Staff data has been added to this metric due to the importance of staff perception. Additionally, the parent baseline data point was changed to reflect the final data on the 2020-21 Hanover LCAP Analysis.

Hanover - Overall, I am satisfied with the customer service I have experienced in Snowline JUSD: The “All” data point was removed due to redundancy and the overall importance of disaggregated educational partner data. The baseline data points were changed to reflect the final data on the 2020-21 Hanover LCAP Analysis.

Hanover – When I walk into this school, I feel welcome: The “All” data point was removed due to redundancy and the overall importance of disaggregated educational partner data. The baseline data points were changed to reflect the final data on the 2020-21 Hanover LCAP Analysis.

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

Goals and Actions

Goal

Goal #	Description
4	Snowline will strive to provide the highest quality staff, student resources, and facilities that promote optimal learning.

An explanation of why the LEA has developed this goal.

In response to feedback from multiple educational partners, the analysis of data, and many iterations of collaboration, the LCAP Task Force developed the quality education goal. The broad goal represents the actions created by the collective system, which preface detailed action plans that will drive the necessary work to improve student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assignment Monitoring and Review	0 Findings	2021-22 0 Findings			0 Findings
Williams Act Facilities Review: 0 Findings	0 Findings	2021-22 0 Findings			0 Findings
Williams Act Instructional Materials Access Review: 100.0% Access	100.0% Access	2021-22 100.0% Access			100.0% Access
Hanover - Learning Environment: Maintains its physical resources well. (Strongly Agree/Agree)	Parents: 72.0% Staff: 75.0% Students: 77.0%	2021-22 Parents: 72.0% Staff: 56.0% Students: 71.0%			Parents: 85% Staff: 85% Students: 85%
Hanover - Learning Environment: Is clean.	Parents: 80.0% Staff: 86.0%	2021-22 Parents: 81.0%			Parents: 90% Staff: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Strongly Agree/Agree)	Students: 65.0%	Staff: 63.0% Students: 52.0%			Students: 90%
Hanover - Learning Environment: Has facilities with up-to-date technology. (Strongly Agree/Agree)	Parents: 67.0% Staff: 60.0% Students: 73.0%	2021-22 Parents: 65.0% Staff: 49.0% Students: 66.0%			Parents: 85% Staff: 85% Students: 85%
Hanover - Overall Satisfaction: The school is effectively educating me/my child. (Strongly Agree/Agree)	Parents: 68.0% Students: 73.0%	2021-22 Parents: 76.0% Students: 74.0%			Parents: 90% Students: 90%
Access to a Broad Course of Study (per CDE Dashboard)	Standard Met (2019)	Data not available for 2020, 2021			Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Qualified Teachers/ Credentialing	All students will benefit from the district ensuring that qualified teachers are providing the highest quality instruction to all students to support academic progress and growth. Through a systematic and aligned district process, hire and support qualified and diverse educators (i.e., certificated teachers) who are assigned to appropriate grade level and content area teaching positions.	$30,738,415.00	No
4.2	Student Resources	All students will benefit from the district ensuring that all students have complete and equitable access to resources needed for optimal learning, including standards-aligned curriculum, supplemental	$11,675,305.00	No

Action #	Title	Description	Total Funds	Contributing
		materials, technology devices, digital infrastructure, and personnel. Essential to optimal learning is having the necessary resources that support classroom instruction.		
4.3	Facilities	All students will benefit from the district ensuring that facilities are at their best and provide conducive environments for learning. The maintenance and operations department and custodial staff will optimize learning facilities to be safe, functional, clean, attractive, and welcoming, including all classrooms and common areas.	$25,749,237.00	No

Goal Analysis [2021-22]

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

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

Qualified Teachers/Credentialing (Action 4.1): As California faces, arguably, the most critical educator shortage in the history of the state, it has been extremely challenging to fill classroom positions as well as other certificated specialists (e.g., speech and language pathologists). The human resources department has successfully assigned qualified teachers at elementary and secondary levels. Concerted recruitment efforts continue through job fairs and other platforms to meet staffing needs.

Student Resources (Action 4.2): One-time funding sources and higher than anticipated enrollment projections have helped ensure that students, school sites, and supporting programs access resources essential to learning and physical and mental well-being. Systems and processes were established and clearly articulated so that procurement was as efficient as possible. As finite financial resources are spent over time, the sustainability of specific spending needs to be addressed and navigated so that effectiveness is not compromised after one-time funding is diminished or eliminated.

Facilities (Action 4.3): Maintenance and operations staffing deficits have led to shortcomings in facility maintenance and enhancement. Efforts to ensure that all school facilities are functional, clean, attractive, and welcoming are in process but completed at a slower rate due to the low M&O staffing, as mentioned earlier, and the higher need for work prioritization.

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.

No contributing services

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

Qualified Teachers/Credentialing (Action 4.1): The human resources department is highly effective in practices and systematic approach to overseeing credentialing and appropriately assigning them based on needs across the District. While all district teachers are appropriately credentialed and assigned, a reduced hiring pool has created challenges in meeting the staffing demands of the increasing student enrollment. There were no adverse findings regarding credentialing or teacher misassignments.

Student Resources (Action 4.2): Financial and material resources were abundant in support of students and teachers during the 2021-22 school year. They will continue to be so in the foreseeable future due to discretionary, federal, and one-time COVID-19 monies. As a result, material needs will be procured much more easily. The Williams Act Instructional Materials Access Review revealed that students had 100.0% access to instructional materials.

Facilities (Action 4.3): Facilities: Although the financial resources are available for facility enhancement, maintenance, and upkeep, personnel shortages have hindered the ability to keep pace with facility needs. However, as personnel deficits are mitigated, funds will be readily available for much-needed work. The Williams Act Facilities Review revealed no adverse findings.

