LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

While accusations of bias may be warranted, there is plenty of evidence to defend the assertion that the Snowline Joint Unified School District is one of the best districts in California. The primary reason for this assertion: It is because of its people. The schools and support services are filled with highly caring and capable educators willing to "go above and beyond" to help facilitate student success. The bedroom community is comprised of individuals whose collective support for positive student outcomes is of great priority, with students' families constituting a large block of partners in the educational process that seek the best for every single child. A shared commitment to making the Snowline learning community one that ensures endless possibilities for all students through high levels of learning is growing, an outcome becoming more of a shared priority.

As powerful as this aggregate effort is, the greatest evidence of the district's excellence is through its most valuable resource: its students. The wonderfully diverse student body brings together on a daily basis a wide array of backgrounds, experiences, and areas of expertise to share with one another and make each other better. Economic, ethnic, language, and other differences come together in varying degrees at 13 schools across the district to help create meaningful learning experiences for all students. Six elementary schools, two middle schools, one comprehensive high school, three non-traditional schools (continuation, modified online, and community day), and one adult school serve over 7,500 students (grades PK-12 and beyond) in accomplishing the shared goals of the Snowline learning community. More specifically, 11.2% are English Learners, 64.4% are identified as low socioeconomic status, 14.6% receive special education services, 2.4% are foster children, and race/ethnicity identifications are as follows: African American 6.3%, American Indian 0.5%, Asian 1.7%, Filipino 0.5%, Hispanic/Latino, 45.2%, Pacific Islander 0.4%, White 38.0%, Two or More Races 1.1%, Not Reported 6.4%.

In a relatively rural area, the Snowline Joint Unified School District has always been a major focal point of the community since its formation in 1982. History has shown that students and the community want to be connected to learning outcomes that are important to them. A strong education that can stand up to the rigors students will face inside and outside of the district's boundaries, coupled with extracurricular learning

opportunities that are both relevant and representative of students' interests and passions, has been, is, and continues to be expected.

Even though the students of the Snowline Joint Unified School District and its stakeholders have been served well for many years, a growing effort to recruit, listen to, and act upon the collective voice of the learning community is operational to more effectively serve all. Continuing to use innovative ways to connect with stakeholders that support the dynamics that exist within the district's boundaries have brought success that translates to better outcomes for all students. This promising practice, combined with others that are developed in partnership with all stakeholders, is following the spirit of a collective impact approach that honors a culture of continuous improvement and helps to ensure endless possibilities for all students through high levels of learning.

LCAP Highlights

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

The key features of the 2018-19 Snowline Joint Unified School LCAP are characterized by a narrowing of focus and a depth of implementation. Commitments to the concepts that less is more and mastery of our efforts resonated well with all stakeholders.

While the four LCAP goals have remained the same (with just a small modification to LCAP Goal #2), so, too, have many of the actions and services. This outcome was purposeful, as stakeholders spoke often about the need to commit to just a few high-leverage outcomes and to then do them well so that all students benefit. The result was just two new actions and services (2.7 and 2.8) that will be guiding forces for student success in two areas: increased student attendance and improved school and district climate.

For the remaining actions and services, small, doable, and impactful modifications were made to allow staff members to go to depth of understanding of, commitment to, and implementation of work that has been started, is developing momentum among stakeholders, and promises to make positive differences in the achievement and lives of our students. This means next step professional development around familiar themes (literacy, PBIS, school climate), collaborative time around best practices, progress monitoring of district-wide efforts, and assessing the effectiveness of our efforts.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

This has been a year in which we have made great progress in the area of instructional alignment. As a result of the full implementation of a new ELA/ELD curriculum, K-12, all sites and grade levels are poised to work collaboratively on a district-wide literacy plan as well as common assessments to support the same. Additionally, work in mathematics and science (NGSS) has continued to gain momentum and bolster our alignment efforts. In history/social science, a task-force worked diligently in becoming familiar with the state framework, identifying essential standards, and beginning to create common assessments. The reclassification of EL students continues to trend upward, as evidenced by the 23.7% reclassification rate in the 2017-18 school year. Graduation rates for the African American (92.0%) and Hispanic (92.1%) student groups were practically on par with "All Students" (92.7%), while Socioeconomically Disadvantaged (93.7%) actually exceeded that rate. Continued focus on Positive Interventions and Supports (PBIS), Good First Instruction

(GFI), and assessment through Professional Learning Communities (PLCs) will build upon current success and, in turn, benefit all student groups.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Improving the district-wide climate, which includes customer service, and increasing attendance are at the forefront of efforts moving forward. Retaining and gaining students relies heavily on the former. As a rural school district, Snowline needs to capitalize on school climate in order to address its 17.9% chronic absenteeism rate and declining enrollment. The district's Positive PBIS system will continue to be evaluated and improved, as it is the most important vehicle in regards to building and sustaining positive school climates in which students can thrive. The overall district suspension rate of 5.17% validates the need to shore up PBIS Tier 1 practices in order to effectively establish, teach, and reteach behavior expectations so that students can be both academically and socially successful. Continued focus on GFI through PLC work will be critical when it comes to making greater academic gains in both local and state assessments. Tentative percentages of students in grades 3-8 that met or exceeded grade level standards in ELA and math were 41.90% and 34.18%, respectively.
Although large numbers of EL students continue to be reclassified annually, there is still work to do ensure that students are receiving strong designated and integrated ELD instruction. The ELPAC sets a new baseline in regards to assessing progress towards English proficiency. This year's assessment data revealed that 18.44% (Level 4) of EL students scored proficient.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

Performance Gaps

On the CAASPP ELA (grades 3-8), no student groups fell two performance levels below "All Students". However, African American (-60.7), Foster Youth (-58.8), and Students with Disabilities (-110) had the greatest average distances from the minimum level of proficiency. Additionally, on the CAASPP Mathematics, no student groups fell two performance levels below "All Students". African American (-90.1), English Learners (-59.3), Foster Youth (-70.9), Hispanic (-53.7), and Students with Disabilities (-128.9) had the greatest average distances from the minimum level of proficiency. In regards to suspension rate, African American (18.4%) and Foster Youth (12.4%) student groups had the highest percentages and were the only ones in double-digits. According to the Dashboard, English Learners (88.9%) graduated at a lower rate than "All Students" (92.7%). However, the gap was narrowed from the previous year. GFI, along with increased attention to teaching students how to use evidenced-based writing should lead to significant strides toward increased performance levels.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

While increased and improved services for EL students are identified above, training of staff members at all schools will occur in an effort to promote increased performance of low-income and foster students. The following strategies will be overseen by the Administrator of Student Interventions & Supports and implemented at all schools to help support low-income and foster students.

Strategies to be Used with Low-income and Foster Students:

1. Build respectful relationships. 2. Teach students how to be collaborative. 3. Teach students how to use a “formal” level of language. 4. Teach specific expectations in order to build a consistent, predictable, positive, safe, and nurturing learning environment. 5. Monitor progress and plan interventions. 6. Teach students how to ask questions. 7. Build relationships with parents.

Strategies Specific to Foster Students:

1. Hold regular meetings with applicable stakeholders to discuss student academic and social progress as well as needed resources and/or services. 2. If a foster child moves, expedite the transfer of school documentation and information to the receiving school to help ensure continuity. 3. Reduce out-of-school time by referring the child to school-based health and mental health services. 4. Build time into the child’s schedule to make up work he or she missed when out of school for health care and mental health care appointments, as well as visits with biological parents, siblings, and caseworkers.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 81,359,132.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 13,544,351.98

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

1. District wide salary and benefit costs for certificated and classified staff.
2. Specific State and Federal programs, including Pre-School, After School, Title One, Title II and Title III, Special Education, (both Federal and State), RMMA and Regular and Special Education Transportation. Program expenses for Partnership, Vo-Ag and Carl Perkins.
3. Instructional supplies/other operating expenses
4. Utility costs
5. LED lighting debt service payment.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 72,013,120.00

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will engage in reading, writing, and speaking grounded in evidence in all disciplines and learning environments (students will use evidence to support all of their claims when they are reading, writing and speaking in all disciplines) to ensure high levels of learning through a guaranteed and viable curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7, 8

Local Priorities: Board Goal #1

Annual Measureable Outcomes

Expected	Actual
UC/CSU A-G Completion Rate Baseline: 37.18% 2017-18: 38.18%	2017-18: 46.3%
CAASPP ELA (grades 3-8) Met or Exceeded Baseline: 42.0%	2017-18: 41.9%
CAASPP Math (grades 3-8) Met or Exceeded Baseline: 33.59	2017-18: 34.18%
DIBELS – Core Support Baseline: 33.0% 2017-18: 29.0%	2017-18: 28.0%
EAP Scores – ELA	2017-18: 65.14%

Expected	Actual
Baseline: 57.0% 2017-18: 60.0%	
EAP Scores – Math Baseline: 36.0% 2017-18: 41.0%	2017-18: 34.49%
English Learner Proficiency Rate Baseline: 62.4% (CELDT) 2017-18: 64.0% (ELPAC)	2017-18: 18.44%
English Learner Reclassification Rate Baseline: 36.0% 2017-18: 41.0%	2017-18: 23.7%
Graduation Rate Baseline: 92.5% 2017-18: 93.0%	2017-18: Not Available (2016 – 17 Graduation Rate All Students: 92.7%)
Reflection Tool: Recently Adopted Academic Standards and/or Curriculum Frameworks – ELA/ELD Baseline: 3 (Initial Implementation) 2017-18: 4 (Full Implementation)	2017-18: 4 (Full Implementation)
Reflection Tool: Recently Adopted Academic Standards and/or Curriculum Frameworks – Mathematics Baseline: 2 (Beginning Development) 2017-18: 3	2017-18: 2 (Beginning Development)
Reflection Tool: Recently Adopted Academic Standards and/or Curriculum Frameworks – Science Baseline: 2 2017-18: 3	2017-18: 2 (Beginning Development)
Reflection Tool: Recently Adopted Academic Standards and/or Curriculum Frameworks – History/Social Studies Baseline: 1 (Exploration & Research Phase) 2017-18: 2	2017-18: 2 (Beginning Development)
Advanced Placement Test Scores – 3, 4, or 5 Baseline: 64.03%	2017-18: 68.0%

