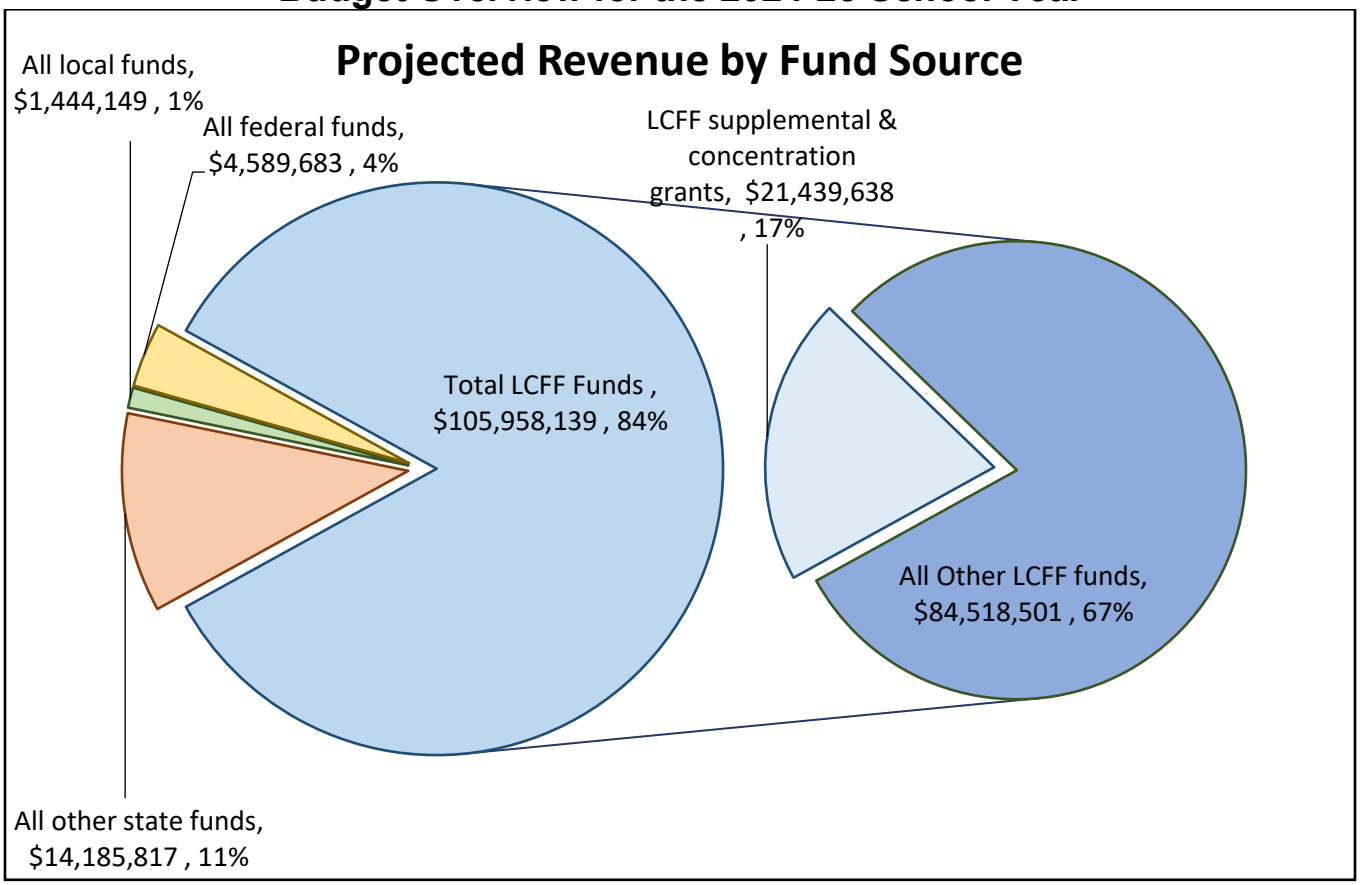
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Snowline Joint Unified School District
CDS Code: 36 73957 0000000
School Year: 2024-25
LEA contact information:
Ryan Holman, Ed.D
Superintendent
ryan_holman@snowlineschools.com
(760) 868-5817 ext. 10112

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

Budget Overview for the 2024-25 School Year

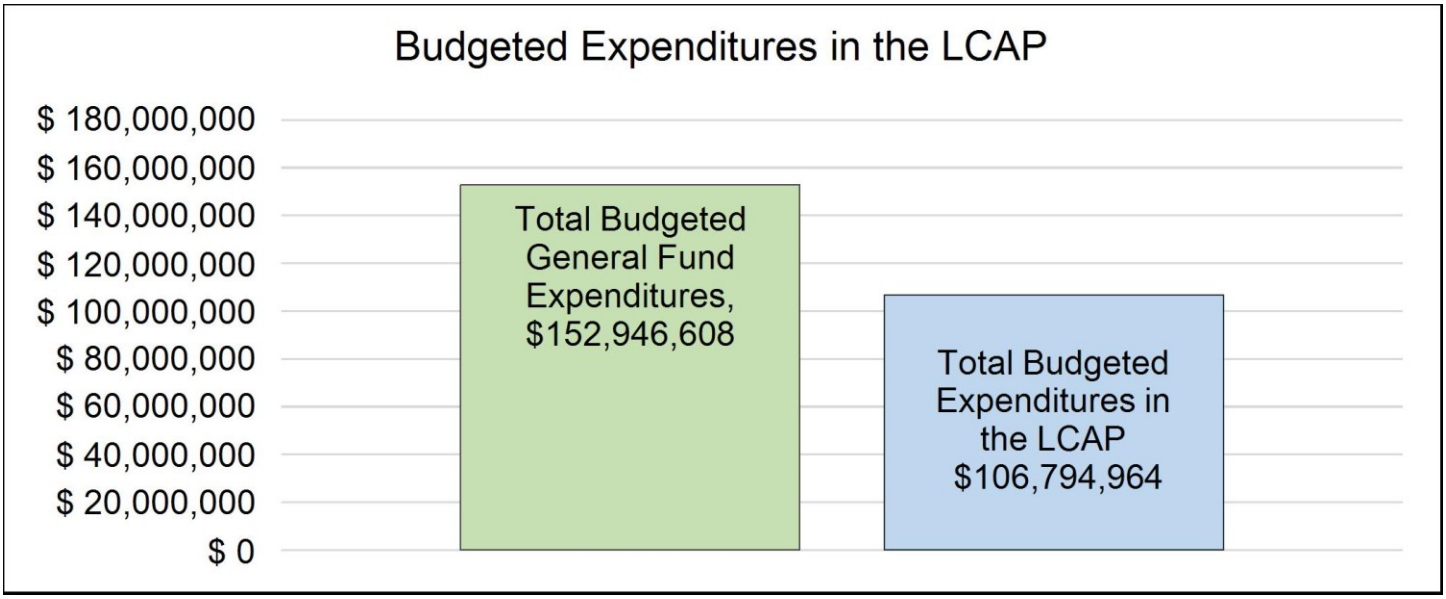


This chart shows the total general purpose revenue Snowline Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Snowline Joint Unified School District is $126,177,788, of which $105,958,139 is Local Control Funding Formula (LCFF), $14,185,817 is other state funds, $1,444,149 is local funds, and $4,589,683 is federal funds. Of the $105,958,139 in LCFF Funds, $21,439,638 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Snowline Joint Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Snowline Joint Unified School District plans to spend $152,946,608 for the 2024-25 school year. Of that amount, $106794964 is tied to actions/services in the LCAP and $46,151,644 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

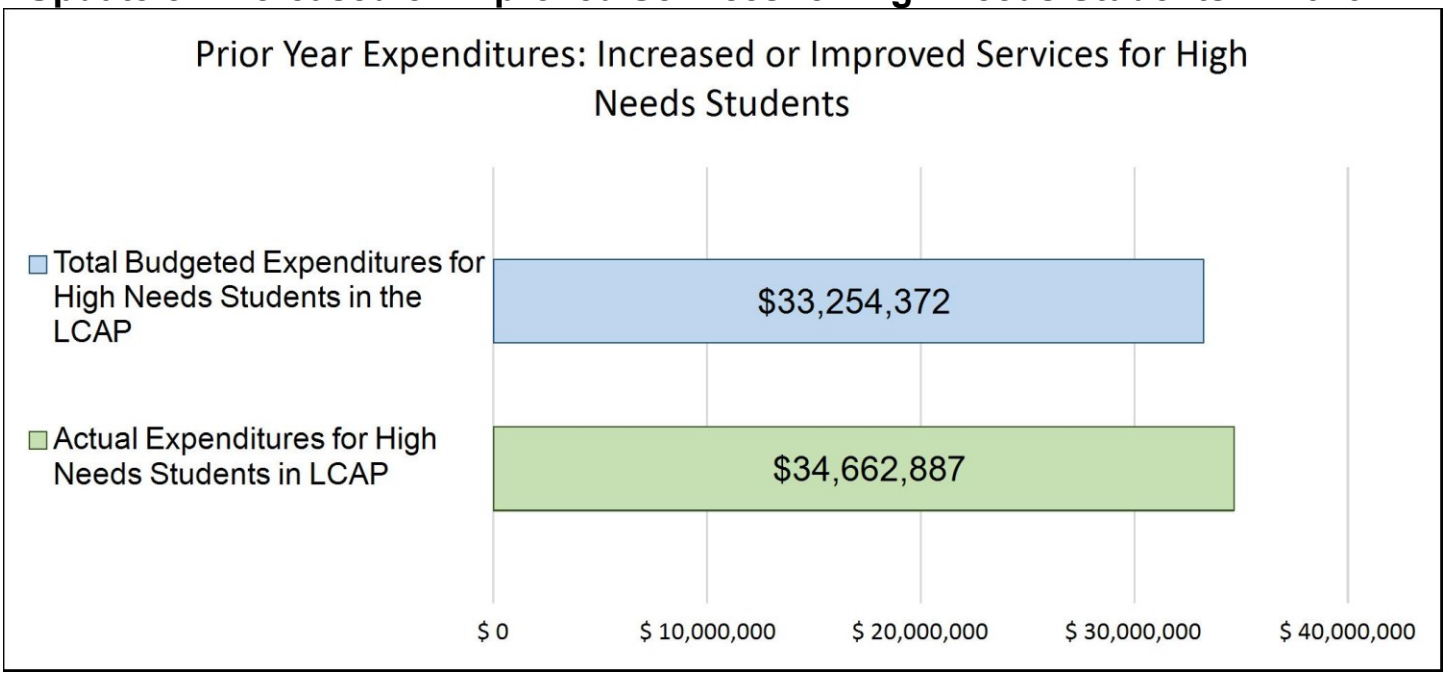
Other expenditures include specific federal and state special programs and services, including ASES, special education, transportation, Title I, II, III, and ongoing operational costs, including, but not limited to, utilities, legal, security, accounting services, and debt service.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Snowline Joint Unified School District is projecting it will receive $21,439,638 based on the enrollment of foster youth, English learner, and low-income students. Snowline Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Snowline Joint Unified School District plans to spend $31,285,645 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Snowline Joint Unified School District's LCAP budgeted $33,254,372 for planned actions to increase or improve services for high needs students. Snowline Joint Unified School District actually spent $34,662,887 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress - English Language Arts (% standard met or exceeded)	44.0% Standard Met or Exceeded (18-19)	44.0% Standard Met or Exceeded (18-19)	32.0% Standard Met or Exceeded (21-22)	32.0% Standard Met or Exceeded (22-23)	60.0% Standard Met or Exceeded
California Assessment of Student Performance and Progress - Mathematics (% standard met or exceeded)	34.0% Standard Met or Exceeded(18-19)	34.0% Standard Met or Exceeded (18-19)	19.0% Standard Met or Exceeded (21-22)	20.0% Standard Met or Exceeded (22-23)	50.0% Standard Met or Exceeded
DIBELS (% at or above benchmark)	54.0% (2019-20)	51.0% (middle 2021-22)	47.0% (middle 2022-23)	47.61% (2023-24)	75.0%
Star Reading	58.0% Participation 36.0% Proficient (20-21)	71.0% Participation 26.0% Proficient (21-22)	82.0% Participation *K-1 don't test 27.07% Proficient (22-23)	Star Reading (grades 2-12) 55.0% Participation	95.0% Participation 60% Proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Star Early Literacy (K-1) 29.39% Proficient	37.0% Proficient (23-24) Star Early Literacy (grades K-1) 12% Participation 36.0% Proficient (23-24)	
Star Math	56.0% Participation 25.0% Proficient (20-21)	62.0% Participation 35% Proficient (21-22)	77.0% Participation *K-1 don't test 35.65% Proficient (22-23)	50.5% Participation (grades 2-12) 46.0% (23-24)	95.0% Participation 50% Proficient
Interim Assessments ELA	80.0% Participation (grades 3-8, 11) (18-19)	93.77% (21-22)	87.22% (22-23)	84.4% (23-24)	95.0% Participation (grades 3-8, 11)
Interim Assessments Math	65.0% Participation (grades 3-8, 11) (18-19)	74.52% (21-22)	73.17% (22-23)	59.51% (23-24)	95.0% Participation (grades 3-8, 11)
California Science Test (% proficient and advanced)	25.0% Standard Met or Exceeded (18-19)	25.0% Standard Met or Exceeded (18-19)	22.0% Standard Met or Exceeded (21-22)	21.14% Standard Met or Exceeded (22-23)	40.0% Standard Met or Exceeded
English Learner Progress Indicator (% of English Learners making progress towards English language proficiency on ELPAC)	41.5% making progress towards English language proficiency on ELPAC (2019)	41.5% making progress towards English language proficiency on ELPAC (2019)	40.2% making progress towards English language proficiency on ELPAC (21-22)	47.5% making progress towards English language proficiency on ELPAC (22-23)	50.0% making progress towards English language proficiency on ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	9.34% (2019)	7.79% (20-21)	7.0% (21-22)	9.14% (22-23)	25.5%
Advanced Placement Enrollment-1 or More Courses (% of students)	56.0% (2019)	18.31% (20-21)	13.84% (21-22)	14.59% (22-23)	60.0%
Advanced Placement Test Scores-3,4, or 5 (% of AP students)	66.55% (2019)	57.53% (20-21)	77.21% (21-22)	63.25% (22-23)	75.0%
Career Technical Education Pathway Completion (% of CTE Completers graduated)	99.0% (2019)	100.0% (20-21)	97.6% (21-22)	100.0% (22-23)	100.0%
College/Career Indicator	40.2% Prepared (2019)	40.2% Prepared (2019)	Not reported in (2022)	30.2% Prepared (2023)	50.0%
UC/CSU A-G Completion Rate	45.8%	31.9% (20-21)	34.2% (21-22)	24.69% (22-23)	50.0%
EAP Scores: ELA	43.24% (18-19)	43.24% (18-19)	47.20% (21-22)	42.31% (22-23)	55.0%
EAP Scores: Math	33.25% (18-19)	33.25% (18-19)	18.55% (21-22)	16.52% (22-23)	45.0%
STATE PRIORITY 2 - Implementation of State Academic Standards Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 –	2022 English Language Arts: 4 English Language Development: 3 Mathematics: 4 Next Generation Science Standards: 3	2022 English Language Arts: 4 English Language Development: 3 Mathematics: 4 Next Generation Science Standards: 3	2022 English Language Arts: 4 English Language Development: 3 Mathematics: 4 Next Generation Science Standards: 3	2023 English Language Arts: 5 English Language Development: 5 Mathematics: 4 Next Generation Science Standards: 4	English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5 History-Social Science: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability Added in June of 2022	History-Social Science: 3	History-Social Science: 3	History-Social Science: 3	History-Social Science: 4	

Goal Analysis

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

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

Professional Learning Communities (Action 1.1-1.5): The successful implementation of these actions, in partnership with Solution Tree, has significantly enhanced our educational climate. The PLC work includes professional development, designated PLC time, smaller class sizes (TK-3), teacher learning leaders (TLLs), and enrichment and support through extensive course offerings and increased student opportunities. At the district and site leadership level, this success is evident in ongoing collaboration, discussions, planning, and strategizing around building capacity in and improving the PLC system. The most significant challenge is substitute teacher availability on training and coaching days.

Assessment (Action 1.6): This action is fully implemented overall. District assessments (e.g., CAASPP Interim Assessment Blocks, STAR Reading, STAR Math, DIBELS) are used across the school district. At the same time, site-based assessments, including common formative assessments (CFA), have gradually been integrated into the overall assessment system. Ongoing CFAs play a critical role in the PLC process and must be fully implemented along with the district-wide assessments.

Engagement (Action 1.7): Implementation Most teachers have completed three out of five Kagan Cooperative Learning training days. Newer teachers in the district have participated in the Day 1 foundational Kagan training. During classroom visits, there is evidence of cooperative learning structures being implemented at various levels. Finding days to offer the training is challenging and slows the process of ensuring that all teachers complete the five days.

Universal Design for Learning (Action 1.8): UDL was not implemented and will not be included in the 2024-25 LCAP. The lack of implementation was due to prioritization and other actions taking precedence. Much time and effort are needed for the PLC work, making it unrealistic to implement UDL.

Grading (Action 1.9): Collaboration and evaluation of current grading practices were not implemented and will not be included in the 2024-25 LCAP. The lack of implementation was due to prioritization and other actions taking precedence. Current grading practices are meeting the needs of students and families. Grading discussions and refinement will take place without establishing a specific LCAP action.

English Learners (Action 1.10): This action was implemented at a high level and continued to gain momentum, with significant work done in designated and integrated English language development and bilingual associate support. Additionally, partnerships with the San Bernardino County Superintendent of Schools (SBCSS) and Dr. Kate Kinsella strengthened and built fidelity in our ELD program across the district. Being sensitive to when teachers are pulled out of their classrooms, designating time for training, coaching, and support can be challenging but not insurmountable.

Paraprofessionals (Action 1.11): This action was fully implemented, with ongoing collaboration, planning, and strategizing occurring throughout the school year for bilingual and special education instructional associates so that they will have the most significant impact on the students they support.

Paraprofessionals: Training (Action 1.12): This action was implemented substantially higher than planned, with ongoing and targeted training for special education instructional associates.

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

Professional Learning Communities (Action 1.1): $8,342,242 was budgeted, and only $6,972,396 was spent to move money and accommodate negotiated salary increases.

Professional Learning Communities: Smaller Class Sizes (Action 1.3): $3,451,480 was budgeted, and $3,746,308 was spent due to negotiated salary increases.

Professional Learning Communities: Teacher Learning Leaders (Action 1.4): $498,996 was budgeted, and $594,879 was spent due to negotiated salary and stipend increases.

Professional Learning Communities: Enrichment and Support (Action 1.5): $2,130,637 was budgeted, and $3,033,562 was spent due to negotiated salary and stipend increases.

Engagement (Action 1.7): $39,635 was budgeted, and $3,367 was spent due to reduced training opportunities and utilization of ESSER III funding.

Grading (Action 1.9): $17,183 was budgeted, and $1,125 was spent due to the action's lower priority resulting from higher priority work.

English Learners (Action 1.10): $1,028,030 was budgeted, and $1,090,684 was spent due to negotiated classified salary increases.

Paraprofessionals (Action 1.11): $283,610 was budgeted, and $320,627 was spent due to negotiated classified salary increases.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Professional Learning Communities (Action 1.1): A partnership was forged with Solution Tree to support ongoing improvement and yield higher results regarding student achievement. A comprehensive training, coaching, and support plan was implemented during the 2023-24 school year. On the CAASPP, although staying at 32.0% (2019: 44.0%) met or exceeded the standard in English language arts (ELA), there was an improvement in math, and 20.0% (2019: 34%) met or exceeded the standard. On the California Science Test (CAST), 21.14% (2019: 25.0%) met or exceeded the standard. End-of-year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data showed 47.61% (2020: 54.0%) of elementary students achieving Core proficiency on the assessment. PLC work strengthened designated and integrated English language development (ELD) instruction, significantly increasing the Engish language progress indicator (ELPI), with 47.5% (2019: 41.5%) of English learners progressing toward English proficiency. In contrast, another increase showed that 9.14% (2019: 9.34%) of ELs were reclassified. With post-pandemic challenges still in play, this action has been partially effective overall but shows a higher level of effectiveness for English learners.

Professional Learning Communities: Additional PLC Time (Action 1.2): There was designated PLC time in the elementary, middle, and high schools. The time was used to address instructional alignment, data analysis, and discussion of best practices contributing to improved student outcomes. PLCs ensured the implementation of state academic standards, which were either fully implemented and sustainable (5) or fully implemented (4) according to the local indicators on the CA Dashboard: English Language Arts - 5 (2022: 4), English Language Development - 5 (2022: 3), Mathematics - 4 (2022: 4), Next Generation Science Standards - 4 (2022: 3), History-Social Science - 4 (2022: 3). As result of additional PLC time, this action has proven effective, as evidenced by increased implementation levels of academic standards.

Professional Learning Communities: Smaller Class Sizes (TK-3) (Action 1.3): The District maintained some of the smallest class size ratios in the high desert region for grades TK-3, which allowed more 1:1 and small group instruction and remediation, which supports students before moving to the intermediate grades. This action effectively increases opportunities for one-on-one and small-group learning, as evidenced by a DIBELS 47.61% (2019: 54.0%) proficiency rate. The latter is on an upward trend post-pandemic.

Professional Learning Communities: Teacher Learning Leaders (Action 1.4): Teacher learning leaders (TLLs) led PLC work in grade levels and secondary departments. The latter included facilitating discussions around STAR and CAASPP interim assessment data that helped inform instruction and remediation. STAR proficiency rates included 37.0 % (2021:36.0%) in ELA and 46.0% (2021: 25.0%) in Math.

CAASPP interim assessments included student participation rates of 84.4% (2019: 80.0%) in ELA and 59.51% (2019: 65.0%) in math. This action is partially effective but needs to be at 95.0% or above in subsequent years.