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

No changes were made to existing goals, actions, expected outcomes, or metrics at this time.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$20,792,702	$2,311,077

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
29.72%	0.00%	$0.00	29.72%

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

Required Descriptions

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

1.1 Professional Learning Communities & 1.2 Professional Learning Communities: Additional PLC Time (principally directed toward unduplicated students):

Needs, Conditions, and Circumstances: Because the CAASPP data is quite outdated (pre-pandemic), current 2022 local measures, including STAR Reading and Math, have been used to assess student performance. The latter reveals lower performance trends compared to all students by English learners, foster youth, and low-income students. STAR Early Literacy Proficiency: All Students – 30.49%; EL- 13.32%; FY – 4.43%; Low-Income – 28.86%; STAR Reading Proficiency: All Students – 32.77%; EL – 17.87%; FY – 25.58%; Low-Income – 28.86%; STAR Math Proficiency: All Students – 35.48%; EL – 22.41%; FY – 25.39%; Low-Income – 34.30%; Although not as significant with foster youth and low-income students, preliminary 2022 CAASPP data also quantifies lower academic performance by unduplicated students. ELA Proficiency: All Students – 25.0%; EL – 8.0%; FY – 21.0%; Low-Income – 24.0%; Math Proficiency: All Students – 18.0%; EL – 7.0%; FY – 8.0%; Low-Income – 16.0%; This disparity establishes a need for additional PLC time focused principally on closing the academic achievement gap of unduplicated students. The following education partner groups support the continuation of these actions: CSEA, STA, DELAC/ELAC, Foster Youth Parent Advisory, and Special Education Parent Advisory

Purpose of the Actions: A professional learning community (PLC) is essential when sharing ideas to enhance individual teaching practices and create a learning environment where all students can maximize their learning. The latter is crucial for unduplicated student groups underperforming the overall student body and other peer groups. Therefore, in addition to the strong fidelity of the PLC system, increased designated PLC time at elementary schools will continue to be embedded during the regular school day by providing scheduled physical education blocks that will free up teachers to engage in comprehensive data analysis and planning that will focus on unduplicated students improving performance.

Justification and Measurement of Effectiveness: The prioritized focus on the professional learning community and increased PLC time has and will help the PLC teams to ensure that teachers analyze data to inform instruction by providing a clear academic needs assessment, targets, and solutions for student growth. In addition, progress monitoring data will be used by teachers to determine the effectiveness of considering continuation or alternative interventions and supports. Increased designated PLC time has allowed for more intentionality when providing quality instruction and support to EL, foster, and low-income students. The continuation of these actions was determined by their past effectiveness showing no significant change in the preliminary 2022 California Assessment of Student Performance and Progress (CASSPP), in which 8.0% of EL, 21.0% of foster youth, and 24.0% of low-income students met or exceeded the standard in English language arts. 7.0%, 8.0%, and 16.0%, in the same order, reflect unduplicated students' performance in math. The current CAASPP data is lower across the board due to the pandemic but is anticipated to increase during subsequent years. Based on local and state assessments, embedded PLC time will accelerate learning gains across the district. The effectiveness of this action will continue to be measured by performance on the CAASPP and local STAR Early Literacy, Reading, and Math assessments.

1.3 Professional Learning Communities: Smaller Class Sizes (principally directed toward unduplicated students) :

Needs, Conditions, and Circumstances: The following data is from 2022. STAR Early Literacy Proficiency: All Students – 30.49%; EL-13.32%; FY – 4.43%; Low-Income – 28.86%; STAR Reading Proficiency: All Students – 32.77%; EL – 17.87%; FY – 25.58%; Low-Income – 28.86%; STAR Math Proficiency: All Students – 35.48%; EL – 22.41%; FY – 25.39%; Low-Income – 34.30%; The achievement gap between all students and each group of unduplicated students is quantified through local assessment data. Preliminary 2022 CAASPP data also quantifies achievement gaps; CAASPP ELA Proficiency: All Students – 25.0%; EL – 8.0%; FY – 21.0%; Low-Income – 24.0%; CAASPP Math Proficiency: All Students – 18.0%; EL – 7.0%; FY – 8.0%; Low-Income – 16.0%; Therefore, students in these groups were considered first to ensure that their specific needs were recognized and addressed early, consistently, and thoroughly. The following education partner groups support the continuation of this action: CSEA, STA, DELAC/ELAC, Foster Youth Parent Advisory, and Special Education Parent Advisory

Purpose of the Action: Best first instruction and early intervention are essential to all learners but critical to the success of English learners, foster youth, and low-income students. The goal of sustaining smaller classes in transitional kindergarten through third grade is to help all unduplicated students learn to read well and increase their ability to succeed in advanced subjects in upper grades. The smaller class sizes allow teachers to hold small group instruction and provide additional targeted academic instruction, support, and intervention within the

regular school day. The latter includes adequate time for integrated and designated English and language development for EL students. Using the PLC process, teachers will determine the effectiveness of the small group instruction, targeted instruction, interventions, and support. Continuation or modification will be determined based on student performance data. Smaller class sizes positively affect the learning of unduplicated students, but the true contributor to knowledge and understanding is the quality of instruction that occurs in those smaller classes.

Justification and Measurement of Effectiveness: Smaller class sizes are conducive to higher academic achievement regardless of local and state assessment data. In the preliminary 2022 California Assessment of Student Performance and Progress (CASSPP), 8.0% of EL, 21.0% of foster youth, and 24.0% of low-income students met or exceeded the English language arts standards. This is lower than 2019 but is anticipated to increase in future years. The same can be said for math, in which 7.0% of EL, 8.0% of FY, and 16.0% of LI students met or exceeded standards in mathematics. The effectiveness of this action will continue to be measured by performance on the CAASPP and local STAR Early Literacy, Reading, and Math assessments.