Expected	Actual
2017-18: 67.0%	
Advanced Placement Enrollment – 1 or More Baseline: 17.68% 2017-18: 22.0%	2017-18: 16.46%
A-G Enrollment – 1 or More Baseline: 88.73% 2017-18: 91.0%	2017-18: 76.52%
CTE Enrollment – 1 or More Baseline: 56.24% 2017-18: 59.0%	2017-18: 49.6%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide ongoing professional learning for teachers in reading foundations skills, including effective feedback strategies, grades TK-2 and expanding to include grades 3-5 and grades 6-12 (based on identified need) and supported throughout the year in PLCs at school sites. Professional training from the ELA/ELD adoption will be aligned with this effort through pullout opportunities at grades TK-12.	Adoption training occurred throughout the year for grades TK-12. Later trainings focused specifically on the expressed needs of teachers and were differentiated to meet those needs. Professional development sessions occurred at the Student Learning and Support Services facility as well as individual school sites.	**848,641.05** 1. LCFF 2. TITLE I 3. TITLE II 4. 15-16 ONE TIME MONEY 1. Teacher (Cert.) Salaries 2. Classified Salaries 3. Benefits 4. Books and Supplies 5. Services/Operating Expenses 6. Equipment	**1,344,617.64** 1. LCFF 2. 15-16 One Time Money 3. TITLE I 4. TITLE II 5. TITLE III 6. College Readiness 7. Educator Effectiveness 1. Teacher (Cert) Salaries 2. Classified Salaries 3. Benefits 4. Books and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			5. Services/Operating Expenses 6. Equipment

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide ongoing professional learning for teachers in grades 3-12 in close reading strategies, including effective feedback strategies, for all subject areas and supported throughout the year in PLCs at school sites. Professional training from the ELA/ELD adoption will be aligned with this effort and connected to SBAC testing strategies through pullout opportunities for teachers at grades 3-12, with teachers at grades TK-2 supported as identified by their readiness.	Professional learning primarily focused on making teachers familiar with the newly adopted ELA/ELD materials as well as helping them to successfully navigate and maximize the same. Although close reading and testing strategies were incorporated into the learning, they were not the only areas of focus for these sessions.	**848,641.05** 1. LCFF 2. TITLE I 3. TITLE II 4. 15-16 ONE TIME MONEY 1. Teacher (Cert.) Salaries 2. Classified Salaries 3. Benefits 4. Books and supplies 5. Services/Operating Expenses 6. Equipment	**1,378,868.73** 1. LCFF 2. 15-16 One Time Money 3. TITLE I 4. TITLE II 5. TITLE III 6. College Readiness 7. Educator Effectiveness 1. Teacher (Cert.) Salaries 2. Classified Salaries 3. Benefits 4. Books and supplies 5. Services/Operating Expenses 6. Equipment

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Complete district-wide horizontal (across sites) and vertical (between grade levels and across sites) alignment by continuing conversations about and identification of CCSS essential standards, mastery levels, and common student outcomes in all four core content areas. This will include emphasis on integrated and designated instructional and learning outcomes for EL students.	In mathematics, essential standards and common assessments were developed by a vast majority of grades levels TK-8. Additionally, a history/social science task force convened throughout the school year and also identified essential standards and developed common assessments for a number of grade levels. Integrated and designated instruction for EL students was consistently addressed in the ELA/ELD adoption training, as noted in 1.1 and 1.2.	**177,552.60** 1. LCFF 2. Teacher (Cert) Salaries 3. Benefits 4. Books and Supplies 5. Services/Operating Expenses	**294,231.30** 1. LCFF 2. TITLE I 3. TITLE II 4. Educator Effectiveness 1. Teacher (Cert) Salaries 2. Benefits 3. Books and Supplies 4. Services/Operating Expenses 5. Equipment

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide ongoing professional learning in evidence-based speaking and writing strategies, including effective feedback strategies and supported throughout the year in the PLCs at school sites.	Common assessments, including CAASPP Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA) drove powerful PLC discussions regarding the use of evidence in student written responses.	**1,037,136.00** 1. LCFF 2. TITLE I 1. Teacher (Certificated Salaries) 2. Classified Salaries 3. Benefits 4. Books and Supplies 5. Services/Operating Equipment	**1,332,372.36** 1. LCFF 2. TITLE I 3. TITLE II 4. Educator Effectiveness 1. Teacher (Cert.) Salaries 2. Classified Salaries 3. Benefits 4. Books and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			5. Services/Operating Expenses 6. Equipment

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct a district-wide writing plan needs assessment through the ELA/ELD adoption so that writing at all grade levels is supported by the ELA/ELD adoption.	This was not addressed in 2017-18, but will be revisited during the coming school year.	**112,469.20** 1. LCFF 2. TITLE I 1. Teacher (Certificated) Salaries 2. Benefits 3. Books and Supplies 4. Services/Operating Expenses	**111,266.16** 1. LCFF 2. TITLE I 1. Teacher (Cert.) Salaries 2. Benefits 3. Books and Supplies 4. Services/Operating Expenses 5. Equipment

Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and implement site-based common formative and summative assessments to monitor student mastery of state- and district-adopted content standards, including all essential standards, based on identified site needs.	Students in grades 3-8 and 11 participated in the CAASPP Interim Assessment Blocks (IAB), which greatly informed teachers of student performance levels in ELA prior to the CAASPP Summative Assessment in the spring.	**615,850.60** 1. LCFF 2. TITLE I 1. Teacher (Certificated) Salaries 2. Classified Salaries 3. Benefits 4. Books and Supplies 5. Service/Operating Expenses	**682,068.17** 1. LCFF 2. TITLE I 3. TITLE II 4. Educator Effectiveness 1. Teacher (Cert.) Salaries 2. Classified Salaries 3. Benefits 4. Books and Supplies 5. Service/Operating Expenses 6. Equipment

Action 1.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Align the professional learning sessions in the New Teacher Academy to ensure that new teachers are introduced to and eventually master the actions and services supporting LCAP Goal #1.	Four out of five New Teacher Academy sessions focused on LCAP Goal 1: Gradual Release of Responsibility and Great First Instruction; Foundational Reading; Close Reading; Providing Universal Access; Scaffolding and Differentiation	**206,912.10** 1. LCFF 1. Teacher (certificated) Salary 2. Benefits	**229,573.98** 1. LCFF 2. TITLE I 3. TITLE II 4. Educator Effectiveness 1. Books and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			2. Service/Operating Expenses 3. Equipment

Action 1.8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with Hanover Research to provide a systematic process for program evaluation of district-wide efforts to ensure fidelity of implementation and determine value of programs to the attainment of all LCAP goals. Conduct up to four evaluations.	Three projects were completed with Hanover Research during the 2017-18 school year: Career Technical Education (CTE); Positive Behavior Interventions and Support (PBIS); LCAP Stakeholder Survey	**111,242.70** 1. LCFF 2. TITLE I 1. Teacher (Cert.) Salaries 2. Benefits 3. Services/Operating Expenses	**109,202.42** 1. LCFF 2. TITLE I 1. Teacher (Cert.) Salaries 2. Benefits 3. Service/Operating Expenses

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of actions/services were planned and facilitated through the Student Learning and Support Services department, but driven through collaboration with teachers and site administrators, using the PLC process. A significant amount of effort went into the implementation of new ELA/ELD adoptions for elementary, middle, and high school. Teachers received extensive training and support in regards to the new materials. Gains were made in building a district-wide assessment system, in which all grade levels 3-8 and 11 participated in ELA CAASPP Interim Assessment Blocks (IABs). Math alignment efforts in grades K-8 continued, with an

emphasis on identifying essential standards and common assessments. Additionally, groups of educators from across the district participated in professional learning around the content areas of NGSS and history/social science. Five New Teacher Academy sessions were facilitated that primarily focused on effective instructional strategies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

A strong rationale and the level of readiness of individual school sites were key components in gaining momentum in the aforementioned actions/services. Positive feedback from both teachers and administrators has validated work focused on instructional alignment and assessment. The latter has resulted in stronger commitment when it comes to using assessment to drive instruction and, in turn increase levels of student mastery in regards to evidence-based learning. Although the planning and facilitation efforts of Student Learning and Support Services was instrumental, it was the work of effective PLC teams that leveraged the actions/services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All classified and certificated staff member salaries increased by 3% through the negotiation process. Teachers assigned to class size reduction classes at the elementary school level had salaries that were greater than what was calculated at budgeting time. Additional funding was allocated to AVID programs and substitute teacher costs designed to support professional development opportunities for staff members.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The only changes made to LCAP Goal 1 actions/services were made to articulate the importance of formalizing a support plan to support new teachers (1.7) and make a commitment to ongoing program evaluation to assess the effectiveness of the same (1.8). The metrics for CAASPP were changed from Average Distance from Minimum Level of Proficiency to Met or Exceeded Standard (%). Four actions and services in the first LCAP goal were modified based on the stakeholder feedback. The first three (1.1, 1.2, and 1.3) were changed to support the requests of staff members and parents/families that student academic achievement continue to increase. Having greater access to information on student performance modified the first three actions and services so that interim assessment data could be used to inform instruction. The fifth action and service (1.5) was modified to align the development of the writing plan to the recent ELA/ELD adoption.

Goal 2

A prosocial learning environment that meets students' needs—social, emotional, and academic—will exist on every school site and in every classroom. Expectations will be clearly articulated with opportunities to respond, praise statements shared, and corrective feedback given as needed, creating consistent, predictable, positive, safe, and nurturing learning conditions for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: Board Goal #1

Annual Measureable Outcomes

Expected	Actual
Attendance Rate Baseline: 93.71% 2017-18: 94.0%	2017-18: 93.8%
Cal-SCHLS Survey – School Climate Index for Middle Schools Baseline: 374 2017-18: N/A	2017-18: N/A
Cal-SCHLS Survey – School Climate Index for High Schools Baseline: 324 2017-18: N/A	2017-18: N/A
Hanover – Overall, I am satisfied with the customer service I have experienced in Snowline JUSD. Baseline: N/A 2017-18: N/A	2017-18: All: 68% Parents: 74% Staff: 82% Students: 64%
Hanover – When I walk in this school, I feel welcome. Baseline: N/A 2017-18: N/A	2017-18: All: 63% Parents: 69%

Expected	Actual
	Staff: 87% Students: 59%
Graduation Rate Baseline: 92.5% 2017-18: 93.0%	2017-18: Not available (2016-17 Graduation Rate All Students: 92.7%)
Dropout Rate – High School Baseline: 8.8% 2017-18: 7.5%	2017-18: Not available (2016-17 High School Drop-out Rate Grade 9-12 1.5%)
Dropout Rate – Middle School Baseline: 0.16% 2017-18: 0%	2017-18: Not available (2016-17 = 4 students)
Suspension Rate Baseline: 5.3% 2017-18: 4.8%	2017-18: 5.17%
Expulsion Rate Baseline: 0.54% 2017-18: 0.45%	2017-18: 0.29%
Tiered Fidelity Inventory: Tier 1 – School Sites Baseline: 76.67% 2017-18: 82.67%	2017-18: 95.7%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide ongoing training and support to site PBIS Coaches around the implementation of	Throughout the year, the PLT, PBIS coaches, and site administration focused on	**2,162,628.40** 1. LCFF	**2,613,500.50**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PBIS in all classrooms to ensure consistency of Tier I implementation efforts. The training will be based on Jessica Swain-Bradway's support provided to school and district leaders in 2016-17.	Motivational Interviewing, which included emphasis on both the PBIS Classroom Management Strategies and the Classroom Ecology Checklist. The PBLT continued to consult with Jessica Swain-Bradway.	2. 15-16 ONE TIME MONEY 1. Teacher (Certificated) Salaries 2. Classified Salaries 3. Benefits 4. Books and Supplies 5. Services/Operating Expenses 6. Equipment	1. LCFF 2. TITLE II 3. Educator Effectiveness 1. Teacher (Cert.) Salaries 2. Benefits 3. Books and Supplies 4. Services/Operating Expenses 5. Equipment