Professional Learning Communities: Enrichment and Support (Action 1.5): Additional stipends for positions contributing to student college and career readiness were funded. More students, 14.59% (2019: 56.0%), took AP courses than in 2022. Secondary assessment data included Early Assessment Program (EAP) scores: ELA - 42.31% (2019: 43.24%), Math - 16.52% (2019: 33.25%) (met or exceeded standard), Advanced Placement (AP) scores - 63.25% (2019: 66.55%)(scoring 3-5). Additionally, there was a 24.69% (2019: 45.8%) A-G completion rate. In addition to the A-G pathway, 100.0% (2019: 99.0%) of CTE students completed their career technical education pathway. Additional assessment data included a CAASPP ELA 32.0% (2019: 44.0%) proficiency rate and CAASPP Math 20.0% (2019: 34.0%) proficiency rate; still confronting post-pandemic challenges, this action has been partially effective and will remain focused on post-secondary-preparedness.

Assessment (Action 1.6): District-wide assessments, including STAR Reading and Math, were administered at all school sites to monitor progress and predict success on the CAASPP summative assessment. The assessment system effectively created opportunities to evaluate common data points used to inform and improve instructional practices. The latter included student participation rates of 55.0% (2021: 58.0%) - STAR Reading and 50.5% (2021: 56.0%) - STAR Math, and proficiency rates of 37.0% (2021: 36.0%) - STAR Reading and 46.0% (2021: 25.0%) - STAR Math. Being that participation rates are low, this action is partially effective. However, proficiency rates have increased significantly in math.

Engagement (Action 1.7): Kagan Cooperative Learning structures were used regularly in classrooms. In August, Day 1 training was delivered to teachers new to Snowline, which allowed teachers to learn and implement student engagement strategies throughout the school year. Data points include CAASPP ELA 32.0% (2019: 44.0%) proficiency rate and CAASPP Math 20.0% (2019: 34.0%). Additionally, engagement strategies have been especially effective with English learners because they will enable them to practice listening and speaking skills, as evidenced by ELPI—47.5% (2019: 41.5%) and reclassification rate—9.14% (2019: 9.34%) data. This action is effective, as evidenced by the significant increase in ELPI and a stable reclassification rate.

Universal Design for Learning (Action 1.8): UDL was not focused on during the 2023-24 school year due to the significant amount of time and resources allocated to PLC work.

Grading (Action 1.9): Grading practices were not focused on during the 2023-24 school year due to higher priorities needing attention.

English Learners (Action 1.10): Increased ELD support throughout the school district resulted in 47.5% (2019: 41.5%) of English learners progressing toward English language proficiency on the ELPAC and a 9.14% (2019: 9.34%) EL reclassification rate. This action is effective in supporting English learners across the district.

Paraprofessionals (Action 1.11): Collaboration and training focused on designated and integrated ELD support were delivered to bilingual instructional associates throughout the school year. The effectiveness was measured using ELPI—47.5% (2019: 41.5%) and reclassification rate—9.14% (2019: 9.34%). Additionally, general education instructional associates were used to push into classrooms primarily for reading

intervention to help remediate deficient skills reflected in DIBELS-47.61% (2020: 54.0%) at or above benchmark. This action effectively provides academic support for English learners and general education students.

Paraprofessionals: Training (Action 1.12): Special education instructional associates received training, coaching, and support. Focus areas varied based on student needs and individual education plan (IEP) goals. This action effectively ensures that special education paraprofessionals receive the general and specialized training to support students, specifically post-pandemic learning loss. Data points correlating to the action include California Alternative Assessment (CAA) ELA 15.38% (2019: 41.18%, 2021: 27.59%, 2022: 22.51%) proficiency rate, CAA Math 0.0% (2019: 17.65%, 2021: 0.0% 2022: 7.69%) proficiency rate, CAASPP ELA 32.0% (2019: 44.0%, 2022: 32.0%) proficiency rate, CAASPP Math 20.0% (2019: 34.0%, 2022: 19.0%) proficiency rate, STAR Reading 37.0% (2021: 36.0%) proficiency rate, STAR Math 46.0% (2021: 25.0%) proficiency rate, and DIBELS 47.61% (2022: 47.0%) proficiency rate. Although the data demonstrate positive and negative trends, local metrics, including STAR Reading, STAR Math, and DIBELS, are trending upward. State assessments, including CAASPP ELA, which has been maintained, and CAASPP Math, which has increased slightly, will need continued attention moving forward. Students will need support when it comes to taking the CAA in which performance has decreased in both ELA and math.

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

Changes to the 2024-25 LCAP include:

Additional metrics for the 2024-25 LCAP include Renaissance STAR Early Literacy (1.5), LTEL data (1.10), A-G and CTE completion (1.15), and graduation rate (1.19). STAR Early Literacy was added to assess the literacy progress of primary-grade students (TK-3). The A-G and CTE completion rate was included to monitor the CA Dashboard college and career indicator (CCI). The graduation rate metric was moved to Goal 1 because it correlates more closely to our academic actions versus prosocial.

Action titles were rewritten to provide clarity and intent of the actions.

Action 1.8, Universal Design for Learning, and Action 1.9, Grading, were eliminated from the 2023-24 LCAP. This was due to non-implementation, not ineffectiveness, resulting from higher priorities.

Action 1.8, Build and Develop Literacy Instructional Skills to Improve Student Academic Outcomes, is new in the 2024-25 LCAP.

Action 1.10, English Learners, from the 2023-24 LCAP is now Action 1.9 in the 2024-25 LCAP. This action includes long-term English learners.

Action 1.11, Paraprofessionals, and Action 1.12, Paraprofessionals: Training, were eliminated from the 2023-24 LCAP and revised into Action 1.11, Support Services for Students with Disabilities, in the 2023-24 LCAP.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	5.3% (18-19)	0.02% (20-21)	5.7% (21-22)	7.2% (22-23)	4.0%
Expulsion Rate	1.13% (18-19)	0.0% (20-21)	0.3% (21-22)	0.4% (22-23)	0.5%
Attendance Rate	93.95% (18-19)	95.07 (20-21)	89.96% (21-22)	88.71% (22-23)	96.0%
Chronic Absenteeism	15.5% (18-19)	16.8% (20-21)	39.9% (21-22)	30.8% (22-23)	10.0%
Graduation Rate	88.7% (19-20)	92.6% (20-21)	85.6% (21-22)	92.4% (22-23)	95.0%
Dropout Rate-High School	10.0% (19-20)	4.2% (20-21)	9.2% (21-22)	1.7% (22-23)	0.05%
Dropout Rate-Middle School	0.0% (19-20)	0.0% (20-21)	0.0% (21-22)	0.0% (22-23)	0.0%
Tiered Fidelity Inventory-Tier 1	87.5% (18-19)	Not Administered	80.33% (22-23)	82.3% (23-24)	95.0%
Kelvin (school climate)	0.0% (initial survey in 2021-22)	60.0% Participation 75.0% favorability (21-22)	49.0% Participation 80.0% favorability (22-23)	65.88% of students responding favorably Panorama Student Voice Survey - Belonging and Connectivity	90.0% Favorability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Star Reading	58.0% Participation 36.0% Proficient (20-21)	71.0% Participation 26.0% Proficient (21-22)	82.0% Participation *K-1 don't test 27.07% Proficient (22-23)	Star Reading (grades 2-12) 55% Participation 37.0% Proficient (23-24) Star Early Literacy (grades K-1) 12% Participation 36.0% Proficient (23-24)	95.0% Participation 60.0% Proficient
Star Math	56% Participation 25.0% Proficient (20-21)	62.0% participation 35.0% proficient (21-22)	77.0% Participation *K-1 don't test 35.65% Proficient (22-23)	50.5% Participation (grades 2-12) 46.0% Proficient (23-24)	95.0% Participation 50.0% Proficient
Hanover--Students feel safe at school.	Data Revised June 2022 Parents: 70.0% Students: 68.0%	2021-22 Parents: 69.0% Students: 58.0%	2022-23 Parents: 63.0% Students: 39.0%	2023-24 Parents: 75.0% Students: 45.0%	Parents: 90.0% Students: 90.0%
Hanover--Students like going to school.	Data Revised June 2022 Parents: 75.0% Students: 53.0%	2021-22 Parents: 77.0% Students: 51.0%	2022-23 Parents: 75.0% Students: 38.0%	2023-24 Parents: 71.0% Students: 39.0%	Parents: 90.0% Students: 75.0%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Training/Professional Development (Action 2.1): This action was partially implemented. Time and capacity were challenges in bringing together PBIS coaches and administrators to regularly host centralized networking and support opportunities. However, internal professional development on Positive Behavior Interventions and Support (PBIS) occurred at different school sites. Each site had at least one PBIS coach to assist in planning, coordinating, and implementing strategies and offering general support. Additionally, the Student Intervention and Attendance (SIA) department played a significant role in supporting PBIS district-wide, including overseeing the California PBIS Recognition process within the district.

Integration of I-MTSS and Collaboration (Action 2.2): This action was fully implemented. The coordination of services teams (COST) played a vital role in supporting academics and behavior by evaluating student performance and providing necessary remediation and support. They utilized relevant data to inform their decisions and interventions effectively.

Integration of I-MTSS and Collaboration-Resources (Action 2.3): This action was fully implemented. Panorama surveys were conducted throughout the school year, providing valuable data primarily focused on student health and wellness, which aligned with their intended purpose.

Social-Emotional Support for Students (Action 2.4): This action was fully implemented and exceeded expectations. The team of social workers effectively boosted our capacity to support students with the highest needs.

Social-Emotional Support for Students-Motivation and Attendance (Action 2.5): This action was successfully implemented. The Student Intervention and Attendance (SIA) team sustained robust support for students, families, and schools. They prioritized addressing chronic absenteeism and providing essential social-emotional support, recognizing these as vital components for effective learning. Moreover, two to three health and wellness specialists were engaged alongside the attendance specialists to further bolster social-emotional learning (SEL) initiatives.

Equity for All (Action 2.6): This action was successfully implemented. Equity remained a central focus, seamlessly integrated into all student learning, support, and intervention facets. Planning, data analysis, and collaborative efforts were consistently emphasized and prioritized.

Attendance (Action 2.7): This action was fully implemented and exceeded expectations. As mentioned earlier, the two attendance specialists played a crucial role in identifying and addressing chronic absenteeism among students. These efforts were sustained through deliberate and well-coordinated communication and follow-up strategies.

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

Training/Professional Development (Action 2.1): $1,080,763 was budgeted, and $1,327,300 was spent due to additional training and professional development paid for by individual school sites.

Integration of I-MTSS and Collaboration (Action 2.2): $3,548,636.00 was budgeted, and $4,230,214 was spent due to negotiated salary increases.

Social-Emotional Support for Students: Motivation and Attendance (Action 2.5): $1,489,150 was budgeted, and $1,675,586 was spent due to negotiated salary increases.

Social-Emotional Support for Students: Motivation and Attendance (Action 2.7): $5,916,724 was budgeted, and $7,031,186 was spent due to negotiated salary increases and expanded scope of work.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Training/Professional Development (Action 2.1): Through the New to Snowline Teacher Academy, PBIS training and support was provided to both new teachers and those new to the district. This initiative proved pivotal in acquainting new educators with strategies to foster positive expectations in classrooms and throughout campus areas. However, with an overall suspension rate of 7.2% (2019: 5.3%) and an expulsion rate of 0.4% (2019: 1.13%), it's evident that further refinement of PBIS practices is necessary to enhance effectiveness. This action would be partially effective with an increase in suspension rate and a decrease in expulsion rate since the 2021 baseline.

Integration of I-MTSS and Collaboration (Action 2.2): Within the framework of I-MTSS, PBIS plays a direct role in fostering student belonging, learning, and safety. The average Tiered Fidelity Inventory (Tier 1) rate of 82.3% (2019: 87.5%) reflects the effectiveness of PBIS implementation and the strength of school PBIS systems. Local assessments, such as STAR Reading and Math, were conducted to track progress and predict success on the CAASPP summative assessment. With an overall proficiency of 37.0% (2021: 36.0%) in STAR Reading and 46.0% (2021: 25.0%) in Math, indicating growth throughout the school year, there is still a need to expand areas of I-MTSS to ensure an upward trend in basic skills proficiency. A slight decrease in TFI-Tier 1 and increases in both academic metrics demonstrate that this action is partially effective.

Integration of I-MTSS and Collaboration: Resources (Action 2.3): The Panorama favorability rating of 65.88% (Kelvin 2022: 75.0%) reflected students' perception of school climate, which decreased from 2023. During the 2023-24 school year, the district switched from Kelvin Pulse to the Panorama survey. According to the Hanover survey, only 45.0% (2022: 68.0%) of students felt safe at school, an increase from 2023, and 39.0% (2022: 53.0%) expressed liking coming to school, a slight increase from 2023. Based on the various student survey data, this goal is partially effective but needs continued work and refinement.

Social-Emotional Support for Students (Action 2.4): The social workers significantly expanded outreach and services to students in greatest need. Throughout the school year, they implemented trauma-informed practices, provided mental health first aid, and conducted risk assessments. Furthermore, the social workers were crucial in training school site personnel to provide adequate social-emotional support. This action was effective, but communication regarding SEL services can be improved as evidenced by the Hanvover LCAP Survey, which showed 65.0% (2021: 74.0%) of educational partners understand what SEL services are available to students.

Motivation and Attendance (Action 2.5): There was heightened emphasis on student motivation to increase high school completion rates. The attendance rate is 88.71% (2019: 93.95%), the expulsion rate is 0.4% (2019: 1.13), and the graduation rate is 92.4% (2019: 88.7%), alongside a 1.7% (20219: 10.0%) high school dropout rate, demonstrating this action's effectiveness.

Equity for All (Action 2.6): Equity efforts intensified and proved effective throughout the school year and remained critical for assessing students' academic and social outcomes measured by metrics such as the Kelvin Pulse/Panorama survey, which showed a 65.88% (2022: 75.0%) level of favorability, 7.2% (2019: 5.3%, 2022: 5.7) suspension rate, 0.4% (2019: 1.13%) expulsion rate, CAASPP ELA 32.0% (2019: 44.0%, 2022: 32.0%) proficiency rate, CAASPP Math 20.0% (2019: 34.0%, 2022: 19.0%). Data were disaggregated to analyze specific student groups and make informed comparisons, guiding instructional strategies and support initiatives. As a result of the latter, The following data points increased for specific student groups. CAASPP ELA Proficiency: Black or African American, 23.76% (2022: 15.3%); Homeless, 18.86% (2022:17.04%); Two or More Races, 38.11% (2022: 37.39%). CAASPP Math Proficiency: Hispanic or Latino, 16.44% (2022: 14.76%); Two or More Races, 23.99% (2022: 20.81%). On the 2024 LCAP survey, students of color responded at a higher level of favorability than all students to the following statements. District schools want students to succeed: 78.0% (2023: 75.0%); District schools set high expectations for student achievement: 72.0% (2023: 69%); District schools prepare students for college and career: 73.0% (2023: 63.0%). To replicate desired data trends, continued work in PBIS and SEL is essential to positively affect suspension rates and student connectedness, which correlates with academic growth.

Attendance (Action 2.7): With an attendance rate of 88.71% (2019: 93.95%), a slight decrease from 2022, chronic absenteeism, although showing improvement, remains a significant concern at 30.8%, which decreased by almost ten percent in 2022. Nonetheless, this action and the work of our attendance specialists are proving effective in addressing chronic absenteeism and making a positive impact.

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

Changes to the 2024-25 LCAP include:

The Tiered Fidelity Inventory (TFI)-Tier 1, Kelvin Pulse, STAR Reading, and STAR Math metrics were eliminated from the 2023-24 LCAP. The TFI-Tier 1 metric was removed because there are more effective metrics to measure PBIS implementation. The Panorama survey has replaced the Kelvin Pulse survey. STAR Reading and Math metrics are in Goal 1 of the 2024-25 LCAP, as they correlate better with academics than prosocial.

Action titles were rewritten to provide clarity and intent of the actions.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Process Program Evaluation Results from Hanover Research – Parent/Student Survey Overall Satisfaction Rate: Teachers, School-Level Leadership, District-Level Leadership	Parents: 76.0% Students: 80.0%	2021-22 Parents: 71.0% Students: 79.37%	2022-23 Parents: 74.0% Students: 64.0%	2023-2024 Parents: 70.3% Students: 60.0%	Parents: 90.0% Students: 90.0%
Participation Rate in District English Language Learner Advisory Committee (DELAC) and (ELAC)	Average of 15 attendees per meeting	2021-22 Average of 21 participants	2022-23 Average of 18 participants	2023-24 Average of 18 participants	Average of 30 attendees per meeting
Participation Rate in Parent Advisory Committee	Data Revised June 2022 Average of 8 participants	2021-22 Average of 8 participants	2022-23 Average of 7 participants	2023-24 Average of 22 participants	Average of about 25 participants in PAC meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Hanover – Schools Encourage Parental Involvement	Data Revised June 2022 Parents: 74.0% Staff: 85.0%	2021-22 Parents: 60.0% Staff: 70.0%	2022-23 Parents: 66.0% Staff: 76%	2023-24 Parents: 65.0% Staff: 75.0%	Parents: 85.0% Staff: 90.0%
Hanover – Overall, I am satisfied with the customer service I have experienced in Snowline JUSD.	Data Revised June 2022 Parents: 76.0% Staff: 92.0% Students: 76.0%	2021-22 Parents: 75.0% Staff: 75.0% Students: 68.0%	2022-23 Parents: 73.0% Staff: 84.0% Students: 52.0%	2023-24 Parents: 70.0% Staff: 79.0% Students: 61.0%	Parents: 85.0% Staff: 90.0% Students: 90.0%
Hanover – When I walk into this school, I feel welcome.	Data Revised June 2022 Parents: 75.0% Staff: 92.0% Students: 70.0%	2021-22 Parents: 76.0% Staff: 88.0% Students: 62.0%	2022-23 Parents: 72.0% Staff: 89.0% Students: 43.0%	2023-24 Parents: 71.0% Staff: 89.0% Students: 50.0%	Parents: 90.0% Staff: 95.0% Students: 90.0%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Parent Engagement (Action 3.1): This action was fully implemented and achieved various levels of success across the school district, while school sites and the district focused on increasing parental involvement. In addition to encouraging and promoting formal participation in groups such as the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), and School Site Council (SSC), schools actively promoted parental involvement and volunteering in classrooms and co- and extracurricular activities. Elementary and K-8 schools also facilitated viable parent-led groups (e.g., PTA, PTST, and PTO) that hosted many events and activities supported through involvement and volunteerism.

Parent Advisory Groups (Action 3.2): This action was implemented and showed growth and improvement regarding increasing participation and becoming more parent/guardian-driven and led. The DELAC continued to grow and gain momentum in its purpose and mission. DELAC meetings are planned and facilitated by its officers. The agendas were correlated to the LCAP and built around the betterment of English

learners. Additionally, the PAC, consisting of a diverse group representing the district as a whole and individual schools and student groups, is growing and becoming more engaged in collaboration, feedback, and making recommendations.

Public Relations and Communication (Action 3.3): This action is fully implemented. The district and individual schools coordinate communication efforts seamlessly. Our marketing and public relations director actively engages with local communities, sharing announcements, updates, and news about the district, individual schools, and various co- and extracurricular activities. Schools often resend this information to ensure families stay informed, as messages from familiar sources tend to get more attention. We aim to communicate appropriately, ensuring every educational partner feels well-informed about their schools and the district. In many cases, a bit of redundancy is not just helpful—it's appreciated.

Parent Engagement Task Force (Action 3.4): The parent task force was not implemented this past school year due to the demands of other goals, actions, and priorities. However, there is enough progress regarding parent/guardian engagement that the action will not be included in the 2024-25 LCAP.

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

Public Relations and Communication (Action 3.3): $636,766 was budgeted, and $225,676 was spent due to reduced expenses and reallocation of funds so that other priorities could be better served.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent Engagement (Action 3.1): According to the LCAP survey, 65.0% (2021: 74.0%) of parents and 75.0% (2021: 85.0%) of staff believe schools encourage parent involvement. The survey data shows a decrease in favorability data since the baseline, demonstrating an opportunity for school sites to get more parents involved. This action has been partially effective, boosting parent engagement and volunteerism to higher levels after the pandemic.

Parent Advisory Groups (Action 3.2): The District English Language Advisory Committee (DELAC) and Parent Advisory Committee (PAC), which represent foster youth, students with disabilities, and socio-economically disadvantaged students, are fully implemented and expanding in scope and membership. There are an average of 18 (2022: 15) DELAC and 22 (2021: 8) PAC members, respectively. Based on membership numbers, this action is effective.

Public Relations and Communication (Action 3.3): All schools reported increased parent/guardian involvement in school activities throughout 2023-24. Cultural and front office efforts resulted in 72.0% (2022: 75.0%) of parents, 89.0% (2022: 92.0%) of staff, and 50.0% (2022: 70.0%) of students feeling welcome when they enter the schools, according to the LCAP survey. Additionally, 71.0% (2022: 76.0%) of parents, 89.0% (2022: 92.0%) of staff, and 50.0% (2022: 70.0%) of students are satisfied with the customer service they receive in the district.

Furthermore, 74.0% (2021: 76.0%) of parents and 64.0% (2021: 80.0%) of students are satisfied with teachers and school and district-level leadership. Considering the varied decreases in the survey data, including parent and student perceptions, this action is partially effective, but there is a need and opportunity to improve.

Parent Engagement Task Force (Action 3.4): The parent task force was not implemented this past school year due to other pressing goals, actions, and priorities. However, given the significant progress in parent/guardian engagement, this action will not be included in the 2024-25 LCAP.

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

Changes to the 2024-25 LCAP include:

Action 3.4, Parent Engagement Task Force, has been removed from the 2023-24 LCAP due to increased participation levels in the District English Advisory Committee (DELAC) and Parent Advisory Committee (PAC), eliminating the need for a task force.