1.4 Professional Learning Communities: Teacher Learning Leaders (principally directed toward unduplicated students):

Needs, Conditions, and Circumstances: 2019 CAASPP, preliminary 2022 CAASPP, and current local assessment disparities establish a need to further formalize the PLC process by assigning teacher learning leaders (TLLs) to facilitate and lead the collaborative work in their grade level and department teams to accelerate learning within all unduplicated student groups. Preliminary CAASPP ELA Proficiency: All Students – 25.0%; EL – 8.0%; FY – 21.0%; Low-Income – 24.0%; Preliminary CAASPP Math Proficiency: All Students – 18.0%; EL – 7.0%; FY – 8.0%; Low-Income – 16.0%; STAR Early Literacy Proficiency: All Students – 30.49%; EL- 13.32%; FY – 4.43%; Low-Income – 28.86%; STAR Reading Proficiency: All Students – 32.77%; EL – 17.87%; FY – 25.58%; Low-Income – 28.86%; STAR Math Proficiency: All Students – 35.48%; EL – 22.41%; FY – 25.39%; Low-Income – 34.30%; The following education partner groups support the continuation of this action: CSEA, STA, DELAC/ELAC, Foster Youth Parent Advisory, and Special Education Parent Advisory

Purpose of the Action: TLLs ensure strong facilitation and expertise in the Professional Learning Communities to help direct work that will result in learning gains. The PLC process is vital to all student success. However, the LCAP Task Force and applicable education partners considered the needs of English learners, foster youth, and low-income students first to strengthen Snowline's PLC efforts to ensure that we routinely disaggregate the data by student groups. The latter will help to ensure equity and accessibility in teaching and learning. Students in these three groups have specific support needs. The enhanced disaggregated data analysis will impact specific support for all three student groups by looking at each group's performance and needs, looking at each student's progress, and responding appropriately. The work of the TLLs has been effective to various degrees. Future PLC training and coaching of TLLs and their respective teams will grow the capacity and overall effectiveness of the work.

Justification and Measurement of Effectiveness: For PLCs to be effective and achieve positive gains, there needs to be a high level of skill and knowledge among individuals facilitating the work. In the preliminary 2022 California Assessment of Student Performance and Progress (CASSPP), 8.0% of EL, 21.0% of foster youth, and 24.0% of low-income students met or exceeded the English language arts standards. This is lower than 2019 but is anticipated to increase in future years. The same can be said for math, in which 7.0% of EL, 8.0% of FY, and 16.0% of LI students met or exceeded standards in mathematics. The effectiveness of this action will continue to be measured by performance on the CAASPP and local STAR Early Literacy, Reading, and Math assessments.

1.5 Professional Learning Communities: Enrichment and Support (principally directed toward unduplicated students):

Needs, Conditions, and Circumstances: The 2021 ED Data Education Data Partnership (CDE/EdSource/FCMAT) and the CDE 2019 Dashboard College/Career Indicator shows that 40.2% of all students are prepared. In contrast, 7.5% of English learners and 35.2% of low-income students are ready. The amount of foster students is below the threshold needed to quantify with a percentage. This disparity establishes a need for additional stipend positions that provide student enrichment and support. The following education partner groups support the continuation of this action: CSEA, STA, DELAC/ELAC, Foster Youth Parent Advisory, and Special Education Parent Advisory

Purpose of the Action: The Career Technical Education program and staff connect and engage unduplicated students in hands-on learning via a vocational setting through the PLC process. A broad selection of curricula, including electives, provides students with increased learning opportunities. CTE programs attract many low-income students due to the hands-on nature of courses and the potential for employment beyond high school. Students who have experienced adverse outcomes in traditional classrooms find success and discover hidden aptitudes in their selected CTE pathway. “CTE provides the greatest boost to the kids who need it most - boys and students from low-income families” (Fordham Institute). Beyond CTE, intentional efforts have connected unduplicated students to enrichment and support opportunities. Progress monitoring and assessment will measure academic and social outcomes moving forward. CTE pathways have also been enhanced and expanded through additional resources to support unduplicated students. Specifically, additional stipends were funded for positions contributing to student enrichment and support.

Justification and Measurement of Effectiveness: It is essential that all students, especially those at the secondary level, participate in specific academic or vocational pathways that will bring relevance to their learning and overall achievement. The effectiveness of this action will continue to be measured by college and career readiness as reported in ED Data Education Data Partnership (CDE/EdSource/FCMAT) and CDE Dashboard College/Career Indicator, which includes the following criteria: Smarter Balanced Summative Assessments, Advanced Placement Exams, International Baccalaureate Exams, College Credit Course, State Seal of Biliteracy, Leadership/Military Service, Career Technical Education, and University of California (UC) and California State University (CSU) A–G requirements. With a sustained duration of in-person instruction, it is anticipated that the College/Career Indicator gap between all students and unduplicated students will be reduced.

1.7 Engagement (principally directed toward unduplicated students):

Needs, Conditions, and Circumstances: The following data is from 2022. Preliminary CAASPP ELA Proficiency: All Students – 25.0%; EL – 8.0%; FY – 21.0%; Low-Income – 24.0%; Preliminary CAASPP Math Proficiency: All Students – 18.0%; EL – 7.0%; FY – 8.0%; Low-Income – 16.0%; STAR Early Literacy Proficiency: All Students – 30.49%; EL- 13.32%; FY – 4.43%; Low-Income – 28.86%; STAR Reading Proficiency: All Students – 32.77%; EL – 17.87%; FY – 25.58%; Low-Income – 28.86%; STAR Math Proficiency: All Students – 35.48%; EL – 22.41%; FY – 25.39%; Low-Income – 34.30%; Academic performance disparities demonstrate a need for Kagan Cooperative Learning professional development and coaching to increase the level of engagement among students, especially unduplicated student groups. The Kagan structures were considered first for foster youth, English learners, and low-income students to empower their learning. The Special Education Parent Advisory supports the continuation of this action.

