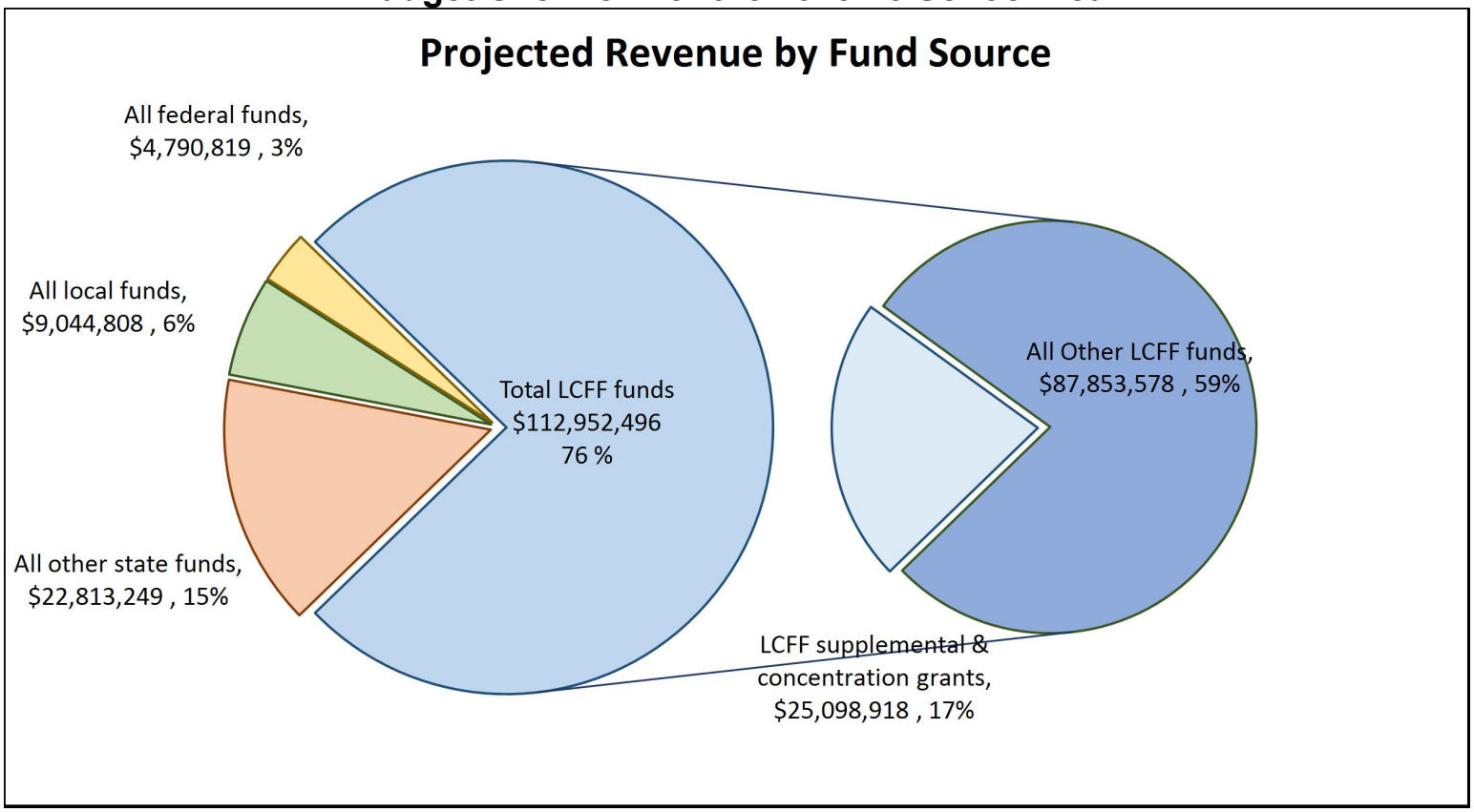
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Snowline Joint Unified School District
CDS Code: 36 73957 0000000
School Year: 2025-26
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 2025-26 School Year

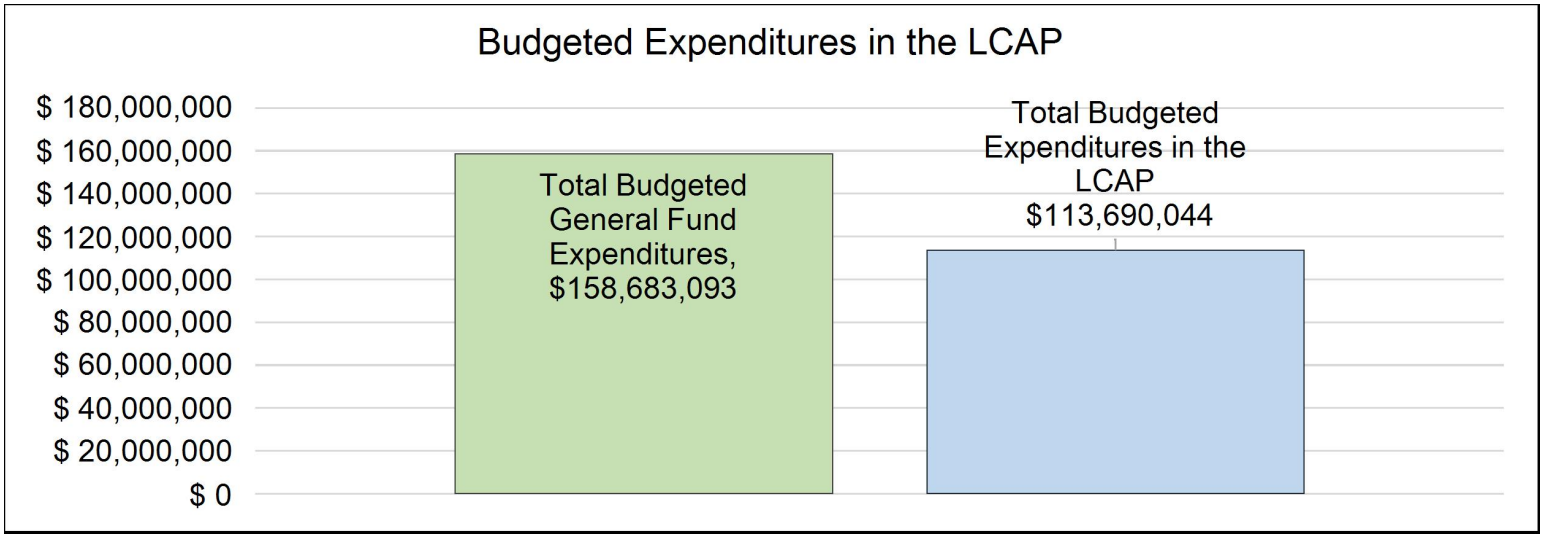


This chart shows the total general purpose revenue Snowline Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Snowline Joint Unified School District is $149,601,372, of which $112,952,496 is Local Control Funding Formula (LCFF), $22,813,249 is other state funds, $9,044,808 is local funds, and $4,790,819 is federal funds. Of the $112,952,496 in LCFF Funds, $25,098,918 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Snowline Joint Unified School District plans to spend $158,683,093 for the 2025-26 school year. Of that amount, $113,690,044 is tied to actions/services in the LCAP and $44,993,049 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

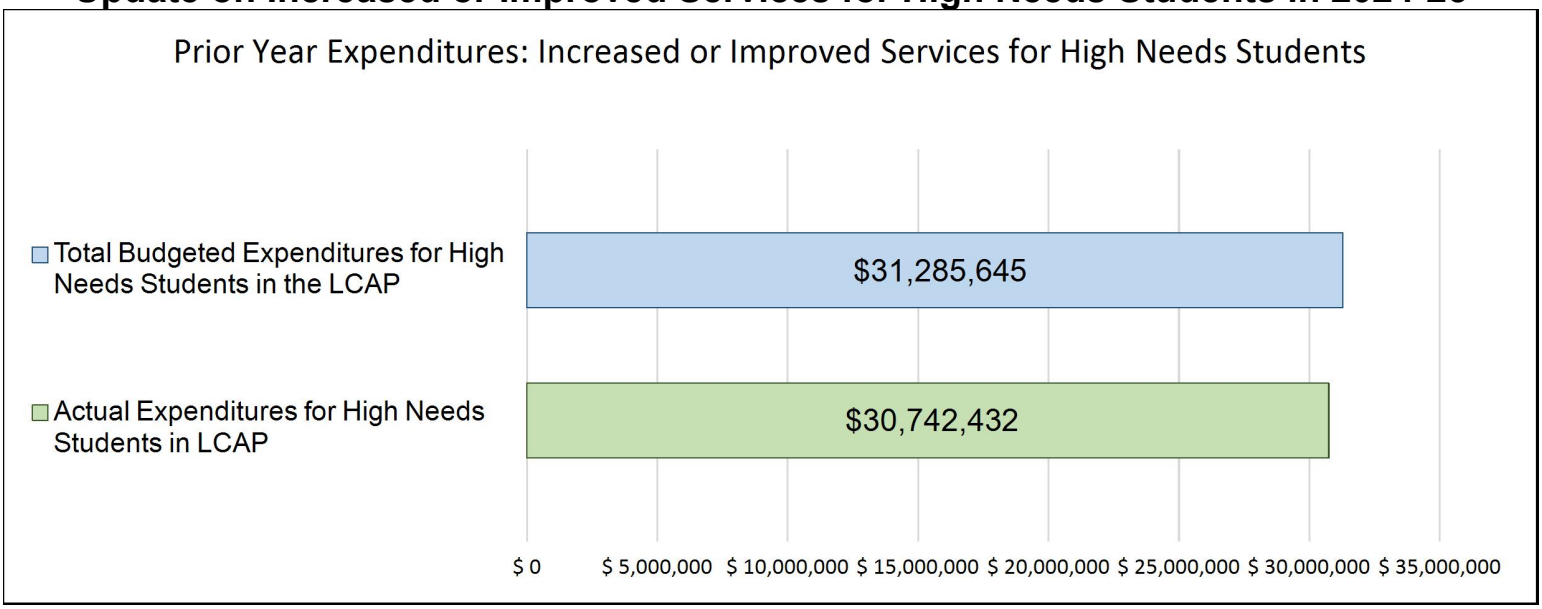
Other expenditures include specific federal and state special programs and services, including ASES, special education, transportation, Title I, II, III, and ongoing operational costs, including, but not limited to, utilities, legal, security, accounting services, and debt service.

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

In 2025-26, Snowline Joint Unified School District is projecting it will receive $25,098,918 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 $36,352,963 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what 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 2024-25, Snowline Joint Unified School District's LCAP budgeted $31,285,645 for planned actions to increase or improve services for high needs students. Snowline Joint Unified School District actually spent $30,742,432 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $543,213 had the following impact on Snowline Joint Unified School District's ability to increase or improve services for high needs students:

Since the expenditures for increased and improved services for high-need students exceeded the planned costs, there was no monetary difference to apply to unduplicated students. The additional funds spent provided greater access to physical and personnel resources to high-needs students to enhance learning and overall performance.

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 [2025-26]

General Information

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

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, 2024, as reported through the California Longitudinal Pupil Achievement Data System (CALPADS).

The District and each school's 2024 certified student enrollment is as follows: Snowline JUSD-8,085, Baldy Mesa ES-985, Phelan ES-743, Piñon Hills ES-566, Vista Verde ES-774, Wrightwood ES-336, Heritage (TK-8)-563, Piñon Mesa MS-835, Quail Valley MS-870, Serrano HS-2,163, Chaparral HS-130, Eagle Summit CDS-24, Snowline Academy-85.

The 2024 certified district enrollment for student groups is as follows: English Learners-1,021 (12.63%), Foster Youth-129 (1.60%), Homeless-324 (4.00%), Socioeconomically Disadvantaged-5,901 (72.99%), and Students with Disabilities-1,275 (15.77%). Race and ethnicity student groups include African American/Black-433 (5.36%), American Indian/Native Alaskan-33 (0.41%), Asian-78 (0.96%), Filipino-36 (0.45%), Hispanic/Latino-5,041 (62.35%), Native Hawaiian/Pacific Islander-28 (0.35%), Two or More Races-213 (2.63%), White-1,897 (23.46%).

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 positive changes from year to year at P1 (the first Wednesday in October) are as follows: 2021-22 to 2022-23 equated to +5.3%, 2022-23 to 2023-24 resulted in +1.08%, and 2023-24 saw +0.51%.