As a way to better monitor parent engagement and communication efforts, the following metrics were added to the 2024-25 LCAP:

3.7 Hanover - Parent Survey: My child's school provides students with enough resources for parents.

3.8 Hanover - Parent Survey: The school keeps me informed about events and activities.

3.9 Hanover - Parent Survey: How do you receive most of your information about your child's school?

Action titles were rewritten to provide clarity and intent of the actions.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assignment Monitoring and Review	0 Findings	2021-22 0 Findings	2022-23 0 Findings	0 Findings (23-24)	0 Findings
Williams Act Facilities Review: 0 Findings	0 Findings	2021-22 0 Findings	2022-23 0 Findings	0 Findings (23-24)	0 Findings
Williams Act Instructional Materials Access Review: 100.0% Access	100.0% Access	2021-22 100.0% Access	2022-23 100.0% Access	100.0% Access (23-24)	100.0% Access
Hanover - Learning Environment: Maintains its physical resources well. (Strongly Agree/Agree)	Parents: 72.0% Staff: 75.0% Students: 77.0%	2021-22 Parents: 72.0% Staff: 56.0% Students: 71.0%	2022-23 Parents: 70.0% Staff: 54.0% Students: 56.0%	2023-24 Parents: 63.0% Staff: 48.0% Students: 56.0%	Parents: 85.0% Staff: 85.0% Students: 85.0%
Hanover - Learning Environment: Is clean. (Strongly Agree/Agree)	Parents: 80.0% Staff: 86.0% Students: 65.0%	2021-22 Parents: 81.0% Staff: 63.0% Students: 52.0%	2022-23 Parents: 77.0% Staff: 64.0% Students: 38%	2023-24 Parents: 72.0% Staff: 57.0% Students: 35.0%	Parents: 90.0% Staff: 90.0% Students: 90.0%
Hanover - Learning Environment: Has	Parents: 67.0% Staff: 60.0%	2021-22 Parents: 65.0%	2022-23 Parents: 67.0%	2023-24 Parents: 72.0%	Parents: 85.0% Staff: 85.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
facilities with up-to-date technology. (Strongly Agree/Agree)	Students: 73.0%	Staff: 49.0% Students: 66.0%	Staff: 54.0% Students: 55.0%	Staff: 56.0% Students: 59.0%	Students: 85.0%
Hanover - Overall Satisfaction: The school is effectively educating me/my child. (Strongly Agree/Agree)	Parents: 68.0% Students: 73.0%	2021-22 Parents: 76.0% Students: 74.0%	2022-23 Parents: 77.0% Students: 64.0%	2023-24 Parents: 73.0% Students: 71.0%	Parents: 90.0% Students: 90.0%
Access to a Broad Course of Study (per CDE Dashboard)	Standard Met (2019)	Data not available for 2020 and 2021	Standard Met (2022)	Standard Met (2023)	Standard Met

Goal Analysis

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

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

Qualified Teachers/Credentialing (Action 4.1): This action is fully implemented and continues to meet staffing and credentialing needs. We hosted job fairs to attract qualified general and special education candidates at both elementary and secondary levels. We aim to recruit teachers with at least a preliminary teaching credential, though we have issued emergency and intern permits when necessary. The recent 8.22% salary increase and ten years of service credit have improved our recruiting efforts. We have an internal teacher induction program through the Riverside County Office of Education (RCOE).

Student Resources (Action 4.2): This action has been fully implemented, but there's still work to do in expanding academic and student support services. Students and schools have access to resources for learning and well-being. We have exceeded the 1:1 ratio of Chromebooks. Progress is ongoing to equip all core classrooms with Smartboards, based on funding and installation capacity. Our network is up-to-date, and the technology department enhances wired and wireless connections to improve overall connectivity.

We increased English language development support by making all bilingual instructional associates full-time and using a proportionality formula to ensure adequate language services at each school. Teachers on special assignments (TOSAs) are valuable resources for students with disabilities, those facing mental health challenges, and those dealing with chronic absenteeism.

Serrano High School's Career Technical Education (CTE) pathways, Early College Academy (ECA), and Snowline Academy offer broad course options for students. Improving A-G completion is a priority, including 24/7 online tutoring access. In the ECA, Serrano HS used in-house teachers for classes to ensure in-person instruction. More sections in some CTE pathways are needed.

Facilities (Action 4.3): This action is fully implemented, with many maintenance projects planned based on priority, resources, and funding. Maintenance and operations (M&O) staffing shortages have made maintaining and enhancing facilities challenging. We're working to keep all school facilities functional, clean, and welcoming. Although M&O staffing is improving, custodial and substitute shortages still affect our ability to complete work.

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

Qualified Teachers/Credentialing (Action 4.1): $36,993,968 was budgeted, and $38,897,062 was spent due to increased negotiated certificated salaries.

Facilities (Action 4.3): $19,459,105 was budgeted, and $23,877,487 was spent due to negotiated increased classified salaries, security contracts, and additional facility projects.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Qualified Teachers/Credentialing (Action 4.1): The district had no assignment monitoring and review issues in Year 3, consistent with the baseline (2020-21). While hiring fully qualified teachers remains a challenge, it's easier than it was in the 2022-23 school year. Our human resources department efficiently manages credentialing and assigns teachers where needed. Though all teachers are properly credentialed and assigned, the small hiring pool still makes it hard to meet the demands of our growing enrollment. The 2024 salary increase might attract more qualified candidates. According to the 2024 Hanover LCAP survey, 73.0% (2021: 68.0%) of parents and 71.0% (2021: 73.0%) of students believe our schools effectively educate students. Even though there was a slight decrease among students, the parent favorability rate has increased by five percent. This action has proved to be effective.

Student Resources (Action 4.2): The 2023 Instructional Materials Sufficiency Survey showed students had 100.0% access to instructional materials, consistent with the baseline (2020-21). We have a clearly defined process for updating and adopting new textbooks. Students can access materials both digitally and in hard copies. According to the LCAP survey, 61.0% (2021: 67.0%) of parents, 56.0% (2021: 60.0%) of staff, and 59.0% (2021: 73.0%) of students believe our schools have up-to-date technology. Although these favorability percentages have decreased, we continue to sustain a 1:1 ratio for student Chromebooks and increase the number of smartboards in classrooms. This

feedback helps us understand what we need to improve instructional technology further. Based on the data and work done, this action is partially effective.

Facilities (Action 4.3): The 2023 Facilities Inspection Tool (FIT) inspections found no significant issues at the school sites, consistent with the baseline (2020-21). According to the 2024 LCAP survey, 63.0% (2021: 72.0%) of parents, 48.0% (2021: 75.0%) of staff, and 56.0% (2021: 77.0%) of students feel our schools maintain physical resources well. Additionally, 72.0% (2021: 80%) of parents, 48.0% (2021: 86.0%) of staff, and 35.0% (2021: 65.0%) of students think our learning environments are clean. According to FIT, this action was effective in terms of the upkeep and safety of facilities. However, according to the survey data, there is room for improvement regarding the perception of maintaining physical resources and cleanliness. Overall, this action is partially effective.

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

Changes to the 2024-25 LCAP include:

As a way to better monitor quality instruction efforts, the following metric was added to the 2024-25 LCAP:

Hanover – Parent, Student, and Staff Survey: District schools provide a well-rounded curriculum.

Action titles were rewritten to provide clarity and intent of the actions.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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

The following data is from the California Basic Educational Data System (CBEDS) as of October 31, 2023, as reported through the California Longitudinal Pupil Achievement Data System (CALPADS).

The District and each school's 2023 certified student enrollment is as follows: Snowline JUSD-7,971, Baldy Mesa ES-960, Phelan ES-695, Piñon Hills ES-534, Vista Verde ES-726, Wrightwood ES-338, Heritage (TK-8)-552, Piñon Mesa MS-812, Quail Valley MS-866, Serrano HS-2,172, Chaparral HS-154, Eagle Summit CDS-24, Snowline Academy-137.

The 2023 certified district enrollment for student groups is as follows: English Learners-1,032 (12.95%), Foster Youth-153 (1.92%), Homeless- 213 (2.67%), Socioeconomically Disadvantaged-5,849 (73.38%), and Students with Disabilities-1,212 (15.21%). Race and ethnicity student groups include African American/Black-372 (4.67%), American Indian/Native Alaskan-32 (0.40%), Asian-66 (0.83%), Filipino-35 (0.44%), Hispanic/Latino-4,827 (60.59%), Native Hawaiian/Pacific Islander-31 (0.39%), Two or More Races-175 (2.2%), White-1926 (24.17%), Unkown-503 (6.31%).

Contrary to the statewide trend, Snowline has experienced increasing enrollment. The growth percentages are based on Average Daily Attendance (ADA), which factors enrollment and attendance and is aligned with the base grant funding calculation. The change from year to year at P1 (first Wednesday in October) is as follows: 2021-22 to 2022-23, equated to +5.3%, and 2022-23 to 2023-24 resulted in a +1.08% increase.

Equity Multiplier schools include Chaparral High School, Eagle Summit Community Day School, and Snowline Academy. These schools will receive additional funding based on high percentages of socioeconomically disadvantaged students and non-stability rates.

The 2023 staffing categories are as follows: Teachers-378, Administrators (e.g., superintendents, principals, deans, program directors, coordinators)-32, Pupil Services (e.g., counselors, psychologists, social workers, SLPs)-41, Teachers on Special Assignment-8, Classified Office/Clerical Staff-69, Paraprofessionals (e.g., instructional and bilingual associates)-190, Other Classified Staff (e.g., maintenance, business, nutrition services, ASES, PK)-331

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

Snowline JUSD is a Kindness Certified School District. Additionally, all schools actively engage in Positive Behavior Interventions and Supports (PBIS), Professional Learning Communities (PLCs), and Kagan Cooperative Learning. All three intentionally focus on student achievement and success.

Reflections: Annual Performance

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

Snowline Joint Unified School District (SJUSD) has made commendable progress in various key areas, as reflected in the Local Educational Agency (LEA) annual performance on the 2023 California School Dashboard and local data. English Learner Progress: The notable increase of 7.4% in English learner progress, 47.5%, is a significant achievement. The district has implemented effective strategies, including more paraprofessional support and evidence-based instructional materials, to support English learners and promote language proficiency. Graduation Rate: A 6.5% increase in the graduation rate, 92.0%, is a substantial improvement. The fact that it is now at the highest level on the 2023 California School Dashboard indicates that Snowline JUSD is excelling in providing the necessary support and resources, such as counseling and tutoring, for students to complete their high school education successfully. Chronic Absenteeism: The 9.2% decline in chronic absenteeism, 30.8%, is a positive indicator. Reducing absenteeism is crucial for student success, as regular attendance is directly linked to academic achievement. Attendance campaigns at the school sites and mitigation efforts by the district attendance specialists have prevented and addressed attendance issues effectively. Mathematics Proficiency: Although significant work is yet to be done, the 3.6-point increase in mathematics proficiency, an average of 80.8 points below standard for all students, is a positive development. Improving proficiency in math is essential for students' overall academic success and can be attributed to focused efforts in enhancing math education within the district. These successes indicate that Snowline JUSD has proactively addressed challenges and implemented initiatives to improve various aspects of education. The 2023 California School Dashboard data provides a comprehensive overview of the district's performance, indicating that the LEA is progressing in achieving its educational goals.

The district experienced some challenges in the past year:

- English Language Arts (ELA) Performance: ELA scores, an average of 45.1 points below standard, decreased by 1.6 points. This decline identifies the importance of improving proficiency in literacy skills among students. LCAP Goal 1, Action 1.8, was developed to address literacy needs.

- College and Career Readiness: The college and career indicator reveals that 30.2% of graduates are prepared. The district must increase this percentage by improving academic achievement in core subject areas and increasing the number of students who complete A-G requirements and CTE pathways. Enhancing college and career readiness is crucial for ensuring students are well-prepared for the next phase of their education or entry into the workforce. LCAP Goal 1, Action 1.5, was included to improve college and career readiness.

Suspension Rate: The suspension rate, 7.2%, increased by 1.5%. This rise could indicate challenges in maintaining a positive and inclusive school environment. The district examined the reasons behind the increase and implemented strategies, such as positive behavior interventions, to address and reduce suspension rates. LCAP Goal 2, Actions 1-6, were developed to accomplish the latter.

Additionally, the district (LEA) had five student groups receive the lowest performance indicator in the following:

- English Learners: ELA, math, college/career
- Foster Youth: Suspension rate, college/career
- Students with Disabilities: ELA, math, suspension rate, college/career
- Homeless: Suspension rate
- African American: Math, suspension rate

In addition to addressing challenges at the LEA level, the district and school sites will focus on improvement for any schools and student groups within a school that received the lowest indicator in any area on the 2023 California School Dashboard, as follows:

Chaparral High School
- All Students: ELA, math, college/career
- Hispanic: ELA, math, college/career
- Socioeconomically Disadvantaged: ELA, math, college/career

Eagle Summit Community Day School
- All Students: Suspension

Snowline Academy
- All: College/career
- Hispanic: Math, chronic absenteeism
- Socioeconomically Disadvantaged: Math

Baldy Mesa Elementary School
- Students with disabilities: ELA, suspension rate

Phelan Elementary School
- All Students: ELA
- English Learners: ELA, math
- Hispanic: ELA
- Socioeconomically Disadvantaged: ELA
- Students with Disabilities: ELA
- White: ELA

Piñon Hills Elementary School
- English Learners: ELA, English learner progress
- Socioeconomically Disadvantaged: ELA
- Students with Disabilities: ELA, math, chronic absenteeism
- Two or More Races: Chronic absenteeism
- White: ELA

Vista Verde Elementary School
- African American: ELA
- Foster Youth: Suspension rate
- White: Suspension rate

Wrightwood Elementary School
- Students with Disabilities: Chronic absenteeism

Heritage School
- White - Suspension rate

Piñon Mesa Middle School
- All Students: Math
- English Learners: ELA, math
- Hispanic: ELA, math
- Students with Disabilities: ELA, math

Quail Valley Middle School
- All Students: Suspension rate
- African American: Math and suspension rate
- English Learners: Math, suspension rate
- Foster Youth: Suspension rate
- Hispanic: Suspension rate
- Homeless: Suspension rate

- Two or More Races: Chronic absenteeism, suspension rate
- Socioeconomically Disadvantaged: Suspension rate
- Students with Disabilities: Suspension rate

Serrano High School
- All Students: Suspension rate
- English Learners: ELPI, ELA, math, suspension rate
- Foster Youth: Suspension rate
- Hispanic: Suspension rate
- Homeless: Suspension rate
- Socioeconomically Disadvantaged: Suspension rate
- Students with Disabilities: ELA, math, suspension rate, college/career
- White: Suspension rate

Local academic data include STAR Early Literacy, STAR Reading, STAR Math, and DIBELS. According to STAR Early Literacy, 25.0% of K-1 students are proficient and on pace to surpass the 2022-23 letter and numeracy proficiency percentage. The same goes for STAR Reading (grades 2-12), which has an overall 25.0% proficiency rate. STAR Math (2-12) data shows a 35.0% proficiency level and is on pace for exceeding the 2022-23 rate. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), administered in kindergarten through fifth grade, shows that 41.0% of students are identified as Core, which means they are above the benchmark.

Reflections: Technical Assistance

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

According to the 2023 California Department of Education School Dashboard, Snowline JUSD has three student groups that received the lowest performance level in at least two priority areas and are therefore eligible for Differentiated Assistance.

English Learners: ELA /Math—ELA is 91.6 points below standard, Math is 120.8 points below standard; College/Career Indicator—7.7% prepared.

Foster Youth: Suspension Rate—17.1% of students were suspended for at least one day; College/Career Indicator—5.9% prepared.

Students with Disabilities: ELA /Math—ELA is 122.1 points below standard, and Math is 161.7 points below standard; Suspension Rate—12.6 % of students were suspended for at least one day; College/Career Indicator—4.4% prepared.

District administrators, site administrators, teachers, and social workers participated in Differentiated Assistance workshops on February 7 and 27 to establish root causes for low performance and to develop mitigation plans to improve one of the lowest areas that made the specific student groups eligible for support. The San Bernardino County Superintendent of Schools hosted and facilitated the DA workshops. Ongoing follow-ups with the District Improvement Team (DIT) lead and SBCSS accountability partner are scheduled and are taking place every month. Summaries of challenges and strategies/tactics for remediation are as follows.

English Learners:

ELA/Math— The challenge lies in the English Language Arts (ELA) domain, where students must tap into their prior knowledge and experiences. A strategic plan is in motion to reconstruct texts using positive strategies to deepen comprehension and facilitate progress. Leveraging the robust coach system will be pivotal in this endeavor. A progress monitoring tool has been developed and implemented at the teacher level to track and enhance student advancement. Teachers have shown readiness and enthusiasm to embrace these initiatives, signaling a promising foundation for scaling pockets of success. It's imperative to revisit collaboration with bilingual associates, especially given the influx of newcomers. Tools and support mechanisms tailored to assist these newcomers are being identified and implemented.

Moreover, strategies tailored for test takers are under development to ensure equitable outcomes. A dedicated data dive day involving coaches and administrators will facilitate informed decision-making, while a student-centric approach involving goal setting will further empower learners on their educational journey. LCAP Goal 1, Actions 1.9 and 1.10, are limited to English learners and were developed to increase English proficiency and academic achievement.

College/Career Indicator— Efforts to improve the College Career Indicator (CCI) focus on enhancing the preparedness of English learners, currently at only 7.7%, according to the CA Dashboard. Teachers and staff are committed to counseling, mentoring, and supporting students in completing A-G requirements and career technical education (CTE) pathways. These initiatives aim to boost college and career readiness by ensuring access, equity, and consistency in instruction and assessment. The goal of addressing essential grade-level standards and college and career readiness is to increase student achievement significantly. This work aligns with LCAP Goal 1, Action 1.5.

Foster Youth:

Suspension Rate—The problem at hand is the disproportionate rate of suspensions among foster youth students compared to the district average, compounded by survey data revealing a need for more connection between students and school staff. A comprehensive plan has been devised to foster stronger connections between students and staff, thereby reducing office referrals. This plan involves implementing strategies to enhance teacher-student relationships and regularly evaluating their effectiveness through surveys and follow-ups. The initiative has been communicated to leadership across all school sites and disseminated among teachers and support staff. A greeting campaign has also been launched to ensure that every student feels welcomed upon entering class. Metrics such as the reduction in office referrals and improvements in student perception regarding teacher-student relationships will be used to gauge the success of these efforts. LCAP Goal 2, Actions 2.2 and 2.3, are principally directed toward foster youth and were developed to support this work and improve student outcomes.

ELA/Math— To help foster youth improve in ELA and math, the district will provide ongoing training, coaching, and support to teachers, building their capacity to operate effectively in Professional Learning Communities (PLCs). By incorporating PLC time into the regular school day, teachers can collaborate, analyze student data, share best practices, and develop targeted instructional strategies. Additionally, the district will maintain smaller class sizes in grades TK-3 to enhance individualized and small-group instruction, particularly in literacy. Teacher Learning Leaders will facilitate PLCs across all grade levels and departments, leveraging expertise to support students through data analysis and instructional planning. These efforts address the significant performance gaps of foster youth, who currently perform at -67.9 DFA in ELA and -104.8 DFA in math on the CAASPP. This work will align with LCAP Goal 1, Actions 1.1, 1.2, 1.3, and 1.4.

Students with Disabilities:

ELA/Math—The issue is the underachievement of students with disabilities in English Language Arts (ELA) and the district's lack of a current comprehensive literacy plan. A concerted effort is underway to craft a working draft of a literacy plan that caters to the needs of all teachers and students. This plan establishes common expectations and implements a professional development regimen complete with a structured training schedule. In collaboration with the county literacy coordinator, a thorough needs assessment was conducted to identify areas requiring urgent attention. Metrics for success will be established, including benchmarks tied to the needs assessment and literacy plan checkpoints, ensuring accountability and progress monitoring throughout the implementation process. Through this proactive approach, the district aims to bridge the achievement gap and foster inclusive learning environments conducive to the success of students with disabilities in ELA. LCAP Goal 1, Action 1.11 provides additional academic support for students with disabilities in the classroom.

College/Career Indicator— Efforts to improve the College and Career Indicator (CCI) for students with disabilities focus on enhancing their preparedness, which is currently low (4.4%), as indicated by the CA Dashboard. Teachers and staff counsel, mentor, and support these students in completing A-G requirements and career technical education (CTE) pathways. LCAP Goal 1, Action 1.5, exists to enhance college and career readiness for all students, including those with disabilities. This work aims to increase college and career readiness for students with disabilities by ensuring access, equity, and consistency in instruction and assessment. The goal is to raise their achievement by addressing essential grade-level standards and supporting college and career readiness.

Suspension Rate— To help reduce the suspension rate for students with disabilities, currently at 12.6% according to the CA Dashboard, the district and school sites will provide teachers and staff with training and coaching in Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL). This training aims to enhance their ability to address students' social and emotional needs, fostering a positive school environment and reducing suspension and expulsion rates. Additionally, counselors and social workers will offer 1:1 counseling and therapy sessions to provide targeted interventions and support services, creating a more conducive learning environment and mitigating suspensions and expulsions. This work will align with LCAP Goal 2, Actions 2.1, 2.4, and 2.6.

Comprehensive Support and Improvement

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

Schools Identified

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

Chaparral High School (CHS), Eagle Summit Community Day School (ESCDS)

Support for Identified Schools

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

The district will support identified schools in developing comprehensive support and improvement plans. The Non-Traditional Schools (NTS) network includes four schools, with Eagle Summit Community Day School (ESCDS) and Chaparral High School (CHS) designated as Comprehensive Support and Improvement (CSI) schools. ESCDS qualifies due to its high suspension rate, while CHS qualifies based on low

performance in English language arts, math, and college and career readiness. These designations necessitate targeted interventions and support strategies to improve student outcomes.

ESCDS, despite the low student numbers that do not meet the threshold for a California Dashboard indicator in five out of six data points, is committed to addressing six key areas: English language arts, mathematics, English learner progress, chronic absenteeism, graduation rate, and suspension rate. This commitment is a testament to the school's dedication to improvement and its students.

A comprehensive needs assessment was completed for each school on February 20, 2024, and identified areas requiring attention to enhance academic performance and address unique social constructs. The process included:

- Recognizing the problem
- Gathering data
- Determining possible causal factors
- Identifying the root cause
- Recommending and implementing solutions

The root cause analysis was a collaborative effort, with the active involvement of vital educational partners. This included the assistant superintendent of SL&SS, the director of assessment and accountability, the principal, the teacher-in-charge, three teachers, and a Solution Tree coach. The latter provides professional learning community (PLC) training, coaching, and support for NTS. Together, they conducted an in-depth examination of academic performance data from CAASPP, interim assessment blocks (IAB), STAR Reading, and STAR Math, as well as suspension and behavior data from AERIES and SWIS, supplemented by anecdotal information from observations. The most significant resource inequity for both schools was personnel. Students with extreme academic and social needs require more educators and support staff to mitigate the significant educational deficits, social challenges, and unique circumstances outside of school.