Purpose of the Action: Teachers will continue to incorporate cooperative learning structures routinely into all content areas to engage all students in rigorous learning. It will give unduplicated students a voice, engage them actively in their learning, and provide consistent routines and structures to support them. In addition, Kagan cooperative learning is an evidence-based approach to closing the achievement gap. Last year, Kagan structures resulted in a higher level of engagement for unduplicated students. Teachers and administrators received two days of training and subsequent coaching, which directly supported student engagement strategies. Structured peer interaction kept behavior on task and involved all students in the learning activity.

Justification and Measurement of Effectiveness: Last year, Kagan structures resulted in a higher level of engagement for unduplicated students. Structured peer interaction kept behavior on task and involved all students in the learning activity. The effectiveness of this action will continue to be measured by performance on the CAASPP and local STAR Early Literacy, Reading, and Math assessments.

1.11 Paraprofessionals (principally directed toward unduplicated students):

Needs, Conditions, and Circumstances: The following data is from 2022. Preliminary CAASPP ELA Proficiency: All Students – 25.0%; EL – 8.0%; FY – 21.0%; Low-Income – 24.0%; Preliminary CAASPP Math Proficiency: All Students – 18.0%; EL – 7.0%; FY – 8.0%; Low-Income – 16.0%; STAR Early Literacy Proficiency: All Students – 30.49%; EL- 13.32%; FY – 4.43%; Low-Income – 28.86%; STAR Reading Proficiency: All Students – 32.77%; EL – 17.87%; FY – 25.58%; Low-Income – 28.86%; STAR Math Proficiency: All Students – 35.48%; EL – 22.41%; FY – 25.39%; Low-Income – 34.30%; Academic disparities continue to establish a need for more support layers in our system to best address a wide range of needs amongst unduplicated students, specifically English learners and foster youth. The following education partner groups support the continuation of this action: CSEA, STA, DELAC/ELAC, and Foster Youth Parent Advisory

Purpose of the Action: Knowledgeable and skilled paraprofessionals offer a vital extension of support (e.g., one-on-one, small group) along with the classroom teacher. Snowline will continue implementing a comprehensive and systematic plan to increase paraprofessional capacity. Ongoing training and support will target their ability to support student learning and progress. More training and support for paraprofessionals are needed to provide English learners, foster youth, and low-income students with a more impactful intervention support network. Paraprofessionals are better equipped to support unduplicated students. This past school year, paraprofessionals have been used more purposely and strategically when rendering needed support to unduplicated students who are academically behind peers. Instructional associates were assigned, trained, and coached according to needs at their respective school sites. In addition to district-based professional development, bilingual associates were strategically coached and supported on campus.

Justification and Measurement of Effectiveness: The higher the classroom academic need, the greater the importance of building capacity among paraprofessionals. The effectiveness of this action will continue to be measured by performance on the CAASPP and local STAR Early Literacy, Reading, and Math assessments. The expectation is that more favorable adult-to-student ratios will enhance classroom instruction and support.

2.1 Training/Professional Development (principally directed toward unduplicated students):

Needs, Conditions, and Circumstances: 2021 ED Data Education Data Partnership (CDE/EdSource/FCMAT) – Suspension Rate: All Students – 0.2%; EL – 0.2%; Foster Youth – 0.0%; Low-Income – 0.2%. Remote and hybrid learning significantly decreased suspension rates due to the lack of in-person instruction, making this data less relevant. Therefore, the following 2019 CDE Dashboard suspension data is a more accurate predictor. All Students – 5.2%; EL – 4.2%; FY – 11.5%; Low-Income – 6.1%; In sustaining this action, unduplicated students were considered first for integrating multiple systems for data collection to provide a complete profile of student strengths and areas for improvement. PBIS is a high priority on all campuses and needs acceleration regarding training and professional development in all three system tiers. The following education partner groups support the continuation of this action: CSEA and the Special Education Parent Advisory

Purpose of the Action: Using data from SWIS, Kelvin, STAR, and A2A will help inform our staff on meeting unduplicated students' behavioral, academic, social-emotional, and attendance needs. The data points will determine the root causes of chronic absenteeism and suspension rates and provide students with proactive and responsive interventions and support. Progress monitoring data will assess effectiveness to consider continuation or alternative interventions and supports. By aligning data gathering processes and systems, information is readily available across the district, supports intradistrict transfers, and prevents gaps in support delivery. An implementation and professional development plan was drafted for the 2022-23 school year to support health and wellness for students across the district, specifically unduplicated students who need more resources. A limited substitute pool has made it difficult to host PD during the school day. Additionally, staff member fatigue due to a demanding year was not conducive to training outside the normal work day. The same rationale applies to sending people to out-of-district conferences. Success has been experienced in the New to Snowline Teacher Academy, in which

participation is expected. Learning and collaborating around PBIS have occurred regularly and, in turn, have built capacity among newer teachers.

Justification and Measurement of Effectiveness: Suspension gaps between all students and unduplicated students, except for foster youth, are not significantly high but need to be narrowed further. The effectiveness of this action will continue to be measured by the suspension rate, as shown in ED Data Education Data Partnership (CDE/EdSource/FCMAT) data and the CDE Dashboard.