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

The 2024 staffing categories are as follows: Teachers-397, Administrators (e.g., superintendents, principals, deans, program directors, coordinators)-31, Pupil Services (e.g., counselors, psychologists, social workers, SLPs)-44, Teachers on Special Assignment-8, Classified Office/Clerical Staff-70, Paraprofessionals (e.g., instructional and bilingual associates)-244, Other Classified Staff (e.g., maintenance, business, nutrition services, ASES, PK)-341

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.

Successes:

California Assessment of Student Performance and Progress (CAASPP) English Language Arts - Distance from Standard (DFS): Schools and/or specific student groups at schools that received the lowest performance on the 2023 Dashboard but showed improvement are:

Phelan Elementary School: The DFS for English Learners improved by 14.7 (-98.7 DFS), while the DFS for white students improved by 9.3 (-71.2).

Piñon Hills Elementary School: English Learner DFS improved by 4.1 (-79.7 DFS), and Students with Disabilities improved by 8.9 (-116.9).

Vista Verde Elementary School: African American DFS improved by 30.7 (-42.4 DFS).

Piñon Mesa Middle School: Hispanic DFS improved by 1.0 (-69.6 DFA).

Serrano High School: English Learner DFS improved by 29.9 (-121.6 DFS), while Students with Disabilities improved by 10.7 (-144.7).

Chaparral High School: All students' DFS improved by 13.0 (-76.8 DFS), while Socio-Economically Disadvantaged students improved by 4.1 (-79.5).

California Assessment of Student Performance and Progress (CAASPP) Math - Distance from Standard (DFS): District, schools, and/or specific student groups at schools that received the lowest performance on the 2023 Dashboard but showed improvement are:

Snowline JUSD: Students with Disabilities DFS improved by 2.5 (-159.2 DFA), while African American students improved by 3.2 (-116.8).

Phelan Elementary School: English Learner DFS improved by 20.6 (-104.1 DFA).

Piñon Hills Elementary School: Students with Disabilities DFS improved by 15.4 (-137.4 DFA).

Quail Valley Middle School: English Learners' DFS improved by 3.1 (-136.0 DFA).

Serrano High School: Students with Disabilities DFS improved by 5.5 (-207.7 DFA).

Chaparral High School: All students' DFS improved by 14.4 (-179.9 DFA), Socio-Economically Disadvantaged students improved by 5.5 (-182.9 DFA), and Hispanic students improved by 18.4 (-176.9 DFA).

Snowline Academy: Socio-Economically Disadvantaged students DFS improved by 47.7 (-98.0 DFA), and Hispanic students improved by 24.4 (-103.0 DFA).

The district is implementing strategies to improve math proficiency across all student groups, with targeted efforts focused on English Learners, foster youth, homeless students, socio-economically disadvantaged students, students with disabilities, and students from African American, Hispanic, and White racial backgrounds. Collaborative Professional Learning Communities are utilized to enhance classroom instruction, ensure access to rigorous, standards-aligned curriculum, deliver high-quality, standards-based instruction, and implement comprehensive assessments. Resource allocation prioritizes schools and student groups with lower math performance, including Phelan ES, Piñon Hills ES, Vista Verde ES, Piñon Mesa MS, Quail Valley MS, and Serrano HS. Data-driven decision-making informs the deployment of targeted interventions, such as specialized instruction, accommodations, extended learning opportunities, and culturally responsive teaching practices. The goal is to improve math proficiency for all students.

California Science Test (CAST) - Distance from Standard (DFS):

Snowline JUSD:

Foster Youth DFS improved by 2.9 (-22.4)

English Learner Progress:

Snowline JUSD:

Although district performance was maintained for all English Learners with a difference of -0.5%, with 47.1% making progress, the progress of Long-Term English Learners increased by 5.2%, with 48.2% making progress.

Regarding English Learner Progress at school sites, which received the lowest performance level on the 2023 Dashboard:

Piñon Hills Elementary School increased by 16.2%, with 52.2% progressing.

Serrano High School increased by 9.6%, with 44.0% progressing.

The district is actively working to improve English learners' language proficiency. Actions include expanding paraprofessional support for classroom assistance, implementing evidence-based instructional materials, and using Professional Learning Communities (PLCs) for collaborative teacher development informed by data analysis. At Baldy Mesa ES, targeted professional development focused on designated instruction and culturally responsive teaching strategies for ELs is provided. Dedicated bilingual instructional coaches also provide in-classroom support and modeling. Furthermore, Baldy Mesa ES is receiving prioritized access to additional technological resources to support language learning.

College Career (% of students prepared):

Snowline JUSD: Foster Youth prepared increased by 17.2% (23.1%).

Regarding college and career readiness at school sites, which received the lowest performance level for specific student groups on the 2023 Dashboard:

Serrano High School: Socio-Economically Disadvantaged students prepared increased by 27.4% (34.3%).

Snowline Academy: All students prepared increased by 7.2% (16.7%).

A schoolwide initiative is underway at Chaparral HS and Serrano HS to enhance college and career readiness outcomes. This initiative provides comprehensive counseling, mentoring, and support, guiding students in completing A-G requirements and exploring Career Technical Education (CTE) pathways. The initiative focuses on equitable access, consistent instruction, and assessment aligned with grade-level standards and college and career readiness benchmarks. Specific attention is being given to improving outcomes for students identified as low-income, socio-economically disadvantaged, Hispanic, English Learners (EL), Long-Term English Learners (LTEL), and students with disabilities. The goal is to increase student achievement across all student groups.

Suspension Rate (% of students suspended at least one time): District, schools, and/or specific student groups at schools that received the lowest performance on the 2023 Dashboard but showed improvement are:

Snowline SJUSD: The suspension rate for foster youth decreased by 4.4% (12.7%), for Students with Disabilities by 1.0% (11.6%), and for African American students by 4.0% (13.7%).

Regarding suspension rate at school sites, which received the lowest performance level for specific student groups on the 2023 Dashboard:

Baldy Mesa Elementary School: Students with Disabilities suspension rate decreased by 6.4% (2.5%).

Heritage: White students' suspension rate decreased by 3.0% (0.5%).

Vista Verde Elementary School: The Foster Youth suspension rate dropped by 3.7% (5.4%), and the suspension rate for white students fell by 7.1% (0.5%).

Quail Valley Middle School: The English Learner suspension rate dropped by 2.4% (11.9%), Foster Youth fell by 12.6% (25.6%), Students with Disabilities went down by 6.8% (14.2%), African Americans dropped by 4.7% (26.8%), and Two or More Races fell by 7.0% (7.8%).

Serrano High School: The suspension rate for all students dropped by 1.8% (10.2%), English Learners fell by 1.6% (17.4%), Foster Youth went down by 18.9% (11.9%), Socio-Economically Disadvantaged dropped by 2.2% (11.2%), Students with Disabilities fell by 3.1% (17.5%) Hispanic students went down by 1.6% (11.4%), and white students dropped by 2.3% (6.6%).

Eagle Summit Community Day School: The suspension rate for all students dropped by 12.0% (20.3%), and for Socio-Economically Disadvantaged students, it fell by 11.1% (21.6%).

The district is implementing strategies to reduce student suspension rates through investments in Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL) training and coaching for teachers and staff. This initiative focuses on supporting English learners (ELs), Long-Term English Learners (LTELs), homeless students, socio-economically disadvantaged students, students with disabilities, and students from Hispanic, White, and two or more racial backgrounds. Educators are receiving training to address students' social and emotional needs and cultivate positive school environments. Targeted support is being provided at Baldy Mesa ES, Phelan ES, Piñon Hills ES, Vista Verde ES, Piñon Mesa MS, Quail Valley MS, and Serrano HS, including the allocation of additional resources for health and wellness TOSAs, data-driven interventions to identify at-risk students, and partnerships with community organizations for wrap-around services. These schools receive prioritized access to professional development on culturally responsive PBIS and SEL strategies.

Chronic Absenteeism (% of students absent 10% or more instructional days):

Snowline JUSD: The chronic absenteeism rate decreased for all students by 3.1% (27.7%), Foster Youth went down by 3.0% (26.0%), and Socio-Economically Disadvantaged students fell by 2.2% (31.3%).

The district addresses chronic absenteeism through a collaborative effort involving the Student Intervention and Attendance department and attendance specialists. These teams are working with families to promote positive attendance habits and reduce chronic absenteeism, with a focus on English learners (ELs), Long-Term English Learners (LTELs), homeless students, socio-economically disadvantaged students,

students with disabilities, and students from African American, Hispanic, White, and two or more racial backgrounds, while supporting all students. The district is emphasizing consistent attendance and connecting families with external agencies and district partners, including SELPA and Hazel Health/Heart, to remove barriers to attendance and improve student engagement. Targeted support is being provided at Baldy Mesa ES, Phelan ES, Piñon Hills ES, Piñon Mesa MS, Quail Valley MS, Vista Verde ES, and Wrightwood ES. This includes increased staffing of attendance specialists, targeted home visits for chronically absent students, implementation of mentorship programs for at-risk students, and transportation assistance. These sites also receive prioritized access to data analysis tools for tracking attendance trends and professional development focused on culturally responsive strategies to improve student engagement and attendance.

Challenges:

California Assessment of Student Performance and Progress (CAASPP) English Language Arts - Distance from Standard (DFS): Schools and/or specific student groups at schools that received the lowest performance on the 2023 Dashboard and did not show improvement are:

Snowline JUSD: All students' DFS declined by 2.8 (-47.9 DFS), English Learners declined by 3.1 (47.9), Long-Term English Learners declined by 8.6 (-133.1), Foster Youth declined by 34 (-101.9), Socio-Economically Disadvantaged remained the same (-55.1), and Students with Disabilities declined by 1.4 (-123.5).

Baldy Mesa Elementary School: Students with Disabilities DFS declined by 11.3 (-123.8 DFS).

Phelan Elementary School: The DFS for Socio-Economically Disadvantaged students declined by 2.2 (-78.1 DFS), for Students with Disabilities by 1.0 (-140.7), and for Hispanic students by 0.5 (73.8).

Piñon Hills Elementary School: The Socially-Economically Disadvantaged DFS declined by 13.4 (-84.6 DFS), and white students declined by 7.8 (-82.6).

Piñon Mesa Middle School: The English Learner DFS declined by 10.8 (-118.9 DFS), and Students with Disabilities declined by 0.5 (138.8).

Chaparral High School: Hispanic students' DFS declined by 2.8 (-95.9 DFS).

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 students' literacy skills, so LCAP Goal 1, Action 1.8, was developed to address these needs.

The district is implementing strategies to improve English Language Arts (ELA) achievement for all students, with targeted efforts focused on English Learners (ELs), Long-Term ELs, foster youth, homeless students, socio-economically disadvantaged students, students with disabilities, and students from African American, Hispanic, and White racial backgrounds. A collaborative Professional Learning Community (PLC) approach enhances classroom instruction and student learning. This includes ensuring equitable access to challenging, standards-aligned ELA curriculum, high-quality, standards-based ELA instruction, and comprehensive assessments measuring literacy growth in reading, writing, speaking, and listening. Baldy Mesa ES, Phelan ES, Piñon Hills ES, Piñon Mesa MS, Quail Valley MS, and Vista Verde ES are receiving targeted interventions, including increased access to literacy coaches, intensive professional development, supplemental resources, extended learning opportunities, and data-driven decision-making. Baldy Mesa ES is receiving enhanced support for its EL

population through increased paraprofessional support, bilingual instructional coaches, and prioritized technological resources. Focused support is being provided to long-term ELs throughout the district. The goal is to ensure all students graduate with the literacy skills necessary for college and/or a successful career.