ESCDS will sustain social and emotional learning (SEL) and Positive Behavior Interventions and Supports (PBIS) through a social worker and behavior interventionist to decrease suspensions and improve school climate. Both the former and latter are significant personnel acquisitions that address resource inequities. Given the high suspension rate identified by the 2023 California Dashboard, these interventions are crucial. The collaborative efforts include educational partner groups such as the school site council (SSC) and leadership team, who have discussed and approved evidence-based interventions to address resource inequities and strengthen instructional practices.

ESCDS aims to assist all students in progressing towards proficiency in reading and math as measured by STAR assessments, CAASPP test scores, and other local measures. The continued implementation of Kagan Cooperative Learning will enhance teaching capacity and effectively engage students. Additionally, the professional learning community (PLC) process will use collective inquiry and action research to improve instruction and student learning outcomes. Support will also be provided by health and wellness personnel and attendance specialists to foster academic engagement and overall student well-being.

CHS faces significant academic challenges, with students performing below standard in English language arts and mathematics and a low percentage prepared for college and career, as indicated by the 2023 CA Dashboard. The district has assisted in restructuring the administrative team at CHS, which now includes a principal, an assistant principal, and a dean of students. This restructuring addresses resource inequities by providing adequate personnel to support students with the highest needs, specifically in instructional leadership and

behavior interventions.

Additionally, a teacher will be assigned to the adult education program to support students with significant graduation credit deficits, offering alternative credit acquisition options. This team will play a critical role in implementing the CSI strategic plan, which details the restructuring and necessary action steps to improve academic outcomes.

CHS students will also benefit from additional Renaissance Learning tools, which are research-based and provide increased opportunities to learn core concepts and develop academic skills. The school site council (SSC) and other educational partners were instrumental in identifying resource inequities and developing solutions, contributing to the overall CSI plan. The PLC process at CHS will be vital for assessing student progress, analyzing data, identifying best instructional practices, and implementing these practices to enhance student learning outcomes.

Monitoring and Evaluating Effectiveness

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

The district's approach to monitoring and evaluating the Comprehensive Support and Improvement (CSI) plans involves a structured and collaborative process. Weekly meetings between the principal, who runs ESCDS and CHS, and the assistant superintendent of Student Learning and Support Services (SL&SS) will ensure that identified areas from the comprehensive needs assessment are continually addressed. Additionally, regular collaboration between the principal, assistant principal, and teachers will facilitate timely monitoring of the CSI plan's progress. This collaborative approach allows for the immediate identification and implementation of necessary adjustments, ensuring the plan remains effective and responsive to the evolving needs of ESCDS and CHS.

Integrating the CSI plan into the Single Plan for Student Achievement (SPSA) provides a broader oversight and evaluation system. The data and progress of the CSI plan are regularly discussed with the school site council (SSC) and other educational partners. These discussions focus on monitoring student performance in core academic areas, emphasizing evidence-based writing linked to close reading performance tasks, overall behavior, referrals, and suspension rates at ESCDS. At CHS, attention is directed toward academic performance and college and career readiness. The district employs the 4R process—Research, Recall, Reflect, and Respond—to maintain an ongoing needs assessment. This systematic and comprehensive data collection includes diagnostic, formative, interim, and summative assessments, Aeries/SWIS data on attendance, behavior, grades, and criterion-referenced tests to gain deeper insights into individual student progress.

A critical component of the monitoring and evaluation process will be one-on-one meetings between staff and students. These sessions aim to counsel and support all students' academic progress and social-emotional needs, leveraging the small student-to-staff ratio for effective progress monitoring. The SL&SS department will continue assisting ESCDS in addressing performance concerns, focusing on critical areas such as English language arts, mathematics, English learner progress, chronic absenteeism, graduation, and suspension rates. These personalized interactions and data-driven insights will help tailor interventions and support mechanisms to meet each student's needs.

CHS, facing significant academic challenges, will benefit from a reinforced support structure. Regarding the additional personnel and administrative restructuring, the district and CHS will collaborate on its effectiveness. This comprehensive approach, supported by continuous collaboration and robust data analysis, will be pivotal in enhancing student outcomes and achieving the goals of the CSI plan.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners: Parents/guardians, teachers, certificated support staff, classified support staff, administrators, directors, students	The district used various methods to engage educational partners in the upcoming LCAP development meetings, including emails, phone calls, and social media notifications. The district highlighted the significance of their involvement through personalized messages. Using these different communication channels, the district aimed to raise awareness and encourage active participation, enriching the dialogue and ensuring all perspectives were included in the LCAP formulation process.
All Educational Partners: Parents/guardians, teachers, certificated support staff, classified support staff, administrators, directors, students	From February 13 to March 1, 2024, a diverse group of educational partners, including parents, guardians, staff, students, and community members, participated in an online LCAP survey. This survey focused on three key areas: the academic environment, parent/guardian engagement, and the social environment. Its goal was to gather detailed feedback on crucial aspects of the educational experience and gauge overall satisfaction. Over 3,300 participants shared their insights, demonstrating a solid commitment to fostering a supportive and effective educational system that listens to everyone's needs. This high level of engagement highlights the community's dedication to working together and continuously improving policies and initiatives to benefit all members.
Leadership Council: Principals, administrators, directors	From February 26 to April 8, 2024, the district convened a series of Leadership Council meetings on February 26, March 4, and April 8, uniting departments and schools across all elementary, middle, and high levels. These collaborative sessions delved into comprehensive discussions, examining various data points, including CAASPP,

Educational Partner(s)	Process for Engagement
	Renaissance Learning, ELPAC, suspension, and attendance rates, alongside California Dashboard indicators and metrics. Participants analyzed existing objectives, strategies, academic performance data, attendance records, and behavioral data to inform decision-making. These engagements effectively fostered innovation and improvement, allowing for the refinement of strategies that align with educational excellence and student well-being goals. Central to the discussions was evaluating previous LCAP goals and actions to ensure alignment with identified metrics and objectives, thus laying the groundwork for transformative educational outcomes.
Snowline Teachers Association (STA): Teachers, counselors	The Snowline Teacher Association actively participated in LCAP development meetings on February 21 and April 17, 2024, aligning with California's LCAP process. These meetings focused on critical areas such as academic achievement, prosocial learning, community engagement, qualified teaching staff, student resources, and facilities. They evaluated specific data points, including CAASPP, Renaissance Learning, ELPAC, suspension, and attendance rates. Participants reviewed these focal points, drawing insights from the California Dashboard indicators to assess progress and inform decision-making. Through a comprehensive examination of previous LCAP goals and actions, individually and collaboratively, they identified strengths, areas for improvement, and crucial considerations for the upcoming three-year cycle. This collaborative effort supports our educators' dedication to fostering meaningful dialogue and proactive involvement in educational initiatives. Engagement strategies included opportunities for members to pose questions, offer feedback, and provide recommendations, ensuring that the evolving needs of educators and students were thoughtfully addressed and prioritized within the system.
California School Employees Association (CSEA): Clerical, maintenence, nutrition services, transportation	The CSEA educational partner meetings on March 6 and April 12, 2024, were dedicated to reviewing and providing feedback on LCAP goals 1-4, focusing on specific data points such as CAASPP, Renaissance Learning, ELPAC, suspension, and attendance rates. Participants engaged in discussions regarding successful aspects, areas needing improvement, and future considerations for the upcoming three-year cycle. They assessed the strengths and weaknesses of current goals, utilizing insights from the California

Educational Partner(s)	Process for Engagement
	School Dashboard to gain valuable perspectives on district and school performance. CSEA members actively explored avenues to enhance their involvement in implementing LCAP goals, aiming to improve student and staff outcomes. The feedback collected during these meetings served as a foundation for refining LCAP goals and actions, focusing on addressing the evolving needs of the school community. This collaborative process exemplifies a commitment to inclusivity, transparency, and continuous improvement in educational and operational initiatives.
District English Learner Advisory Council (DELAC) Represented Students: English learners	During their educational partner meetings on March 13 and April 17, 2024, the District English Learner Advisory Committee (DELAC) was deeply immersed in efforts to enhance the academic journey of English learners (ELs) across the district. Central to their collaboration was analyzing specific data points such as CAASPP, Renaissance Learning, ELPAC, suspension, and attendance rates, utilizing the California Dashboard as a primary tool. Through this analysis, they gained critical insights into the educational progress of EL students, examining metrics like EL proficiency rates, reclassification rates, and EL progress indicators to identify areas needing improvement and tailor interventions accordingly. Additionally, the committee revisited previous LCAP goals and actions, providing targeted feedback on essential aspects such as academic support and resources, equitable access to quality education, and fostering socio-emotional environments. Their active engagement in these discussions showcased the DELAC's unwavering commitment to advocating for the comprehensive advancement of EL students within the district's educational framework, embodying a philosophy grounded in inclusivity, equity, and ongoing improvement.
Parent Advisory Committee (PAC): Parents, school site council (SSC) members, DLAC members, ELAC members Represented: All students, including English learners, foster youth, socio-economically disadvantaged, students with disabilities, and Hispanic	During the two meetings on February 7 and April 24, 2024, the Parent Advisory Council (PAC) participated in discussions focusing on various academic and prosocial support areas. Parents actively engaged in small-group and whole-group dialogues, deliberating on the effectiveness of academic instruction, prosocial support, parent involvement initiatives, teaching staff quality, facilities, and student resources. These discussions incorporated specific data points such as CAASPP, Renaissance Learning, ELPAC, suspension, and attendance rates, enabling members to analyze relevant information

Educational Partner(s)	Process for Engagement
	and collectively devise strategies aligned with the educational and developmental needs of the students. Notably, the PAC adopted diverse engagement strategies, ensuring representation and input from those representing English learners, foster youth, socio-economically disadvantaged students, Hispanic students, and students with disabilities. The active involvement of parents in these discussions demonstrated the PAC's commitment to fostering an inclusive and responsive educational environment. By incorporating varied perspectives and aspirations from educational partners deeply invested in student welfare, the PAC ensures that the resulting LCAP authentically reflects the collective vision and priorities of the community. Through their collaborative endeavors, the PAC is instrumental in nurturing an educational environment that champions continuous improvement when educating and supporting our students.
Superintendent's Student Advisory Council Represented Students: Elementary, middle, and high school students from traditional and non-traditional programs	On May 22, 2024, students significantly contributed to shaping the LCAP through active involvement in the Superintendent's Student Advisory Council. This council comprised elementary, middle, and high school students, including representation from non-traditional schools, engaged in various activities to inform educational policies and initiatives. In addition to discussing previous LCAP goals and actions, their efforts were enriched by data-driven insights, including specific data points such as CAASPP, Renaissance Learning, ELPAC, suspension, and attendance rates. Most notably, discussions centered on providing feedback on important aspects such as school climate, physical and emotional safety, student-teacher connectivity, and conducive learning environments. Moreover, they collaborated on topics like the cleanliness and functionality of facilities. By offering their unique perspectives and experiences, these students contributed practical recommendations to enhance the district's ability to meet the diverse needs of its student body, thus fostering a more inclusive and supportive educational environment for all.
Equity Multiplier Schools: Parents, teachers, support staff, site administrators, district administrators, counselors, students	Based on the data regarding the mobility rate (>25.0%) and the percentage of socio-economically disadvantaged students (>70.0%), Chaparral High School, Eagle Summit Community Day School (ESCDS), and Snowline Academy were identified as Equity Multiplier Schools. As a result, these schools will be provided funding to

Educational Partner(s)	Process for Engagement
	address the needs of the lowest-performing student groups on the 2023 CA Dashboard. Since all identified Equity Multiplier Schools fall under Non-Traditional Schools (NTS), CHS, ESCDS, and Snowline Academy, strategic planning meetings were held on March 14, 28, and April 11, 2024. A comprehensive needs assessment was conducted at each school, highlighting each site's strengths and areas for improvement and identifying resource inequities. This was a collaborative effort, with educational partners at each site providing data on areas of lowest performance for students. The discussions revolved around the allocation of funding and potential evidence-based resources. Importantly, input was gathered from all educational partners, ensuring that the goals included in the School Plan for Student Achievement (SPSA) and LCAP for each school site reflected the collective vision for utilizing Equity Multiplier funding. The school site council (SSC) at Non-Traditional Schools (NTS), which includes representation for CHS, ESCDS, and Snowline Academy, approved the SPSA goals for utilizing Equity Multiplier funding on April 18, 2024. This approval sets a course to improve student performance and promote equity in education, instilling optimism for the future of these schools. Through this process, goals and actions specific to these three school sites have been added to the 2024-25 LCAP to support student learning and promote an educational environment conducive to learning and positive social development.
SELPA Consultation	The 2024-25 LCAP draft was presented to the area SELPA administrator on June 14, 2024.
Parent Advisory Committee (PAC) District English Language Advisory Committee (DELAC)	The 2024-25 LCAP draft was presented to the PAC and DELAC on June 14, 2024. As no comments were submitted from the PAC or DELAC, the superintendent did not write a response.

Educational Partner(s)	Process for Engagement
Governing Board	The LCAP mid-year report was presented to the governing board at a regularly scheduled board of education meeting on February 27, 2024.
Governing Board Community Members	The 2024-25 LCAP draft was posted publicly on the district website on June 14, 2024. The 2024-25 LCAP draft was presented for a public hearing at a regularly scheduled board of education meeting on June 18, 2024.
Governing Board Community Members	The 2024-25 LCAP was adopted at a regularly scheduled board of education meeting on June 25, 2024.

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

The involvement of our educational partners in the LCAP process was a crucial and valued aspect of the overall work. Their comprehensive engagement and consultation, involving individuals in various roles from across the district and the communities it serves, was a testament to their commitment. Each consultation session, marked by discussions and collaboration, was a platform to assess the effectiveness of the previous LCAP goals and actions. Their input and recommendations, focused on improving student support and increasing academic outcomes, were instrumental in setting the course for our upcoming three-year LCAP cycle. The data and survey results were third in facilitating and guiding the work.

Teachers and administrators expressed concerns regarding student achievement on the California Assessment of Student Performance and Progress (CAASPP) summative assessments. However, they are impressed with the gains made in individual student groups and grade levels. There is optimism and excitement around our continued work with Solution Tree in building capacity and enhancing our professional learning community (PLC) system (Goal 1, Action 1). Positive results in effectiveness and efficiency were noted regarding the first year of the three-year commitment. In response to instructional needs specific to reading literacy, an action was added (Goal 1, Action 8) to build and develop literacy instructional skills to improve academic outcomes. Also, to increase student achievement, an action (Goal 1, Action 5), increasing student college and career readiness, was developed to support high school students in A-G and Career Technical Education (CTE) pathway completion. The need to refocus on student conduct through Positive Behavior Interventions and Supports (PBIS) and social and emotional learning (SEL) (Goal 2, Action 1) was identified. Teachers and staff need training and coaching to improve student behavior and the learning environment.

Parents in the District English Language Advisory Committee (DELAC) appreciate the district making all bilingual associates full-time and adding additional bilingual associates to school sites with higher English learner enrollment. DELAC advocated for increased training opportunities (Goal 1, Action 9) so that they can better support English learners. Parents are concerned that English language proficiency hinders academic achievement, so they advocated for an intentional focus on designated and integrated English language development

(ELD) (Goal 1, Action 11). The DELAC is very proud of where they are as an organization and look forward to growing and getting more individuals involved (Goal 3, Action 2).

Parents involved in DELAC and the Parent Advisory Committee (PAC) are generally pleased with the overall communication (Goal 3, Action 3) but believe that both the district and the school sites can improve. Parents/guardians see the importance and value of developing a budget task force (Goal 5, Action 4), and some expressed an interest in involvement. There is support for evaluating the feasibility of a general obligation bond (Goal 5, Action 3) and running a campaign for one.

Parents/guardians and administrators agree that there is a significant need for prosocial behavior support, which includes services provided by counselors and social workers for students with extreme needs (Goal 2, Action 4). They also stress the importance of continuing the work to improve attendance and combat chronic absenteeism (Goal 2, Action 7).

Under the umbrella of Non-Traditional Schools (NTS), Chaparral High School (CHS), Eagle Summit Community Day School (ESCDS), and Snowline Academy were identified as Equity Multiplier Schools. Educational partners met to develop goals and actions included in the LCAP. CHS demonstrated the lowest English language arts and math performance on the 2023 CAASPP and the college/career indicator on the 2023 CA Dashboard. ESCDS showed the lowest level of performance on the suspension rate indicator on the 2023 CA Dashboard. Snowline Academy displayed the lowest performance level in math on the 2023 CAASPP and the college/career indicator on the 2023 CA Dashboard. To address these deficits, CHS will be staffing a dean of students to provide instructional leadership (Goal 6, Action 1) and online learning tools for students' concept and skill development (Goal 6, Action 2). ESCDS will staff a full-time social worker to provide mental health and SEL support and a behavior interventionist to support student conduct (Goal 7, Action 1 and 2). Snowline Academy will be staffing a dean of students to provide instructional leadership and attendance support and a school counselor to provide academic and college/career readiness guidance (Goal 8, Action 1 and 2).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	In an effort to continuously improve student achievement, elevate student academic performance by fostering educator collaboration through the Professional Learning Community (PLC) process. This involves prioritizing equitable access to rigorous curriculum, high-quality standards-based instruction, assessments, and resource alignment strategies to guarantee all students attain college and/or career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP goal stems from a thorough analysis revealing notable disparities in academic performance, notably among English learners, foster youth, and socio-economically disadvantaged students. Data from the CAASPP highlights these discrepancies, with these groups scoring significantly below the state average in both ELA and math assessments. For instance, English Learners scored -91.6 points distance from standard (DFS) in ELA and -120.8 points DFS in math. Foster youth scored -113.7 DFS in ELA and -152.4 DFS in math, while socioeconomically disadvantaged scored -78.8 DFS in ELA and -118.8 DFS in math.

There is a pressing need for continued professional learning community (PLC) efforts to address the challenges identified student groups encounter. PLCs offer a collaborative platform for educators to exchange insights, strategies, and best practices to enhance teaching and learning outcomes. The goal focuses on leveraging collective expertise and resources within PLCs to design tailored interventions and instructional approaches for English learners, foster youth, and socio-economically disadvantaged students. Through ongoing collaboration, educators aim to foster a supportive environment conducive to academic success identified in student groups and for all students.

Moreover, developing this LCAP goal establishes a commitment to equity and inclusivity in education. By recognizing and confronting the specific obstacles particular student groups face, the goal aims to narrow the achievement gap and create equitable learning opportunities. Through targeted professional development initiatives embedded in PLCs, educators equip themselves with the necessary knowledge, skills, and strategies to effectively support their students' diverse needs. This concerted effort strives to establish a more supportive and empowering learning environment, facilitating academic and social success for all students.