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue ongoing training (five times per year) and support for site PBIS Coaches and Deans of Students through district-wide network meetings with focus on Tiered Fidelity Inventory (TFI) item 2.5 – Tier II teams have multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student needs.	Five PBIS Forums were hosted during the 2017-18 school year. Due to the necessity of increasing the district-wide level of fidelity of Tier 1, there was not a heavy emphasis on Tier 2 practices.	**1,004,182.40** 1. LCFF 1. Teacher (certificated) Salary 2. Classified Salaries 3. Benefits 4. Services/Operating Expenses	**1,173,513.97** 1. LCFF 2. TITLE II 3. Educator Effectiveness 1. Teacher (Cert.) Salaries 2. Benefits 3. Services/Operating Expenses

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue participation in essential PBIS professional learning opportunities to increase the effectiveness of PBIS school and district leaders. Trainings will include regional, state, national, and international PBIS conferences.	Four members of the PBLT participated the National PBIS Conference. PBLT members, site administrators, and other site certificated personnel attend the annual I-MTSS Symposium.	**61,588.20** 1. LCFF 1. Teacher Salary (Cert.) 2. Benefits 3. Books and Supplies 4. Service/Operating Expenses	**29,378.96** 1. LCFF 2. TITLE I 3. TITLE II 1. Teacher (Cert.) Salaries 2. Benefits 3. Services/Operating Expenses

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

School site PLCs will work with PBIS Coaches to receive PBIS in the Classroom training, with specific emphasis on Jessica Swain-Bradway's work that emphasizes a three-point focus: (1) opportunities to respond (OTRs); (2) praise statements; and (3) corrective feedback.	The amount of PLC work regarding PBIS Classroom Practices varied from site to site. However, all teachers completed the Classroom Ecology Checklist.	**107,558.70** 1. LCFF 1. Teacher Salary (Cert.) 2. Benefits 3. Services/Operating Expenses	**130,691.69** 1. LCFF 2. TITLE I 3. TITLE II 4. Educator Effectiveness 1. Teacher (Cert.) Salary 2. Classified Salary 3. Benefits 4. Books and Supplies 5. Service/Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 2.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support PBIS Coaches and other facilitators of the SWIS behavior data management system in the analysis and sharing of data with respective staff members to improve student success. 117,718.70	All but one site are currently using the SWIS behavior data management system. The analysis and utilization of SWIS data has increased throughout the district in efforts to identify areas of need and support.	**117,718.70** 1. LCFF 2. TITLE I 1. Teacher (Cert.) Salaries 2. Classified Salaries 3. Benefits 4. Services/Operating Expenses	**148,137.44** 1. LCFF 2. TITLE I 3. TITLE II 1. Teacher (Cert.) Salaries 2. Classified Salaries 3. Benefits 4. Services/Operating Expenses

Action 2.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize multiple measures such as SWIS, TFI, and other identified PBIS assessments to calibrate the fidelity of PBIS implementation at all schools in the district. Assist principals, PBIS Coaches, and site PBIS Teams in responding to the data, including the providing of classroom snapshots as evidence of implementation.	In addition to SWIS, the District Capacity Assessment (DCA) and Tiered Fidelity Inventory (TFI) continue to drive district and site PBIS goals and planning. TFI results and supporting documentation determined levels of state PBIS recognition, if applicable.	**50,673.20** 1. LCFF 1. Teacher (Cert.) Salaries 2. Classified Salaries 3. Benefits	**47,577.99** 1. LCFF 2. Teacher (Cert.) Salaries 3. Classified Salaries 4. Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		4. Services/Operating Expenses	5. Services/Operating Expenses

Action 2.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide each COST with tools such as interventions and best practices to assist with the monitoring of effectiveness and creation of district-wide consistency of implementation.	Tier 2 intervention and support training was not formalized district-wide this past school year. However, sites were able to individually access resources and support through CAHELP and their external PBIS coaches.		**2,158.87** 1. TITLE II 1. Classified Salaries 2. Benefits 3. Services/Operating Expenses

Action 2.8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide professional development to all district employees (certificated and classified) at the start-of-the-year around school climate and student voice based on data received from surveys and focus group settings.	At the District Back-to-School Breakfast, the superintendent delivered a message focused on student voice and school climate based on data collected through the Cal-SCHLS surveys and focus group sessions.	**19,700** 1. LCFF 1. Classified salaries 2. Benefits	**4,871.64** 1. LCFF 2. TITLE I 3. SPEC ED 4. AFTER SCHOOL 1. Classified salaries 2. Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions and services associated with LCAP Goal 2 was focused around training staff members to implement PBIS with fidelity. Internal and outside experts, with support from site-based PBIS Coaches, endeavored to place emphasis on Tier I implementation with high levels of fidelity.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The professional learning model that incorporates coaches to support site-based educators in the implementation of PBIS Tier I fundamentals and strategies is the right work. Although access to Tier 2 and 3 support was provided to school sites, professional learning focused on building a strong Tier 1 system for the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All classified and certificated staff member salaries increased by 3% through the negotiation process. Teachers assigned to class size reduction classes at the elementary school level had salaries that were greater than what was calculated at budgeting time. Additional funding was allocated to substitute teacher costs designed to support professional development opportunities for staff members.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

One metric was added to the actuals to quantify preschool Tier 1 implementation. Two other metrics, taken from the Hanover LCAP report, were included to measure customer service and welcoming environments. The latter both correlate with the district focus, moving forward, that is geared to make a positive impact on culture. All of the actions and services in the second LCAP goal were either modified and changed as a result of the stakeholder feedback. The first four (2.1, 2.2, 2.3, and 2.4) were modified to be the next level (depth instead of breadth) of PBIS training for staff members. PBIS continues to be valued among all stakeholders. Ensuring the training evolves in line with the learning process of our employees is and will always remain important. The next three actions and services (2.5, 2.6, and 2.7) were changed to further develop our monitoring practices so that fidelity of PBIS implementation and outcomes can be tracked. The final action and service (2.8) was an addition based on stakeholder feedback. Staff members clearly identified the importance of student attendance as a leverage point for increased student attendance. As a result, the two-year plan was developed and included in the LCAP.

Goal 3

Establish Community Cabinet, district, and site stakeholder groups as consistent points of connection that facilitate services, resources, and support to empower our school communities and the Snowline community at large to meet the community-generated outcomes and goals.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 6

Local Priorities: Board Goal #2

Annual Measureable Outcomes

Expected	Actual
Community Cabinet Survey Baseline: 0% 2017-18: 50% satisfaction rate	2017-18: 93.8% satisfaction rate by Community Cabinet

English Learner Reclassification Rate Baseline: 24.6% 2017-18: 25.0%	TBD
LCAP Process Program Evaluation Results from Hanover Research – Parent Survey Baseline: 0% 2017-18: 50% effectiveness rate	Parent overall effectiveness rate: 77.0% Parent overall satisfaction rate: 80.8%

Expected	Actual
Cal-SCHLS Survey – School Climate Index for Middle Schools – Parent Survey Component Baseline: 374 2017-18: N/A	2017-18: N/A (survey administered every other year)
Cal-SCHLS Survey – School Climate Index for High Schools – Parent Survey Component Baseline: 324 2017-18: N/A	2017-18: N/A (survey administered every other year)
CAASPP ELA (grades 3-8) Met or Exceeded Baseline: 42.0%	2017-18: 41.9%
CAASPP Math (grades 3-8) Met or Exceeded Baseline: 33.59	2017-18: 34.18%
Participation Rate in DELAC Baseline: Average of 8 attendees per meeting 2017-18: Average of 15 attendees per meeting	2017-18: 16.8 attendees per meeting
Participation Rate in ELPAC Baseline: Average of 10 attendees per meeting 2017-18: Average of 15 attendees per meeting	2017-18: Merged ELPAC with DELAC (see data above)
Participation Rate in PAC Baseline: Average of 12 attendees per meeting 2017-18: Average of 16 attendees per meeting	2017-18: N/A (used site-based meetings with parent advisory groups)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to conduct monthly Community Cabinet meetings to facilitate work around the	Twelve (12) monthly Community Cabinet meetings were conducted. Attendees	**66,411.50**	**66,260.00**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
San Bernardino County Cradle to Career effort by engaging stakeholders in providing support for the betterment of our school communities.	included local and regional leaders from various support agencies. Efforts to assist low-income students and their families, implement community gardens for children, and provide wellness training to all residents were accomplished.	1. LCFF 1. Teacher (Cert.) Salaries 2. Benefits 3. Services/Operating Expenses	1. LCFF 1. Teacher (Cert) Salaries 2. Benefits 3. Services/Operating Expenses

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to maintain the DELAC to coordinate consistency of efforts across all district sites and assist site ELACs in providing support to schools to improve student achievement. Combine efforts to include ELPAC duties.	An additional DELAC meeting was conducted, resulting in four occurring over 2017-18. Attendance increased from approximately 10 per meeting in 2016-17 to almost 17 per meeting in 2017-18. Duties of the ELPAC were combined with the DELAC, eliminating the need for multiple meetings that were similar and producing better attendance.	**28,980.80** 1. LCFF 2. TITLE II 1. Teacher (Cert.) Salaries 2. Benefits 3. Services/Operating Expenses	**37,543.66** 1. LCFF 2. 15-16 ONE TIME 1. Teacher (Cert.) Salaries 2. Benefits 3. Services/Operating Expenses 4. Equipment

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Shape the implementation of site stakeholder groups to align with the LCAP PAC so that clear and consistent information and feedback are communicated on a regular basis representative of all school communities. Appropriate representation of EL, low-income,	A formal PAC was not formed. In lieu of that design, district leadership attended site-based parent advisory meetings to obtain feedback and shape district support.	**972,140.50** 1. LCFF 2. CTE INCENTIVE FUNDS 1. Teacher (Cert.) Salaries	**941,323.49** 1. LCFF 2. CTE Incentive grant 1. Teacher (Cert.) Salaries 2. Classified Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and foster youth stakeholders will be pursued so that their individual and collective voices are heard and included in all future efforts.		2. Classified Salaries 3. Benefits 4. Books and Supplies 5. Services/Operating Expenses	3. Benefits 4. Books and Supplies 5. Services/Operating Expenses 6. Equipment

Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and implement a communication and marketing plan to include professional learning around best practices and targeted training of site and district leaders. Changes will include an improved website, increased social media presence, and assistance from the Community Cabinet regarding greater reach to stakeholders.	An informal communication and marketing plan was developed and implemented. A new website was launched in the second half of the school year. Social media presence increased dramatically. Community Cabinet assistance led to better impact across all stakeholders during multiple community-based events.	**90,318.60** 1. LCFF 1. Classified Salaries 2. Benefits	**82,071.25** 1. LCFF 2. Classified Salaries 3. Benefits 4. Books/Supplies 5. Services/Operating Expenses 6. Equipment

Action 3.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Conduct a needs assessment, create a job description, hire for the position, and implement the role of a district public relations employee whose duties would encompass the effective marketing of all efforts throughout the district.	Part-time Snowline Director of Marketing and Public Relations was hired and implemented. Informal marketing plan was developed and initiated during the school year.	**93,751.00** 1. LCFF 1. Classified Salaries 2. Benefits	**60,199.50** 1. LCFF 1. Classified Salaries 2. Benefits 3. Services/Operating Expenses

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

With the majority of the actions/services being implemented as planned, progress toward the achievement of the articulated goal was made. Implementation of the part-time Director of Marketing and Public Relations allowed for much higher levels of stakeholder connectedness than in past. The creation of an informal marketing plan was the first of its kind in the district's history, leading to a more purposeful approach to communication. While a PAC was not formed, parent connectivity with district-level administration increased. The growth of DELAC participation was significant and led to better outcomes, while the Community Cabinet work continued to evolve away from school-based work to community-wide service.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The implementation of the part-time Director of Marketing and Public Relations and the associated informal marketing plan resulted in higher levels of satisfaction with the school district than expected. This work proved to be more impactful than expected, particularly during the most challenging times. EL parents continue to articulate their appreciation for growing DELAC opportunities, with conversations becoming more open, honest, and solution-oriented. The Community Cabinet continues to impact residents in positive ways, with more work needing to be done connected to the Cradle to Career effort to which the district is committed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The third LCAP goal emphasized the importance of our stakeholder feedback efforts and system-wide marketing to promote increased student enrollment. The third, fourth, and fifth actions and services were modified. Designing a better feedback loop with our Parent Advisory Committee (PAC) remains an issue. A plan to make the connection work was included in the LCAP (3.3). Additionally, marketing and public relations must continue to evolve so as to attract increased student enrollment. Two actions and services (3.4 and 3.5) remain as commitments to this effort, but they were modified to ensure that purposeful planning happens for greater opportunities for success and alignment of efforts district-wide.

Metrics changed for Goal 3 in the 2018-19 LCAP include:
Added a metric, Hanover, to survey parents, staff, and students to determine customer service.
Added a metrics, CAASPP ELA and Math (grades 3-8) Met or Exceeded

Goal 4

Appropriately certified teachers utilizing standards-aligned and state-approved materials will facilitate learning in and on campuses that provide access to appropriate instructional settings.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: Board Goal #1

Annual Measureable Outcomes

Expected	Actual
Assignment Monitoring & Review (AMR) Baseline: 100% 2017-18: 100%	2017-18: 100%
CAASPP ELA (grades 3-8) Met or Exceeded Baseline: 42.0%	2017-18: 41.9%
CAASPP Math (grades 3-8) Met or Exceeded Baseline: 33.59	2017-18: 34.18%
EAP Scores – ELA Baseline: 57.0% 2017-18: 60.0%	2017-18: 65.14%
EAP Scores – Math Baseline: 36.0% 2017-18: 41.0%	2017-18: 34.49%
Cal-SCHLS Survey – Facilities Satisfaction Baseline: 88% 2017-18: N/A	2017-18: N/A
Williams Act Facilities Review	2017-18: 0

Expected	Actual
Baseline: 0 findings 2017-18: 0	
Williams Act Instructional Materials Access Review Baseline: 100% access 2017-18: 100%	2017-18: 100%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the annual staffing audit to be conducted collaboratively between the Human Resources Department and school sites.	The Human Resources Department completed the annual staffing audit with school site personnel.	**$7,840.30** 1. LCFF 1. Classified Salaries	**8,041.00** 1. LCFF 1. Classified Salaries 2. Benefits

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilitate the identification, selection, and implementation of learning resources necessary for student success, including maintaining annual purchases of classroom technology to move closer to a 1-to-1 student-to-computer ratio and addressing the three core content areas (mathematics, science, and social students) without state-approved adoptions.	Classroom technology was purchased for use at all school sites in the district, allowing for the 1-to-1 student-to-computer ratio to attained. School leaders from all three content areas met numerous times throughout the school year and determined that pursuing state-approved adoptions were not necessary at this time, but meetings will continue to be held	**2,281,063.80** 1. LCFF 2. LOTTERY REST. AND UNREST. 1. Teacher (Cert.) Salaries 2. Classified Salaries 3. Benefits 4. Books and Supplies	**1,027,485.93** 1. LCFF 2. 15-16 ONE TIME 3. Lottery Rest/UnRest 4. TITLE II 5. TITLE III 1. Teacher (Cert.) Salaries 2. Classified Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	to ensure that student and teacher material needs are met through adoptions when determined as being necessary.	5. Services/Operating Expenses	3. Benefits 4. Books and Supplies 5. Services/Operating Expenses

Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilitate regular school facility walks through the Maintenance & Operations and Risk Management Departments in collaboration with site staff to monitor needs for student and staff success.	Maintenance & Operations Department leaders conducted physical plant walks of all department and school facilities, with all necessary fixes being completed.	**1,339,552.00** 1. LCFF 1. Classified Salaries 2. Benefits 3. Books and Supplies 4. Services/Operating Expenses 5. Equipment	**1,471,433.80** 1. LCFF 2. FUND 14 3. RMMA (MAINT) 1. Classified Salaries 2. Benefits 3. Books and Supplies 4. Services/Operating Expenses

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All portions of the actions/services were successfully implemented except for the adoption of instructional materials for a core content (mathematics, science, social studies). This action was delayed to the following school year at the direction of teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All of the actions/services were effective at accomplishing LCAP Goal #4. This includes the one part of Action/Service 4.2 that addressed instructional materials adoptions. Even though this portion was not implemented, the decision to postpone the adoption of new materials was teacher-driven and prevented making a long-term commitment to inferior products.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Plans for a K-12 textbook adoption were budgeted for the 2017-18 school year, but collaborative work completed with teachers determined that the need did not exist.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No actions/services were changed in this LCAP goal.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

During the 2017-18 school year, Snowline Joint Unified School District stakeholders (students, staff, parents/families, community members, EL, foster youth, and low income parents/families) were consulted in three primary ways as part of the LCAP planning process: (1) focus groups; (2) advisory group meetings; and (3) electronic and paper surveys. In all instances, these opportunities provided information around school district performance and sought feedback regarding planning for the coming school year.

From November through May of 2017-18, 1,178 students in grades 6-12, 221 parents, and 10 community members were part of focus groups that reflected on the current status of our efforts and sought feedback on priority areas for the 2018-19 LCAP. During the second semester, 238 parents were consulted during various advisory group meetings. Additionally, numerous survey opportunities were made available to all stakeholders. This included 4,439 stakeholder responses, broken down to include 3,219 students, 689 parents, 523 staff members, and 8 community members.

The traditional design of stakeholder engagement in the review and development of the LCAP was changed two years ago to increase the number and types of stakeholders involved. Past practice had been that parent input was pursued through centralized meetings at night. Response was low, contributing to a void in sufficient parent feedback. During the 2016-17 school year and continuing into the 2017-18 school year, going to our schools for established meetings allowed for more attendance and a greater willingness to share concerns and offer suggestions for improvement. This resulted in being part of School Site Council, Breakfast with the Principal, parent volunteer associations, and various other parent group meetings that allowed for authentic feedback on LCAP development.

The types of LCAP feedback meetings and other outreach efforts used during the 2017-18 school year were as follows:

1. Student focus groups (26 separate events) – There were 1,178 students in grades 3-12 from six schools (Serrano HS, Chaparral HS, Pinon Mesa MS, Quail Valley MS, The Heritage School, and Vista Verde ES) who represented all significant subgroups and were randomly selected to participate in focus group sessions that addressed student needs as identified in the actions and services in the LCAP. Each event was a separate focus group session conducted between November 16, 2017 to May 10, 2018.
    a. Serrano HS (11 sessions): 771 students
    b. Chaparral HS (6): 106 students
    c. Pinon Mesa MS (5): 84 students
    d. Quail Valley MS (2): 53 students
    e. The Heritage School (1): 137 students
    f. Vista Verde ES (1): 27 students
2. Parent focus groups (2) – There were two parent focus group sessions conducted at Serrano HS. All parents were invited, with 221 in attendance over the two events.
    a. Serrano HS: 181 parents on November 17, 2017
    b. Serrano HS: 40 parents on November 29, 2017

3. Superintendent's Advisory Council (1) – The inaugural event invited 45 students in grades 5-12 from all 12 Snowline JUSD sites to participate in a three-hour feedback session. The specific focus was on the needs of our students. The meeting was conducted on March 9, 2018.
4. Site parent meetings (10) – There were 204 parents/guardians from 10 different schools who participated in LCAP review and needs assessment meetings that were held at the respective schools as extensions of various parent meetings.
    a. Baldy Mesa ES: 7 parents on April 18, 2018
    b. Phelan ES: 29 parents on April 27, 2018
    c. Pinon Hills ES: 9 parents on April 26, 2018
    d. Vista Verde ES: 25 parents on April 26, 2018
    e. The Heritage School: 39 parents on April 13, 2018
    f. Pinon Mesa MS: 11 parents on April 19, 2018
    g. Quail Valley MS: 93 parents on April 12, 2018
    h. Serrano HS: 22 parents on April 10, 2018
    i. Chaparral HS: 1 parent on April 18, 2018
    j. Snowline Academy: 1 parent on April 18, 2018
5. Leadership Council meetings (6) – All Leadership Council meetings held throughout the school year were conducted around the implementation, progress monitoring, and revision of our LCAP goals as well as the actions and services. District and site leaders from coordinators to cabinet level administrators and from assistant principals to principals provided ongoing feedback needed for the development of our LCAP.
    a. December 4, 2017 (35 attendees)
    b. January 8, 2018 (33)
    c. February 20, 2018 (24)
    d. March 26, 2018 (26)
    e. April 16, 2018 (34)
    f. April 30, 2018 (24)
6. LCAP surveys (4) – A scientifically-based LCAP survey from Hanover Research that was customized for each stakeholder group was used to retrieve feedback from students, staff, parents/guardians, and community members. Ten questions were added to the electronic survey that were focused on welcoming school and district environments. The window for stakeholders to access and complete the survey was April 9, 2018 to May 4, 2018.
    a. Students (3,219 responses)
    b. Parents/guardians (689)
    c. Staff (523)
    d. Community members (8)