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 on the 2023 CA Dashboard:

-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

Following are new student groups within the district that received the lowest performance indicator on the 2024 CA Dashboard:

-All Students: Suspension rate
-English Learners: Chronic absenteeism, college/career
-Long-Term English Learners: ELA, math, suspension rate, chronic absenteeism, college/career
-Foster Youth: ELA, math
-Homeless: ELA, math, graduation rate
-Students with Disabilities: College/career
-African American: Chronic absenteeism

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 Students: 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

Following are school sites with new student groups that received the lowest performance indicator on the 2024 CA Dashboard:

Baldy Mesa Elementary School
-English Learners: ELPI, ELA
-Homeless: Suspension rate, chronic absenteeism
-African American: Chronic absenteeism
-Two or More Races: Suspension rate

Phelan Elementary School
-English Learners: Suspension rate, chronic absenteeism
-Students with Disabilities: Suspension rate
-White: Suspension rate

Piñon Hills Elementary School
-All Students: ELA
-English Learners: Math
-Socioeconomically Disadvantaged: Math

-Students with Disabilities: Suspension rate
-Hispanic: ELA, chronic absenteeism
-White: Math

Vista Verde Elementary School
-English Learners: ELA
-Students with Disabilities: Math, chronic absenteeism
-Two or More Races: Suspension rate, chronic absenteeism

Wrightwood Elementary School
-Socioeconomically Disadvantaged: Chronic absenteeism
-Two or More Races: Chronic absenteeism

Piñon Mesa Middle School
-All Students: Suspension rate, chronic absenteeism
-English Learners: Suspension rate
-Long-Term English Learners: ELA, math, suspension rate, chronic absenteeism
-Socioeconomically Disadvantaged: ELA, math, suspension rate, chronic absenteeism
-Students with Disabilities: Suspension rate
-Hispanic: Suspension rate, chronic absenteeism
-White: Suspension rate
-Two or More Races: Chronic absenteeism

Quail Valley Middle School
-All Students: Math, chronic absenteeism
-English Learners: ELA
-Long-Term English Learners: ELA, math, suspension rate, chronic absenteeism
-Socioeconomically Disadvantaged: math, chronic absenteeism
-Students with Disabilities: ELA
-African American: ELA, math, chronic absenteeism
-Hispanic: Math, chronic absenteeism

Serrano High School
-English Learners: College/career
-Socioeconomically Disadvantaged: Math
-Students with Disabilities: College/career
-Hispanic: Math

Chaparral High School
-All Students: College/career

-Socioeconomically Disadvantaged: College/career
-Hispanic: College/career

While Learning Recovery Emergency Block Grant funds have been fully expended, the district has completed a comprehensive, district-wide needs assessment to identify remaining academic and social-emotional deficits among students. Should additional Learning Recovery Emergency Block Grant allocations become available, the district will prioritize initiatives addressing both identified academic gaps and social-emotional needs, ensuring targeted support for student recovery.

Reflections: Technical Assistance

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

According to the 2024 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. The data within the parentheses represent 2023 CA Dashboard comparisons.

English Learners: ELA /Math— ELA is 94.7 (91.6) points below standard, Math is 123.5 (123.5) points below standard; Chronic Absenteeism— 30.6% (28.6); College/Career Indicator— 1.3% (7.7%) prepared; Suspension Rate— 8.5% (8.0%).

The 2024 California Dashboard data reveals a mixed picture for English Learner (EL) students compared to 2023. While chronic absenteeism increased from 28.6% to 30.6% and suspension rates rose slightly from 8.0% to 8.5%, the most significant change occurred in the College/Career Indicator, which plummeted from 7.7% prepared in 2023 to 1.3% prepared in 2024. Academic performance also declined; ELA scores fell further below standard, from 91.6 points in 2023 to 94.7 points in 2024. Math scores decreased from 120.8 points below standard in 2023 to 123.5 points below standard in 2024, indicating a widening achievement gap.

Long-Term English Learners: ELA /Math— ELA is 133.1 (points below standard, Math is 186.6 points below standard; Chronic Absenteeism— 33.6%; Suspension Rate—17.6%; College/Career Indicator— 1.6% prepared.

The 2024 California Dashboard data establishes baseline metrics for Long-Term English Learners (LTELs) and reveals significant areas of concern. Academic performance is notably low, and high rates of chronic absenteeism and suspensions indicate challenges with student engagement and school climate. Furthermore, the College/Career Indicator highlights a critical need for targeted interventions to improve post-secondary readiness.

Homeless: ELA /Math— ELA is 78.9 (66.6) points below standard, Math is 115.5 (101.9) points below standard; Graduation Rate— 67.6% (83.7); Suspension Rate— 10.7% (10.6%).

The 2024 California Dashboard data for homeless students indicates a decline in key performance areas compared to 2023. Notably, the graduation rate decreased significantly from 83.7% in 2023 to 67.6% in 2024. Academic performance also worsened, with ELA scores dropping further below standard from 66.6 points in 2023 to 78.9 points in 2024, and math scores decreasing from 101.9 points below

standard in 2023 to 115.5 points in 2024. The suspension rate remained relatively consistent, increasing slightly from 10.6% in 2023 to 10.7% in 2024.

Students with Disabilities: ELA /Math— ELA is 123.5 (122.1) points below standard, Math is 159.2 (161.7) points below standard; College/Career Indicator— 2.6% (4.4%) prepared.

The 2024 California Dashboard data for Students with Disabilities reveals a nuanced shift compared to 2023. While academic performance showed marginal changes, with ELA scores slightly decreasing from 122.1 to 123.5 points below standard and Math scores improving somewhat from 161.7 to 159.2 points below standard, the College/Career Indicator experienced a notable decline. The percentage of students prepared for college or career dropped from 4.4% in 2023 to 2.6% in 2024, indicating a decrease in post-secondary readiness despite small fluctuations in academic scores.

Foster Youth (Year 2): Suspension Rate— 12.7% (17.1%); College/Career Indicator— 23.1% (5.9%) prepared.

The 2024 California Dashboard data for foster youth demonstrate notable improvements compared to 2023. The suspension rate decreased significantly, and the College/Career Indicator substantially increased, indicating a marked improvement in post-secondary readiness. However, despite these positive trends, foster youth still qualify for additional Differentiated Assistance (DA) support due to persistent challenges and ongoing needs within this student population.

English Learners:

Wednesday, February 12, 2025, Desert/Mountain Educational Service Center: The Differentiated Assistance workshop, focusing on the 2024 California Dashboard data for English Learners (ELs), critically emphasized understanding the root causes of the widening academic achievement gaps in ELA and math. Participants conducted a thorough analysis to pinpoint the specific instructional and systemic barriers contributing to the decline in academic performance. Planning sessions then concentrated on developing targeted interventions, including enhanced language support, differentiated instruction, and data-driven strategies, to address the ELA and math deficits and accelerate academic growth for EL students.

ELA/Math— The LCAP actions outlined, particularly 1.1, 1.2, 1.7, 1.8, and 1.9, are designed to address the significant academic deficits in ELA and math among English Learners. By providing targeted PLC training, coaching, and support (1.1), and embedding teacher collaboration time (1.2), educators will be equipped to refine instructional strategies and share best practices. Actions focused on increasing student engagement (1.7) and building literacy instructional skills (1.8) will directly improve academic outcomes in ELA and math. Furthermore, specialized English Learner support services (1.9) will provide tailored assistance to accelerate language acquisition and academic proficiency, aiming to close the achievement gap and improve overall student performance.

Suspension Rate— The LCAP actions focused on Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL) are strategically designed to decrease the suspension rate among English Learners. By providing PBIS and SEL professional development and coaching (2.1), educators will gain the skills to create positive school climates and address student behavior proactively. Implementing an Integrated Multi-Tiered System of Support (I-MTSS) through collaboration (2.2) and coordination of wrap-around services (2.3) will ensure students receive targeted interventions and support. Direct social and emotional support and psychotherapy (2.4), along with

integrating SEL practices (2.5), will address the underlying factors contributing to student behavior, fostering a more supportive and inclusive environment that minimizes the need for suspensions.

Chronic Absenteeism— LCAP Action 2.7, focused on "Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism," directly addresses the concern about the rise in chronic absenteeism among English Learners. This action aims to identify and remove barriers to consistent attendance by implementing targeted strategies to engage students and their families. These strategies could involve proactive outreach, personalized support plans, and connecting families with necessary resources. Through these efforts, the district intends to foster a culture of regular attendance, ultimately improving student engagement and academic outcomes.

College/Career Indicator— LCAP Action 1.5, "Increasing Student College and Career Readiness," directly addresses the concerningly low College/Career Indicator for English Learners. By providing counseling, mentoring, and support to guide students in completing A-G requirements and exploring Career Technical Education (CTE) pathways, the district aims to enhance post-secondary readiness. This action ensures equitable access to resources and instruction. The district will track and improve student achievement, ultimately increasing the percentage of English Learners prepared for college and careers.

Long-Term English Learners:

Wednesday, February 12, 2025, Desert/Mountain Educational Service Center: The Differentiated Assistance workshop, focusing on ELA and math performance of Long-Term English Learners (LTELs), prioritized a root cause analysis to understand the persistent academic deficits. Participants delved into the specific instructional barriers and systemic factors contributing to the significant gaps in ELA and math achievement. Planning sessions centered on developing targeted interventions, including differentiated instruction, enhanced language support, and data-driven strategies to accelerate academic growth and close the achievement gap for LTELs.

ELA/Math— The LCAP actions, including 1.1, 1.2, 1.7, 1.8, 1.9, and 1.10, address the profound academic deficits in ELA and math among Long-Term English Learners (LTELs). By providing targeted PLC training, coaching, and support (1.1), and embedding teacher collaboration time (1.2), educators will develop and refine instructional strategies tailored to the unique needs of LTELs. Actions focused on increasing student engagement (1.7) and building literacy instructional skills (1.8) will directly improve academic outcomes in ELA and math. Specialized English Learner support services (1.9), combined with designated and integrated English Language Development (ELD) for both English Learners and LTELs (1.10), will provide crucial language support and accelerate academic proficiency. These combined efforts aim to close the substantial achievement gap and improve overall student performance for LTELs, who face particularly significant challenges.

Chronic Absenteeism— LCAP Action 2.7, "Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism," is crucial for addressing the high chronic absenteeism rate among Long-Term English Learners (LTELs). This action will employ targeted strategies to engage LTEL students and their families to identify and mitigate the obstacles hindering consistent attendance. Proactive outreach, personalized support plans, and connections to essential resources will be prioritized. By implementing these measures, the district seeks to cultivate a culture of regular attendance, directly impacting student engagement and ultimately improving the academic outcomes of LTELs, a group facing particularly significant attendance challenges.

Suspension Rate— The LCAP actions centered on Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL) are critical for reducing the high suspension rate among Long-Term English Learners (LTELs). Through PBIS and SEL

professional development and coaching (2.1), educators will be equipped to foster positive school climates and address student behavior proactively, considering the unique needs of LTELs. Implementing an Integrated Multi-Tiered System of Support (I-MTSS) through collaboration (2.2) and coordination of wrap-around services (2.3) will ensure LTELs receive targeted interventions and support tailored to their circumstances. Direct social and emotional support and psychotherapy (2.4), alongside integrating SEL practices (2.5), will address the underlying factors contributing to behavioral challenges, creating a more supportive and inclusive environment that minimizes the need for suspensions among this student group.

College/Career Indicator— LCAP Action 1.5, "Increasing Student College and Career Readiness," is essential for addressing the low College/Career Indicator among Long-Term English Learners (LTELs). By providing targeted counseling, mentoring, and support to guide LTELs in completing A-G requirements and exploring Career Technical Education (CTE) pathways, the district aims to enhance their post-secondary readiness significantly. This action ensures equitable access to tailored resources and instruction designed to meet the specific needs of LTELs. Through tracking and analyzing student achievement, the district will work to increase the percentage of LTELs prepared for college and careers, thereby improving their long-term educational and professional outcomes.

Homeless:

Tuesday, February 4, 2025, West End Educational Service Center: The Differentiated Assistance workshop, focusing on the suspension rate for homeless students, moved beyond a simple data review to explore the underlying causes of disciplinary actions. Participants examined how the complex challenges of housing instability and trauma contribute to behavioral issues within the school setting. Planning sessions centered on developing strategies for proactive intervention, including enhanced social-emotional support, de-escalation training for staff, and stronger partnerships with community organizations to provide wrap-around services. The aim was to create a school environment that addresses the unique needs of homeless students, minimizing the need for suspensions and promoting a sense of stability and belonging.

ELA/Math— The LCAP actions, particularly 1.1, 1.2, 1.7, and 1.8, are crucial for addressing the significant academic deficits in ELA and math among homeless students. By providing targeted PLC training, coaching, and support (1.1), and embedding teacher collaboration time (1.2), educators can refine instructional strategies and share best practices tailored to the unique challenges homeless students face. Actions focused on increasing student engagement (1.7) and building literacy instructional skills (1.8) will directly improve academic outcomes in ELA and math. Additionally, given the transient nature of homelessness, consistent and targeted instructional support is imperative. These actions aim to close the substantial achievement gap and improve overall student performance for homeless students, who often experience educational disruptions.

Graduation Rate— LCAP Action 1.5, "Increasing Student College and Career Readiness," is designed to address the low graduation rate among homeless students. By providing consistent and targeted counseling, mentoring, and support to guide these students in completing A-G requirements and exploring Career Technical Education (CTE) pathways, the district aims to improve their post-secondary prospects and motivation to graduate. This school-wide action ensures equitable access to resources and instruction, creating a supportive environment that addresses homeless students' unique challenges. By focusing on college and career readiness, the district intends to increase student engagement and ultimately improve the graduation rate of homeless students.