Parents and educational partners support the LCAP goal of improving student academic achievement by collaborating with educators through PLCs. The latter ensures equal access to challenging curricula and quality teaching, fostering an environment where all students can succeed in college and careers. Their collaboration helps create a supportive educational environment that empowers students to fulfill their potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Assessment of Student Performance and Progress (CAASPP) English Language Arts - Distance from Standard (DFS) Priority 2 and 4	2023 CA Dashboard: Snowline JUSD ALL -45.1 EL -91.6 LTEL (baseline established in year 1) FOS -67.9 SED -55.1 SWD -122.1 Baldy Mesa ES SWD -112.5 Phelan ES ALL -72.4 EL -113.4 SED -75.9 SWD -139.7 HI -73.3 WH -80.5 Pinon Hills ES EL -83.8 SED -71.2 SWD -125.8 WH -74.8 Vista Verde ES AA -73.1 Pinon Mesa MS EL -108.1			2026 CA Dashboard: Snowline JUSD ALL -40.0 EL -81.6 LTEL TBD after baseline is established FOS -57.9 SED -45.1 SWD -112.5 Baldy Mesa ES SWD -102.5 Phelan ES ALL -67.4 EL -103.4 SED -65.9 SWD -129.7 HI -63.3 WH -70.5 Pinon Hills ES EL - 73.8 SED -61.2 SWD -115.8 WH -64.8 Vista Verde ES AA -63.1	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD -138.3 HI -70.6 Serrano HS EL -151.5 SWD -155.4 Chaparral HS ALL -89.8 SED -83.6 HI -93.1			Pinon Mesa MS EL -98.1 SWD -128.3 HI -60.6 Serrano HS EL -141.5 SWD -145.4 Chaparral HS ALL -84.8 SED -73.6 HI -83.1	
1.2	California Assessment of Student Performance and Progress (CAASPP) Math - Distance from Standard (DFS) Priority 2 and 4	2023 CA Dashboard: Snowline JUSD ALL -80.8 EL -120.8 LTEL (baseline established in year 1) FOS -104.8 SED -90.5 SWD -161.7 AA -120.0 Phelan ES EL -124.7 Pinon Hills ES SWD -152.8 Pinon Mesa MS ALL -96 EL -136.5 SWD -182.8 HI -107.5			2026 CA Dashboard: Snowline JUSD ALL -75.8 EL -110.8 LTEL (baseline established in year 1) FOS -94.8 SED -80.5 SWD -151.7 AA -110.0 Phelan ES EL -114.7 Pinon Hills ES SWD -142.8 Pinon Mesa MS ALL -91 EL -126.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Quail Valley MS EL -139.1 AA -136.9 Serrano HS EL -198.8 SWD -213.2 Chaparral HS ALL -194.3 SED -188.4 HI -195.3 Snowline Academy SED -145.7 HI -127.4			SWD -172.8 HI -97.5 Quail Valley MS EL -129.1 AA -126.9 Serrano HS EL -188.8 SWD -203.2 Chaparral HS ALL -189.3 SED -178.4 HI -185.3 Snowline Academy SED -135.7 HI -117.4	
1.3	California Science Test (CAST) (% Met or Exceeded) Priority 2 and 4	2023 Snowline JUSD ALL 21.09% EL 0.50% LTEL 0.00% FOS 4.17% SED 15.81%			2026 Snowline JUSD ALL 26.0% EL 10.5% LTEL 10.0% FOS 14.17% SED 25.81%	
1.4	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (% At or Above Benchmark) Priority 8	May 2024 Snowline JUSD (all) ALL 47.61% EL 27.92% FOS 37.50% SED 43.55%			May 2026 Snowline JUSD (all) ALL 52.61% EL 37.92.0% FOS 47.5% SED 52.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Snowline JUSD K-3 ALL 47.97% EL 29.18% FOS 39.39% SED 43.99%			Snowline JUSD K-3 ALL 53.97% EL 39.18% FOS 49.39% SED 53.0%	
1.5	Renaisance Star Early Literacy (% At or Above Proficiency) Priority 8	May 2024 Snowline JUSD K-3 ALL 36.0% EL 10.0% FOS 18.0% SED 33.0%			May 2026 Snowline JUSD K-3 ALL 41.0% EL 20.0% FOS 28.0% SED 41.0%	
1.6	Renaisance Star Reading (% At or Above Proficiency) Priority 8	May 2024 Snowline JUSD (all) ALL 37.0% EL 10.0% FOS 24.0% SED 36.0% Snowline JUSD K-3 ALL 46.0% EL 17.0% FOS 29.0% SED 45.0% Snowline JUSD 4-5 ALL 38.0% EL 9.0% FOS 26.0% SED 37.0%			May 2026 Snowline JUSD (all) ALL 42.0% EL 20.0% FOS 34.0% SED 46.0% Snowline JUSD K-3 ALL 51.0% EL 27.0% FOS 39.0% SED 50.0% Snowline JUSD 4-5 ALL 43.0% EL 19.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Snowline JUSD 6-8 ALL 31.0% EL 1.0% FOS 19.0% SED 28.0% Snowline JUSD 9-12 ALL 10.0% EL 0.0% FOS 14.0% SED 10.0%			FOS 36.0% SED 42.0% Snowline JUSD 6-8 ALL 36.0% EL 11.0% FOS 29.0% SED 33.0% Snowline JUSD 9-12 ALL 15.0% EL 10.0% FOS 24.0% SED 15.0%	
1.7	Renaisance Star Math (% At or Above Proficiency) Priority 8	May 2024 Snowline JUSD (all) ALL 46.0% EL 18.0% FOS 28.0% SED 44.0% Snowline JUSD K-3 ALL 49.0% EL 26.0% FOS 22.0% SED 48.0% Snowline JUSD 4-5 ALL 48.0% EL 20.0% FOS 34.0% SED 48.0%			May 2026 Snowline JUSD (all) ALL 51.0% EL 28.0% FOS 38.0% SED 49.0% Snowline JUSD K-3 ALL 54.0% EL 36.0% FOS 3.02% SED 53.0% Snowline JUSD 4-5 ALL 53.0% EL 30.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Snowline JUSD 6-8 ALL 46.0% EL 5.0% FOS 31.0% SED 43.0% Snowline JUSD 9-12 ALL 3.0% EL 3.0% FOS 13.0% SED 2.0%			FOS 44.0% SED 53.0% Snowline JUSD 6-8 ALL 51.0% EL 15.0% FOS 41.0% SED 48.0% Snowline JUSD 9-12 ALL 8.0% EL 8.0% FOS 18.0% SED 7.0%	
1.8	CAASPP ELA Interim Assessments (IAB/ICA) (% participation in grades 3-8, 11) Priority 8	April 2024 Snowline JUSD 3-5 ALL 93.62% EL 92.7% FOS 81.25% SED 93.46% Snowline JUSD 6-8 ALL 84.29% EL 74.89% FOS 61.76% SED 84.4% Snowline JUSD 9-11 ALL 64.06% EL 63.26% FOS 45.45% SED 62.81%			April 2026 Snowline JUSD 3-5 ALL 98.62% EL 100% FOS 91.25% SED 100% Snowline JUSD 6-8 ALL 89.29% EL 84.89% FOS 71.76% SED 94.4% Snowline JUSD 11 ALL 69.06% EL 73.26% FOS 55.45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED 72.81%	
1.9	CAASPP Math Interim Assessment Blocks (IAB/ICA) (% participation in grades 3-8, 11) Priority 8	April 2024 Snowline JUSD 3-5 ALL 93.03% EL 92.7% FOS 81.25% SED 92.65% Snowline JUSD 6-8 ALL 85.62% EL 80.37% FOS 67.65% SED 86.09% Snowline JUSD 9-11 ALL 35.80% EL 33.33% FOS 27.27% SED 31.93%			April 2026 Snowline JUSD 3-5 ALL 98.62% EL 100% FOS 91.25% SED 100.0% Snowline JUSD 6-8 ALL 90.62% EL 90.37% FOS 77.65% SED 96.09% Snowline JUSD 11 ALL 40.8% EL 43.33% FOS 37.27% SED 41.93%	
1.10	English Learner Progress Indicator (% of EL and LTEL students making progress towards English language proficiency on ELPAC) Priority 2 and 4	2023 CA Dashboard Snowline JUSD EL (all) 47.5% LTEL 35.32% Pinon Hills ES EL (all) 36.0% Serrano HS EL (all) 34.4%			2026 CA Dashboard Snowline JUSD EL (all) 52.5% LTEL 45.32% Pinon Hills ES EL (all) 41.0% Serrano HS EL (all) 39.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	English Learner Reclassification Rate (% of EL and LTEL students) Priority 4	October 2023 CALPADS Snowline JUSD EL 9.14% LTEL 20.85%			October 2026 Snowline JUSD EL 14.14% LTEL 30.85%	
1.12	Advanced Placement Exam Scores (% with a score of 3 or higher) Priority 4	October 2023 CALPADS Snowline JUSD ALL 63.25% EL NA FOS 10.0% SED 59.46%			October 2026 Snowline JUSD ALL 68.25% EL 5.0% FOS 20.0% SED 68.0%	
1.13	Successful Completion of A-G Requirements (% of students) Priority 4	October 2023 CALPADS Snowline JUSD ALL 24.69% EL 7.04% FOS 18.75% SED 21.67%			October 2026 Snowline JUSD ALL 29.69% EL 17.04% FOS 28.75% SED 31.67%	
1.14	Successful Completion of CTE Sequences/Programs (aligned to SBE-approved CTE standards) (% of students) Priority 4	October 2023 CALPADS Snowline JUSD ALL 15.00% EL 4.23% FOS 18.75% SED 14.26%			October 2026 Snowline JUSD ALL 20.0% EL 14.23% FOS 28.75% SED 24.26%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Successful Completion of Both A-G Requirements and CTE Programs (1.13 & 1.14 shown above) (% of students) Priority 4	October 2023 CALPADS Snowline JUSD ALL 5.31% EL 1.41% FOS 0.0% SED 5.19%			October 2026 Snowline JUSD ALL 10.31% EL 11.41% FOS 10.0% SED 10.0%	
1.16	ELA Demonstration of College Preparedness According to the Early Assessment Program (EAP) (% of students) Priority 4	October 2023 CALPADS Snowline JUSD ALL 42.31% EL 2.13% FOS 28.57% SED 36.49%			October 2026 Snowline JUSD ALL 47.31% EL 12.13% FOS 38.57% SED 46.49%	
1.17	Math Demonstration of College Preparedness According to the Early Assessment Program (EAP) (% of students) Priority 4	October 2023 CALPADS Snowline JUSD ALL 16.52% EL 0.0% FOS 14.29% SED 12.81%			October 2026 Snowline JUSD ALL 21.52% EL 10.0% FOS 24.29% SED 21.0%	
1.18	College Career (% of students prepared) Priority 4	2023 CA Dashboard: Snowline JUSD ALL 30.2% EL 7.7% LTEL (baseline established in year 1) FOS 5.9% SWD 4.4%			2026 CA Dashboard: Snowline JUSD ALL 35.2% EL 17.7% LTEL (baseline established in year 1) FOS 15.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Serrano HS SED 6.9% Chaparral HS ALL 2.1% SED 2.3% HI 1.1% Snowline Academy ALL 9.5%			SWD 14.4% Serrano HS SED 16.9% Chaparral HS ALL 7.1% SED 12.3% HI 11.1% Snowline Academy ALL 14.5%	
1.19	Graduation Rate (% of students) Priority 5	2023 CA Dashboard Snowline JUSD All 92.2% EL 88.2% LTEL (baseline established in year 1) FOS 88.2% SED 91.9%			2026 CA Dashboard Snowline JUSD ALL 97.2% EL 98.2% LTEL (baseline established in year 1) FOS 97.0% SED 97.0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning Community (PLC) Training, Coaching, and Support	The district will provide ongoing training, coaching, and support to teachers to build their capacity to operate effectively in Professional Learning Communities. The latter will allow them to focus on student assessment data and evidence-based instructional practices to improve student performance. All students will benefit, but this action is principally directed toward English learners, foster youth, and low-income students to improve student academic outcomes as measured by 1.1, 1.2., 1.6, 1.7, 1.8, and 1.9. This action will be provided to all students across the district (LEA-wide) to ensure access, equity, and consistency in instruction and assessment that address essential grade-level standards to increase student achievement for EL, FY, and SED students.	$7,816,934.00	Yes
1.2	Embedded Teacher Collaboration Time	The district will incorporate Professional Learning Community (PLC) time into the regular school day for teachers to collaborate, analyze student data, share best practices, and develop targeted instructional strategies for all students. This action will be principally directed toward low-income students and be measured by 1.6 and 1.7. This action will be provided to all students across the district (LEA-wide) to ensure access, equity, and consistency in instruction and assessment that address essential grade-level standards to increase student achievement for EL, FY, and SED students.	$1,286,543.00	Yes
1.3	Smaller Class Sizes (TK-3)	The district will maintain smaller class sizes in grades TK-3 to provide increased individualized and small-group instruction and support to optimize learning outcomes, especially in literacy. All students will benefit,	$3,641,392.00	Yes

Action #	Title	Description	Total Funds	Contributing
		but the action is principally directed toward English learners, foster youth, and low-income students. This action aims to enhance foundational learning measured by 1.4 and 1.5. This action will be provided to all TK-3 students across the district (LEA-wide) to ensure more individualized and small-group instruction regarding essential grade-level standards to increase student achievement for EL, FY, and SED students.		
1.4	Facilitation of Professional Collaboration	Teacher Learning Leaders will facilitate PLCs across all grade levels and departments to leverage expertise and support students through data analysis and instructional planning. All students will be supported, but this action is principally directed toward English learners, foster youth, and low-income students to achieve learning gains in core subjects as measured by 1.1, 1.2, and 1.3. This action will be provided to support all students across the district (LEA-wide) to ensure access, equity, and consistency in instruction and assessment that address essential grade-level standards to increase student achievement for EL, FY, and SED students.	$943,929.00	Yes
1.5	Increasing Student College and Career Readiness	Teachers and staff members will counsel, mentor, and support students in completing A-G requirements and career technical education (CTE) pathways to increase college and career readiness as measured by 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, and 1.19. All high school students will benefit, but this action is principally directed toward low-income students. This action will be provided to all high school students across the district (schoolwide) to ensure access, equity, and consistency in instruction and assessment that address essential grade-level standards and college and career readiness to increase student achievement for EL, FY, and SED students.	$2,812,648.00	Yes
1.6	Assessment Platforms to Develop and Practice Skills and Assess Conceptual Knowledge Through Progress Monitoring	Teachers will use district-provided online assessment programs to track student progress. CAASPP Interim Assessment Blocks (IAB), Star Early Literacy, STAR Reading, and STAR Math will serve as district-wide benchmarks, allowing students to practice and refine skills and comprehend concepts to enhance their academic performance, as measured by 1.8 and 1.9.	$96,597.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Increase Student Engagement to Improve Academic Outcomes	Teachers will implement research-based collaborative learning structures to actively engage students in learning, enhance participation, and improve their overall academic performance as measured by 1.1 and 1.2. This action will benefit all students but is principally directed towards English learners, foster youth, and socio-economically disadvantaged students. This action will be provided to all students across the district (LEA-wide) to ensure access, equity, and consistency in learning and mastery through increased engagement opportunities to improve student achievement for EL, FY, and SED students.	$10,000.00	Yes
1.8	Build and Develop Literacy Instructional Skills to Improve Student Academic Outcomes	Teachers across all schools will receive training to utilize research-based instructional literacy strategies to enhance instruction for all students in reading and writing, as measured by 1.5 and 1.6.	$20,000.00	No
1.9	English Learner Support Services	The district will provide ongoing coaching, networking support, and targeted training around evidence-based practices to bilingual associates who support English learners (EL) and long-term English learners (LTEL) during designated and integrated English language development (ELD) designed to improve their English language proficiency as measured by 1.10 and 1.11. This action is limited to English learners. The action will be provided to bilingual associates at all schools to effectively support EL and LTEL students in language acquisition and academic achievement.	$73,104.00	Yes
1.10	Designated and Integrated English Language Development for English Learners and Long-Term English Learners	The district will provide ongoing coaching, network support, and training to teachers so that they can deliver targeted support during designated and integrated ELD instruction for English learners (EL) and long-term English learners (LTEL) to enhance their English language proficiency and academic success, as measured by 1.10 and 1.11. This action is limited to English learners. The action will be provided to EL teachers at all schools to improve designated and integrated ELD instruction for EL and LTEL students and accelerate language acquisition and academic achievement.	$258,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Support Services for Students with Disabilities	Special education instructional associates will receive training and collaborate with teachers to provide instructional support to students with disabilities to assist them in meeting their IEP goals and improving academically, as measured by 1.1 and 1.2.	$5,277,692.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The district aims to cultivate a prosocial learning environment conducive to student success by implementing an integrated, multi-tiered support system across all sites and classrooms, addressing behavioral, academic, social-emotional, and attendance needs. This initiative seeks consistency, predictability, positivity, safety, nurturing, and equity to ensure an optimal learning environment for every student.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

LCAP Goal 2 was developed to address the high suspension and chronic absenteeism rates. The suspension rate data reveals high rates among English learners, foster youth, and socio-economically disadvantaged students. To improve this, our LCAP prioritizes reducing suspension rates among specific student groups through targeted support programs, counseling services, and restorative justice practices, fostering an inclusive and supportive learning environment. Similarly, the goal to tackle chronic absenteeism is imperative given the higher rates among particular student groups, with exceptionally high rates observed among English learners, foster youth, and socio-economically disadvantaged students.

The suspension rate data highlights higher percentages among English learners, foster youth, and socio-economically disadvantaged, who have rates of 8.0%, 17.1%, and 12.6%, compared to all students at 7.2%. To address these disparities, our Local Control and Accountability Plan (LCAP) will prioritize actions to reduce suspension rates among identified student groups and all students.

Developing a goal to tackle chronic absenteeism is crucial in light of the disparities among student groups. The data reveals an overall chronic absenteeism rate of 30.8%, with comparably high rates among English learners (28.6%), foster youth (29.0%), and socio-economically disadvantaged students (33.5%).

Progress monitoring of this goal will align with suspension and chronic absenteeism metrics, encompassing overall averages and individual student groups. By closely tracking suspension rates and chronic absenteeism among student groups, including English learners, foster youth, and socio-economically disadvantaged students, we can effectively assess the impact of interventions and support strategies. This comprehensive approach ensures that progress toward reducing suspension rates and chronic absenteeism remains intentional and targeted.

Parents and educational partners support the LCAP goal because it aims to create a positive learning environment for students by providing comprehensive support for their behavior, academics, social-emotional well-being, and attendance. This goal ensures consistency, safety,

and fairness in all classrooms, fostering an environment where every student can succeed. Their support reflects a commitment to nurturing students' development and helping them succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate (% of students suspended at least one time) Priority 6	2023 CA Dashboard Snowline JUSD ALL 7.2% EL 8.0% LTEL (baseline established in year 1) FOS 17.1% SWD 12.6% HOM 10.6% AA 17.7% Baldy Mesa ES SWD 8.9% Heritage WH 3.4% Vista Verde ES FOS 9.1% WH 7.1% Quail Valley MS ALL 14.1% EL 14.3% FOS 38.2% HOM 21.9% SED 15.4% SWD 21.0% AA 31.5% HI 14.0%			2026 CA Dashboard Snowline JUSD ALL 2.2% EL 3.0% LTEL (baseline established in year 1) FOS 7.1% SWD 2.6% HOM .6% AA 7.7% Baldy Mesa ES SWD 3.9% Heritage WH 0.4% Vista Verde ES FOS 4.1% WH 2.1% Quail Valley MS ALL 9.1% EL 4.3% FOS 28.2% HOM 11.9% SED 5.4% SWD 11.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MR 14.8% Serrano HS ALL 12.0% EL 19.0% FOS 30.8% HOM 17.7% SED 13.4% SWD 20.6% HI 13.0% WH 8.9% Eagle Summit CDS ALL 32.3% SED 32.7%			AA 21.5% HI 4.0% MR 4.8% Serrano HS ALL 7.0% EL 9.0% FOS 20.8% HOM 7.7% SED 3.4% SWD 10.6% HI 3.0% WH 3.9% Eagle Summit CDS ALL 27.3% SED 22.7%	
2.2	Attendance Rate (average attendance %) Priority 5	October 2023 CALPADS Snowline JUSD ALL 88.71% EL 90.03% FOS 92.02% SED 88.64%			October 2026 CALPADS Snowline JUSD All 93.0% EL 100.0% FY 100.0% SED 98.64%	
2.3	Chronic Absenteeism (% of students absent 10% or more instructional days) Priority 5	2023 CA Dashboard Snowline JUSD ALL30.8% EL 28.6% LTEL (baseline established in year 1) FOS 29.0% SED 33.5%			2026 CA Dashboard Snowline JUSD All 25.8% EL 18.6% LTEL (baseline established in year 1)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Heritage WH 3.4% Pinon Hills ES SWD 44.6% MR 52.0% Wrightwood ES SWD 43.6% Quail Valley MS MR 34.5% Snowline Academy HI 34.5%			FOS 19.0% SED 23.5% Heritage WH 0.0% Pinon Hills ES SWD 34.6% MR 42.0% Wrightwood ES SWD 33.6% Quail Valley MS MR 24.5% Snowline Academy HI 24.5%	
2.4	Panorama Student Voice Survey - Belonging and Connectivity (% of students responding favorably) Priority 6	May 2023 Snowline JUSD ALL 65.88% EL 61.75% FOS NA SED 65.0%			May 2026 Snowline JUSD ALL 70.88% EL 71.75% FOS NA SED 75.0%	
2.5	Explusion Rate (% of students) Priority 6	October 2023 CALPADS Snowline JUSD ALL 0.4% EL 0.5% FOS 0.0% SED 0.45%			October 2026 CALPADS Snowline JUSD ALL 0.0% EL 0.0% FOS 0.0% SED 0.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Middle School Dropout Rate (% of students) Priority 5	October 2023 CALPADS Snowline JUSD ALL NA (4 total) EL NA FOS NA SED NA			October 2026 CALPADS Snowline JUSD ALL NA EL NA FOS NA SED NA	
2.7	High School Dropout Rate (% of students) Priority 5	October 2023 CALPADS Snowline JUSD ALL 1.7% EL 2.49% FOS 0.0% SED 2.13%			October 2026 CALPADS Snowline JUSD ALL 0.0% EL 0.0% FOS 0.0% SED 0.0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PBIS and SEL Professional Development and Coaching	District and school sites will provide teachers and staff with Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL) training and coaching that benefits all students but is principally directed toward English learners, foster youth, and socio-economically disadvantaged students. Training will strengthen their capacity to address students' social and emotional needs, foster a positive school environment, and reduce suspension and expulsion rates to indicate improved behavior throughout all school sites as measured by 2.1 and 2.5.	$1,280,139.00	Yes
2.2	Integrated Multi-Tiered System of Support (I-MTSS) Collaboration	The Integrated Multi-Tiered System of Support (I-MTSS) team will develop a comprehensive behavior expectation plan rooted in evidence-based practices and trauma-informed approaches. The plan will be principally directed toward English learners, foster youth, and socio-economically disadvantaged students but extend benefits to all students. It aims for systematic implementation across all schools to cultivate a more inclusive and supportive learning environment and reduce suspension and expulsion rates as measured by 2.1 and 2.5.	$4,442,261.00	Yes
2.3	Integrated Multi-Tiered System of Support (I-MTSS) Coordination of wrap-around Services	To enhance prosocial support, the I-MTSS team will coordinate wrap-around services, principally directed toward English learners, foster youth, and socio-economically disadvantaged students but benefiting all students. This action aims to reduce suspensions, expulsions, and dropout rates through targeted interventions and support services provided by the I-MTSS team, as measured by 2.1, 2.5, 2.6, and 2.7.	$1,033,083.00	Yes
2.4	Social and Emotional Support and	Counselors and social workers will be deployed to bolster social and emotional support by providing students with 1:1 counseling and therapy	$51,095.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Psychotherapy Rendered to Students in Need	sessions focused on their specific issues and needs. This action is principally directed toward English learners, foster youth, and socio-economically disadvantaged students, but will benefit all students. It is intended to mitigate suspensions, expulsions, chronic absenteeism, and dropouts among these student groups by providing targeted interventions and support services, fostering a more conducive learning environment, as measured by 2.1, 2.2, 2.3, 2.5, 2.6, and 2.7.		
2.5	Social and Emotional Learning	Health and wellness teachers on special assignments (TOSAs) will assist all schools in planning and delivering scheduled Social and Emotional Learning (SEL) lessons. These lessons, which aim to enhance emotional well-being and resilience, will be principally directed toward English learners, foster youth, and socio-economically disadvantaged students while benefiting all students. These efforts aim to yield improved attendance rates, reduced suspension rates, and positive Panorama Survey responses, reflecting the effectiveness of the SEL curriculum, as measured by 2.1, 2.2, 2.3, and 2.4.	$1,674,820.00	Yes
2.6	Supporting Students in an Equitable Way that Improves School Climate and Sense of Belonging	An ongoing evaluation, mitigation, and improvement process will be established, involving educators and administrators to implement tailored interventions and resources, including student voice forums, leadership opportunities, and peer/adult mentorship to promote and ensure student equity. Through this collaborative effort to address barriers, the goal is to achieve reduced chronic absenteeism, decreased suspensions, and favorable Panorama survey results, fostering an inclusive and equitable learning environment for every student, as measured by 2.1, 2.2, 2.3, and 2.4.	$10,000.00	No
2.7	Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism	Our Student Intervention and Attendance department, alongside attendance specialists, will partner with families to foster positive attendance and diminish chronic absenteeism, principally directed toward English learners, foster youth, and socio-economically disadvantaged students but benefiting all. By communicating the importance of attendance and connecting families with applicable outside agencies and district partners, such as SELPA and Hazel Health/Heart, to overcome	$5,961,404.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance obstacles, we aim to increase student engagement and academic achievement, evidenced by notable decreases in chronic absenteeism rates district-wide, as measured by 2.2 and 2.3.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	In an effort to develop, implement, and improve upon an inclusive process to increase community engagement, the district will increase parent and guardian participation, improve customer service and communication, and enhance the sense of welcomeness at all school sites and departments.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The goal of increasing the quantity and improving the quality of parent and guardian participation at both the district and school levels was developed in direct response to in-person input and survey data. To enhance engagement across the district, we need to address and improve key indicators such as customer service, communication, and a sense of welcomeness. We are committed to fostering strong educational partnerships with parents and guardians, who play a crucial role in contributing to our students' academic and social success.