7. Community Cabinet meetings (2) – The Community Cabinet is made up of business, education, faith-based, government, healthcare, and other local leaders. The group meets monthly in an effort to facilitate services and other support to all community members residing within the Snowline JUSD's boundaries. At two of the monthly meetings, eight attendees provided feedback on the development of the LCAP.

a. April 19, 2018
b. May 17, 2018

8. English Learner Parent Advisory Committee (ELPAC) meetings (4) – Four ELAC meetings were conducted throughout the 2017-18 school year, with the work focused on determining and supporting the needs of all EL students in the LCAP. A total of 52 EL parents provided feedback needed to better serve our EL students.

a. September 27, 2017 (15 attendees)
b. December 18, 2017 (12)
c. February 7, 2018 (14)
d. April 18, 2018 (11)

9. Snowline JUSD Board of Trustees meetings (2) – The two mandatory board meetings for review and approval of the LCAP were conducted in June. No public comments were received during either of the two meetings.

a. June 12, 2018
b. June 26, 2018



Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Consultations with Snowline Joint Unified School District stakeholders had significant impact on the development of the 2018-19 LCAP and the LCAP Federal Addendum. In all instances, the extensive feedback received from the aforementioned stakeholder groups positively impacted the LCAP work by continuing to increase the authenticity of feedback, the amounts of feedback, and the levels of ownership in the process and outcomes. Students and parents/families especially appreciated the opportunities to share their feedback both verbally and through surveys. Staff members received multiple surveys and responded to them in large numbers, but there was some support for district-level administration to visit staff meetings for feedback as was done during the second semester of the 2016-17 school year.

Meeting stakeholders at their settings continues to be received well. Student focus groups were conducted during school hours and at the least instructionally disruptive times. Parents and families continue to appreciate not having to attend separate LCAP meetings, instead preferring the design implemented the previous school year that embeds LCAP discussions in established site meetings. Staff members responded fairly well to the surveys administered to them in significant numbers, but expressions of “survey fatigue” have been voiced that need to be considered for the 2019-20 LCAP feedback process.

As a result of the continued increases in the amount of feedback and the authenticity of input, greater levels of ownership seemed to occur again. Feedback from all stakeholder groups specifically referenced this outcome. This was seen most clearly among the many student focus groups. They truly valued being asked for feedback and sharing their voice in ways that will lead to positive change. While all stakeholder groups appreciated being listened to, students mentioned the need for more feedback opportunities on topics most important to them.

While all stakeholders referenced getting better at what we have been doing (depth over breadth), the two focus areas for 2018-19 (student attendance, school and district climate) were a direct result of feedback from all stakeholders. Focus group feedback sessions with students and parents made it clear that further developing schools and departments to be student-centered, relationship-focused, caring, kind, nurturing, and welcoming would promote overall student success. Staff member responses revealed that excellent student attendance is necessary for success now and into the future. Additionally, they articulated the importance of narrowing the number of initiatives and keeping our focus on mastering our most important work that has the greatest impact.

The commitment to depth over breadth as articulated by all stakeholder groups was made actionable in the carryover (once again) of the four LCAP goals and the development of similar, next step actions and services to help produce higher levels of mastery. More specifically, only one LCAP goal (LCAP Goal 2) was modified. More details were provided around the expectations of PBIS implementation to ensure clarity of focus and consistency of outcomes.

Four actions and services in the first LCAP goal were modified based on the stakeholder feedback. The first three (1.1, 1.2, and 1.3) were changed to support the requests of staff members and parents/families that student academic achievement continue to increase. Having greater access to information on student performance modified the first three actions and services so that interim assessment data could be used to inform instruction. The fifth action and service (1.5) was modified to align the development of the writing plan to the recent ELA/ELD adoption. This change should produce a greater likelihood that a more relevant approach is pursued that results in curricular and material alignment.

All of the actions and services in the second LCAP goal were either modified and changed as a result of the stakeholder feedback. The first four (2.1, 2.2, 2.3, and 2.4) were modified to be the next level (depth instead of breadth) of PBIS training for staff members. PBIS continues to be valued among all stakeholders. Ensuring the training evolves in line with the learning process of our employees is and will always remain important. The next three actions and services (2.5, 2.6, and 2.7) were changed to further develop our monitoring practices so that fidelity of PBIS implementation and outcomes can be tracked. The final action and service (2.8) was an addition based on stakeholder feedback. Staff members clearly identified the importance of student attendance as a leverage point for increased student attendance. As a result, the two-year plan was developed and included in the LCAP.

The feedback received for the third LCAP goal emphasized the importance of our stakeholder feedback efforts and system-wide marketing to promote increased student enrollment. The third, fourth, and fifth actions and services were modified. Designing a better feedback loop with our Parent Advisory Committee (PAC) remains an issue. A plan to make the connection work was included in the LCAP (3.3). Additionally, marketing and public relations must continue to evolve so as to attract increased student enrollment. Two actions and services (3.4 and 3.5) remain as commitments to this effort, but they were modified to ensure that purposeful planning happens for greater opportunities for success and alignment of efforts district-wide.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All students will engage in reading, writing, and speaking grounded in evidence in all disciplines and learning environments (students will use evidence to support all of their claims when they are reading, writing and speaking in all disciplines) to ensure high levels of learning through a guaranteed and viable curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7

Local Priorities: Board Goal #1

Identified Need:

Continued growth around effective instructional practices through the use of the Professional Learning Community (PLC) process to incorporate the instructional shifts required by the implementation of the Common Core State Standards (CCSS). Goal 1 remains unchanged based on data collected through CAASPP Interim Assessment Block (IAB) data. In addition to the data, teacher and administrator input played a major factor in staying the course and continuing to go deeper in regards to CCSS instructional shifts. The new ELA/ELD adopted curriculum will be a focal point in creating strong horizontal and vertical instructional alignment across the district. There will also need to be ongoing work and alignment in the subject areas of mathematics, science, and history/social science, that includes a heavy emphasis on literary skills.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
UC/CSU A-G Completion Rate	37.18%	38.18%	40.18%	42.18%
CAASPP ELA Scores: Points Above/Below Minimum Level of Proficiency	-18.1	-16.1	N/A	N/A
CAASPP Math Scores: Points Above/Below Minimum Level of Proficiency	-40.3	-36.3	N/A	N/A
DIBELS – Core Support	33.0%	36.0%	39.0%	42.0%
EAP Scores - ELA	57.0%	60.0%	70.0%	75.0%
EAP Scores - Math	36.0%	41.0%	40.0%	45.0%
English Learner Proficiency Rate	62.4% (CELDT)	64.0%	66.0%	68.0%
English Learner Reclassification Rate	24.6%	25.0%	25.5%	26.0%
Graduation Rate	92.5%	93.0%	93.5%	94.0%
Reflection Tool: Recently Adopted Academic Standards and/or Curriculum Frameworks – ELA/ELD	3 (Initial Implementation)	4 (Full Implementation)	4	4
Reflection Tool: Recently Adopted Academic Standards and/or Curriculum Frameworks – Mathematics	2 (Beginning Development)	3	3	3

Reflection Tool: Recently Adopted Academic Standards	2	3	3	3

and/or Curriculum Frameworks – Science				
Reflection Tool: Recently Adopted Academic Standards and/or Curriculum Frameworks – History/Social Studies	1 (Exploration & Research)	2	3	3
Advanced Placement Test Scores – 3, 4, or 5	64.03%	67.0%	70.0%	73.0%
Advanced Placement Enrollment – 1 or More	17.68%	22.0%	25.0%	28.0%
CAASPP ELA (grades 3-8) Met or Exceeded	43.79%	N/A	46.0%	48.0%
CAASPP Math (grades 3-8) Met or Exceeded	33.41%	N/A	38%	40%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-2018 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide ongoing professional learning for teachers in reading foundations skills, including effective feedback strategies, grades TK-2 and expanding to include grades 3-5 and grades 6-12 (based on identified need) and supported throughout the year in PLCs at school sites. Professional training from the ELA/ELD adoption will be aligned with this effort through pullout opportunities at grades TK-12.	Provide ongoing support for teachers in the area of reading foundational skills in grades TK-12. This will be a key component in regards to building a district-wide comprehensive literacy action plan as well as ensuring that the most effective diagnostic assessments are being used	Provide ongoing support for teachers in the area of reading foundational skills in grades TK-12. This will be a key component in regards to building a district-wide comprehensive literacy action plan as well as ensuring that the most effective diagnostic assessments are being used

Budgeted Expenditures

Year	2017-2018	2018-19	2019-20
Amount	848,641.05	**1,253,136.85**	**1,240,755.05**
Source	LCFF TITLE ONE TITLE II 5-16 ONE TIME MONEY	**LCFF** **TITLE I** **TITLE II** **TITLE III** **15-16 ONE TIME MONEY** **COLLEGE READINESS**	**LCFF** **TITLE I** **TITLE II** **TITLE III** **15-16 ONE TIME MONEY**

Year	2017-18	2018-19	2019-20
Budget Reference	Teacher (Cert.) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses Equipment	Teacher (Cert.) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses Equipment	Teacher (Cert.) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses Equipment

Action 1.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide ongoing professional learning for teachers in grades 3-12 in close reading strategies, including effective feedback strategies, for all subject areas and supported throughout the year in PLCs at school sites. Professional training from the ELA/ELD adoption will be aligned with this effort and connected to SBAC testing strategies through pullout opportunities for teachers at grades 3-12, with teachers at grades TK-2 supported as identified by their readiness.	Also part of the literacy action plan, teachers in grades 3-12 will be provided ongoing support with close reading, and evidence-based writing and speaking strategies in all content areas. CAASPP interim assessment block (IAB) data will be used to measure student performance levels as well as gauge effectiveness of instruction in ELA.	Also part of the literacy action plan, teachers in grades 3-12 will be provided ongoing support with close reading, and evidence-based writing and speaking strategies in all content areas. CAASPP interim assessment block (IAB) data will be used to measure student performance levels as well as gauge effectiveness of instruction in ELA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	848,641.05	**1,253,137.85**	**1,240,754.05**
Source	LCFF TITLE I TITLE II 15-16 ONE TIME MONEY	**LCFF** **TITLE I** **TITLE II** **TITLE III** **15-16 ONE TIME MONEY** **COLLEGE READINESS**	**LCFF** **TITLE I** **TITLE II** **TITLE III** **15-16 ONE TIME MONEY**