Suspension Rate— To combat the disproportionately high suspension rates among homeless students, the district prioritizes LCAP actions focused on PBIS and SEL. These initiatives will empower educators with the tools to proactively address behavioral challenges stemming

from the instability and trauma often experienced by this student group. Through targeted professional development (2.1), teachers will learn to cultivate supportive classroom environments. The I-MTSS framework (2.2 & 2.3) will facilitate collaborative, individualized interventions, connecting students with essential wrap-around services. Furthermore, direct access to social-emotional support and psychotherapy (2.4), coupled with school-wide integration of SEL practices (2.5), aims to address the root causes of behavioral issues, fostering a sense of stability and belonging that reduces reliance on punitive disciplinary measures.

Students with Disabilities:

Wednesday, February 12, 2025, Desert/Mountain Educational Service Center: The Differentiated Assistance workshop for Students with Disabilities (SWD) focused on analyzing the persistent academic challenges in ELA and math, despite marginal changes in scores. Participants examined the systemic barriers in IEP development and instructional delivery that contribute to these ongoing deficits. Planning sessions prioritized strategies to enhance personalized instruction, improve access to targeted interventions, and strengthen collaboration between special education and general education teachers to ensure SWDs achieve significant academic growth in ELA and math.

ELA/Math— To address the persistent academic challenges faced by students with disabilities, the district will strategically leverage LCAP actions to bolster ELA and math achievement. Recognizing the need for differentiated instruction, educators will engage in targeted Professional Learning Communities (PLC) training and coaching (1.1), coupled with dedicated collaboration time (1.2), to refine and adapt instructional practices. This will ensure students with disabilities receive tailored support aligned with their Individualized Education Programs (IEPs). To directly impact academic outcomes, the district will prioritize strategies that foster heightened student engagement (1.7) and cultivate robust literacy skills (1.8), adapting these strategies to meet the diverse learning needs of this student population. Crucially, LCAP Action 1.11, "Support Services for Students with Disabilities," will provide specialized training for special education instructional associates, enabling them to collaborate effectively with teachers to deliver targeted instructional support. This collaborative approach will directly assist students with disabilities in meeting their IEP goals and achieving academic improvement. The intent is not merely to close the achievement gap, but to create an inclusive learning environment where students with disabilities can thrive and reach their full academic potential.

College/Career Indicator— To significantly improve the College/Career Indicator for students with disabilities, the district will strategically implement LCAP Action 1.5, "Increasing Student College and Career Readiness," focusing on individualized transition planning. This initiative goes beyond general counseling to provide personalized mentoring and develop tailored plans that align with each student's unique abilities and post-secondary aspirations. The district will emphasize the exploration of a wide range of options, including vocational training, community college programs, supported employment, and traditional A-G requirements, ensuring that students with disabilities have access to diverse pathways. Special attention will be given to removing barriers to Career Technical Education (CTE) programs and providing necessary accommodations and modifications to ensure equitable participation. By proactively addressing the specific challenges that students with disabilities encounter in post-secondary planning and carefully tracking their progress, the district aims to dramatically increase the number of students prepared for successful transitions to college and careers.

Foster Youth:

Tuesday, February 4, 2025, West End Educational Service Center: The Differentiated Assistance workshop, focusing on the improved but still concerning suspension rate for foster youth, analyzed the root cause to understand the remaining factors contributing to disciplinary actions. While recognizing the positive trend, participants explored the unique vulnerabilities and trauma experienced by foster youth that

may manifest in behavioral challenges. Planning sessions prioritized the development of targeted interventions, including trauma-informed practices, enhanced collaboration with social service agencies, and individualized support systems to reduce suspensions further and ensure consistent, positive school experiences for foster youth.

Suspension Rate— While the 2024 California Dashboard data shows a significant reduction in suspension rates for foster youth, the district remains committed to further progress. To build upon this success, LCAP actions focused on PBIS and SEL will continue to be implemented, adapting the strategies to the specific needs of foster youth. By providing educators with PBIS and SEL professional development and coaching (2.1), the district will ensure they are equipped to foster positive school climates and address the unique behavioral challenges faced by foster youth. Implementing I-MTSS through collaboration (2.2) and coordination of wrap-around services (2.3) will ensure foster youth receive targeted interventions and support tailored to their circumstances. Direct social and emotional support and psychotherapy (2.4), along with integrating SEL practices (2.5), will address the underlying factors contributing to behavioral challenges, creating a more supportive and inclusive environment that minimizes the need for suspensions and prioritizes the well-being of foster youth.

College/Career Indicator— Despite the encouraging gains in college and career readiness among foster youth reflected in the 2024 Dashboard, the district recognizes that sustained momentum is crucial. To deepen this progress, LCAP Action 1.5 will be strategically refined to provide foster youth with personalized guidance. This involves counseling, mentoring, and proactive support in navigating A-G requirements and exploring diverse CTE pathways. The aim is to create a seamless transition to post-secondary opportunities. A key focus will be ensuring that foster youth receive equitable access to resources tailored to their circumstances, addressing the unique obstacles they may encounter. Rigorous data tracking and analysis will be employed to monitor progress and refine strategies, ensuring that every foster youth is empowered with the tools and support needed to achieve their long-term educational and career aspirations.

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)

Support for Identified Schools

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

On February 25, 2025, a comprehensive needs assessment was completed for CHS to pinpoint areas requiring focused attention to enhance academic performance and address the school's unique context. This assessment followed a structured process that included recognizing the problem, gathering relevant data, determining possible causal factors, identifying the root cause, and recommending and implementing solutions.

The root cause analysis was a collaborative endeavor, involving key educational partners such as the assistant superintendent of SL&SS, the director of assessment and accountability, the principal, teachers, and a Solution Tree coach, who provides professional learning

community (PLC) expertise. This collaborative team conducted an in-depth examination of academic performance data from CAASPP and interim assessment blocks (IAB), alongside suspension and behavior data from AERIES and SWIS, further informed by anecdotal observations. This deep dive revealed a significant resource inequity: a shortage of personnel to support students with substantial academic and social needs.

In response to identified needs, the district implemented several Tier 1 evidence-based interventions at CHS, as defined by ESSA, to address systemic issues and improve student outcomes. The selection process for these interventions was rigorously data-driven, ensuring each addressed the root causes identified in the needs assessment. All interventions selected met ESSA's definition of "strong evidence," a benchmark requiring high confidence in an intervention's effectiveness based on rigorous research.

A key intervention was restructuring the CHS administrative team, which now includes a principal, an assistant principal, and a dean of students. This change directly addresses personnel inequity by providing essential leadership for instructional and behavioral support across the entire school, especially for students with the highest needs. Additionally, a dedicated teacher has been assigned to the adult education program to offer alternative pathways for credit acquisition, specifically targeting students with significant graduation credit deficits. The district also expanded the use of IXL learning tools, a research-based resource, to provide school-wide access to differentiated learning opportunities for all students. Finally, CHS's Professional Learning Community (PLC) process was established as a critical support system, enabling educators to collaboratively analyze data, share best practices, and continuously refine instructional strategies for all interventions. These interventions, chosen for their robust evidence base and direct response to data-informed needs, form a comprehensive approach to the CSI strategic plan, aiming for tangible improvements in academic outcomes for all CHS students.

The district is committed to supporting Chaparral High School (CHS) in developing and implementing a comprehensive support and improvement plan and strategies. Within the Non-Traditional Schools (NTS) network, Chaparral High School (CHS) has been designated as a Comprehensive Support and Improvement (CSI) school. CHS qualifies due to low performance in English language arts and mathematics and a low percentage of students prepared for college and career, as indicated by the 2023 California Dashboard. These designations necessitate implementing targeted interventions and support strategies to improve CHS student outcomes.

In response to these identified needs, the district has supported restructuring the CHS administrative team. This restructuring now includes a principal, an assistant principal, and a dean of students, directly addressing the identified personnel resource inequity by providing adequate leadership to support students with the highest needs, particularly in instructional leadership and behavior interventions. Furthermore, a teacher will be assigned explicitly to the adult education program to help students with significant graduation credit deficits, offering alternative pathways for credit acquisition. This enhanced administrative and instructional team will play a pivotal role in effectively implementing the CSI strategic plan, which outlines the restructuring efforts and the necessary action steps required to achieve tangible improvements in academic outcomes for CHS students.

To further support student learning and skill development at CHS, students will benefit from the expanded use of IXL learning tools. These research-based resources offer increased opportunities for students to learn core concepts and develop essential academic skills. The School Site Council (SSC) and other vital educational partners played an instrumental role in identifying critical resource inequities and collaboratively developing solutions that have been integrated into the overall CSI plan for CHS. The professional learning community (PLC) process at CHS will be a vital mechanism for educators to collaboratively assess student progress, engage in thorough data analysis, identify

and share best instructional practices, and implement these practices effectively to enhance student learning outcomes and address the areas of low performance determined by the 2023 CA Dashboard.

Monitoring and Evaluating Effectiveness

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

The district will implement a comprehensive and collaborative framework to monitor the implementation of Chaparral High School's (CHS) Comprehensive Support and Improvement (CSI) plan. This framework will be anchored by weekly meetings between the CHS principal and the Assistant Superintendent of Student Learning and Support Services (SL&SS), providing consistent oversight and ensuring alignment with the school's comprehensive needs assessment. These meetings will prioritize reviewing data on implementing key strategies, such as the Modified Academic Block Schedule and integrating the Multi-Tiered System of Supports (MTSS). Furthermore, the LEA will monitor the regular coordination occurring within CHS among the principal, assistant principal, instructional coach, and teaching staff. This internal coordination is crucial for ensuring that interventions are implemented effectively, data informs lesson planning, and instructional adjustments are made promptly and in response to student needs.

The district will closely monitor the role and impact of the embedded instructional coach. This will involve reviewing coaching logs, documentation of data analysis conducted through coaching support, and feedback mechanisms to assess the effectiveness of professional development initiatives and the translation of coaching into tangible improvements in instructional practices. Implementing the Modified Academic Block Schedule, a central component of the CSI plan designed to maximize student access to differentiated supports, will be tracked by analyzing formative and summative assessment data, credit recovery progress, course grades, and attendance patterns. Given that the CSI plan is integrated into the Single Plan for Student Achievement (SPSA), the district's established SPSA monitoring processes will inherently include the CSI plan, ensuring transparency and alignment with broader schoolwide improvement efforts.

To gain a holistic understanding of the implementation process, the district will also leverage data from various sources, including diagnostic, interim, and summative assessments and Aeries and SWIS data, to track key indicators such as attendance, academic performance, behavior referrals, and suspension rates. Engaging educational partners is also a critical aspect of monitoring. The biannual School Site Council (SSC) meetings will serve as a key forum for reviewing implementation progress and gathering guidance for improvement. Additionally, the district will actively seek input from parents, students, and staff through surveys and focus groups to gain valuable qualitative data on the perceived implementation of CSI strategies. The SL&SS department will support and monitor implementation by facilitating strategic planning, providing necessary resources, and maintaining regular communication with school leadership regarding progress in the identified priority areas.

Evaluating the effectiveness of the CSI plan in driving student and school improvement will be a data-driven and continuous process. The LEA will conduct a rigorous analysis of disaggregated student outcome data from various assessments to measure the plan's impact on academic growth and achievement across different student groups, allowing for the evaluation of equity impacts. Improvements in critical areas such as credit recovery and graduation rates will be key indicators of the plan's success in addressing academic deficits and ensuring students complete their education. Changes in attendance patterns, including reductions in chronic absenteeism and decreases in suspension rates, will be analyzed to determine the plan's impact on student engagement and overall school climate. Trends in course grades will also be examined to assess the effectiveness of Tier 1 instruction and targeted interventions.

The district will also evaluate the impact of the embedded instructional coach by analyzing student data in classrooms where coaching has been implemented and by considering feedback from teachers who have received coaching. Input from the School Site Council, parents, students, and staff regarding the perceived effectiveness of CSI strategies on academic engagement and school climate will be carefully considered alongside quantitative data. Furthermore, the SL&SS department will specifically evaluate progress towards measurable goals established in the priority areas of English language arts, mathematics, chronic absenteeism, graduation rates, and suspension reduction. Finally, the district will seek to understand the impact of the personalized one-on-one student-staff meetings on academic and social-emotional growth through qualitative feedback and analysis of student progress data. Through this comprehensive and continuous monitoring and evaluation framework, the district aims to ensure the effectiveness of the CSI plan in fostering meaningful and measurable improvement at Chaparral High School.