At the district level, parent and guardian involvement in advisory committees is reflected by an average attendance of 20 participants at each District English Learner Advisory Committee (DELAC) meeting and 18 participants at Parent Advisory Committee (PAC) sessions. According to survey data, 65.0% of parents and guardians feel that schools encourage their involvement, and 70.0% are satisfied with the customer service they receive. Additionally, 71.0% feel welcome when they visit schools, and 75.0% believe that schools effectively keep them informed about upcoming events and activities.

This goal was developed based on input from DELAC and PAC meetings and specific survey data from the 2024 LCAP survey. While examples showed how the district and schools do well in customer service, communication, and welcomeness, there was also consensus that improvement is needed. The district is fully committed to making these improvements. It was agreed that significant positive change can be achieved through simple adjustments in habits and approaches, which will positively alter perceptions. By leveraging the three accompanying actions of this goal, we can achieve noticeable and positive change in a timely manner.

By aligning the above metrics with the outlined actions and detailed action plans, including specific strategies and tactics, we can confidently say that higher levels of parent and guardian engagement with the district and schools are both possible and attainable. Ongoing conversations and collaboration with parent and guardian groups will facilitate monitoring progress and making necessary adjustments, ensuring the successful implementation of these actions and the achievement of this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP Process Program Evaluation Results from Hanover Research – Parent Survey: Overall Satisfaction Rate- Teachers, School-Level Leadership, District-Level Leadership Priority 3	2024 LCAP Survey Teachers: 79.0% School-Level Leadership: 69.0% District-Level Leadership: 63.0%			2024 LCAP Survey Teachers: 89.0% School-Level Leadership: 79.0% District-Level Leadership: 73.0%	
3.2	Hanover – Parent Survey: District schools encourage parental involvement (strongly agree or agree). Priority 3	2024 LCAP Survey 65.0%			2027 LCAP Survey 75.0%	
3.3	Hanover – Parent Survey: Overall, I am satisfied with the customer service I have experienced in Snowline JUSD (strongly agree or agree). Priority 3	2024 LCAP Survey 70.0%			2027 LCAP Survey 80.0%	
3.4	Hanover – Parent Survey: When I walk into this school, I feel welcome (strongly agree or agree).	2024 LCAP Survey 71.0%			2027 LCAP Survey 81.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3					
3.5	The average number of participants in the District English Language Advisory Committee (DELAC) Priority 3	2024 18			2027 23	
3.6	The average number of participants in the Parent Advisory Committee (PAC) Priority 3	2024 22			2027 27	
3.7	Hanover – Parent Survey: My child's school provides students with enough resources for parents (strongly agree or agree). Priority 3	2024 LCAP Survey English Learners: 78.0% Foster Youth: No Survey Responses Low-Income: 58.0% Special Education: 56.0%			2027 LCAP Survey English Learners: 88.0% Foster Youth: TBD Low-Income: 68.0% Special Education: 66.0%	
3.8	Hanover – Parent Survey: The school keeps me informed about events and activities (strongly agree or agree). Priority 3	2024 LCAP Survey 75.0%			2027 LCAP Survey 85.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Hanover – Parent Survey: How do you receive most of your information about your child's school? Priority 3	2024 LCAP Survey Communication sent to me from my child's school: 67.0% Social media (e.g., Facebook, X): 35.0% School or district website: 33.0%			2027 LCAP Survey Communication sent to me from my child's school: 77.0% Social media (e.g., Facebook, X): 45.0% School or district website: 43.0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/Guardian Engagement	The district and school sites will work together to empower parents and guardians to participate in decision-making through enhanced outreach and frequent communication. Improved parent engagement will benefit all student groups by keeping parents informed and providing opportunities for them to influence the district's actions regarding academic and social-emotional needs, as measured by 3.2.	$381,400.00	No
3.2	Parent/Guardian Advisory Groups	The district will facilitate DELAC and PAC meetings centered on improving student achievement and the overall educational experience. This action will also include enhancing the perception of parents and guardians, as measured by 3.1, 3.3, 3.4, 3.5, 3.6, and 3.7.	$1,027.00	No
3.3	Public Relations and Communications	The district and schools will continue to utilize the public relations department to communicate with educational partners and market the Snowline JUSD brand, as measured by 3.8 and 3.9. Increased and improved communication about district and school events, opportunities, and other information will benefit all student groups and support their educational experience.	$278,624.36	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The district will strive to provide the highest quality teachers and staff, equipment, materials, resources, and functional and safe facilities that promote optimal learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district aims to provide the highest quality teachers and staff, equipment, materials, resources, and functional and safe facilities that promote optimal learning. This goal was developed based on input from educational partners (i.e., students, parents/guardians, and staff) and LCAP survey data. To achieve the goal, we must address and improve less favorable metric data points. We are committed to hiring high-quality personnel, ensuring students have the resources they need to succeed, and guaranteeing that school sites and departments have access to necessary resources and that existing facilities are in optimal condition.

According to the LCAP survey, 63.0% of parents/guardians, 56.0% of students, and 48.0% of staff agree that the district maintains its physical resources well. Additionally, 72.0% of parents, 35.0% of students, and 48.0% of staff believe that the schools are clean. Regarding technology, 61.0% of parents, 59.0% of students, and 56.0% of staff think that facilities have up-to-date technology. Furthermore, 73.0% of parents and 71.0% of students feel that schools effectively educate students.

This goal, established based on valuable insights gathered from District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC) meetings and specific survey data from the 2024 LCAP survey, reflects the concerns and aspirations of our educational partners. Clean and functional facilities emerged as primary concerns, alongside discrepancies in teacher quality across the district. While our partners acknowledge the challenges associated with aging facilities, they also believe that more can be done to support struggling teachers regarding instructional effectiveness and fostering connections with students. This feedback is invaluable and presents an opportunity to enhance new teachers' onboarding process, set clear expectations, and provide robust support to ensure their success and sustained performance within the district.

Deliberate efforts will be made to observe, coach, and offer specific feedback to newly acquired teachers, fostering a culture of continuous improvement. The latter necessitates consistent evaluation, monitoring, and discussion to meet standards. This commitment to ongoing enhancement is a testament to the district's dedication to providing the best possible learning environment. Furthermore, the district must prioritize access to professional development and training opportunities to support the growth and effectiveness of all staff members.

Maintaining older facilities requires continuous attention to maximize their functionality and utility. Prioritizing maintenance and beautification projects are paramount in keeping facilities operational and aesthetically pleasing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Rate of Teacher Misassignment (%) Priority 1	2023 Aeries 0.0%			2026 Aeries 0.0%	
4.2	School Facilities in Good Repair (%) Priority 1	2023 Facilities Inspection Tool (FIT) 100.0%			2026 Facilities Inspection Tool (FIT) 100.0%	
4.3	Sufficient Access to Standards-Aligned Instructional Materials (%) Priority 1	2023 Instructional Materials Sufficiency Survey 100.0%			2026 Instructional Materials Sufficiency Survey 100.0%	
4.4	Hanover – Parent, Student, and Staff Survey: My (child's) school maintains its physical resources well (strongly agree or agree). Priority 1	2024 LCAP Survey Parents: 63.0% Students: 56.0% Staff: 48.0%			2027 LCAP Survey Parents: 73.0% Students: 66.0% Staff: 58.0%	
4.5	Hanover – Parent, Student, and Staff Survey: My (child's)	2024 LCAP Survey Parents: 72.0% Students: 35.0%			2027 LCAP Survey Parents: 82.0% Students: 45.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school is clean (strongly agree or agree). Priority 1	Staff: 48.0%			Staff: 58.0%	
4.6	Hanover – Parent, Student, and Staff Survey: My (child's) school has facilities with up-to-date technology (strongly agree or agree). Priority 1	2024 LCAP Survey Parents: 61.0% Students: 59.0% Staff: 56.0%			2027 LCAP Survey Parents: 71.0% Students: 69.0% Staff: 66.0%	
4.7	Hanover – Parent and Student Survey: I feel the school is effectively educating me/my child (strongly agree or agree). Priority 7	2024 LCAP Survey Parents: 73.0% Students: 71.0%			2027 LCAP Survey Parents: 83.0% Students: 81.0%	
4.8	Hanover – District schools provide a well-rounded curriculum (strongly agree or agree). Priority 7	2024 LCAP Survey Parents: 70.0% Students: 68.0% Staff: 82.0%			2027 LCAP Survey Parents: 80.0% Students: 78.0% Staff: 92.0%	
4.9	Access to a Broad Course of Study Priority 7	2023 CA Dashboard Standard Met			2026 CA Dashboard Standard Met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Hire and Support Qualified Teachers	The district will hire and support qualified educators through a systematic and aligned process, ensuring they are assigned to appropriate grade-level and content-area teaching positions as measured by 4.1 and 4.7. These qualified teachers will be expected to provide high-quality instruction to all students through monitoring and support.	$46,465,723.00	No
4.2	Ensure Full Access to Instructional Curriculum,	The district will ensure all students have complete and equitable access to resources needed for optimal learning, including standards-aligned curriculum, supplemental materials, technology devices, digital	$11,008,800.00	No

Action #	Title	Description	Total Funds	Contributing
	Equipment, and Materials	infrastructure, equipment, and operational support materials that support a broad course of study. This effort aims to support classroom instruction effectively, as measured by metrics 4.3, 4.4, 4.6, 4.8, and 4.9.		
4.3	Maintain Safe, Functional, and Clean Facilities	The maintenance and operations department and custodial staff will ensure that all classrooms and common areas are safe, functional, clean, attractive, and welcoming. They will optimize learning facilities for all students to provide conducive learning environments, as measured by metrics 4.2 and 4.5.	$11,132,630.64	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	In an effort to remain fiscally solvent, the district will build trust and ensure financial stability through long-term planning, strategic resource allocation, and the maintenance, renovation, and expansion of facilities.	Maintenance of Progress Goal

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

To ensure our district's financial stability and build trust, we are implementing this LCAP goal. The goal, focused on long-term planning, strategic resource allocation, facility maintenance, renovation, and expansion, is a crucial step toward our fiscal solvency. By implementing strategies to reduce the annual Certificate of Participation (COP) payment, we aim to create greater capacity in the general fund for other financial obligations, ensuring that resources are allocated efficiently and effectively. This commitment to financial stability should instill confidence in our community and educational partners.

To maintain safe and functional facilities for our students and staff, we prioritize preventive maintenance as outlined in our comprehensive facility master plan (FMP). This plan, designed with the safety and functionality of our facilities in mind, includes exploring the feasibility of a general obligation bond and campaigning for community approval. If successful, the funds from this bond will be used to undertake critical facility projects that will expand, update, and repair infrastructure across the district. These efforts are designed to provide an optimal learning environment and ensure the longevity and functionality of district facilities, reassuring our community about the safety and functionality of our facilities.

The district will also enhance financial management by establishing a budget task force composed of community members and employees. This task force will collaborate on financial obligations and challenges, fostering clarity, understanding, and a united effort in navigating the budget. The district will run campaigns to boost school attendance and enrollment to increase revenue. Additionally, by communicating the importance of Education Benefit Forms (EBF) to families, the district aims to improve submissions, thereby generating additional Local Control Funding Formula (LCFF) revenue.

Evaluating educational and operational programs for viability and cost-effectiveness and ensuring appropriate staffing levels at school sites and departments are additional measures the district will take to be efficient, fiscally responsible, and impactful in positively affecting student outcomes. By adopting these strategies, the district aims to build a sustainable financial foundation supporting educational excellence and community trust.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	General Fund Allocation Toward COP Payment (%)	100.0%			60.0%	
5.2	Completed High-Priority Infrastructure Projects (# completed)	Baseline established in year 1			4	
5.3	General Obligation Bond Passed (yes or no)	No			Yes	
5.4	Completed Bond-Specific High-Priority Infrastructure Projects (# completed)	N/A			6	
5.5	School District Budget and Finance Understanding Survey (favorability %) for Members (parents, community, employees) of the Budget Task Force	Baseline established in year 1			80.0%	
5.6	CBEDS Enrollment (# enrolled)	October 2023 7,967			October 2026 8,167	
5.7	Educational Benefit Form (EBF) (% submitted)	95.21%			98.21%	
5.8	General Fund Allocation for Specialized Programs ($ amount)	Baseline established in year 1			Baseline established in year 1	
5.9	All School Sites Appropriately Staffed (yes or no)	No			Yes	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.10	All DIstrict Departments Appropriately Staffed (yes or no)	No			Yes	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Reduce Certificate of Participation (COP) Payment	The district will implement strategies to reduce the annual certificate of participation (COP) payment in an effort to create greater capacity in the general fund for other financial obligations as measured by 5.1.	$0.00	No
5.2	Utilize the Facility Master Plan (FMP) to	The district will prioritize preventive maintenance to maintain facilities, keeping them safe and functional for students and staff, as outlined in the facility master plan (FMP), as measured by 5.2.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Prioritize Preventive maintenance Priority 1			
5.3	Implement a General Obligation Bond Campaign Based on Feasibility Priority 1	The district will assess the feasibility of a general obligation bond and campaign for the community to vote for it in the affirmative. If successful, the monies will be utilized to fund critical facility projects that will expand, update, and repair facilities across the district, as measured by 5.3 and 5.4.	$0.00	No
5.4	Establish and Deploy a Budget Task Force Priority 3	The district will establish a budget task force comprised of parents/guardians, community members, and employees to collaborate around financial obligations and challenges. The goals are to develop clarity and understanding and create a united effort in navigating the budget as the district moves forward, as measured by 5.5.	$0.00	No
5.5	Generate Revenue Through Attendance and Enrollment	The district will facilitate attendance and enrollment campaigns to improve school attendance and increase enrollment in an effort to increase revenue, as measured by 5.6.	$0.00	No
5.6	Facilitate Education Benefit Form (EBF) Campaigns	The district will communicate the importance of Education Benefit Forms (EBF) to families to increase the number of submitted forms, generating Local Control Funding Formula (LCFF) revenue that will benefit students across the district, as measured by 5.7.	$0.00	No
5.7	Evaluate Educational and Operational Programs for Cost Effectiveness and Viability	The district will evaluate educational and operational programs to assess their viability and cost-effectiveness to be more efficient and impactful in positively affecting student outcomes, as measured by 5.8.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.8	Engage in Position Control to Maintain Appropriate Staffing	The district will evaluate positions as needed to ensure appropriate staffing levels at school sites and departments, as measured by 5.9 and 5.10, to ensure efficiency and fiscal responsibility.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Over the next three years, Chaparral High School will improve academic achievement in English Language Arts and mathematics for all students, with a particular emphasis on socio-economically disadvantaged and Hispanic students, by reducing the negative distance from the standard (Metrics 6.1 and 6.2). Concurrently, the school will aim to increase the overall percentage of college- and career-ready students, ensuring that improvements benefit all students, including those who are socio-economically disadvantaged and Hispanic (Metric 6.3).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Chaparral High School (CHS) has been identified as an Equity Multiplier School as its mobility rate is greater than 25.0% and its student population is greater than 70.0% socio-economically disadvantaged. CHS is implementing this LCAP goal to improve academic achievement in English Language Arts and mathematics for all students over the next three years. This initiative emphasizes socio-economically disadvantaged and Hispanic students currently facing significant challenges. At present, all students are -89.8 distance from standard in English Language Arts, with socio-economically disadvantaged students at -83.6 and Hispanic students at -93.1. The distance from standard is even more significant in mathematics: all students are -194.3, socio-economically disadvantaged students are -188.4, and Hispanic students are -195.3. These figures underscore the need for targeted interventions to close these achievement gaps and support the academic progress of all students.

To address these challenges, Chaparral High School will focus on reducing the negative distance from the standard in English Language Arts and mathematics. One of the essential strategies involves assigning a dean of students to provide educational leadership, specifically by supporting professional learning communities (PLC). This role is critical for improving the quality of instruction, which directly impacts student achievement. By enhancing instructional practices, the school aims to create a more effective and supportive learning environment that can lead to better academic outcomes for all students, particularly those who are socio-economically disadvantaged and Hispanic.

Chaparral High School will also provide all students access to new online tools through Renaissance Learning. These tools enhance student achievement by focusing on targeted academic concepts and skill development. By integrating these resources into the learning process, the school hopes to offer personalized and adaptive learning experiences that can meet the diverse needs of its student population. This approach is expected to help students better understand and retain key concepts, improving their English Language Arts and mathematics performance.

Implementing this LCAP goal is also a response to the concerns expressed by educational partners, including school site council (SSC) members, regarding student academic levels and their ability to transition to meaningful employment and post-secondary vocational training.

They have highlighted the need for improvements in academic performance to ensure that students are adequately prepared for future opportunities. By reducing achievement gaps and increasing the percentage of college- and career-ready students, Chaparral High School aims to equip all students, including those who are socio-economically disadvantaged and Hispanic, with the skills and knowledge necessary for success in higher education and the workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	California Assessment of Student Performance and Progress (CAASPP) English Language Arts - Distance from Standard (DFS) Priority 4	CA Dashboard 2023 ALL -89.8 SED -83.6 HI -93.1			CA Dashboard 2026 ALL -84.8 SED -73.6 HI -83.1	
6.2	California Assessment of Student Performance and Progress (CAASPP) Math - Distance from Standard (DFS) Priority 4	CA Dashboard 2023 ALL -194.3 SED -188.4 HI -195.3			Dashboard 2026 ALL -189.3 SED -178.4 HI -185.3	
6.3	College Career (% of students prepared) Priority 4	CA Dashboard 2023 ALL 2.1% SED 2.3% HI 1.1%			Dashboard 2026 ALL 7.1% SED 12.3% HI 11.1%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Dean of Students Instructional Leadership	Chaparral High School will add a dean of students to provide instructional leadership, focusing on supporting professional learning communities (PLC). This initiative aims to improve instructional quality, positively impact student academic achievement, including socio-economically disadvantaged and Hispanic students, and increase academic performance as measured by 6.1, 6.2, and 6.3.	$85,005.00	No
6.2	Supplemental Instructional Materials and Online Access for Concept and Skill Development	Chaparral High School will provide all students, including socio-economically disadvantaged and Hispanic, access to online tools through Renaissance Learning and other supplemental instructional materials to enhance student achievement through targeted academic concepts and skill development, as measured by 6.1, 6.2, and 6.3.	$232,883.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Over the next three years, Eagle Summit Community Day School will reduce the suspension rate for all students, with a particular focus on socio-economically disadvantaged students (Metric 7.1).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Eagle Summit Community Day School has been identified as an Equity Multiplier School as its mobility rate is greater than 25.0% and its student population is greater than 70.0% socio-economically disadvantaged. ESCDS is implementing specific actions to reduce the suspension rate for all students, specifically focusing on socio-economically disadvantaged students. This initiative is driven by concerns expressed by educational partners regarding students' chances of graduating due to extreme social behaviors. The data reveals high suspension rates, with 32.3% of all students and 32.7% of socio-economically disadvantaged students experiencing suspensions. These numbers demonstrate the urgent need for targeted interventions to address behavioral challenges and create a more supportive learning environment. Implementing this LCAP goal also results from resource inequities identified by educational partners, including school site council (SSC) members. Students with high behavior and social and emotional needs require access to increased personnel resources to provide SEL support and behavior intervention.

ESCDS will add a teacher on special assignment (TOSA) to act as a behavior interventionist. This individual will be pivotal in triaging student behavior, providing targeted support, and identifying alternative corrective actions to suspension. By implementing proactive and preventative measures, the school aims to curb the suspension rate and create a more inclusive and supportive learning environment where all students can succeed. Through these actions, Eagle Summit Community Day School is committed to fostering a positive school culture that promotes student engagement, well-being, and academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Suspension Rate (% of students suspended at least one time) Priority 6	CA Dashboard 2023 ALL 32.3% SED 32.7%			CA Dashboard 2026 ALL 27.3% SED 22.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Behavior Interventionist Student Support	Eagle Summit Community Day School will add a teacher on special assignment (TOSA) to act as a behavior interventionist to triage student behavior, provide support, and identify courses of corrective action other than suspension to curb the suspension rate, as measured by Metric 7.1.	$68,420.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Over the next three years, Snowline Academy will improve academic achievement in mathematics, focusing on improving outcomes for socio-economically disadvantaged and Hispanic students by reducing the negative distance from standard (Metric 8.1). Simultaneously, the school will strive to elevate the overall percentage of college- and career-ready students (Metric 8.2). Furthermore, Snowline Academy aims to decrease chronic absenteeism, particularly among Hispanic students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Snowline Academy has been identified as an Equity Multiplier School as its mobility rate is greater than 25.0% and its student population is greater than 70.0% socio-economically disadvantaged. Snowline Academy and educational partners, including its school site council (SSC), have collaborated, planned, and are embarking on this LCAP goal, focusing on bolstering academic achievement in mathematics, with a primary target on socio-economically disadvantaged and Hispanic students. The objective is to shrink the negative distance from standard and elevate the overall percentage of college- and career-ready students over the next three years. Simultaneously, the school is determined to combat chronic absenteeism among Hispanic students. Acknowledging the significant disparities in achievement levels and attendance rates, Snowline Academy is unwavering in its commitment to implementing targeted interventions to confront these challenges and ensure equitable access to academic success for all students.

To support these efforts, Snowline Academy will add a dean of students to provide educational leadership, specifically focusing on supporting professional learning communities (PLCs) to improve instructional quality. This initiative is designed to positively impact student achievement, particularly in mathematics, where socio-economically disadvantaged and Hispanic students face challenges. By fostering a collaborative and supportive learning environment, Snowline Academy aims to address the underlying factors contributing to academic disparities and create pathways for student success.