Year	2017-18	2018-19	2019-20
Budget Reference	Teacher (Cert.) Salaries Classified Salaries Benefits Books and supplies Services/Operating Expenses Equipment	Teacher (Cert.) Salaries Classified Salaries Benefits Books and supplies Services/Operating Expenses Equipment	Teacher (Cert.) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses Equipment

Action 1.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Complete district-wide horizontal (across sites) and vertical (between grade levels and across sites) alignment by continuing conversations about and identification of CCSS essential standards, mastery levels, and common student outcomes in all four core content areas. This will include emphasis on integrated and designated instructional and learning outcomes for EL students.	Expand to include all other content areas beyond English, mathematics, science, and social studies and align the essential standards, mastery levels, and common student outcomes to support the four core content areas.	Expand to include all other content areas beyond English, mathematics, science, and social studies and align the essential standards, mastery levels, and common student outcomes to support the four core content areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	177,552.60	**304,623.30**	**283,904.10**
Source	LCFF	**LCFF** **TITLE II**	**LCFF** **TITLE II**
Budget Reference	Teacher (Cert.) Salaries Benefits Books and Supplies Services/Operating Expenses	Teacher (Cert.) Salaries Benefits Books and Supplies Services/Operating Expenses	Teacher (Cert.) Salaries Benefits Books and Supplies Services/Operating Expenses

Action 1.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide ongoing professional learning in evidence-based speaking and writing strategies, including effective feedback strategies and supported throughout the year in the PLCs at school sites.	Provide ongoing professional learning in evidence-based speaking and writing strategies, including effective feedback strategies and supported throughout the year in the PLCs at school sites.	Provide ongoing professional learning in evidence-based speaking and writing strategies, including effective feedback strategies and supported throughout the year in the PLCs at school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,037,136.00	**1,395,216.65**	**1,418,903.95**

Year	2017-18	2018-19	2019-20
Source	LCFF TITLE I	**LCFF** **TITLE I** **TITLE II** **15-16 ONE TIME MONEY**	**LCFF** **TITLE I** **TITLE II** **15-16 ONE TIME MONEY**
Budget Reference	Teacher (Certificated Salaries) Classified Salaries Benefits Books and Supplies Services/Operating Equipment	Teacher (Certificated Salaries) Classified Salaries Benefits Books and Supplies Services/Operating Equipment	Teacher (Certificated Salaries) Classified Salaries Benefits Books and Supplies Services/Operating Equipment

Action 1.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Conduct a district-wide writing plan needs assessment through the ELA/ELD adoption so that writing at all grade levels is supported by the ELA/ELD adoption.	Begin collaborative discussions, which address the need of building a TK-12 district-wide writing plan, as another component of the overall literacy action plan.	Develop a district-wide writing plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	112,469.20	**113,157.10**	**91,457.50**
Source	LCFF TITLE I	**LCFF** **TITLE I**	**LCFF** **TITLE I**
Budget Reference	Teacher (Certificated) Salaries Benefits Books and Supplies Services/Operating Expenses	Teacher (Certificated) Salaries Benefits Books and Supplies Services/Operating Expenses	Teacher (Certificated) Salaries Benefits Books and Supplies Services/Operating Expenses

Action 1.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop and implement site-based common formative and summative assessments to monitor student mastery of state- and district-adopted content standards, including all essential standards, based on identified site needs.	Continue to develop and implement common assessments based on essential standards for math in grades TK-12.	Continue to develop and implement common assessments based on essential standards for math in grades TK-12.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	615,850.60	**715,344.80**	**701,069.60**

Year	2017-18	2018-19	2019-20
Source	LCFF TITLE I	**LCFF** **TITLE I** **TITLE II**	**LCFF** **TITLE I** **TITLE II**
Budget Reference	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Service/Operating Expenses	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Service/Operating Expenses	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Service/Operating Expenses

Action 1.7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Align the professional learning sessions in the New Teacher Academy to ensure that new teachers are introduced to and eventually master the actions and services supporting LCAP Goal #1.	Provide regular professional learning sessions in the New Teacher Academy to ensure that new teachers are introduced to and eventually master the actions and services supporting LCAP Goal #1.	Provide regular professional learning sessions in the New Teacher Academy to ensure that new teachers are introduced to and eventually master the actions and services supporting LCAP Goal #1.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	206,912.10	**211,152.10**	**190,744.10**
Source	LCFF	**LCFF**	**LCFF**
Budget Reference	Teacher (certificated) Salary Benefits	Teacher (certificated) Salary Benefits Books and Supplies	Teacher (certificated) Salary Benefits Books and Supplies

Action 1.8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Contract with Hanover Research to provide a systematic process for program evaluation of district-wide efforts to ensure fidelity of implementation and determine value of programs to the attainment of all LCAP goals. Conduct up to four evaluations.	Conduct up to four formal Hanover Research projects that will evaluate program effectiveness and result in modifications and changes that will positively impact student outcomes.	Conduct up to four formal Hanover Research projects that will evaluate program effectiveness and result in modifications and changes that will positively impact student outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	111,242.70	**111,587.30**	**116,019.30**
Source	LCFF TITLE I	**LCFF** **TITLE I**	**LCFF** **TITLE I**
Budget Reference	Teacher (Cert.) Salaries Benefits Services/Operating Expenses	Teacher (Cert.) Salaries Benefits Services/Operating Expenses	Teacher (Cert.) Salaries Benefits Services/Operating Expenses

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

A prosocial learning environment that meets students' needs - social, emotional, and academic - will exist on every school site and in every classroom. Students will experience a positive, predictable, safe, consistent, and nurturing prosocial learning environment as all SJUSD staff work collaboratively by a) directly linking classroom and school-wide expectations and systems; (b) merging classroom PBIS strategies with effective instructional design, curriculum, and delivery; and (c) using classroom based data to guide decision making. Through the application of evidenced based practices, SJUSD staff will (a) ensure foundational practices are in place; (b) promote the consistent implementation of planned, preventative, and positive classroom PBIS practices; and (c) make decisions for responding to students' challenging behavior.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: Board Goal #1

Identified Need:

Increased fidelity of Tier 1 Positive Behavior Interventions and Supports (PBIS) in all schools to consistently support all students so that they successfully progress through all grade levels. Comprehensive needs assessment data were collected throughout the 2017-18 school year through the administration of the District Capacity Assessment (DCA), the Classroom Ecology Checklist (CEC), and the Tiered Fidelity Inventory (TFI). Additionally, the Positive Behavior Leadership Team (PBLT) continued to consult with, PBIS expert, Jessica Swayne-Bradway regarding best practices.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	93.71%	94.0%	95.0%	96.0%
Cal-SCHLS Survey – School Climate Index for Middle Schools	374	N/A	400	N/A
Cal-SCHLS Survey – School Climate Index for High Schools	324	N/A	350	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate	92.5%	93.0%	93.5%	94.0%
Dropout Rate – High School	8.8%	7.5%	6.0%	5.5%
Dropout Rate – Middle School	0.16%	0.0%	0.0%	0.0%
Suspension Rate	5.3%	4.8%	4.3%	3.8%
Expulsion Rate	0.54%	0.45%	0.25%	0.20%
Tiered Fidelity Inventory: Tier I – School Sites	76.67%	82.67%	97.0%	98.0%
Hanover – Overall, I am satisfied with the customer service I have experienced in Snowline JUSD.	2017-18: All: 68% Parents: 74% Staff: 82% Students: 64%	N/A	All: 70% Parents: 76% Staff: 84% Students: 66%	All: 72% Parents: 78% Staff: 86% Students: 68%
Hanover – When I walk in this school, I feel welcome.	All: 63% Parents: 69% Staff: 87% Students: 59%	N/A	All: 65% Parents: 71% Staff: 89% Students: 61%	All: 67% Parents: 73% Staff: 91% Students: 63%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide ongoing training and support to site PBIS Coaches around the implementation of PBIS in all classrooms to ensure consistency of Tier I implementation efforts. The training will be based on Jessica Swain-Bradway's support provided to school and district leaders in 2016-17.	Provide ongoing training and support to site PBIS teams around the implementation of PBIS in all classrooms to ensure consistency of Tier 1 implementation with fidelity. The training will be based on the Classroom Ecology Checklist and the Midwest PBIS Classroom Management Practices.	Provide ongoing training and support to site PBIS teams around the implementation of PBIS in all classrooms to ensure consistency of Tier 1 implementation with fidelity. The training will be based on the Classroom Ecology Checklist and the Midwest PBIS Classroom Management Practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,162,628.40	**2,699,865.16**	**2,773,032.33**
Source	LCFF 15-16 ONE TIME MONEY	**LCFF**	**LCFF**

Year	2017-18	2018-19	2019-20
Budget Reference	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses Equipment	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses Equipment Equipment	Teacher (Certificated) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses Equipment Equipment

Action 2.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue ongoing training (five times per year) and support for site PBIS Coaches and Deans of Students through district-wide network meetings with focus on Tiered Fidelity Inventory (TFI) item 2.5 – Tier 2 teams have multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student needs.	Through the use of the Midwest PBIS Tier 2 Team Workbook and at least three professional learning opportunities, provide each COST/Tier 2 team with the tools, resources, and best practices to implement effective Tier 2 supports and guide progress monitoring of effectiveness.	Through the use of the Midwest PBIS Tier 2 Team Workbook and at least three professional learning opportunities, provide each COST/Tier 2 team with the tools, resources, and best practices to implement effective Tier 2 supports and guide progress monitoring of effectiveness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,004,182.40	**1,280,176.90**	1,322,893.56
Source	LCFF	**LCFF**	**LCFF**
Budget Reference	Teacher (certificated) Salary Classified Salaries Benefits Services/Operating Expenses	Teacher (certificated) Salary Classified Salaries Benefits Services/Operating Expenses	Teacher (certificated) Salary Classified Salaries Benefits Services/Operating Expenses

Action 2.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue participation in essential PBIS professional learning opportunities to increase the effectiveness of PBIS school and district leaders. Trainings will include regional, state, national, and international PBIS conferences.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	61,588.20	21,640.70	20,287.85
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Teacher Salary (Cert.) Benefits Books and Supplies Service/Operating Expenses	Teacher Salary (Cert.) Benefits Books and Supplies Service/Operating Expenses	Teacher Salary (Cert.) Benefits Service/Operating Expenses

Action 2.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA- wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School site PLCs will work with PBIS Coaches to receive PBIS in the Classroom training, with specific emphasis on Jessica Swain-Bradway's work that emphasizes a three-point focus: (1) opportunities to respond (OTRs); (2) praise statements; and (3) corrective feedback.	School site PLCs will work with PBIS Coaches to receive PBIS in the Classroom training, with specific emphasis on Jessica Swain-Bradway's work that emphasizes a three-point focus: (1) opportunities to respond (OTRs); (2) praise statements; and (3) corrective feedback.	School site PLCs will work with PBIS Coaches to receive PBIS in the Classroom training, with specific emphasis on Jessica Swain-Bradway's work that emphasizes a three-point focus: (1) opportunities to respond (OTRs); (2) praise statements; and (3) corrective feedback.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	107,558.70	**104,645.70**	**106,781.85**
Source	LCFF	**LCFF** **TITLE II**	**LCFF** **TITLE II**
Budget Reference	Teacher Salary (Cert.) Benefits Services/Operating Expenses	Teacher Salary (Cert.) Benefits Services/Operating Expenses	Teacher Salary (Cert.) Benefits Services/Operating Expenses