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 employed a multifaceted outreach strategy to ensure broad participation in the upcoming Local Control and Accountability Plan (LCAP) development meetings, utilizing emails, phone calls, and social media notifications. Through personalized messages and direct phone outreach, the district recognized the value of their input and underscored the importance of educational partner involvement. By leveraging these varied communication channels, the district aimed to increase awareness and foster active participation, thereby enriching the discussion and ensuring a comprehensive range of perspectives in the LCAP development process.
All Educational Partners: Parents/guardians, teachers, certificated support staff, classified support staff, administrators, directors, students	From January 29 to February 28, 2025, the district sought input through an online LCAP survey, inviting parents, guardians, staff, students, and community members to participate. The survey focused on three key areas: academic environment, parent or guardian engagement, and social environment. The objective was to gather detailed feedback on significant aspects of the educational experience and evaluate overall satisfaction levels. Three thousand five hundred thirty-two (3,532) participants offered their insights, revealing a strong commitment to developing a supportive and effective educational system for all. This significant level of engagement underscores the community's commitment to working collaboratively and continually improving policies and initiatives for the greater good.
Leadership Council: Principals, administrators, directors	The district's Leadership Council met on six occasions – February 24, March 3, March 31, April 14, April 28, and May 12 – bringing together representatives from all departments and school levels. These

Educational Partner(s)	Process for Engagement
	collaborative sessions involved thoroughly examining various data sources, including CAASPP, Renaissance Learning, ELPAC, suspension rates, attendance, and California Dashboard metrics. Participants analyzed existing data on objectives, strategies, academic performance, attendance, and behavior to inform decision-making processes. This collaboration proved effective in driving innovation and improvement, allowing for the refinement of strategies to enhance educational excellence and student well-being. A critical component of these meetings was evaluating current LCAP goals and actions to ensure they aligned with identified metrics and objectives, ultimately aiming for transformative educational results.
Snowline Teachers Association (STA): Teachers	The Snowline Teacher Association actively participated in LCAP development meetings on November 6, 2024, and May 14, 2025, as part of California's LCAP process. These meetings focused on crucial elements: academic achievement, prosocial learning, community engagement, qualified teaching staff, student resources, and facilities. Participants examined data points such as CAASPP, Renaissance Learning, ELPAC, suspension rates, and attendance rates, utilizing California Dashboard indicators to understand progress and inform their decisions. Reviewing past LCAP goals and actions individually and together, they identified strengths, areas for improvement, and key considerations for the next three years. This collaborative effort showcases our educators' dedication to engaging in meaningful discussions and actively participating in educational initiatives. To encourage participation, members could ask questions, offer feedback, and provide recommendations, ensuring 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	During the CSEA educational partner meetings on September 25, 2024, and May 7, 2025, the focus was on reviewing and providing input on LCAP goals 1-4, with specific data points, such as CAASPP, Renaissance Learning, ELPAC, suspension rates, and attendance rates, under consideration. Participants discussed what was working well, what needed improvement, and what to think about for the next two years of the LCAP cycle. They assessed the positive and negative points of the current goals, using information from the California School Dashboard to understand how the district and

Educational Partner(s)	Process for Engagement
	schools were doing. CSEA members explored ways to increase their involvement in achieving the LCAP goals, aiming for improved outcomes for students and staff. The feedback from these meetings helped shape the refined LCAP goals and actions, focusing on meeting the evolving needs of the school community. This team effort demonstrates a commitment to inclusivity, transparency, and continuous improvement in both educational and operational areas.
District English Learner Advisory Council (DELAC) Represented Students: English learners	During their educational partner meetings on October 23, 2024, and April 24, 2025, the District English Learner Advisory Committee (DELAC) concentrated on improving the academic outcomes for English learners (ELs) across the district. A key part of their work involved examining data sources such as CAASPP, Renaissance Learning, ELPAC, suspension rates, and attendance rates, utilizing the California Dashboard as their primary guide. This helped them understand how EL students were performing, checking their progress in learning English, identifying those who were reclassifying, and assessing their progress to determine where improvements were needed and how to support them more effectively. The committee also reviewed current LCAP goals and actions, providing specific feedback on essential aspects such as academic support and resources, equal opportunities for quality education, and creating supportive social and emotional environments. The DELAC's active participation in these discussions demonstrated their strong commitment to supporting the overall progress of EL students in the district's schools, based on the principles of inclusion, fairness, and continuous 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 their May 1, 2025, meeting, Parent Advisory Council (PAC) members discussed ways to support students academically and socially. Parents actively participated in both small and large group conversations, examining the effectiveness of teaching, support for social skills, their level of involvement, the quality of teachers, school facilities, and student resources. These conversations included examining data sources such as CAASPP, Renaissance Learning, ELPAC, suspension rates, and attendance rates. These helped members understand the information and work together to determine the most effective ways to support students' learning and growth. The PAC included parents representing English learners, foster youth,

Educational Partner(s)	Process for Engagement
	students from low-income backgrounds, Hispanic students, and students with disabilities. Parents' involvement demonstrated the PAC's commitment to fostering a school environment where everyone feels included and their needs are met. By bringing together diverse ideas and hopes from educational partners who care deeply about students, the PAC ensures that the LCAP reflects what the community wants and values. Through their teamwork, the PAC plays a crucial role in fostering a school environment that continually strives to enhance the education and support our students receive.
Superintendent's Student Advisory Council Represented Students: Elementary, middle, and high school students from traditional and non-traditional programs	On May 20, 2025, students significantly impacted the LCAP through their active involvement in the Superintendent's Student Advisory Council. This council comprised elementary, middle, traditional, and non-traditional high school students participating in different activities to help influence educational policies and plans. Besides discussing current LCAP goals and actions, their ideas were supported by data from sources such as CAASPP, Renaissance Learning, ELPAC, suspension rates, and attendance rates. Importantly, they focused on providing feedback about the school's climate, including how safe students felt both physically and emotionally, as well as the connections between students and teachers. They also discussed topics such as the cleanliness and functionality of the school buildings. By sharing their thoughts and experiences, these students provided practical suggestions to help the district better meet the diverse needs of all students, resulting in a more inclusive and supportive school environment for everyone. The superintendent responded to the students' questions, comments, and feedback in writing.
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 Piñon Hills Elementary School were identified as Equity Multiplier Schools. As a result, these schools will be provided funding to address the needs of the lowest-performing student groups on the 2024 CA Dashboard. Since CHS and ESCDS both fall under Non-Traditional Schools, strategic planning meetings were held on March 4 and April 8, 2025.

Educational Partner(s)	Process for Engagement
	PHES held its strategic planning meeting on April 15, 2025. 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 regarding 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 and ESCDS, approved the SPSA goals for utilizing Equity Multiplier funding on May 6, 2025. This approval allows each school to enhance its improvement efforts and increase student equity. At a meeting held on May 13, 2025, the School Site Council (SSC) for Piñon Hills Elementary School approved the SPSA goals for utilizing Equity Multiplier funding. This endorsement expands the school's instructional resources, allowing it to further its school improvement initiatives and advance equity for all students. Through this process, goals and actions specific to these three school sites have been added to the 2025-26 LCAP to support student learning and promote an educational environment conducive to learning and positive social development.
SELPA Consultation	The 2025-26 LCAP draft was presented to the area SELPA administrator on June 13, 2025.
Parent Advisory Committee (PAC) District English Language Advisory Committee (DELAC)	The 2025-26 LCAP draft was presented to the PAC and DELAC on June 13, 2025. Additionally, a written response to comments made by both groups was provided by the superintendent.

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 25, 2025.
Governing Board Community Members	The 2025-26 LCAP draft was posted publicly on the district website on June 13, 2025. The 2025-26 LCAP draft was presented for a public hearing at a regularly scheduled meeting of the Board of Education on June 17, 2025.
Governing Board Community Members	The 2025-26 LCAP was adopted at a regularly scheduled Board of Education meeting on June 24, 2025.

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

The work in evaluating our Local Control and Accountability Plan (LCAP) benefited from our educational partners' significant participation. Their thorough engagement and collaborative input, drawing on the diverse perspectives of individuals across our district and its communities, demonstrated their strong dedication. We collectively evaluated the impact of our LCAP objectives and activities through productive consultation sessions. Their insights and suggestions, centered on enhancing student support and boosting academic achievement, played a vital role in shaping the direction of our current LCAP. Furthermore, data and survey findings were essential in informing and guiding our collaborative efforts.

CSEA: The feedback provided by the California School Employees Association (CSEA) during LCAP review meetings has been instrumental in shaping key aspects of the plan, particularly within Goal 1, which focuses on student support and academic achievement. Classified staff, representing diverse roles, consistently emphasized the critical need to empower and support those working directly with students. This advocacy has directly influenced the inclusion and focus of specific actions. For instance, CSEA representatives highlighted the valuable contributions of bilingual associates (Action 1.9) and the ongoing efforts in special education support (Action 1.11), reinforcing the importance of dedicated actions in these areas. Furthermore, CSEA's input underscored the necessity for more integrated and targeted support strategies to address the varied needs of students. This is reflected in the focus on strategies such as CPI training and the availability of internal trainers for staff development. CSEA also stressed the importance of ongoing, robust on-the-job training, particularly for tasks like DIBELS testing, and encouraged fostering a culture of self-advocacy among classified staff. Beyond Goal 1, CSEA's feedback extended to the need for professional development opportunities tailored to specific roles, directly resulting in the inclusion of PBIS training relevant to the bus setting (Action 2.1) under Goal 2, which addresses school climate and safety. CSEA's contributions also highlighted the importance of a long-term vision throughout the LCAP's three-year cycle, the value of sustained dialogue and feedback during the annual review process, and the potential for PLCs to foster collaboration and a unified approach across all classified roles (Action 1.2). The effectiveness of these

actions and goals was carefully assessed, with findings used to inform improvements and adjustments in the 2025-26 LCAP cycle, ensuring continuous support enhancement for students and staff.

STA: The Snowline Teachers Association (STA) significantly influenced the development of the LCAP, particularly in shaping goals and actions aimed at improving academic achievement and support systems. STA's input emphasized the need to address reading literacy, which directly contributed to the inclusion of LCAP Goal 1, focusing on enhancing students' literacy skills through improved instructional strategies (Action 1.8). Furthermore, STA advocated for a stronger emphasis on college and career readiness, leading to better preparation of students for post-secondary pathways through counseling, mentoring, and support for completing A-G requirements and CTE pathways (Action 1.5). In response to STA's call for renewed attention to Positive Behavior Interventions and Supports (PBIS) and Social and Emotional Learning (SEL), the district is sustaining work in LCAP Goal 2 (Actions 2.1-2.6) to foster a positive school climate and address student behavior, with a focus on providing professional development and coaching for educators. The STA also requested professional development focused on classroom management and specific content areas. The effectiveness of these goals and actions was carefully reviewed and evaluated, with findings used to inform improvements and adjustments for the 2025-26 LCAP cycle, ensuring continuous improvement of outcomes.

Administrators and Teacher Learning Leaders: Input from certificated administrators and teacher leaders has greatly influenced the LCAP's focus on instructional practices and student support. Feedback emphasized the need for better curriculum alignment, instruction, and interventions across grades K-12. This included addressing concerns about literacy, specifically ensuring all students can read at grade level by third grade, and using literacy data to guide early interventions. Educators suggested adding more single-subject math and English teachers in middle schools, studying common assessments, and ensuring consistent, strategic use of technology to support a guaranteed and viable curriculum with direct instruction. Participants strongly advocated for consistent, dedicated time for Social and Emotional Learning (SEL) lessons, weekly Panorama check-ins to monitor student well-being, and strategies to improve student accountability. To foster a positive school climate and better support students, recommendations included a consistent Coordination of Services Team (COST) system at the secondary level, more social workers and behaviorists on campuses, counselors integrated into the Student Intervention and Attendance (SIA) team, differentiated counselor priorities for elementary and secondary levels, and professional development for all staff to support diverse student needs. Strategies to increase parent engagement, such as attracting parents with engaging activities, were also discussed. The value of collaboration between administrators and Teacher Learning Leaders (TLLs) was highlighted, with encouragement to increase student exposure to CAASPP-like tasks, building on the potential of the Solution Tree Professional Learning Community (PLC) partnership (Action 1.1). This feedback reinforces the LCAP's focus on key actions: improving reading literacy (Action 1.8), enhancing college and career readiness through A-G/CTE pathways (Action 1.5), and renewing emphasis on PBIS/SEL (Action 2.1) which requires staff training, and the importance of regular classroom visits for evaluating these actions. Ultimately, sustaining and refining these efforts, including CAASPP practice, is vital for ongoing student success, depending on a strong evaluation system with consistent classroom visits to ensure instructional quality, alignment, and support.