Furthermore, Snowline Academy will add a counselor to provide academic and college/career guidance to students, particularly emphasizing mathematics proficiency and college/career readiness for all students, including socio-economically disadvantaged and Hispanic students. This action aims to enhance academic achievement and readiness for post-secondary education or career pathways, aligning with the school's commitment to ensuring that all students have the necessary support and resources to achieve their academic and career goals. With concerns raised by educational partners regarding real-time support and attendance in online learning, Snowline Academy recognizes the importance of proactive interventions to address these challenges and promote student engagement and success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	California Assessment of Student Performance and Progress (CAASPP) Math - Distance from Standard (DFS) Priority 4	CA Dashboard 2023 SED -145.7 HI -127.4			CA Dashboard 2026 SED -135.7 HI -117.4	
8.2	College Career (% of students prepared) Priority 4	CA Dashboard 2023 ALL 9.5%			CA Dashboard 2026 ALL 14.5%	
8.3	Chronic Absenteeism (% of students absent 10% or more instructional days) Priority 5	CA Dashboard 2023 HI 34.5%			CA Dashboard 2026 HI 24.5%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Dean of Students Instructional Leadership and Attendance Support	Snowline Academy will add a dean of students to provide instructional leadership, focusing on supporting professional learning communities (PLC) to improve instructional quality. This initiative aims to positively impact student academic achievement, specifically in mathematics, including socio-economically disadvantaged and Hispanic students. These efforts will be measured by 8.1 and 8.2. Additionally, the dean will monitor chronic absenteeism and work with all students, including Hispanic students and families, to improve attendance, as measured by 8.3.	$85,005.00	No
8.2	Counselor Academic and College/Career Readiness Guidance	Snowline Academy will add a counselor to provide academic and college/career guidance to students to improve academic achievement, specifically in mathematics, and college/career readiness for all students, including socio-economically disadvantaged and Hispanic students, as measured by 8.1 and 8.2.	$365,512.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$21,439,638	$$2,172,389

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.719%	0.000%	$0.00	25.719%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Learning Community (PLC) Training, Coaching, and Support **Need:** While all students within the district are at -45.1 distance from standard (DFS) on the 2023California Assessment of Student Performance and Progress (CAASPP) in English language arts (ELA), English learners (EL) are at -91.6, foster youth (FY) are at -	To improve academic achievement in English language arts and mathematics across all grades and in all schools, the district has partnered with Solution Tree to provide training, coaching, and support to enhance our professional learning community (PLC) system in all grade-level and department teaching teams. PLCs are evidence-based, and research shows that they positively impact teaching practices and student achievement when implemented at a high level of fidelity. Research also suggests that PLCs lead to	1.1, 1.2, 1.6, 1.7, 1.8, 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	67.9, and socially-economically disadvantaged (SED) students are at -55.1. On the 2023 CAASPP math assessment, all students were at -80.8 DFS, EL students at -120.8, FY at -104.8, and SED at -90.5. Regarding local assessments administered in the spring, 37.0% of all students are at or above proficiency in STAR Reading, while 10.0% of EL, 24.0% of FY, and 36.0% of SED are at or above proficiency. On STAR Math, also administered in the spring, 46.0% of all students are at or above proficiency, while 18.0% of EL, 28.0% of FY, and 44.0% of SED are at or above proficiency. Grades 3-5: On the spring ELA CAASPP Interim Assessment Blocks (IAB), 93.62% of all students, 92.76% of EL, 81.25% of FY, and 93.46% of SED participated. Grades 6-8: On the spring ELA CAASPP Interim Assessment Blocks (IAB), 84.29% of all students, 74.89% of EL, 61.76% of FY, and 84.4% of SED participated. Grades 9-11: On the spring ELA CAASPP Interim Assessment Blocks (IAB), 64.06% of all students, 63.26% of EL, 45.45% of FY, and 62.81% of SED participated. Grades 3-5: Spring math CAASPP Interim Assessment Blocks resulted in participation	positive school improvement and increased student achievement. Teachers will discuss concerns, reflect on their teaching strategies, and make data-based decisions. The latter can help them plan effective lessons, assess student work, and address the common challenges accompanying teaching and learning. Benefiting all students, but especially focused on English learners, foster youth, and socio-economically disadvantaged students, teachers will work together with Solution Tree experts to engage in student data analysis and collaborate around best teaching practices to inform their classroom instruction. This action will be provided to all students across the district (LEA-wide) to ensure access, equity, and consistency in instruction and assessment that address essential grade-level standards to increase student achievement for EL, FY, and SED students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rates of 93.03% for all students, 92.7% of EL, 81.25% of FY, and 92.65% of SED. Grades 6-8: Spring math CAASPP Interim Assessment Blocks resulted in participation rates of 85.62% for all students, 8.37% of EL, 67.65% of FY, and 86.09% of SED. Grades 9-11: Spring math CAASPP Interim Assessment Blocks resulted in participation rates of 35.8% for all students, 33.33% of EL, 27.27% of FY, and 31.93% of SED. Most of the data shows a performance disparity between all students and EL, FY, and SED students. The 2024 CA School Dashboard outcomes will establish a baseline for long-term English learners (LTEL). In the interim, LTELs will still receive services and support promoting ELA and math growth. There is a need for increased services using a research-based PLC systems approach to identify essential standards, analyze student performance data, and improve classroom instruction for EL, FY, and SED students. Educational partners appreciate the training, coaching, and support teachers receive to become more effective in their instruction and remediation. However, there are concerns that some teachers are significantly better than others and that children in classes with less effective teachers will fall behind. They want the best for their children and hope that improving all teachers will help ensure		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students have more equitable access to a good education. **Scope:** LEA-wide		
1.2	**Action:** Embedded Teacher Collaboration Time **Need:** Local assessments administered in the spring showed 37.0% of all students are at or above proficiency in STAR Reading, while 10.0% of EL, 24.0% of FY, and 36.0% of SED are at or above proficiency. On STAR Math, also administered in the spring, 46.0% of all students are at or above proficiency, while 18.0% of EL, 28.0% of FY, and 44.0% of SED are at or above proficiency. The former and latter data sets show a performance gap between all students and EL, FY, and SED students and demonstrate the need for increased services for those groups resulting from purposeful PLC time for grade levels and departments to address and improve deficit areas. Educational partners support the need for teachers to have time to work and plan together to improve student achievement. They discussed their desire to see teachers better aligned so that students will receive a more comparable education from class to	Embedded teacher collaboration time is necessary at all district schools and will improve instruction and learning. It is evidence-based, and studies have shown that collaborative planning time leads to more reflective practice among teachers, a key indicator of more robust instruction. Students in schools with high-functioning PLCs perform better in all core subject areas. Common planning time between educators can help improve instruction by allowing teachers to share best practices, review students' work, and plan lessons and curriculum together. This planning time can also help teachers address the learning needs of students and teachers. Byproducts of the latter include teachers sharing students, which can support necessary interventions and enrichment. Improvement is needed in all student performance data, but the data shows a greater need to reduce the achievement gaps among English learners, foster youth, and socio-economically disadvantaged students. The aforementioned student groups will be the primary focus of discussion and action during embedded teacher collaboration time. This action will be provided to all students across the district (LEA-wide) to ensure access, equity, and consistency in	1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	class. It was agreed that this would most likely result in fewer parent requests for particular teachers due to the perception of them being better than their colleagues. They like the idea of teachers using some of this time to look at student work, evaluate overall student performance, and share effective teaching strategies. **Scope:** LEA-wide	instruction and assessment that address essential grade-level standards to increase student achievement for EL, FY, and SED students.	
1.3	**Action:** Smaller Class Sizes (TK-3) **Need:** The Dynamic Indicators of Basic Literacy Skills (DIBELS), administered in the spring, show that 47.61% of all students in grades K-3 are at or above the benchmark, while 27.92% of EL, 37.5% of FY and 43.55% of SED are at or above the benchmark. The data depicts that English learners, foster youth, and socio-economically disadvantaged students perform below all students on DIBELS. Another local assessment, STAR Early Literacy, administered in the spring revealed that 36.0% of all students are at or above proficiency, while 10.0% of EL, 18.0% of FY, and 33.0% of SED are at or above proficiency. Both data sets identify the need for increased services for EL, FY, and SED students through lower class sizes in grades K-3 to provide	Maintaining smaller class sizes in all schools serving students in grades TK-3 will create opportunities for more individual and small-group instruction necessary for skill and concept development and mastery. Most studies find at least some evidence of the positive effects of smaller classes, including students performing better. As mentioned, smaller class sizes allow for intentional foundation-building in basic literacy skills and number sense. As the standards and learning targets become more comprehensive and rigorous in the subsequent primary grade levels, smaller classes will allow teachers to facilitate repetitive opportunities in individual and small group settings. An additional benefit will be the feasibility of conducting frequent progress monitoring. English learners, foster youth, and socio-economically disadvantaged students will receive more social-emotional learning in smaller classes.	1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	optimal small-group and individualized instruction opportunities. Educational partners understand that keeping classes smaller in the primary grades involves significant financial costs, but they appreciate the district's commitment to this. They desire smaller class sizes across all grade levels. Since K-3 classes are smaller, they would like to see teachers take advantage of more opportunities to work individually with students and in small groups to better ensure that students struggling to master skills and concepts are given the gift of extra time to do so. **Scope:** Schoolwide	Additionally, students will receive more of their teacher's attention and assistance. This action will be provided to all TK-3 students (school-wide) to ensure more individualized and small-group instruction regarding essential grade-level standards to increase student achievement for EL, FY, and SED students.	
1.4	**Action:** Facilitation of Professional Collaboration **Need:** All district students are at -45.1 distance from standard (DFS) on the 2024 California Assessment of Student Performance and Progress (CAASPP) in English language arts (ELA), English learners (EL) are at -91.6, foster youth (FY) are at -67.9, and socially-economically disadvantaged (SED) students are at -55.1. On the 2024 CAASPP math assessment, all students were at -80.8 DFS, EL students at -120.8, FY at -104.8, and SED at -90.5.	Teacher learning leaders (TLLs) in all schools will lead their grade-level and department PLC teams in establishing goals based on current data. They will work with their teams to identify their needs, examine their progress, and reflect on what's working. Collaboration will include inquiry and reflection. TLLs will communicate clear expectations for the work and help keep their teams focused and on track. They'll help their teams identify problems in instructional practice, encourage continued progress, and identify needed resources. Effective leadership is essential in implementing and sustaining the PLC process. TLLs will be responsible for helping their teams benefit all	1.1, 1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the California Science Test (CAST), 21.09% of all students, 0.50% of EL, 0.00% LTEL, 4.17% FY, and 15.81% of SED students met or exceeded the standard. Both data sets represent significant differences between the academic performance of all students and specific student groups and identify the need for increased services for EL, FY, and SED students through competent and strong facilitation of the PLC process by teacher-learning leaders within all grade levels and department teams. Educational partners understand the importance of having designated teachers overseeing grade-level and department PLC meetings so that they are efficient and effective. They asked how teachers are selected to be TLLs but trust the schools to select ones that will take their jobs seriously and ensure that student learning is the top priority. As with previous actions, they are optimistic about the PLC system and its potential to improve all teachers. They see the relevance of assigning TLLs to help make sure the latter happens. **Scope:** LEA-wide	students, especially English learners, foster youth, and socio-economically disadvantaged students, to reduce achievement gaps and improve academic performance among identified student groups. This action will be provided to support all students across the district (LEA-wide) to ensure access, equity, and consistency in instruction and assessment that address essential grade-level standards to increase student achievement for EL, FY, and SED students.	
1.5	**Action:**	In all schools serving high school students, Improving A-G completion, career technical	1.12, 1.13, 1.14, 1.15, 1.16. 1.17, 1.18, 1.19

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Increasing Student College and Career Readiness **Need:** 63.25% of all students, 10.0% of FY, and 59.46% of SED students completed an AP exam with a 3 or higher. No EL students took an AP exam. 24.69% of all students, 7.04% of EL, 18.75% of FY, and 21.67% of SED students completed the A-G requirements. 15.0% of all students, 4.23% of EL, 18.75% of FY, and 21.67% of SED students completed a career technical education (CTE) pathway. 5.31% of all students, 1.41% of EL, 0.0% of FY, and 5.19% of SED students completed A-G requirements and a career technical education (CTE) pathway. 42.31% of all students, 2.13% of EL, 28.57% of FY, and 36.41% of SED students demonstrated college preparedness on the ELA Early Assessment Program (EAP). 16.52% of all students, 0.0% of EL, 14.29% of FY, and 12.81% of SED students demonstrated college preparedness on the math Early Assessment Program (EAP). On the CA State Dashboard,30.2% of all students were prepared on the college and career indicator, while 7.7% of EL, 5.9% of	education (CTE) pathway completion, and overall college and career readiness will include coordinated efforts and necessary resources. Regular transcript audits will be ongoing to ensure students are on track to meet graduation, A-G requirements, and completion of the career technical education pathways. Early identification of struggling students through routine reports will allow for prompt intervention and provide necessary academic support. Engaging families through information workshops and ongoing communication will help them understand graduation, A-G, and CTE requirements and how to support their children with the same. Online tutoring platforms will provide flexible and personalized support for students needing additional academic help (24-7). An online credit recovery platform will enable students who have fallen behind to catch up on credits, ensuring they stay on track for graduation and A-G completion. The CaliforniaColleges.edu platform will be a resource for students to explore college and career options, plan their educational pathways, and complete necessary applications. Starting with ninth graders, developing four-year plans with the assistance of counselors will help students set clear goals and understand the steps needed to achieve them. Incorporating Advancement Via Individual Determination (AVID) strategies will focus on organizational skills, critical thinking, and academic preparedness and equip students with the tools needed for college and/or career success. Recognizing student achievements in A-	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY, and 27.0% of SED students were prepared on the CCI. On the CA State Dashboard, 92.2% of all students graduated, while 88.2% of EL, 88.2% of FY, and 91.9% of SED students graduated. All of the above data sets represent achievement gaps between all students and specific student groups and identify the need for increased services, including extensive counseling, mentoring, and targeted support for EL, FY, and SED students in the areas of advanced placement, A-G completion, CTE pathway completion, EAP (ELA and math), CCI, and graduation rate. More specifically, there needs to be intentional effort and consistent monitoring to ensure students have a complete understanding of how completion of A-G requirements and/or CTE pathways open doors for them regarding college and careers. To expand, the more students do during their high school tenures will reduce and simplify what they need to do after they graduate in preparation for their postsecondary endeavors. Educational partners representing English learners, foster youth, and socioeconomically disadvantaged students depend heavily on the expertise and knowledge of high school counselors and other supporting personnel to educate and guide students so that they meet specific requirements and are prepared for postsecondary opportunities beyond high school. Additionally, parents and guardians	G and CTE completion will incentivize students. The latter will include celebrating students who meet A-G and CTE completion requirements through awards and recognition programs that will increase student motivation. Our college and career technician will arrange visits to colleges and college/career fairs, exposing students to information about post-secondary options. Marginalized student groups, including English learners, foster youth, and socio-economically disadvantaged students, access college and/or career preparation opportunities less frequently. A concerted effort will be made to ensure equitable access to those identified student groups so that more students will be prepared according to the college career indicator (CCI) on the CA Dashboard. This action will be provided to all high school students (schoolwide) to ensure access, equity, and consistency in instruction and assessment that address essential grade-level standards and college and career readiness to increase student achievement for EL, FY, and SED students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	know their limitations in supporting their students in these areas and desire to build their own capacity to know and understand A-G requirements so that they can do a better job encouraging their children and knowing what questions to ask to ensure that they are on track to complete academic and/or vocational requirements. **Scope:** Schoolwide		
1.7	**Action:** Increase Student Engagement to Improve Academic Outcomes **Need:** All district students are at -45.1 distance from standard (DFS) on the 2024 California Assessment of Student Performance and Progress (CAASPP) in English language arts (ELA), English learners (EL) are at -91.6, foster youth (FY) are at -67.9, and socially-economically disadvantaged (SED) students are at -55.1. On the 2024 CAASPP math assessment, all students were at -80.8 DFS, EL students at -120.8, FY at -104.8, and SED at -90.5. ELA and math CAASPP data show significant achievement gaps between all students and specific student groups and identify the need for increased services for EL, FY, and SED students by ensuring they have ample	At all district schools, using intentional and structured student engagement strategies will be a significant component of learning and mastery in all schools. Kagan Structures are the most widely used engagement strategies in our district. They are scientifically research-based and backed by classroom evidence from districts, schools, and teachers experiencing success with Kagan. Kagan Structures integrates the most impactful principles from decades of research. Engagement strategies will be evident during administrative classroom visits and be a peer-accountable aspect of PLC discussions. Most teachers have received Kagan training and will have additional training opportunities. New teachers in the district will be scheduled for Kagan Day 1 training during their first year of employment. According to the National Institutes of Health (NIH), cooperative learning can increase student achievement among all students. Still, it is	1.1, 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities to collaborate with peers in structured ways that help them make meaning and take ownership of their learning. Educational partners are concerned about students' ability and desire to stay interested in what they are learning and to make an effort to succeed in comprehension and mastery of various subject matter. Several members stated that children are bored or do not see the relevance of their learning. It was also shared that some teachers don't create opportunities for students to discuss instruction topics and make meaning with one another. Educational partners believe in and understand the value of students collaborating around their learning. They would like to know that all teachers facilitate cooperative classroom learning. **Scope:** LEA-wide	incredibly impactful for English learners, foster youth, and socio-economically disadvantaged students. Additionally, cooperative learning reduces bullying, victimization, and perceived stress for marginalized students. This action will be provided to all students across the district (LEA-wide) to ensure access, equity, and consistency in learning and mastery through increased engagement opportunities to improve student achievement for EL, FY, and SED students.	
2.1	**Action:** PBIS and SEL Professional Development and Coaching **Need:** 7.2% of all district students were suspended at least once. In contrast, English learners were suspended at a rate of 8.0%, foster youth at 17.1%, and socio-economically disadvantaged students at 12.6%.	PBIS and SEL training, coaching, and support will benefit all schools and teachers in building and sustaining positive campus cultures that are conducive to learning and promote a sense of physical and emotional safety. PBIS and SEL are evidence-based programs proven to help students meet their social and emotional needs. These universal prevention approaches are two of the most commonly used in supporting student mental health.	2.1, 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Although not as significant with EL students, foster youth and SED exceed the "all student" suspension rate by 5-10%. The expulsion rate shows that 0.4% of all students were expelled, while 0.5% of EL, 0.0% of FY, and 0.45% of SED were expelled. The suspension, in particular, demonstrates the need for increased services for the EL, FY, and SED student groups. Educational partners support the need for Positive Behavior Interventions and Supports (PBIS) and social and emotional learning (SEL) as systems and strategies to communicate clear expectations and remediate adverse behavior that prevents and interrupts learning. They also shared that expectations and rules need to be more consistent so that it reduces confusion among students from class to class. **Scope:** LEA-wide	All schools currently use PBIS and SEL practices. However, training and coaching will enhance the effectiveness of the former and latter and increase the likelihood of consistency and better academic and social outcomes for students. More intentionality regarding the implementation and fidelity of PBIS and SEL will set the expectation and level of importance for students, teachers, and support staff. The data show significant needs among English learners, foster youth, and socioeconomically disadvantaged students. Although principally directed toward those three groups, high-quality PBIS and SEL work is greatly needed for most students within our district. This action will support all students across the district (LEA-wide) to ensure they are taught to develop positive skills, attitudes, and behaviors that will positively impact their relationships, well-being, and academics. The LEA-wide action will also establish the PBIS process in which EL, FY, and SED students will be recognized, supported, and rewarded for demonstrating SEL characteristics.	
2.2	**Action:** Integrated Multi-Tiered System of Support (I-MTSS) Collaboration **Need:** 7.2% of all district students were suspended at least once. However, English learners faced a suspension rate of 8.0%, foster youth 17.1%,	All schools will engage in I-MTSS work to strengthen their systems and operate them more efficiently to benefit students who need high levels of academic, behavioral, and social-emotional support. I-MTSS will be a collective endeavor facilitated by the Student Intervention and Attendance office to create learning and collaboration opportunities among site leaders to help improve student support. I-MTSS is an	2.1, 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and socio-economically disadvantaged students 12.6%. Regarding expulsions, 0.4% of all students were expelled, compared to 0.5% of English learners, 0.0% of foster youth, and 0.45% of socio-economically disadvantaged students. The overall disparity of the data shows that an improved systematic approach and more robust services to addressing behavior concerns need to be in place and followed, and increased services must be provided to our EL, FY, and SED students. Educational partners appreciate the current I-MTSS efforts but believe more can be done to help students, especially before the problems become too big. Examples were provided of communication that could have been better regarding academic and behavior concerns that reach the level of a student study team (SST). **Scope:** LEA-wide	evidence-based framework that uses data and instruction to support students' social, emotional, and behavioral needs. It's designed to meet each student's unique needs through layered levels of support and aims to maximize student achievement. Work accomplished at the leadership level will be replicated at the sites to ensure the framework is implemented with the fidelity needed to achieve successful results. Ongoing collaboration, evaluation, and adjustment will be part of a cycle of continuous improvement of I-MTSS within the district. Suspension data clearly show that English learners, foster youth, and socioeconomically disadvantaged students need I-MTSS to a greater degree than all students on average to reduce the higher rates of suspension among those groups. The expulsion data points are less discrepant but still need attention. This action will support all district (LEA-wide) students, especially EL, FY, and SED students, to ensure they are supported through a fully functioning I-MTSS team equipped to meet their specific needs.	
2.3	**Action:** Integrated Multi-Tiered System of Support (I-MTSS) Coordination of wrap-around Services **Need:**	At all schools, in addition to internal support services available to students, wrap-around services will include outside agencies and Master of Social Work interns from various post-secondary institutions who will add to our capacity to provide direct mental health support and therapy to students most in need. Wrap-around service delivery is a team-based, collaborative	2.1, 2.5, 2.6. 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	7.2% of all district students were suspended at least once. In contrast, English learners were suspended at a rate of 8.0%, foster youth at 17.1%, and socio-economically disadvantaged students at 12.6%. The district data showed four total middle school dropouts, none EL, FY, or SED. 1.7% of high school students dropped out of school, while 2.49% of ELs, 0.0% FY, and 2.13% of SED students were identified as dropouts. Data shows that wraparound services must be increased for our EL, FY, and SED students. The latter includes expanding external and internal support and using outside agencies with our resources. Educational partners offered that circumstances and situations outside of school manifest at school and in the classrooms. They added that there are EL, FY, and SED students who need more support than others when it comes to mental health and behavioral guidance. **Scope:** LEA-wide	case management approach. The concept of wrap-around programming describes any flexible, family, or person-oriented and comprehensive program. Several studies have shown that wrap-around care coordination can produce better outcomes than traditional services alone. Wrap-around services will be coordinated through our Student Intervention and Attendance department in partnership with the school site coordination of services teams (COST) to evaluate specific student needs and connect them with the appropriate services to help address them. This may include multiple services directed toward the student but may also support the family. Suspension and drop-out rates, especially among English learners, foster youth, and socioeconomically disadvantaged students, need to be continuously evaluated and remedied. Wrap-around services will play a significant part in supporting those student groups and providing those in need with a versatile but comprehensive mental health approach to meet their specific needs. This action will support all district (LEA-wide) students, including EL, FY, and SED students, to ensure access to wrap-around services.	
2.4	**Action:** Social and Emotional Support and Psychotherapy Rendered to Students in Need	Counselors and social workers will work directly with individual students and student groups at all school sites, supporting SEL efforts to address diverse needs. As an extension of wrap-around	2.1, 2.2, 2.3, 2.5, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 7.2% of all district students were suspended at least once. However, English learners faced a suspension rate of 8.0%, foster youth 17.1%, and socio-economically disadvantaged students 12.6%. The attendance rate for all district students is 88.71%, 90.03% for English learners, 92.02% for foster youth, and 88.64% for socio-economically disadvantaged students. The chronic absenteeism rate is 30.8% for all district students, 28.6% for ELs, 29.0% for foster youth, and 33.5% for SED. The expulsion rate shows that 0.4% of all students were expelled, while 0.5% of EL, 0.0% of FY, and 0.45% of SED were expelled. The district data showed four total middle school dropouts, none EL, FY, or SED. 1.7% of high school students dropped out of school, while 2.49% of ELs, 0.0% FY, and 2.13% of SED students were identified as dropouts. Increased counseling and social worker services for EL, FY, and SED students are needed to improve student achievement and conduct, improve attendance and behavior, and decrease the likelihood of students dropping out of school.	services, social workers will meet four times yearly to collaborate, train, and systematize crisis referral practices to support most needy students. The crisis referral process will include counselors becoming well-versed in handling and managing student crises. Additionally, social workers and counselors will work side-by-side, providing students in need with emotional, behavioral, and academic support and guidance. Counselors and social workers will form evidence-based practice (EBF)- focused data teams, which gather school-wide academic and social-emotional data to highlight student needs, identify appropriate intervention options based on specific and measurable goals, and evaluate interventions' short—and long-term impact on student outcomes. Suspension, chronic absenteeism, and high school drop-out rates necessitate extensive services among English learners, foster youth, and socioeconomically disadvantaged students. Timeliness of service delivery is critical, especially when it comes to students in crisis and distress. This action will support all district (LEA-wide) students, specifically EL, FY, and SED, to ensure access to 1:1 and small group counseling and therapy.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners believe that more counselors and social workers are needed to serve students but understand financial limitations. They recommended that as much time as possible should be spent directly with students to address attendance and behavior needs. **Scope:** LEA-wide		
2.5	**Action:** Social and Emotional Learning **Need:** 7.2% of all district students were suspended at least once. In contrast, English learners were suspended at a rate of 8.0%, foster youth at 17.1%, and socio-economically disadvantaged students at 12.6%. The attendance rate for all district students is 88.71%, 90.03% for English learners, 92.02% for foster youth, and 88.64% for socio-economically disadvantaged students. The chronic absenteeism rate is 30.8% for all district students, 28.6% for ELs, 29.0% for foster youth, and 33.5% for SED. 65.88% of all district students responded favorably to feeling like they belong and are positively connected to their schools, while 61.75% of EL and 65.0% of SED students	A solid commitment to consistent SEL lessons will include and address behavior, attendance, and student connectivity through an evidence-based curriculum at all schools. Health and wellness TOSAs will help schools and teachers establish intentional routines when it comes to concept and skill development, assisting students to be at their best socially. Evidence-based SEL programs are grounded in research and principles of child and adolescent development and are scientifically evaluated and shown to produce positive student outcomes. Health and wellness TOSAs are not directly responsible for delivering SEL lessons but rather for building the capacity of schools, teachers, and support personnel to do so. The goal is to get the school sites to a position where they deliver high-fidelity lessons consistently and reinforce concepts and skills regularly so that students know and understand social expectations and why they exist. SEL lessons will benefit all students but are principally directed toward English learners, foster	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	responded the same. No foster youth responded to the survey. The above data points show a need for increased health and wellness services for EL, FY, and SED students, including a strong focus on social and emotional lessons and skill development that will improve data and student outcomes. Educational partners are glad that SEL lessons are occurring in the classrooms and note the necessity of creating conducive learning environments for all students. Just like academic learning, they understand that students need different levels of support. **Scope:** LEA-wide	youth, and socioeconomically disadvantaged students because of the data discrepancies that identify higher levels of need among those three student groups. This action will support all district (LEA-wide) students, especially EL, FY, and SED students, to ensure they receive the SEL instruction that will build prosocial skills and self-awareness.	
2.7	**Action:** Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism **Need:** The attendance rate for all district students is 88.71%, 90.03% for English learners, 92.02% for foster youth, and 88.64% for socio-economically disadvantaged students. The chronic absenteeism rate is 30.8% for all district students, 28.6% for ELs, 29.0% for foster youth, and 33.5% for SED.	Due to lower attendance and increased chronic absenteeism across the district, attendance specialist support and attendance monitoring are essential at all schools. Communication with families, including in-person meetings, creates opportunities for parents and guardians to understand the importance of being at school and provide possible solutions to barriers preventing better school attendance. Notification-based, Tier 3 interventions, monitoring data, positive relationships, and proactive communication are all evidence-based strategies used by our Student Intervention and Attendance department.	2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Some data points show low or no disparity between EL, FY, SED, and all students. However, increased services are still needed for the EL, FY, and SED student groups to improve attendance and, in turn, increase opportunities for learning and overall student achievement. This will include intentionally scheduling attendance meetings with specific student groups that provide encouragement and support to improve attendance and reduce chronic absenteeism. Educational partners fully agree that students can only learn at high levels if they are in school. Some also stated that parents need support and increased communication to help ensure their children attend school. They support having attendance specialists but wonder if the work is too much for two people. **Scope:** LEA-wide	In conjunction with our A2A attendance monitoring and notification platform, real-time intervention and support play integral parts in Tier 3 attendance intervention and remediation. We anticipate that improved school attendance will result in higher student connectivity and better academic achievement. Attendance and chronic absenteeism data establish a continued need for attendance intervention for English learners, foster youth, and socioeconomically disadvantaged students. Attendance campaigns and accompanying incentives and support will benefit the district and help all students acquire more opportunities to learn and achieve. This action will support all district (LEA-wide) students, especially EL, FY, and SED students, to ensure they receive attendance communication and support that helps increase their time in school and reduce chronic absenteeism.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** English Learner Support Services	As part of the overall design to improve English proficiency for all EL students, bilingual associates	1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: According to the 2023 CA School Dashboard, 47.5% of all district English learner (EL) students are progressing on the English Learner Progress Indicator (ELPI). A baseline for LTEL students will be established after the 2024 CA School Dashboard is released. Certified 2023 CALPADS data shows that 9.14% of all EL students were reclassified, while 20.85% of LTEL students received reclassification status. This data shows the need for increased bilingual associate support in integrated and designated English language development (ELD). Both data sets demonstrate the need for increased services for EL and LTEL students via robust support for EL teachers by trained bilingual instructional associates to ensure that EL students receive research-based English acquisition opportunities during integrated and designated ELD instruction. Educational partners, especially parents and guardians of English learners, are grateful for the increased number of bilingual associates and the increased hours of those who were part-time. They see and understand the benefit of the increased services and believe that they will have a positive academic impact over time. They know the critical role they play when it comes to English language proficiency and reclassification. Educational partners are excited to see the correlation between English	at all schools will engage in meaningful and purposeful collaboration with teachers and receive ongoing coaching, networking support, and targeted training around evidence-based practices, such as asking clarifying questions, which will prepare them to support EL and LTEL students under the supervision of classroom teachers. To accomplish this, the San Bernardino County Superintendent of Schools (SBCSS) will partner with our district in a concerted effort to help maximize the effectiveness of our bilingual associates. There will be a clear differentiation between designated and integrated ELD instruction and an understanding of bilingual associate roles in the former and latter. The action will be provided to bilingual associates at all schools to effectively support EL and LTEL students in language acquisition and academic achievement.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	proficiency and academic achievement as EL students become more proficient in English. **Scope:** Limited to Unduplicated Student Group(s)		
1.10	**Action:** Designated and Integrated English Language Development for English Learners and Long-Term English Learners **Need:** According to the 2023 CA School Dashboard, 47.5% of all district English learner (EL) students are progressing on the English Learner Progress Indicator (ELPI). A baseline for LTEL students will be established after the 2024 CA School Dashboard is released. Certified 2023 CALPADS data shows that 9.14% of all EL students were reclassified, while 20.85% of LTEL students received reclassification status. Both data sets show the need for increased services for EL and LTEL students, who need daily research-based integrated and designated English language development (ELD) instruction delivered by trained and qualified teachers. Educational partners appreciate the positive data trend, including ELPI, reclassification rates, and Seal of Biliteracy recipients. They are impressed with the amount of coaching	To improve English proficiency for all EL students in all schools, teachers will receive ongoing coaching, networking support, and the necessary training to ensure that they can provide targeted instruction and support to EL and LTEL students during designated and integrated ELD instruction. Targeted support from the San Bernardino County Superintendent of Schools (SBCSS) and professional consulting with Dr. Kate Kinsella, a renowned expert in ELD, will contribute to aligning our ELD system across the district so that it delivers research-based language acquisition instruction and support that allows EL students to become proficient in English and, in turn, improve academically in core subject areas. Additional evidence will include increased scores on the English Language Proficiency Assessments for California (ELPAC) and reclassification rates resulting from language mastery. This action is limited to English learners. The action will be provided to EL teachers at all schools to improve designated and integrated ELD instruction for EL and LTEL students and accelerate language acquisition and academic achievement.	1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and professional development occurring to improve designated and integrated ELD instruction. They have concerns regarding EL students performing at a lower level than their English-speaking peers. Still, they are confident in what is happening at schools to move English learners toward proficiency, while at the same time ensuring that they are receiving the core instruction and support they need to keep up academically. **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