Action 2.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support PBIS Coaches and other facilitators of the SWIS behavior data management system in the analysis and sharing of data with respective staff members to improve student success.	Support PBIS Coaches and other facilitators of the SWIS behavior data management system in the analysis and sharing of data with respective staff members to improve student success.	Support PBIS Coaches and other facilitators of the SWIS behavior data management system in the analysis and sharing of data with respective staff members to improve student success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	117,718.70	**143,786.50**	**148,362.15**
Source	LCFF TITLE I	**LCFF** **TITLE I** **TITLE II**	**LCFF** **TITLE I** **TITLE II**

Year	2017-18	2018-19	2019-20
Budget Reference	Teacher (Cert.) Salaries Classified Salaries Benefits Services/Operating Expenses	Teacher (Cert.) Salaries Classified Salaries Benefits Services/Operating Expenses	Teacher (Cert.) Salaries Classified Salaries Benefits Services/Operating Expenses

Action 2.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 19-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to utilize multiple measures such as SWIS, TFI, and other identified PBIS assessments to calibrate the fidelity of PBIS implementation at all schools in the district. Assist principals, PBIS Coaches, and site PBIS Teams in responding to the data, including providing classroom snapshots as evidence of implementation.	Continue to utilize multiple measures such as SWIS, TFI, and other identified PBIS assessments to calibrate the fidelity of PBIS implementation at all schools in the district. Assist principals, PBIS Coaches, and site PBIS Teams in responding to the data, including providing classroom snapshots as evidence of implementation.	Continue to utilize multiple measures such as SWIS, TFI, and other identified PBIS assessments to calibrate the fidelity of PBIS implementation at all schools in the district. Assist principals, PBIS Coaches, and site PBIS Teams in responding to the data, including providing classroom snapshots as evidence of implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50,673.20	**45,656.21**	**47,044.38**
Source	LCFF	**LCFF**	**LCFF**
Budget Reference	Teacher (Cert.) Salaries Classified Salaries Benefits Services/Operating Expenses	Teacher (Cert.) Salaries Classified Salaries Benefits Services/Operating Expenses	Teacher (Cert.) Salaries Classified Salaries Benefits

Action 2.7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	**All Schools**

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide each COST with tools such as interventions and best practices to assist with the monitoring of effectiveness and creation of district-wide consistency of implementation.	Provide each COST with tools such as interventions and best practices to assist with the monitoring of effectiveness and creation of district-wide consistency of implementation.	Provide each COST with tools such as interventions and best practices to assist with the monitoring of effectiveness and creation of district-wide consistency of implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	**315,786.95**	**243,517.98**
Source		**LCFF**	**LCFF**

Year	2017-18	2018-19	2019-20
Budget Reference		Teacher (Cert.) Salaries Benefits Services/Operating Expenses	Teacher (Cert.) Salaries Benefits Services/Operating Expenses

Action 2.8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide professional development to all district employees (certificated and classified) at the start-of-the-year around school climate and student voice based on data received from surveys and focus group settings.	Create a job description, hire for the positions, and implement the roles of two attendance specialists whose duties would focus on increasing attendance percentages across the district. Develop a plan to address and reduce chronic absenteeism. Implement additional feedback mechanisms to monitor progress and identify individuals in need of support to include 1-on-1 interventions and district- wide professional development as identified by Snowline JUSD school and district climate superstars.	Evaluate the effectiveness of school climate and attendance, and determine next steps.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	19,700	101,600.00	103,600.00
Source	LCFF	**LCFF** **TITLE I** **AFTER SCHOOL PROGRAM** **15-16 ONE TIME MONEY**	**LCFF** **TITLE I** **AFTER SCHOOL PROGRAM** **15-16 ONE TIME MONEY**
Budget Reference	Classified salaries Benefits	Teacher (Cert.) Salaries Classified Salaries Benefits Services/Operating Expenses	Teacher (Cert.) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Establish Community Cabinet, district, and site stakeholder groups as consistent points of connection that facilitate services, resources, and support to empower our school communities and the Snowline community at large to meet the community-generated outcomes and goals.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 6

Local Priorities: Board Goal #2

Identified Need:

With an emphasis placed on significantly increasing the amount of authentic stakeholder voice in the 2017-18 LCAP, extensive analysis of the feedback by site and district leadership resulted in a recommitment to a modification of the existing goal. While expanding community-wide awareness and support of student achievement remains important based on the data, increasing effective communication to all stakeholder groups (including students), engaging all stakeholders more authentically, and responding to the collective thoughts of the Snowline learning community are essential to ensure the success of all students and the realization of district and community outcomes.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Community Cabinet Survey	0%	50% satisfaction rate	75% satisfaction rate	80% satisfaction rate
English Learner Reclassification Rate	24.6%	25.0%	25.5%	26.0%

LCAP Process Program Evaluation Results from Hanover Research – Parent Survey	0%	50% effectiveness rate	60% effectiveness rate	70% effectiveness rate
Cal-SCHLS Survey – School Climate Index for Middle Schools –	374	N/A	400	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey Component				
Cal-SCHLS Survey – School Climate Index for High Schools – Parent Survey Component	324	N/A	350	N/A
CAASPP ELA Scores: Points Above/Below Minimum Level of Proficiency	-18.1	-16.1	N/A	N/A
CAASPP Math Scores: Points Above/Below Minimum Level of Proficiency	-40.3	-36.3	N/A	N/A
Participation Rate in DELAC	Average of 8 attendees per meeting	Average of 15 attendees per meeting	Average of 20 attendees per meeting	Average of 25 attendees per meeting
Participation Rate in ELPAC	Average of 10 attendees per meeting	Average of 15 attendees per meeting	Average of 20 attendees per meeting	Average of 25 attendees per meeting
Participation Rate in PAC	Average of 12 attendees per meeting	Average of 16 attendees per meeting	Average of 20 attendees per meeting	Average of 25 attendees per meeting
Hanover – Overall, I am satisfied with the customer service I have experienced in Snowline JUSD.	All: 68% Parents: 74% Staff: 82% Students: 64%	N/A	All: 70% Parents: 76% Staff: 84% Students: 66%	All: 72% Parents: 78% Staff: 86% Students: 68%
Hanover – When I walk in this school, I feel welcome.	All: 63% Parents: 69% Staff: 87% Students: 59%	N/A	All: 65% Parents: 71% Staff: 89% Students: 61%	All: 67% Parents: 73% Staff: 91% Students: 63%
CAASPP ELA (grades 3-8) Met or Exceeded	43.79%	N/A	46%	48%
CAASPP Math (grades 3-8) Met or Exceeded	33.41%	N/A	36%	38%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to conduct monthly Community Cabinet meetings to facilitate work around the San Bernardino County Cradle to Career effort by engaging stakeholders in providing support for the betterment of our school communities.	Continue to conduct monthly Community Cabinet meetings to facilitate work around the San Bernardino County Cradle to Career effort by engaging stakeholders in providing support for the betterment of our school communities.	Continue to conduct monthly Community Cabinet meetings to facilitate work around the San Bernardino County Cradle to Career effort by engaging stakeholders in providing support for the betterment of our school communities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	66,411.50	**54,387.71**	**73,538.35**
Source	LCFF	**LCFF**	**LCFF**
Budget Reference	Teacher (Cert.) Salaries Benefits Services/Operating Expenses	Teacher (Cert.) Salaries Benefits Services/Operating Expenses	Teacher (Cert.) Salaries Benefits Services/Operating Expenses

Action 3.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to maintain the DELAC to coordinate consistency of efforts across all district sites and assist site ELACs in providing support to schools improve student achievement. Combine efforts to include ELPAC duties.	Continue to maintain the DELAC to coordinate consistency of efforts across all district sites and assist site ELACs in providing support to schools improve student achievement. Combine efforts to include ELPAC duties.	Continue to maintain the DELAC to coordinate consistency of efforts across all district sites and assist site ELACs in providing support to schools improve student achievement. Combine efforts to include ELPAC duties.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	28,980.80	**31,326.60**	**31,758.80**
Source	LCFF TITLE II	**LCFF**	**LCFF**
Budget Reference	Teacher (Cert.) Salaries Benefits Services/Operating Expenses	Teacher (Cert.) Salaries Benefits Services/Operating Expenses	Teacher (Cert.) Salaries Benefits Services/Operating Expenses

Action 3.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Shape the implementation of site stakeholder groups to align with the LCAP PAC so that clear and consistent information and feedback are communicated on a regular basis representative of all school communities. Appropriate representation of EL, low-income, and foster youth stakeholders will be pursued so that their individual and collective voices are heard and included in all future efforts.	Include department and school leaders in PAC meetings to assist with the alignment of the LCAP with department and school plans.	Include department and school leaders in PAC meetings to assist with the alignment of the LCAP with department and school plans.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	972,140.50	**1,170,610.00**	**610,382.00**
Source	LCFF CTE INCENTIVE FUNDS	**LCFF** **CTE INCENTIVE FUND**	**LCFF** **CTE INCENTIVE FUNDS**
Budget Reference	Teacher (Cert.) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses	Teacher (Cert.) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses Equipment	Teacher (Cert.) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses

Action 3.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop and implement a communication and marketing plan to include professional learning around best practices and targeted training of site district leaders. Changes will include an improved website, increased social media presence, and assistance from the Community Cabinet regarding greater reach to stakeholders.	Develop and implement a formal communication and marketing plan to include professional learning around best practices and targeted training of site and district leaders. Changes will include increased social media presence, mail, billboard, and radio advertisement, parent and student advisory groups, and assistance from the Community Cabinet regarding greater reach to stakeholders.	Analyze last year's communication and marketing plan and make necessary modifications to implement an improved plan to include professional learning around best practices and targeted training of site and district leaders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	90,318.60	**84,946.60**	**73,789.10**
Source	LCFF	**LCFF**	**LCFF**

Year	2017-18	2018-19	2019-20
Budget Reference	Classified Salaries Benefits	Classified Salaries Benefits Books and Supplies	Classified Salaries Benefits Books and Supplies