2.3 Integration of I-MTSS and Collaboration: Resources (principally directed toward foster youth):

Needs, Conditions, and Circumstances: On the academic and behavioral fronts, I-MTSS has remained an integral system monitored and assessed through data generated through comprehensive platforms. The latter was utilized by district/site leadership and PLC teams to maximize learning and reduce the barriers that hinder it. This past year's return to full in-person learning has brought harmful by-products evidenced by undesirable conduct, unsatisfactory attendance, and low student engagement. As the work moves forward, it has varied effects on the entire student body, specifically foster youth, and reveals extreme areas of need that require more time and resources to remedy. This past school year marked the initial administration of the Kelvin Pulse Survey, which provided teachers and administrators with actionable data that reflect where students are doing well and where they need support. The baseline survey saw 60.0% participation and a 75.0% favorability rate. A 2.0% increase among parents and a 2.0% decrease among students occurred in response to students liking to come to school. It was anticipated that these percentages would have been higher after returning from remote and hybrid learning. The following education partner groups support the continuation of this action: CSEA, STA, and Foster Youth Parent Advisory

Purpose of the Action: Increased and improved services for foster youth will occur due to the acquisition of three health and wellness specialists and two additional social workers. These personnel can directly provide support and deploy necessary resources for students in need.

Justification and Measurement of Effectiveness: Although the suspension rate for foster youth went from 8.7% in 2020 to 0.0% in 2021, this was simply due to most of 2021 being spent in remote and hybrid learning. Chronic absenteeism decreased from 20.0% in 2019 to 17.1% in 2021. However, the latter should have been significantly less since most of the year was spent in remote and hybrid learning. The effectiveness of this action will continue to be measured by foster youth's suspension and chronic absenteeism rates.

2.4 Social-Emotional Support for Students & 2.5 Social-Emotional Support for Students: Motivation and Attendance (principally directed toward unduplicated students):

Needs, Conditions, and Circumstances: As a result of the COVID-19 pandemic, the extremely long duration of remote learning isolation, and the return to full in-person learning, there has never been a greater need for social-emotional support and accompanying resources.

According to 2020-21 ED Data Education Data Partnership (CDE/EdSource/FCMAT) data, 16.8% of all students are chronically absent compared to 19.3% of English learners, 17.1% of foster youth, and 18.6% of low-income students. Unduplicated students negatively exceeded the percentages of all students. Additionally, 0.2% of all students have been suspended at least once compared to 0.2% of English learners, 0.0% of foster youth, and 0.2% of low-income students. The latter data points are not a true reflection of past trends due to the extended pause in in-person learning during the pandemic. Therefore, the following 2019 CDE Dashboard suspension data is a more accurate predictor. All Students – 5.2%; EL – 4.2%; FY – 11.5%; Low-Income – 6.1%; therefore, there is still a critical need to increase motivation to learn, improve positive behavior, increase academic performance, and decrease chronic absenteeism. The following education partner groups support the continuation of these actions: CSEA, STA, DELAC/ELAC, and Special Education Parent Advisory

Purpose of the Actions: To better serve unduplicated students with varying motivation levels for learning, behaving positively, and performing academically, additional personnel (e.g., attendance specialists, health and wellness specialists) will be deployed to bolster and support social and emotional learning (SEL) to increase positive mental health and self-esteem as measured by the Kelvin Pulse Survey. Additional measures of success will include attendance, suspension, expulsion, and drop-out rates. The latter will be principally directed toward unduplicated students, provide a foundation for safe and positive learning, and enhance students' ability to succeed in school, careers, and life. High levels of support have occurred this past year that have benefited unduplicated students. Therefore, additional personnel will provide wrap-around services and support to enhance social and emotional learning, mental health, and self-esteem during the 2022-23 school year. In conjunction with the school sites, the Student Attendance and Intervention (SAI) department was instrumental in coordinating and providing outreach to families with children experiencing chronic absenteeism. Increased attendance has been a positive outcome of the work carried out by the SAI team and contributed to improving academic achievement and mental health. In addition to the attendance specialists, the district hired health and wellness specialists for the 2022-23 school year.

Justification and Measurement of Effectiveness: Chronic absenteeism and suspension gaps between all students and unduplicated students, except for foster youth, are not vast but can be further diminished through a continued commitment to this work. The effectiveness of these actions will continue to be measured by the chronic absenteeism and suspension rates, as shown in ED Data Education Data Partnership (CDE/EdSource/FCMAT) data and the CDE Dashboard. Ongoing Kelvin Pulse Surveys will also help assess students' overall mental well-being.

2.7 Attendance (principally directed toward unduplicated students):

Needs, Conditions, and Circumstances: According to 2020-21 ED Data Education Data Partnership (CDE/EdSource/FCMAT) data, 16.8% of all students are chronically absent compared to 19.3% of English learners, 17.1% of foster youth, and 18.6% of low-income students. Unduplicated students negatively exceeded the percentages of all students. As stated in 2.5, attendance data disparities establish a continued need for increased attention and support in attendance. In moving forward with the action, English learners, foster youth, and low-income students were considered first. They included outreach interventions by school sites, attendance specialists, and the district social worker.

Purpose of the Action: Two attendance specialists and the district social worker will continue to be headquartered out of the Student Intervention and Attendance office. They will continue to assist in the district's work of increasing student attendance and reducing chronic absenteeism as measured on the CDE Dashboard indicator. In addition, the attendance team will support all schools within the district. Their focus will be working with students and families to identify and reduce barriers to regular school attendance. This action is principally directed toward unduplicated students (FY, SED, EL). This past year, the two attendance specialists attempted to conduct approximately 2,200 home visits, of which about 1,700 occurred. A vast majority of these included unduplicated students. Although success varied, there were many positive outcomes regarding improving school attendance. As alluded to previously, the work of the two attendance specialists was fully implemented, on target with intent, and achieved positive outcomes when mitigating adverse student attendance. The latter was accomplished through high levels of support and coordination of resources intended to reduce and remove barriers to attendance and learning.