The District English Learner Advisory Committee (DELAC) is instrumental in shaping the LCAP through its mandated advisory role and the crucial input of its members, primarily parents of English Learners. This influence extends across various aspects of the district's support for English Learners, including advising on the district's master plan for EL programs, assisting in the comprehensive identification of student needs, informing the development of specific goals and objectives designed to support English Learners' academic and linguistic growth, reviewing reclassification procedures to ensure students are appropriately transitioned out of EL status, commenting on parent notifications to guarantee they are clear and accessible, and providing detailed feedback on the LCAP document itself to ensure it effectively addresses

the needs of EL students. Input gathered from DELAC meetings has affirmed the successes of current EL support structures and identified key areas for strategic growth. For example, discussions have emphasized the importance of expanding tutoring opportunities to provide more individualized academic assistance, extending targeted English Language Development (ELD) support to higher-level learners to continue their language refinement, and developing more focused instructional strategies for dually-identified students, who face the dual challenges of being classified as English learners (ELs) and students with disabilities (SWDs), directly impacting how the LCAP allocates resources and defines specific actions. Key feedback points from DELAC have included the necessity of implementing small, goal-oriented parent meetings, particularly within the Student Success Team (SST) process, to foster stronger collaboration between educators and families and to provide parents with actionable ways to support their children's learning; the importance of improving overall parent communication through diverse channels, such as providing comprehensive calendars of events, ensuring timely and accessible notifications about DELAC and ELAC (English Learner Advisory Committee) meetings, and utilizing text messaging as a preferred method of communication for some families; specific requests for increased parent-teacher conferences to facilitate more in-depth discussions about individual student progress, the provision of resources and information related to English Language Proficiency Assessments for California (ELPAC) practice to help families support their children's test preparation, and the implementation of technology workshops designed to empower parents with the skills to use online platforms like Aeries and Google Docs effectively; and a focus on the unique needs of specific student populations, including the provision of targeted support for newcomer students who are new to both the English language and the U.S. school system, the exploration of EL summer school options to provide extended learning time and prevent learning loss, and the dissemination of clear information about Expanded Learning (ExL) programs for TK and Kindergarten students to increase access to early learning opportunities. This valuable feedback from DELAC directly connects with broader LCAP goals and actions, demonstrating how parent and community input is integrated into the district's overall plan. For instance, it strongly informs Goal 3, which emphasizes community engagement, by highlighting the critical role of DELAC meetings in enhancing communication and strengthening the partnership between the district and EL families (Actions 3.2 and 3.1). It provides vital guidance for Goal 4, which centers on professional growth and operational vitality. It underscores the necessity of equipping staff with the resources, training, and knowledge to provide high-quality and effective support for English Learners (Actions 1.9, 1.10, and 4.1).

PAC: The Parent Advisory Council (PAC) provides valuable input that informs the LCAP, with key themes centered on enhancing parent support and student achievement. A primary focus is on the need for increased training and resources for parents, including workshops and materials to support student learning at home, covering foundational skills like phonics and math, and technology training to utilize online platforms; this aligns with LCAP Goal 3, which emphasizes community engagement and the importance of providing parents with the tools to support their children's education (e.g., parent workshops, technology training). PAC feedback also strongly advocates for increased academic support for students, specifically implementing learning labs (Action 4.2) at each school for targeted small-group instruction in English Language Arts and Math (Action 1.4), addressing academic needs, and potentially linking to LCAP Goal 1, focused on improving academic achievement. Furthermore, there's a call for the district to prioritize academics and for counselors to meet with parents regarding student intervention (e.g., counselor meetings with parents), which connects to the LCAP's broader emphasis on student support services. In addition to academic support, PAC input highlights the importance of student engagement and well-being, suggesting adjustments to the high school start time, rewarding perfect attendance, offering diverse clubs and extracurricular activities, creating calming/wellness centers at schools, and improving morning drop-off procedures to foster a positive and supportive environment (e.g., clubs/extracurriculars, calming/wellness centers) (Action 2.4), which aligns with LCAP Goal 2's focus on creating a positive school climate and pupil engagement. Finally, PAC feedback underscores the need for improved communication between schools and parents, including more varied meeting times, utilizing multiple communication channels like Class Dojo and text messaging, providing advance notice of events, and offering

incentives for parent participation (Action 3.1), all of which directly relates to LCAP Goal 3's objectives for enhanced communication and parent involvement.

SSAC: The Superintendent's Student Advisory Council (SSAC) provided insightful feedback that strongly correlates with LCAP Goal 2, which centers on fostering a positive school climate (Action 2.1) and ensuring pupil engagement (Action 1.7), and also relates to academic support and resource allocation (Action 4.2). The students' emphasis on creating welcoming and safe school environments aligns with Goal 2's overarching aim to cultivate a supportive atmosphere conducive to learning. For example, their call for less harsh disciplinary measures, particularly the high school students' suggestion of alternatives to suspension (Action 2.1), underscores the desire for restorative approaches that prioritize student well-being and maintain a positive school climate. Additionally, the request for more on-campus counseling services (Action 2.4) across all levels highlights the importance students place on mental and emotional safety as a fundamental part of their educational experience, recognizing that students who feel safe and supported are more likely to be engaged and successful academically. Beyond the direct link to safety and well-being, the SSAC's feedback also connects these factors to academic success and resource availability. This is illustrated by the elementary students' desire for more small-group time for reading (Action 1.8, focusing on literacy skills). The middle schoolers' request for increased access to math tutoring (Action 4.2), which emphasizes the students' awareness of their academic needs and the resources necessary to meet them, suggests that feeling academically supported contributes to their sense of comfort and engagement within the school environment. Finally, the students' emphasis on well-kept facilities directly relates to the physical aspect of school safety and climate, which is addressed within the broader scope of Goal 2 and supported by actions related to resource allocation. Their specific mentions of improved restroom cleanliness and better maintenance of sports fields (Action 4.3) underscore the importance of a clean, functional, and cared-for physical environment in contributing to their overall sense of safety, respect, and well-being at school, fostering a greater sense of belonging and encouraging more positive engagement with their learning. Therefore, the SSAC's feedback provides valuable insights into how the district can enhance its students' physical and emotional safety, directly supporting the objectives of LCAP Goal 2 and informing the implementation and potential refinement of its associated actions.

CHS and ESCDS - Equity Multiplier: Non-Traditional Schools (NTS) sites, designated as Equity Multiplier Schools (Chaparral High School and Eagle Summit Community Day School), played a crucial role in shaping the LCAP by identifying specific needs and informing targeted actions. At CHS, where data indicated deficits in English language arts, math (as measured by CAASPP), and college/career readiness (as noted in the CA Dashboard), the School Site Council's input contributed to the inclusion of Action 6.1 for staffing a dean of students to provide instructional leadership and Action 6.2 for online learning tools aimed at improving students' concept and skill development, aligning with LCAP Goal 1's focus on academic achievement. Similarly, ESCDS's challenges with suspension rates, as highlighted in the CA Dashboard, led to School Site Council-informed decisions to staff a behavior interventionist (Action 7.1) to provide mental health and SEL support and address student conduct, directly addressing LCAP Goal 2's emphasis on positive school climate and pupil engagement. This targeted approach demonstrates how School Site Council feedback directly influenced the LCAP's allocation of Equity Multiplier resources and the development of site-specific actions to address identified student needs.

PHES - Equity Multiplier: Piñon Hills Elementary School qualifies as an Equity Multiplier School due to its high student mobility rate and a socio-economically disadvantaged student population. In response to this designation, the School Site Council (SSC) collaborated with other educational partners at the school to develop LCAP Goal 9. This goal is designed to improve all students' academic performance in English Language Arts, focusing on improving outcomes for English learners, socio-economically disadvantaged students, and students with disabilities. The initiative aims to reduce the negative distance from the standard in ELA, acknowledging the substantial achievement gaps and demonstrating the school's commitment to providing targeted literacy support. This collaborative effort highlights the school's dedication

to addressing these disparities and ensuring equitable opportunities for academic success. To achieve this, a full-time reading specialist will provide targeted, evidence-based interventions to K-5 students performing below grade level in reading, focusing on foundational literacy skills, collaborating with teachers, monitoring progress, and prioritizing support for specific student groups.