Action 3.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Conduct a needs assessment, create a job description, hire for the position, and implement the role of a district public relations employee whose duties would encompass the effective marketing of all efforts throughout the district.	Assess the performance of the role of a district public relations employee whose duties would encompass the effective marketing of all efforts throughout the district, make changes to the job description as necessary, and continue to implement.	Assess the performance of the role of a district public relations employee whose duties would encompass the effective marketing of all efforts throughout the district, make changes to the job description as necessary and continue to implement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	93,751.00	**87,906.50**	**92,052.50**
Source	LCFF	**LCFF**	**LCFF**
Budget Reference	Classified Salaries Benefits	Classified Salaries Benefits Books and Supplies Services/Operating Supplies	Classified Salaries Benefits Books and Supplies Services/Operating Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

Appropriately certified teachers utilizing standards-aligned and state-approved materials will facilitate learning in and on campuses that provide access to appropriate instructional settings.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4

Local Priorities: Board Goal #1

Identified Need:

Highly qualified teachers utilizing standards-aligned materials in all content areas to deliver instruction in engaging and well-maintained learning environments remains as an important outcome for the Snowline learning community. Like the three other goals, the collective feedback received around this goal at the numerous stakeholder LCAP engagement events informed this desired outcome and reinforced the concept of pursuing depth of implementation over breadth.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Assignment Monitoring & Review (AMR)	100%	100%	100%	100%
CAASPP ELA Scores: Points Above/Below Minimum Level of Proficiency	-18.1	-16.1	N/A	N/A
CAASPP Math Scores: Points Above/Below Minimum Level of Proficiency	-40.3		N/A	N/A

-36.3

EAP Scores - ELA	57.0%	60.0%	69.0%	71.0%
EAP Scores - Math	36.0%	41.0%	40.0%	42.0%
Cal-SCHLS Survey – Facilities Satisfaction	88%	N/A	92%	N/A
Williams Act Facilities Review	0 findings	0	0	0
Williams Act Instructional Materials Access Review	100.0% Access	100.0%	100.0%	100.0%
CAASPP ELA (grades 3-8) Met or Exceeded	43.79%	N/A	46%	48%
CAASPP Math (grades 3-8) Met or Exceeded	33.41%	N/A	36%	38%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue the annual staffing audit to be conducted collaboratively between the Human Resources Department and school sites.	Continue the annual staffing audit to be conducted collaboratively between the Human Resources Department and school sites.	Continue the annual staffing audit to be conducted collaboratively between the Human Resources Department and school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,840.30	**8,510.00**	**9,009.00**
Source	LCFF	**LCFF**	**LCFF**
Budget Reference	Classified Salaries	Classified Salaries Benefits	Classified Salaries Benefits

Action 4.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Facilitate the identification, selection, and implementation of learning resources necessary student success, including maintaining annual purchases of classroom technology to move closer to a 1-to-1 student-to-computer ratio and addressing the three core content areas (mathematics, science, and social students) with state-approved adoptions.	Facilitate the identification, selection, and implementation of learning resources necessary student success, including maintaining annual purchases of classroom technology to move closer to a 1-to-1 student-to-computer ratio and addressing the three core content areas (mathematics, science, and social students) with state-approved adoptions.	Facilitate the identification, selection, and implementation of learning resources necessary student success, including maintaining annual purchases of classroom technology to move closer to a 1-to-1 student-to-computer ratio and addressing the three core content areas (mathematics, science, and social students) with state-approved adoptions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,281,063.80	**517,504.00**	**4,194,451.00**
Source	LCFF LOTTERY REST. AND UNREST.	**LCFF** **LOTTERY REST. AND UNREST.** **TITLE II** **15-16 ONE TIME MONEY**	**LCFF** **LOTTERY REST. AND UNREST.** **15-16 ONE TIME MONEY**
Budget Reference	Teacher (Cert.) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses	Teacher (Cert.) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses Equipment	Teacher (Cert.) Salaries Classified Salaries Benefits Books and Supplies Services/Operating Expenses Equipment

Action 4.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Facilitate regular school facility walks through the Maintenance & Operations and Risk Management Departments in collaboration with site staff to monitor needs for student and staff success.	Facilitate regular school facility walks through the Maintenance & Operations and Risk Management Departments in collaboration with site staff to monitor needs for student and staff success.	Facilitate regular school facility walks through the Maintenance & Operations and Risk Management Departments in collaboration with site staff to monitor needs for student and staff success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,339,552.00	**1,518,646.50**	**1,554,874.50**
Source	LCFF	**LCFF**	**LCFF**
Budget Reference	Classified Salaries Benefits Books and Supplies Services/Operating Expenses Equipment	Classified Salaries Benefits Books and Supplies Services/Operating Expenses	Classified Salaries Benefits Books and Supplies Services/Operating Expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 12,108,070.00	20.58%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Throughout our LCAP development work with our stakeholder groups, the needs of our unduplicated pupils created discussions about additional actions and services that should be provided to promote higher levels of success. All four LCAP goals have at least one action and service designed to help meet the needs of our English Learner, foster youth, and low-income students on an LEA-wide basis. LCAP Goal 2 and four actions and services (2.3, 2.4, 2.6, 2.7) within it are principally directed at improving the desired outcomes for foster youth and low-income students. The action and service (1.5) under LCAP Goal 1 addresses the additional writing support necessary with the implementation of the ELA/ELD textbook adoption so that all EL students increase literacy rates. Additionally, actions and services (3.3, 3.4) included in LCAP Goal 3 promote higher levels of family engagement for all three subgroups so that sustainable connectivity that is meaningful to them becomes the norm. Finally, LCAP Goal 4 has an action and service (4.2) focused on one-to-one technology hardware access principally for all three student subgroups so that educational equity is improved.

In addition to the actions and services referenced above, a number of supports will be provided to unduplicated pupils to further ensure their success. Specifically, the following increased and improved efforts will be implemented LEA-wide in 2018-19:

* Counselors to help monitor and support the success of unduplicated pupils.
* Music teachers to provide course access to performing arts experiences for unduplicated pupils.
* Director of Special Education and Special Education Teacher on Assignment to support unduplicated pupils with special education needs.
* Credit recovery efforts to assist unduplicated pupils with their educational needs to help ensure the outcome of graduation for all.
* AVID program to provide unduplicated pupils with a structured program to facilitate ongoing educational success and increased college-going rates.
* Saturday School for unduplicated students to provide additional availability of needed support principally directed at academic and behavioral successes.
* Administrator of Student Intervention Services and Student Services Technician to provide direct support to foster youth and low-income students
* Contract with Hanover Research to conduct more effective program evaluation processes to ensure appropriate services to unduplicated pupils (utilized as a metric for Goal 3).

* Coordinator of CTE/Adult Education to provide leadership to support career readiness for all EL, foster youth, and low-income students.

* Transportation to and from school and extracurricular activities to support low-income students attend school more often due to living in a rural environment.
* Attendance proposal to support personnel to build effective relationships with all students to promote improved attendance, including that for foster youth and low-income students.
* Assistant Principal at Vista Verde ES to support student success, particularly those in the unduplicated populations.
* CTE programs to provide career-readiness opportunities for all students, with an emphasis on recruitment within unduplicated populations.
* Reduced class sizes in grades spans TK-3 and 4-12 to assist achievement among unduplicated students.
* Community day school to provide alternate, non-traditional opportunities for all students within the District, including unduplicated students.
* Continuation school to provide alternate, non-traditional opportunities for all students within the District, including unduplicated students.
* Director of Assessment to ensure access to and success on all tests within the District's assessment plan and thereby improving the performance of unduplicated students.
* District-wide professional development opportunities to ensure effective instructional strategies for all students, with emphasis placed on populations that include unduplicated pupils.
* Database Administrator to provide comprehensive plan to monitor the success of all students, including unduplicated pupils.
* Technology devices purchased for all schools to ensure 1:1 ratio so that unduplicated students and all others have access.
* Deferred maintenance commitment to make certain all facilities are in appropriate repair to best promote student success.
* Health Technicians at all schools to ensure all students, particularly unduplicated students, have access to appropriate healthcare.
* Technology staff members and various licenses to ensure equity among all students.
* LCFF money forwarded to sites to allow for local decisions about supporting all students.
* District Nurse to ensure alignment of healthcare support across all sites and among all students.
* Elementary school PE teachers to provide education to all students that would otherwise have the potential to be minimized.
* Coordinator of Program Support to ensure equity of education for EL students and all other students.
* Director of Marketing & Public Relations to provide widespread information about all programs to enhance access for unduplicated students.
* Student Service Technician to support unduplicated students and families with attendance and access to needed supports.
* Police security personnel to provide greater safety to all students.
* Technology Coordinator to provide necessary leadership around alignment and technology access for all students, including unduplicated students.
* RtI^2 program to ensure early and consistent intervention and remediation to all students in need, with particular attention to unduplicated students.
* Special Education Teacher on Special Assignment to support students with significant learning needs.
* English/language arts adoption with materials designed to support success for all unduplicated students.
* CTE Incentive Grant funds to bolster the career pathways at high schools so that all students, including unduplicated pupils, understand and enroll in the opportunities for viable careers.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services

$5,202,617.00	8.54%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Throughout our LCAP development work with our stakeholder groups, the needs of our unduplicated pupils created discussions about additional actions and services that should be provided to promote higher levels of success. All four LCAP goals have at least one action and service designed to help meet the needs of our English Learner, foster youth, and low-income students on an LEA-wide basis. LCAP Goal 2 and four actions and services (2.3, 2.4, 2.6, 2.8) within it are principally directed at improving the desired outcomes for foster youth and low-income students. The action and service (1.5) under LCAP Goal 1 addresses the additional writing support necessary with the implementation of the ELA/ELD textbook adoption so that all EL students increase literacy rates. Additionally, actions and services (3.3, 3.4) included in LCAP Goal 3 promote higher levels of family engagement for all three subgroups so that sustainable connectivity that is meaningful to them becomes the norm. Finally, LCAP Goal 4 has an action and service (4.2) focused on one-to-one technology hardware access principally for all three student subgroups so that educational equity is improved.

In addition to the actions and services referenced above, a number of supports will be provided to unduplicated pupils to further ensure their success. Specifically, the following increased and improved efforts will be implemented LEA-wide in 2017-18:

- Counselors to help monitor and support the success of unduplicated pupils
- Music teachers to provide course access to performing arts experiences for unduplicated pupils
- Director of Special Education and Special Education Teacher on Assignment to support unduplicated pupils with special education needs
- Credit recovery efforts to assist unduplicated pupils with their educational needs to help ensure the outcome of graduation for all
- AVID program to provide unduplicated pupils with a structured program to facilitate ongoing educational success and increased college-going rates
- Saturday School for unduplicated students to provide additional availability of needed support principally directed at academic and behavioral success
- Administrator of Student Intervention Services and Student Services Technician to provide direct support to foster youth and low-income students
- Contract with Hanover Research

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the 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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services 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.

For school districts only, identify in the description those services 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% or more enrollment of unduplicated pupils: Describe how these services 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% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016