Goal 1, Action 1.5: A college and career technician was added to Serrano High School to support A-G and CTE pathway completion, especially among English learners, foster youth, and socio-economically disadvantaged students. This added position will increase support for students in college and career readiness.

Goal 1, Actions 1.9 and 1.10: Bilingual associates have all been made full-time, and more of them will be added to school sites to meet the support needs of the growing number of EL students. Bilingual associates contributed to designated and integrated English language development.

LCAP Goal 2, Action 2.4: Counselors will be added based on enrollment to lower counselor-to-student ratios to bolster socio-emotional learning (SEL) efforts across the district. An additional social worker will be added to meet the ongoing and growing needs of students

experiencing trauma and mental health challenges. These personnel increases will help target and reduce high suspension rates among EL, FY, and SED students experiencing behavior challenges.

Goal 2, Action 2.7: The Student Intervention and Attendance department will acquire an additional attendance specialist, TOSA, to sustain a high level of communication and support for families, improve attendance, and reduce chronic absenteeism. This service is crucial for EL, FY, and SED students experiencing higher chronic absenteeism rates.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:28	1:29
Staff-to-student ratio of certificated staff providing direct services to students	1:19	1:18

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$83,359,694	21,439,638	25.719%	0.000%	25.719%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$105,958,139.00	$836,825.00	$0.00	$0.00	$106,794,964.00	$95,640,164.00	$11,154,800.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning Community (PLC) Training, Coaching, and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$6,454,948.00	$1,361,986.00	$7,816,934.00				$7,816,934.00	
1	1.2	Embedded Teacher Collaboration Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,286,543.00	$0.00	$1,286,543.00				$1,286,543.00	
1	1.3	Smaller Class Sizes (TK-3)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BMES, PES, PHES, VVES, WES, Heritage TK-3	2024-2027	$3,641,392.00	$0.00	$3,641,392.00				$3,641,392.00	
1	1.4	Facilitation of Professional Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$943,929.00	$0.00	$943,929.00				$943,929.00	
1	1.5	Increasing Student College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SHS, CHS, ESCDS, Snowline Academy 9-12	2024-2027	$2,451,120.00	$361,528.00	$2,812,648.00				$2,812,648.00	
1	1.6	Assessment Platforms to Develop and Practice Skills and Assess Conceptual Knowledge Through Progress Monitoring	All	No			All Schools	2024-2027	$84,420.00	$12,177.00	$96,597.00				$96,597.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Increase Student Engagement to Improve Academic Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.8	Build and Develop Literacy Instructional Skills to Improve Student Academic Outcomes	All	No			All Schools	2024-2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.9	English Learner Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$73,104.00	$0.00	$73,104.00				$73,104.00	
1	1.10	Designated and Integrated English Language Development for English Learners and Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$79,876.00	$178,417.00	$258,293.00				$258,293.00	
1	1.11	Support Services for Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	$5,277,692.00	$0.00	$5,277,692.00				$5,277,692.00	
2	2.1	PBIS and SEL Professional Development and Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,079,248.00	$200,891.00	$1,280,139.00				$1,280,139.00	
2	2.2	Integrated Multi-Tiered System of Support (I-MTSS) Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$4,423,401.00	$18,860.00	$4,442,261.00				$4,442,261.00	
2	2.3	Integrated Multi-Tiered System of Support (I-MTSS) Coordination of wrap-around Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,013,642.00	$19,441.00	$1,033,083.00				$1,033,083.00	
2	2.4	Social and Emotional Support and Psychotherapy Rendered to Students in Need	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$28,476.00	$22,619.00	$51,095.00				$51,095.00	
2	2.5	Social and Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,548,413.00	$126,407.00	$1,674,820.00				$1,674,820.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Supporting Students in an Equitable Way that Improves School Climate and Sense of Belonging	All	No			All Schools	2024-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.7	Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$5,029,936.00	$931,468.00	$5,961,404.00				$5,961,404.00	
3	3.1	Parent/Guardian Engagement	All	No			All Schools	2024-2027	$380,354.00	$1,046.00	$381,400.00				$381,400.00	
3	3.2	Parent/Guardian Advisory Groups	All	No			All Schools	2024-2027	$0.00	$1,027.00	$1,027.00				$1,027.00	
3	3.3	Public Relations and Communications	All	No			All Schools	2024-2027	$169,414.00	$109,210.36	$278,624.36				$278,624.36	
4	4.1	Hire and Support Qualified Teachers	All	No			All Schools	2024-2027	$46,448,793.00	$16,930.00	$46,465,723.00				$46,465,723.00	
4	4.2	Ensure Full Access to Instructional Curriculum, Equipment, and Materials	All	No			All Schools	2024-2027	$7,551,802.00	$3,456,998.00	$11,008,800.00				$11,008,800.00	
4	4.3	Maintain Safe, Functional, and Clean Facilities	All	No			All Schools	2024-2027	$7,503,651.00	$3,628,979.64	$11,132,630.64				$11,132,630.64	
5	5.1	Reduce Certificate of Participation (COP) Payment	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
5	5.2	Utilize the Facility Master Plan (FMP) to Prioritize Preventive maintenance Priority 1	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
5	5.3	Implement a General Obligation Bond Campaign Based on Feasibility Priority 1	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
5	5.4	Establish and Deploy a Budget Task Force Priority 3	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
5	5.5	Generate Revenue Through Attendance and Enrollment	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.6**	Facilitate Education Benefit Form (EBF) Campaigns	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
5	**5.7**	Evaluate Educational and Operational Programs for Cost Effectiveness and Viability	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
5	**5.8**	Engage in Position Control to Maintain Appropriate Staffing	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
6	**6.1**	Dean of Students Instructional Leadership	All Socio-Economically Disadvantage, Hispanic	No			Specific Schools: Chaparral High School 11-12	2024-2027	$85,005.00	$0.00		$85,005.00			$85,005.00	
6	**6.2**	Supplemental Instructional Materials and Online Access for Concept and Skill Development	All Socio-Economically Disadvantage, Hispanic	No			Specific Schools: Chaparral High School 11-12	2024-2027	$0.00	$232,883.00		$232,883.00			$232,883.00	
7	**7.1**	Behavior Interventionist Student Support	All Socio-economically disadvantaged	No			Specific Schools: Eagle Summit Community Day School 6-12	2024-2027	$0.00	$68,420.00		$68,420.00			$68,420.00	
8	**8.1**	Dean of Students Instructional Leadership and Attendance Support	All Socio-Economically Disadvantaged, Hispanic	No			Specific Schools: Snowline Academy TK-12	2024-2027	$85,005.00	$0.00		$85,005.00			$85,005.00	
8	**8.2**	Counselor Academic and College/Career Readiness Guidance	All Socio-Economically Disadvantaged, Hispanic	No			Specific Schools: Snowline Academy TK-12	2024-2027	$0.00	$365,512.00		$365,512.00			$365,512.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$83,359,694	21,439,638	25.719%	0.000%	25.719%	$31,285,645.00	0.000%	37.531 %	**Total:**	$31,285,645.00
								LEA-wide Total:	$24,500,208.00
								Limited Total:	$331,397.00
								Schoolwide Total:	$6,454,040.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Learning Community (PLC) Training, Coaching, and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,816,934.00	
1	**1.2**	Embedded Teacher Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,286,543.00	
1	**1.3**	Smaller Class Sizes (TK-3)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BMES, PES, PHES, VVES, WES, Heritage TK-3	$3,641,392.00	
1	**1.4**	Facilitation of Professional Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$943,929.00	
1	**1.5**	Increasing Student College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SHS, CHS, ESCDS, Snowline Academy 9-12	$2,812,648.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Increase Student Engagement to Improve Academic Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.9	English Learner Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$73,104.00	
1	1.10	Designated and Integrated English Language Development for English Learners and Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$258,293.00	
2	2.1	PBIS and SEL Professional Development and Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,280,139.00	
2	2.2	Integrated Multi-Tiered System of Support (I-MTSS) Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,442,261.00	
2	2.3	Integrated Multi-Tiered System of Support (I-MTSS) Coordination of wrap-around Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,033,083.00	
2	2.4	Social and Emotional Support and Psychotherapy Rendered to Students in Need	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,095.00	
2	2.5	Social and Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,674,820.00	
2	2.7	Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,961,404.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$114,014,806.00	$121,540,426.79

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Learning Communities	Yes	$8,342,242.00	6,972,396.00
1	**1.2**	Professional Learning Communities: Additional PLC Time	Yes	$1,324,504.00	1,281,795.00
1	**1.3**	Professional Learning Communities: Smaller Class Sizes	Yes	$3,451,480.00	3,746,308.00
1	**1.4**	Professional Learning Communities: Teacher Learning Leaders	Yes	$498,996.00	594,879.00
1	**1.5**	Professional Learning Communities: Enrichment and Support	Yes	$2,130,637.00	3,033,562.00
1	**1.6**	Assessment	No	$106,320.00	97,247.00
1	**1.7**	Engagement	Yes	$39,635.00	3,367.00
1	**1.8**	Universal Design for Learning	No	$0.00	0
1	**1.9**	Grading	No	$17,183.00	1,125.00
1	**1.10**	English Learners	Yes	$1,028,030.00	1,090,684.00
1	**1.11**	Paraprofessionals	Yes	$283,610.00	320,627.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Paraprofessionals: Training	No	$67,837.00	75,692.00
2	2.1	Training/Professional Development	Yes	$1,080,763.00	1,327,300.00
2	2.2	Integration of I-MTSS and Collaboration	No	$3,548,636.00	4,230,214.00
2	2.3	Integration of I-MTSS and Collaboration: Resources	Yes	$5,243,620.00	5,083,944.00
2	2.4	Social-Emotional Support for Students	Yes	$2,424,981.00	2,501,253.00
2	2.5	Social-Emotional Support for Students: Motivation and Attendance	Yes	$1,489,150.00	1,675,586.00
2	2.6	Equity for All	No	$106,742.00	115,145.00
2	2.7	Attendance	Yes	$5,916,724.00	7,031,186.00
3	3.1	Parent Engagement	No	$334,421.00	311,247.00
3	3.2	Parent Advisory Groups	No	$1,121.00	823.00
3	3.3	Public Relations and Communication	No	$636,766.00	225,676.36
3	3.4	Parent Engagement Task Force	No	$20.00	204.00
4	4.1	Qualified Teachers/ Credentialing	No	$36,993,968.00	38,897,062.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.2**	Student Resources	No	$19,488,315.00	19,045,617.12
4	**4.3**	Facilities	No	$19,459,105.00	23,877,487.31

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
20,832,750	$33,254,372.00	$34,662,887.00	($1,408,515.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning Communities	Yes	$8,342,242.00	6,972,396.00		
1	1.2	Professional Learning Communities: Additional PLC Time	Yes	$1,324,504.00	1,281,795.00		
1	1.3	Professional Learning Communities: Smaller Class Sizes	Yes	$3,451,480.00	3,746,308.00		
1	1.4	Professional Learning Communities: Teacher Learning Leaders	Yes	$498,996.00	594,879.00		
1	1.5	Professional Learning Communities: Enrichment and Support	Yes	$2,130,637.00	3,033,562.00		
1	1.7	Engagement	Yes	$39,635.00	3,367.00		
1	1.10	English Learners	Yes	$1,028,030.00	1,090,684.00		
1	1.11	Paraprofessionals	Yes	$283,610.00	320,627.00		
2	2.1	Training/Professional Development	Yes	$1,080,763.00	1,327,300.00		
2	2.3	Integration of I-MTSS and Collaboration: Resources	Yes	$5,243,620.00	5,083,944.00		
2	2.4	Social-Emotional Support for Students	Yes	$2,424,981.00	2,501,253.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	Social-Emotional Support for Students: Motivation and Attendance	Yes	$1,489,150.00	1,675,586.00		
2	**2.7**	Attendance	Yes	$5,916,724.00	7,031,186.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
82,273,239	20,832,750	0	25.321%	$34,662,887.00	0.000%	42.131%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023