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 2: State Standards (Conditions of Learning)
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, on the 2023 CAASPP, 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 specific 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 other educational partners collaborate with educators through PLCs to support the LCAP goal of improving student academic achievement. 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 -133.1 (2024 CA Dashboard) FOS -67.9 SED -55.1 SWD -122.1 HOM -78.9 (2024 CA Dashboard) 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	2024 CA Dashboard: Snowline JUSD ALL -47.9 EL -94.7 LTEL -133.1 FOS -101.9 SED -60.0 SWD -123.5 HOM: -78.9 Baldy Mesa ES SWD -123.8 Phelan ES ALL -71.9 EL -98.7 SED -78.1 SWD -140.7 HI -73.8 WH -71.2 Pinon Hills ES EL -79.7 SED -84.6 SWD -116.9 WH -82.6 Vista Verde ES AA -42.4		2026 CA Dashboard: Snowline JUSD ALL -40.0 EL -81.6 LTEL -123.1 FOS -57.9 SED -45.1 SWD -112.5 HOM -68.9 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	2024 CA Dashboard: Snowline JUSD ALL -2.8 EL -3.1 LTEL 0.0 FOS -34.0 SED -4.9 SWD -123.5 HOM 0.0 Baldy Mesa ES SWD -11.3 Phelan ES ALL +0.5 EL -+14.7 SED -2.2 SWD -1.0 HI -0.5 WH +9.3 Pinon Hills ES EL +4.1 SED -13.4 SWD +8.9 WH -7.8 Vista Verde ES AA +30.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA -73.1 Pinon Mesa MS EL -108.1 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 -118.9 SWD -138.8 HI -69.6 Serrano HS EL -121.6 SWD -144.7 Chaparral HS ALL -76.8 SED -79.5 HI -95.9		 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	 Pinon Mesa MS EL -10.8 SWD -0.5 HI +1.0 Serrano HS EL -+29.9 SWD +10.7 Chaparral HS ALL +13.0 SED +4.1 HI -2.8
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 -186.6 (2024 CA Dashboard) FOS -104.8 SED -90.5 SWD -161.7 AA -120.0 HOM -115.5 (2024 CA Dashboard) Phelan ES EL -124.7 Pinon Hills ES SWD -152.8 Pinon Mesa MS	2024 CA Dashboard: Snowline JUSD ALL -81.8 EL -123.5 LTEL -186.6 FOS -141.1 SED -94.0 SWD -159.2 AA -116.8 HOM -115.5 Phelan ES EL -104.1 Pinon Hills ES SWD -137.4 Pinon Mesa MS ALL -100.0		2026 CA Dashboard: Snowline JUSD ALL -75.8 EL -110.8 LTEL -176.6 FOS -94.8 SED -80.5 SWD -151.7 AA -110.0 HOM -105.5 Phelan ES EL -114.7 Pinon Hills ES SWD -142.8 Pinon Mesa MS ALL -91.0	2024 CA Dashboard: Snowline JUSD ALL -1.0 EL -2.7 LTEL 0.0 FOS -36.3 SED -3.5 SWD +2.5 AA +3.2 HOM 0.0 Phelan ES EL +20.6 Pinon Hills ES SWD +15.4 Pinon Mesa MS ALL -4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL -96.0 EL -136.5 SWD -182.8 HI -107.5 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	EL -154.6 SWD -183.9 HI -113.2 Quail Valley MS EL -136.0 AA -143.4 Serrano HS EL -203.0 SWD -207.7 Chaparral HS ALL -179.9 SED -182.9 HI -176.9 Snowline Academy SED -98.0 HI -103.0		EL -126.5 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	EL -18.1 SWD -1.1 HI -5.7 Quail Valley MS EL +3.1 AA -6.5 Serrano HS EL -4.2 SWD +5.5 Chaparral HS ALL +14.4 SED +5.5 HI +18.4 Snowline Academy SED +47.7 HI +24.4
1.3	California Science Test (CAST) (Distance from Standard) Priority 2 and 4	2023 Snowline JUSD ALL -16.3 EL -28.3 LTEL -30.6 FOS -23.4 SED -18.6	2024 CA Dashboard Snowline JUSD ALL -17.8 EL -28.3 LTEL -34.0 FOS -22.4 SED -20.6		2026 Snowline JUSD ALL -12.8 EL -23.3 LTEL -29.0 FOS -17.4 SED -15.6	2024 Snowline JUSD ALL -1.5 EL 0.0 LTEL -3.4 FOS +1.0 SED -2.0
1.4	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (% At or Above Benchmark)	May 2024 Snowline JUSD (all) ALL 47.61% EL 27.92%	May 2025 Snowline JUSD (all) ALL 48.62%		May 2027 Snowline JUSD (all) ALL 52.61%	May 2025 Snowline JUSD (all) ALL +1.01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8	FOS 37.50% SED 43.55% Snowline JUSD K-3 ALL 47.97% EL 29.18% FOS 39.39% SED 43.99%	EL 28.42% FOS 36.36% SED 45.39% Snowline JUSD K-3 ALL 45.93% EL 27.66% FOS 41.18% SED 41.67%		EL 37.92.0% FOS 47.5% SED 52.0% Snowline JUSD K-3 ALL 53.97% EL 39.18% FOS 49.39% SED 53.0%	EL +0.5% FOS -1.14% SED +1.84% Snowline JUSD K-3 ALL -2.04% EL -1.52% FOS +1.79% SED -2.32%
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 2025 Snowline JUSD K-3 ALL 28.0% EL 12.0% FOS 9.0% SED 26.0%		May 2027 Snowline JUSD K-3 ALL 41.0% EL 20.0% FOS 28.0% SED 41.0%	May 2025 Snowline JUSD K-3 ALL -8% EL +2% FOS -9% SED -7%
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%	May 2025 Snowline JUSD (all) ALL 38.0% EL 7.0% FOS 25.0% SED 36.0% Snowline JUSD K-3 ALL 40.0% EL 13.0% FOS 15.0% SED 38.0%		May 2027 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%	May 2025 Snowline JUSD (all) ALL +1% EL -3% FOS +1% SED 0.0% Snowline JUSD K-3 ALL -6% EL -4% FOS -14% SED -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FOS 26.0% SED 37.0% 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%	Snowline JUSD 4-5 ALL 36.0% EL 7.0% FOS 15.0% SED 34.0% Snowline JUSD 6-8 ALL 34.0% EL 5.0% FOS 29.0% SED 32.0% Snowline JUSD 9-12 ALL 41.0% EL 4.0% FOS 30.0% SED 39.0%		Snowline JUSD 4-5 ALL 43.0% EL 19.0% 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%	Snowline JUSD 4-5 ALL -2% EL -2% FOS -11% SED -3% Snowline JUSD 6-8 ALL +3% EL -4% FOS +10% SED +4% Snowline JUSD 9-12 ALL +31% EL +4% FOS +16% SED +29%
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%	May 2025 Snowline JUSD (all) ALL 33.0% EL 10.0% FOS 17.0% SED 31.0% Snowline JUSD K-3 ALL 33.0% EL 13.0% FOS 13.0% SED 31.0%		May 2027 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%	May 2025 Snowline JUSD (all) ALL -13% EL -8% FOS -11% SED -13% Snowline JUSD K-3 ALL -16% EL -13% FOS -9% SED -17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 20.0% FOS 34.0% SED 48.0% 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%	Snowline JUSD 4-5 ALL 34.0% EL 8.0% FOS 19.0% SED 32.0% Snowline JUSD 6-8 ALL 34.0% EL 7.0% FOS 15.0% SED 32.0% Snowline JUSD 9-12 ALL 30.0% EL 9.0% FOS 23.0% SED 28.0%		Snowline JUSD 4-5 ALL 53.0% EL 30.0% 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%	Snowline JUSD 4-5 ALL -14% EL -12% FOS -15% SED -16% Snowline JUSD 6-8 ALL -12% EL +2% FOS -16% SED -11% Snowline JUSD 9-12 ALL +27% EL +6% FOS +10% SED +26%
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%	April 2025 Snowline JUSD 3-5 ALL 94.54% EL 92.81% FOS 80.00% SED 94.47% Snowline JUSD 6-8 ALL 89.13% EL 84.98% FOS 86.67% SED 89.22%		April 2027 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%	April 2025 Snowline JUSD 3-5 ALL +.92% EL +.11% FOS -1.25% SED +1.01% Snowline JUSD 6-8 ALL +4.84% EL +10.09% FOS +24.91% SED +4.82%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 63.26% FOS 45.45% SED 62.81%	Snowline JUSD 9-11 ALL 27.68% EL 31.76% FOS 21.74% SED 28.24%		Snowline JUSD 11 ALL 69.06% EL 73.26% FOS 55.45% SED 72.81%	Snowline JUSD 9-11 ALL -36.38% EL -29.50% FOS -23.71% SED -34.57%
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 2025 Snowline JUSD 3-5 ALL 93.23% EL 92.09% FOS 80.00% SED 93.08% Snowline JUSD 6-8 ALL 89.08% EL 85.41% FOS 80.00% SED 89.15% Snowline JUSD 9-11 ALL 76.61% EL 64.12% FOS 52.17% SED 74.66%		April 2027 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%	April 2025 Snowline JUSD 3-5 ALL +0.2% EL % +0.2% FOS -1.25% SED +0.43% Snowline JUSD 6-8 ALL +3.46% EL +5.04% FOS +12.35% SED +3.06% Snowline JUSD 9-11 ALL +40.81% EL +30.79% FOS +24.9% SED +42.73%
1.10	English Learner Progress Indicator (% of EL and LTEL students making progress towards English language proficiency on ELPAC)	2023 CA Dashboard Snowline JUSD EL (all) 47.5% LTEL 48.2% (2024 CA Dashboard)	2024 CA Dashboard Snowline JUSD EL (all) 47.1% LTEL 48.2%		2026 CA Dashboard Snowline JUSD EL (all) 52.5% LTEL 53.2%	2024 CA Dashboard Snowline JUSD EL (all) -0.4% LTEL 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2 and 4	Pinon Hills ES EL (all) 36.0% Serrano HS EL (all) 34.4%	Pinon Hills ES EL (all) 52.2% Serrano HS EL (all) 44.0%		Pinon Hills ES EL (all) 41.0% Serrano HS EL (all) 39.4%	Pinon Hills ES EL (all) +16.2% Serrano HS EL (all) +9.6%
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 2024 CALPADS Snowline JUSD EL 12.82% LTEL 14.4%		October 2026 Snowline JUSD EL 14.14% LTEL 30.85%	October 2024 CALPADS Snowline JUSD EL +3.68% LTEL -6.45%
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 2024 CALPADS Snowline JUSD ALL 76.06% EL NA FOS 0.0% SED 64.0%		October 2026 Snowline JUSD ALL 68.25% EL NA (until baseline is established) FOS 20.0% SED 68.0%	October 2024 CALPADS Snowline JUSD ALL +12.81% EL NA FOS -10.0% SED +4.54%
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 2024 CALPADS Snowline JUSD ALL 19.97% EL 1.27% FOS 18.18% SED 16.97%		October 2026 Snowline JUSD ALL 29.69% EL 17.04% FOS 28.75% SED 31.67%	October 2024 CALPADS Snowline JUSD ALL -4.72% EL -5.77% FOS -0.57% SED -4.7%
1.14	Successful Completion of CTE Sequences/Programs (aligned to SBE-	October 2023 CALPADS Snowline JUSD	October 2024 CALPADS Snowline JUSD		October 2026 Snowline JUSD ALL 20.0%	October 2024 CALPADS Snowline JUSD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	approved CTE standards) (% of students) Priority 4	ALL 15.0% EL 4.23% FOS 18.75% SED 14.26%	ALL 23.3% EL 13.92% FOS 0.0% SED 22.92%		EL 14.23% FOS 28.75% SED 24.26%	ALL +8.3% EL +9.69% FOS -18.75% SED +8.66%
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 2024 CALPADS Snowline JUSD ALL 6.02% EL 0.0% FOS 0.0% SED 5.78%		October 2026 Snowline JUSD ALL 10.31% EL 11.41% FOS 10.0% SED 10.0%	October 2024 CALPADS Snowline JUSD ALL +0.71% EL -1.41% FOS 0.0% SED +0.59%
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 2024 CALPADS Snowline JUSD ALL 41.74% EL 5.97% FOS 33.33% SED 36.99%		October 2026 Snowline JUSD ALL 47.31% EL 12.13% FOS 38.57% SED 46.49%	October 2024 CALPADS Snowline JUSD ALL -0.57% EL +3.84% FOS +4.76% SED +0.5%
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 2023 CALPADS Snowline JUSD ALL 15.83% EL 0.0% FOS 0.0% SED 11.48%		October 2026 Snowline JUSD ALL 21.52% EL 10.0% FOS 24.29% SED 21.0%	October 2023 CALPADS Snowline JUSD ALL -0.69% EL 0.0% FOS -14.29% SED -1.33%
1.18	College Career (% of students prepared)	2023 CA Dashboard: Snowline JUSD	2024 CA Dashboard:		2026 CA Dashboard:	2024 CA Dashboard:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4	ALL 30.2% EL 7.7% LTEL 1.6% (2024 CA Dashboard) FOS 5.9% SWD 4.4% Serrano HS SED 6.9% Chaparral HS ALL 2.1% SED 2.3% HI 1.1% Snowline Academy ALL 9.5%	Snowline JUSD ALL 26.4% EL 1.3% LTEL 1.6% FOS 23.1% SWD 2.6% Serrano HS SED 34.3% Chaparral HS ALL 0.6% SED 0.6% HI 0.8% Snowline Academy ALL 16.7%		Snowline JUSD ALL 35.2% EL 17.7% LTEL 6.6% FOS 15.9% SWD 14.4% Serrano HS SED 16.9% Chaparral HS ALL 7.1% SED 12.3% HI 11.1% Snowline Academy ALL 14.5%	Snowline JUSD ALL -3.8% EL -6.4% LTEL 0.0% FOS +17.2% SWD -1.8% Serrano HS SED +27.4% Chaparral HS ALL -1.5% SED -1.7% HI -0.3% Snowline Academy ALL +7.2%
1.19	Graduation Rate (% of students) Priority 5	2023 CA Dashboard Snowline JUSD All 92.2% EL 88.2% LTEL 82.3% (2024 CA Dashboard) FOS 88.2% SED 91.9% HOM 67.6% (2024 CA Dashboard)	2024 CA Dashboard Snowline JUSD All 86.1% EL 76.6% LTEL 82.3% FOS 69.2% SED 86.0% HOM 67.6%		2026 CA Dashboard Snowline JUSD All 97.2% EL 98.2% LTEL 87.3% FOS 93.2% SED 97.0% HOM 77.6%	2024 CA Dashboard Snowline JUSD All -6.1% EL -11.6% LTEL 0.0% FOS -19.0% SED -5.9% HOM 0.0

Goal Analysis [2024-25]

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

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

Goal 1 actions were fully implemented, which included enhancing student achievement by implementing Professional Learning Communities (PLCs) in collaboration with Solution Tree for professional development and coaching (Actions 1.1). This initiative aimed to elevate student academic performance by fostering educator collaboration through the PLC process. This involved prioritizing equitable access to a rigorous curriculum, high-quality standards-based instruction, assessments, and resource alignment strategies to guarantee all students attain college and/or career readiness (Action 1.5). The current phase fostered a collaborative spirit among educators, laying a strong foundation for ongoing professional growth. As the implementation progressed, it became evident that school sites, grade levels, and departments were at varying stages of readiness. This insight allowed the district to tailor support strategies, ensuring a more targeted and effective approach to district-wide implementation. A strategic adjustment was made by refining the coaching support provided by Solution Tree, replacing two associates to better align with the specific needs of Vista Verde Elementary School and Serrano High School. While this adaptation caused a brief shift in the timeline, it ultimately positioned the schools for greater success. Embedding scheduled PLC time within the school day is fully implemented, equipping teachers with data analysis tools and focusing on collaborative development of targeted instructional strategies to improve student achievement, particularly for low-income, EL, and FY students (Action 1.2).

Currently, no funding is needed for Action 1.8: Build and Develop Literacy Instructional Skills to Improve Student Academic Outcomes, because an SBCSS SOS grant fully funds the work.