Justification and Measurement of Effectiveness: Chronic absenteeism gaps between all students and unduplicated students are not vast. With COVID-19 restrictions exceptionally relaxed, positive attendance trends are expected in the subsequent years. The effectiveness of this action will continue to be measured by the chronic absenteeism rate, as shown in ED Data Education Data Partnership (CDE/EdSource/FCMAT) data and the CDE Dashboard.

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

1.10 English Learners (limited to EL students):

Needs, Conditions, and Circumstances: The 2022 data establishes the clear need for academic and language acquisition resources and support for EL students. Preliminary CAASPP ELA Proficiency: All Students – 25.0%; EL – 8.0%; Preliminary CAASPP Math Proficiency: All Students – 18.0%; EL – 7.0%; STAR Early Literacy Proficiency: All Students – 30.49%; EL – 13.32%; STAR Reading Proficiency: All Students – 32.77%; EL – 17.87%; STAR Math Proficiency: All Students – 35.48%; EL – 22.41%; Since this is a limited goal, EL students were the only group considered for this specialized support. The continuation of this action is supported by the following education partner groups: CSEA, STA, DELAC/ELAC, and Foster Youth Parent Advisory

Purpose of the Action: To best support English learners, bilingual instructional associate training will continue to be provided in language acquisition. This goal has increased the fidelity of integrated and designated English language development (ELD), providing greater access for EL students to the core curriculum. Bilingual paraprofessional support has been expanded, and ELD materials have been supplied and replenished to support English learners. As a result, 41.5% of EL students are progressing toward English language proficiency, while 7.79% were recently reclassified.

Justification and Measurement of Effectiveness: The continuation of this action was determined by its past effectiveness showing an increase in the preliminary 2022 California Assessment of Student Performance and Progress (CASSPP), in which 8.0% of EL met or exceeded the standard in English language arts and 7.0% in mathematics. Although there was less than a one percent decrease in both subjects since the 2019 CAASPP, there was a significant disadvantage in being in remote and hybrid learning during a majority of the time between assessment when integrated and designated English language development instruction was not optimal. A continued focus on the former and latter are anticipated to yield future academic gains. The effectiveness of this action will continue to be measured by performance on the CAASPP and local STAR Early Literacy, Reading, and Math assessments and reclassification. Additionally, there was a 1.55% decrease in EL reclassification, 9.34% in 2019, and 7.79% in 2021. The latter is also attributed to the displacement of in-person learning during the pandemic, but subsequent increases are anticipated.

The LEA-wide actions described in the section above and the limited action described in this section allow the district to effectively meet or exceed its percentage to increase or improve services of 32.23% qualitatively. LEA-wide services supported unduplicated students and were determined to be effective and principally directed to improve academic and social outcomes. The actions listed below are targeted and specifically designed to increase and improve services to English learners, foster youth, and low-income students.
Significant LCFF monetary and personnel resources were allocated toward the appropriate LCAP actions. Implementation was on pace with what was expected regarding the overall goal and accompanying actions. Administrative training, maximized PLC time for grade levels and departments, smaller class sizes, established teacher learning leaders, and additional stipend positions for academic and career technical education were all monitored, evaluated, and supported throughout the school year.

LCAP Goal 1, Action 2 - Professional Learning Communities (EL, FY, LI): A returned focus on PLC training for administrators resulted in two days of professional development and built capacity among site administrators in guiding and coaching PLC efforts on their campuses. Additional PLC time was allocated at all sites through elementary physical education blocks, allowing teachers to meet for an hour two to three times a week and on early-out Thursdays. The former and latter are specifically intended to allocate time for teachers to collaborate and plan around student achievement. This time is principally directed toward English learners, foster youth, and low-income students due to lower performance levels on state and local academic assessments.

LCAP Goal 1, Action 3 - Professional Learning Communities: Smaller Class Size (EL, FY, LI): The district maintains some of the smallest class size ratios in the high desert region, contributing to increased student performance. The district sustained smaller classes in transitional kindergarten through third grade to help all unduplicated pupils learn to read at grade level and to improve their ability to succeed in advanced subject areas in subsequent grades as measured by state and local assessments, which currently reflect lower performance trends. Efforts in keeping the class size as low as possible are principally directed toward supporting English learners, foster youth, and low-income students and have proven successful by creating more opportunities for individualized student assistance and other differentiated instruction delivery models.

LCAP Goal 1, Action 4 - Professional Learning Communities: Teacher Learning Leaders (EL, FY, LI): Due to the importance of having skilled, effective leadership in PLC grade level and department teams, teacher learning leaders were funded through extra duty stipends. These

leaders provided strong facilitation and expertise that helped maximize efforts directed toward all unduplicated students. In addition, data analysis and instructional planning resulted in learning gains in core subject areas as measured by common formative assessments.

LCAP Goal 1, Action 5 - Professional Learning Communities: Enrichment and Support (EL, FY, LI): Additional stipends were funded for positions that contributed to student enrichment and support. Regarding post-secondary pathways, career technical education is also an area of focus contributing to the District's College/Career Indicator (CCI), which shows that currently, 38.4% are prepared. Additional stipend positions are included that provide enrichment and support for students. The Career Technical Education program and staff connect and engage unduplicated students to learning via a vocational setting through the PLC process. A broad selection of curricula, including electives, provides students with increased learning.

LCAP Goal 1, Action 7 - Engagement (EL, FY, LI): Lack of student engagement, especially among unduplicated students, has resulted in academic disparity quantified in the previous section. To increase the performance of English learners, foster youth, and low-income students, teachers routinely incorporated Kagan cooperative learning structures into all content areas. The latter are research-based and proven to increase engagement and improve academic performance. In addition, Kagan coaches visited classrooms at all school sites to provide feedback and offer tips on maximizing the facilitation of the engagement structures. Classroom observations showed that students involved in Kagan structures demonstrated greater involvement and increased ownership of their learning.

LCAP Goal 1, Action 10 - English Learners (EL): Bilingual associate services were expanded to support EL students. Associates also received training in English language development (ELD) and assessment. This was evidenced by additional hours of bilingual associate support and the increased number of bilingual associate positions. As a result, 41.5% of EL students progress toward English language proficiency, while 7.79% were recently reclassified.

LCAP Goal 1, Action 11 - English Learners Foster Youth (EL, FY): Instructional associates were assigned, trained, and coached according to specific needs at their respective school sites. In addition to district-based professional development, bilingual associates were strategically coached and supported on campus. Paraprofessional support is principally directed toward the academic needs of English learners and foster youth, who, on average, are underperforming regarding state and local assessments.

LCAP Goal 2, Action 1 - Training/Professional Development (EL, FY, LI): PBIS continued to be a high priority for unduplicated students on all campuses but needs acceleration regarding training and professional development in all three systems tiers. A limited substitute pool made hosting PD during the school day challenging. Additionally, staff member fatigue due to a demanding year was not conducive to training outside the normal work day. The same rationale applies to sending people to out-of-district conferences. Success has been experienced in the New to Snowline Teacher Academy, in which participation is expected. Learning and collaborating around PBIS have occurred regularly and, in turn, have built capacity among newer teachers. Professional development in PBIS was minimal during the 2021-22 school year due to the refocusing on in-person learning and the limited substitute pool to draw from during the instructional day. Significant financial resources are allocated for PBIS during the 2022-23 school year.

LCAP Goal 2, Action 5 - Social-Emotional Support for Students: Motivation and Attendance (EL, FY, LI): In conjunction with the school sites, the Student Attendance and Intervention (SAI) department was instrumental in coordinating and providing outreach to families with children

experiencing chronic absenteeism. Increased attendance has been a positive outcome of the work carried out by the SAI team and contributed to improving academic achievement and mental health. As a result, despite the pandemic, Snowline experienced a 4.0% increase in the graduation rate and a 6.0% decrease in the high school dropout rate. In addition to the attendance specialists, the district hired two additional social workers and three health and wellness teachers on special assignment (TOSA) for the 2022-23 school year.

LCAP Goal 2, Action 7 - Attendance (EL, FY, LI): The work of the two attendance specialists was fully implemented, on target with intent, and achieved positive outcomes when it came to mitigating adverse student attendance. The latter was accomplished through high levels of support and coordination of resources intended to reduce and remove barriers to attendance and learning. In addition, significant time and resources were allocated to work to combat chronic absenteeism, which has resulted in favorable quantifiable and qualifiable outcomes. This support is principally directed toward English learners, foster youth, and low-income students due to those groups' higher chronic absenteeism rates.

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.

LCAP Goal 1, Actions 1.10, and 1.11 have direct provisions for more EL and instructional paraprofessional positions and increased hours. As a result, additional concentration grant funding was received, providing more direct service support to English learners, foster youth, and low-income students across the district. In addition, educational partners in various engagement platforms (i.e., DELAC, ELAC, FYPAC, SpEDPAC, PAC, CSEA, STA) expressed the importance of increasing and leveraging paraprofessional support in the classroom. By doing so, the latter contributed to accelerating learning and providing necessary intervention. More specifically, English learner intervention support, including an increased number of bilingual associates and EL teachers, was referenced as a way to offer more designated and integrated ELD instruction. In response to the latter, the district added additional bilingual associates to the comprehensive high school and K-8 school, where the number of EL students increased.

LCAP Goal 2, Action 2.4, contributes to increasing the personnel that will render and support socio-emotional learning across the district. Regarding the latter, the district hired two additional social workers and three teachers on special assignment (TOSAs). In pro-social education, educational partners felt it imperative to improve work in PBIS and social-emotional learning, attendance, and equity, all of which correlate to academic achievement. The importance of organized, safe, and structured learning environments is seen as foundational for optimal learning. Smaller class sizes and targeted personnel support are essential for academic and pro-social work to be effective for English learners, foster youth, and low-income students. Teacher staffing exceeded contractual ratios at high-need schools based on unduplicated student percentages.

Additionally, specific positions were added based on academic and pro-social needs. The ratios are higher in 55%+ schools because they include all the comprehensive secondary programs. Both 55% and fewer schools have a majority of self-contained classes.

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	15:431	164:5027
Staff-to-student ratio of certificated staff providing direct services to students	40:431	330:5027

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$102,811,149.00				$102,811,149.00		$102,811,149.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Learning Communities	English Learners Foster Youth Low Income	$10,744,701.00				$10,744,701.00
1	1.2	Professional Learning Communities: Additional PLC Time	English Learners Foster Youth Low Income	$1,319,522.00				$1,319,522.00
1	1.3	Professional Learning Communities: Smaller Class Sizes	English Learners Foster Youth Low Income	$2,969,659.00				$2,969,659.00
1	1.4	Professional Learning Communities: Teacher Learning Leaders	English Learners Foster Youth Low Income	$538,997.00				$538,997.00
1	1.5	Professional Learning Communities: Enrichment and Support	English Learners Foster Youth Low Income	$1,328,373.00				$1,328,373.00
1	1.6	Assessment	All	$107,085.00				$107,085.00
1	1.7	Engagement	English Learners Foster Youth Low Income	$38,091.00				$38,091.00
1	1.8	Universal Design for Learning	All	$1,450.00				$1,450.00
1	1.9	Grading	All	$23,639.00				$23,639.00
1	1.10	English Learners	English Learners	$520,249.00				$520,249.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Paraprofessionals	English Learners Foster Youth	$525,442.00				$525,442.00
1	1.12	Paraprofessionals: Training	All	$59,914.00				$59,914.00
2	2.1	Training/Professional Development	English Learners Foster Youth Low Income	$779,041.00				$779,041.00
2	2.2	Integration of I-MTSS and Collaboration	All	$3,129,154.00				$3,129,154.00
2	2.3	Integration of I-MTSS and Collaboration: Resources	Foster Youth	$4,186,564.00				$4,186,564.00
2	2.4	Social-Emotional Support for Students	English Learners Foster Youth Low Income	$2,004,117.00				$2,004,117.00
2	2.5	Social-Emotional Support for Students: Motivation and Attendance	English Learners Foster Youth Low Income	$1,322,999.00				$1,322,999.00
2	2.6	Equity for All	All	$89,197.00				$89,197.00
2	2.7	Attendance	English Learners Foster Youth Low Income	$4,419,896.00				$4,419,896.00
3	3.1	Parent Engagement	All	$278,532.00				$278,532.00
3	3.2	Parent Advisory Groups	All	$2,591.00				$2,591.00
3	3.3	Public Relations and Communication	All	$257,432.00				$257,432.00
3	3.4	Parent Engagement Task Force	All	$1,547.00				$1,547.00
4	4.1	Qualified Teachers/ Credentialing	All	$30,738,415.00				$30,738,415.00
4	4.2	Student Resources	All	$11,675,305.00				$11,675,305.00
4	4.3	Facilities	All	$25,749,237.00				$25,749,237.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$69,969,050	$20,792,702	29.72%	0.00%	29.72%	$30,697,651.00	0.00%	43.87 %	**Total:**	$30,697,651.00
								LEA-wide Total:	$30,177,402.00
								Limited Total:	$520,249.00
								Schoolwide Total:	$0.00

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	**1.1**	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,744,701.00	
1	**1.2**	Professional Learning Communities: Additional PLC Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,319,522.00	
1	**1.3**	Professional Learning Communities: Smaller Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,969,659.00	
1	**1.4**	Professional Learning Communities: Teacher Learning Leaders	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$538,997.00	
1	**1.5**	Professional Learning Communities: Enrichment and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,328,373.00	
1	**1.7**	Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,091.00	

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	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$520,249.00	
1	1.11	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth	All Schools	$525,442.00	
2	2.1	Training/Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$779,041.00	
2	2.3	Integration of I-MTSS and Collaboration: Resources	Yes	LEA-wide	Foster Youth	All Schools	$4,186,564.00	
2	2.4	Social-Emotional Support for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,004,117.00	
2	2.5	Social-Emotional Support for Students: Motivation and Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,322,999.00	
2	2.7	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,419,896.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$84,687,974.00	$85,813,643.03

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**	Professional Learning Communities	Yes	9,728,898	11,363,376
1	**1.2**	Professional Learning Communities: Additional PLC Time	Yes	1,105,436	1,157,088
1	**1.3**	Professional Learning Communities: Smaller Class Sizes	Yes	2,659,178	2,793,704
1	**1.4**	Professional Learning Communities: Teacher Learning Leaders	Yes	692,135	515,094
1	**1.5**	Professional Learning Communities: Enrichment and Support	Yes	1,328,588	1,237,781
1	**1.6**	Assessment	No	251,617	96,685
1	**1.7**	Engagement	Yes	20,745	36,648
1	**1.8**	Universal Design for Learning	No	0	0
1	**1.9**	Grading	No	20,745	22,798
1	**1.10**	English Learners	Yes	540,747	503,125

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Paraprofessionals	Yes	374,133	266,044
1	1.12	Paraprofessionals: Training	No	87,855	74,386
2	2.1	Training/Professional Development	Yes	790,801	716,489
2	2.2	Integration of I-MTSS and Collaboration	No	3,524,806	2,712,667
2	2.3	Integration of I-MTSS and Collaboration: Resources	Yes	3,684,032	3,253,959
2	2.4	Social-Emotional Support for Students	Yes	2,099,196	2,087,886
2	2.5	Social-Emotional Support for Students: Motivation and Attendance	Yes	1,033,422	1,213,951
2	2.6	Equity for All	No	91,210	87,624
2	2.7	Attendance	Yes	3,660,260	4,267,895
3	3.1	Parent Engagement	No	282,160	258,995
3	3.2	Parent Advisory Groups	No	10,000	2,296
3	3.3	Public Relations and Communication	No	201,797	190,126
3	3.4	Parent Engagement Task Force	No	26,000	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Qualified Teachers/ Credentialing	No	30,280,661	29,637,726
4	**4.2**	Student Resources	No	10,044,919	10,345,519.03
4	**4.3**	Facilities	No	12,148,633	12,971,781

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$17,586,411	$27,197,670.00	$29,413,040.00	($2,215,370.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning Communities	Yes	9,523,248	11,363,376		
1	1.2	Professional Learning Communities: Additional PLC Time	Yes	1,105,436	1,157,088		
1	1.3	Professional Learning Communities: Smaller Class Sizes	Yes	2,659,178	2,793,704		
1	1.4	Professional Learning Communities: Teacher Learning Leaders	Yes	485,859	515,094		
1	1.5	Professional Learning Communities: Enrichment and Support	Yes	1,328,588	1,237,781		
1	1.7	Engagement	Yes	20,745	36,648		
1	1.10	English Learners	Yes	540,747	503,125		
1	1.11	Paraprofessionals	Yes	374,133	266,044		
2	2.1	Training/Professional Development	Yes	790,801	716,489		
2	2.3	Integration of I-MTSS and Collaboration: Resources	Yes	3,684,032	3,253,959		

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)
2	**2.4**	Social-Emotional Support for Students	Yes	1,991,221	2,087,886		
2	**2.5**	Social-Emotional Support for Students: Motivation and Attendance	Yes	1,033,422	1,213,951		
2	**2.7**	Attendance	Yes	3,660,260	4,267,895		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$64,714,213	$17,586,411	0	27.18%	$29,413,040.00	0.00%	45.45%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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