At the elementary level, actions were fully implemented to support the use of Professional Learning Communities, which include designated and integrated English language development for English learners and long-term English learners (Action 1.9), 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 (1.10), and support services for students with disabilities (1.11). This led to significant progress in implementing essential standards, scope and sequence, and curriculum mapping. The middle and high school levels are poised to begin this critical work. While differing slightly from the initial plan, this phased approach presents an opportunity to build upon the successes at the elementary level and ensure a cohesive implementation across all grades. The district recognizes the importance of consistent instructional rigor and is committed to prioritizing the timely implementation of these strategies at the secondary level. This focused effort will ensure that all students benefit from the collaborative power of PLCs, ultimately driving student achievement district-wide.

Additionally, the following actions were fully implemented: Smaller class sizes were maintained in grades TK-3 (Action 1.3). Teacher learning leaders (TLLs) helped to facilitate PLCs across all grade levels and departments to support students, especially English learners, foster youth, and low-income students, through data analysis and instructional planning to achieve learning gains in core subjects (Action 1.4). Teachers used district-provided online assessment programs, such as CAASPP Interim Assessment Blocks (IAB), Star Early Literacy, STAR Reading, and STAR Math, to track student progress and establish district-wide benchmarks (Action 1.6). Teachers fully implemented research-based collaborative learning structures, benefiting all students, especially English learners, foster youth, and socio-economically disadvantaged students (Action 1.7). The Literacy Leadership Team, composed of site administrators, is currently implementing a program to

train teachers across all schools to utilize research-based instructional literacy strategies to enhance instruction for all students in reading and writing (Action 1.8).

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): $7,816,934.00 was budgeted, but only $6,071,068.00 was spent due to spending down remaining Learning Recovery Emergency Block Grant (LREBG) money.

Increasing Student College and Career Readiness (Action 1.5): $2,812,648.00 was budgeted, but $3,103,735.11 was spent due to adding a college and career coordinator at Serrano High School and increasing the number of stipends contributing to college and career readiness.

Build and Develop Literacy Instructional Skills to Improve Student Academic Outcomes (Action 1.8): $20,000.00 was budgeted; however, no expenditures were made due to the receipt of grant money, which covered the expenses.

Designated and Integrated English Language Development for English Learners and Long-Term English Learners (Action 1.10): $258,293.00 was budgeted, but only $97,249.00 was spent due to bilingual instructional associate training occurring during the regular school day, which required no substitutes.

Support Services for Students with Disabilities (Action 1.11): $5,277,692.00 was budgeted, but $6,130,174.00 was spent due to the need for additional special education teachers and paraprofessionals.

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

Action 1.1 provides teachers ongoing training, coaching, and support to build their capacity to operate effectively in Professional Learning Communities (PLCs). Its effectiveness can be evaluated by examining several key metrics. While the data shows a slight decline in overall student performance in ELA and Math, there are instances of improvement within specific schools; for example, ELA scores for all students (Metric 1.1) decreased from -45.1 to -47.9 on the DFS, but Phelan ES improved by +0.5 DFS, and Chaparral HS improved significantly by +13.0 DFS. In contrast, Math scores (Metric 1.2) decreased from -80.8 to -81.8 on the DFS, with Chaparral HS improving by +3.4. In Renaissance Star Reading (Metric 1.6), the proficiency rate for all students increased slightly from 37.0% to 38.0%, but for English Learners, it decreased from 10.0% to 7.0%, and there was no change at 36.0% for SED students. Renaissance Star Math proficiency (Metric 1.7) decreased for all students from 46.0% to 33.0%, with English Learner proficiency decreasing from 18.0% to 10.0% and SED students from 44.0% to 31.0%. Conversely, for CAASPP ELA Interim Assessments (Metric 1.8), the participation rate for all students increased from 64.06% to 69.06%. For English Learners, it increased from 63.26% to 73.26%, and for CAASPP Math Interim Assessments (Metric 1.9), the participation rate for all students increased from 35.80% to 76.61%, and for English Learners, it increased from 80.37% to 85.41%. While Action 1.1 may have contributed to a stronger collaborative environment and increased assessment participation, it has not yet consistently improved overall ELA and Math performance across the district. However, improvements at individual schools suggest a positive impact in some areas.

Action 1.2 focuses on incorporating 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. While the data indicates a slight decline in overall student performance in ELA and Math, there are instances of improvement within specific schools; for example, while the district decreased in ELA (Metric 1.1) from -45.1 to -47.9 on the DFS, Chaparral HS improved by +13.0, and Phelan ES improved by +0.5 on the DFS, and the district's Math scores (Metric 1.2) decreased from -80.8 to -81.8 on the DFS, but Chaparral HS improved by +3.4. These improvements at Chaparral HS and Phelan ES suggest that PLC time can effectively improve ELA and Math achievement in specific contexts. In Renaissance Star Reading (Metric 1.6), the proficiency rate for all students increased slightly from 37.0% to 38.0%, but for English Learners, it decreased from 10.0% to 7.0%, and there was no change at 36.0% for SED students. In Renaissance Star Math (Metric 1.7), the proficiency rate for all students decreased from 46.0% to 33.0%, with English Learner proficiency decreasing from 18.0% to 10.0% and SED students decreasing from 44.0% to 31.0%. For CAASPP ELA Interim Assessments (Metric 1.8), the participation rate in grades 3-5 increased from 93.62% to 94.54%, in grades 6-8 increased from 84.29% to 89.13%, and in grades 9-11 increased from 64.06% to 69.06%, and for English Learners in grades 9-11, it increased from 63.26% to 73.26%. For CAASPP Math Interim Assessments (Metric 1.9), the participation rate in grades 3-5 increased from 93.03% to 93.23%, in grades 6-8 increased from 85.62% to 89.08%, and in grades 9-11, the participation rate for all students increased from 35.80% to 76.61%, and for English Learners in grades 9-11, it increased from 80.37% to 85.41%. Action 1.2 shows promise for improving student achievement, as evidenced by gains in specific schools and increased participation in interim assessments. However, its overall effectiveness is mixed due to the general decline in district-wide ELA and Math scores and decreased proficiency among English Learners and SED students in Renaissance Star assessments.

Action 1.3 focuses on maintaining smaller class sizes in grades TK-3 to provide increased individualized and small-group instruction and support, especially in literacy. Examining Metric 1.4 (DIBELS), the Snowline JUSD K-3 DIBELS score decreased from 47.97% to 45.39%, while K-3 English Learners and Socio-Economically Disadvantaged students also decreased (29.18% to 27.66% and 43.99% to 41.67%). In comparison, Foster Youth increased from 39.39% to 41.18%. However, Metric 1.5 (Renaissance Star Early Literacy) shows that the Snowline JUSD K-3 Renaissance Star Early Literacy score decreased from 36.0% to 28.0%. Although English Learners improved from 10.0% to 12.0%, both Foster Youth and Socio-Economically Disadvantaged students experienced declines (18.0% to 9.0% and 33.0% to 26.0%). The effectiveness of Action 1.3 presents a mixed picture; DIBELS scores (Metric 1.4) suggest some positive impact, particularly for Foster Youth, but the decline in Renaissance Star Early Literacy scores (Metric 1.5), especially for Foster Youth and Socio-Economically Disadvantaged students, indicates that smaller class sizes alone have not consistently improved early literacy outcomes.

Action 1.4 focuses on facilitating professional collaboration through Teacher Learning Leaders (TLLs) to support students with data analysis and instructional planning, and its effectiveness can be evaluated through CAASPP results in ELA and Math. Science is assessed through the CAST. In English Language Arts (Metric 1.1), while the overall Distance From Standard (DFS) for the district decreased from -45.1 to -47.9, indicating a general decline, there were notable successes; for instance, Phelan ES improved by +0.5 DFS, and Chaparral HS showed a significant improvement of +13.0 DFS. In Math (Metric 1.2), the overall DFS for the district also decreased slightly from -80.8 to -81.8, but Chaparral HS improved by +3.4 DFS. However, the California Science Test (CAST) results (Metric 1.3) show a slight decrease in DFS for the district, from -16.3 to -17.8. This mixed data suggests that while Action 1.4 may contribute to improved collaboration and some school-level successes in ELA and Math, it has not yet translated to consistent district-wide improvement, and science achievement has declined.

Action 1.5 focuses on counseling, mentoring, and supporting students in completing A-G requirements and CTE pathways to increase college and career readiness. The data presents a mixed trend in college and career readiness. Notably, the percentage of students passing Advanced Placement exams increased significantly from 63.25% to 76.06% (Metric 1.12), and there are positive improvements in CTE

program completion (Metric 1.14), with Snowline JUSD rising from 15.0% to 23.3%. However, there's only a slight increase in the percentage of students completing both A-G requirements and CTE programs, from 5.31% to 6.02% (Metric 1.15). Additionally, there are instances of improvement among specific student groups: the percentage of socioeconomically disadvantaged students passing AP exams increased from 59.46% to 64.0% (Metric 1.12), and the percentage of socioeconomically disadvantaged students completing CTE programs increased from 14.26% to 22.92% (Metric 1.14). Furthermore, the percentage of English learners demonstrating college preparedness in ELA increased from 2.13% to 5.97%, and the percentage of foster youth increased from 28.57% to 33.33% (Metric 1.16). However, data for A-G completion shows a decline for the district from 24.69% to 19.97% (Metric 1.13). Similarly, the ELA demonstration of college preparedness decreased slightly for the district from 42.31% to 41.74% (Metric 1.16), and the Math demonstration of college preparedness also decreased from 16.52% to 15.83% (Metric 1.17). College Career preparedness for the district also decreased (Metric 1.18), declining from 30.2% to 26.4%. Graduation rates also dropped from 92.2% to 86.1% (Metric 1.19). This suggests that while there are distinct successes, particularly in AP exam scores and CTE completion, efforts to increase overall college and career readiness require further refinement and more targeted strategies to address the areas experiencing decline and the need for greater integration of A-G completion with CTE pathways.

Action 1.6 uses assessment platforms to develop and practice skills and assess conceptual knowledge through progress monitoring. Examining CAASPP ELA Interim Assessments (Metric 1.8), the participation rate increased across all grade bands: grades 3-5 increased from 93.62% to 94.54%, and grades 6-8 increased from 84.29% to 89.13%. However, grades 9-11 decreased from 64.06% to 27.68%. Similarly, for CAASPP Math Interim Assessments (Metric 1.8), participation rates increased: grades 3-5 increased from 93.03% to 93.23%, grades 6-8 increased from 85.62% to 89.08%, and grades 9-11 showed a significant increase from 35.80% to 76.61%. Action 1.6 effectively increased student participation in CAASPP Interim Assessments for ELA and Math across all grade levels.

Action 1.7 focuses on increasing student engagement to improve academic outcomes, and its effectiveness presents a mixed analysis. In English Language Arts, the overall Distance From Standard (DFS) for Snowline JUSD decreased from -45.1 to -47.9 (Metric 1.1), indicating a decline in overall student performance. However, there were improvements for specific schools and student groups; for example, Phelan ES improved by +0.5 DFS, and Chaparral HS significantly improved by +13.0 DFS. In math, the overall DFS for the district decreased slightly from -80.8 to -81.8 (Metric 1.2), but Chaparral HS improved by +14.4 DFS, while its socio-economically disadvantaged students improved by +5.5. These results indicate that while the action hasn't consistently improved overall district performance, it has led to successes in certain schools and among particular student groups, with significant gains observed for foster youth in ELA.

Action 1.8 focuses on building and developing literacy instructional skills to improve student academic outcomes, and its effectiveness can be seen in Renaissance Star Early Literacy and Reading assessments. In Renaissance Star Early Literacy (Metric 1.5), there was an overall decrease in the percentage of students at or above proficiency, with district K-3 decreasing from 36.0% to 28.0%. Mixed results were observed in Renaissance Star Reading (Metric 1.6), where all students increased from 37.0% to 38.0%, but K-3 decreased from 46.0% to 40.0%, 4-5 decreased from 38.0% to 36.0%, 6-8 increased from 31.0% to 34.0%, and 9-12 increased from 10.0% to 41.0%. This disparity suggests that the training has not consistently improved literacy skills across all grade spans. Action 1.8 demonstrates mixed effectiveness. While there was a slight overall increase in Renaissance Star Reading proficiency, early literacy decreased, and there were declines in reading proficiency in the elementary grades, indicating that the action's impact varies by grade level.

Action 1.9 focuses on English Learner support services, specifically providing teachers with ongoing coaching, network support, and training to deliver targeted support during designated and integrated ELD instruction. To assess its effectiveness, we will look at Metrics 1.10 and 1.11, which directly relate to English Learner progress. The English Learner Progress Indicator shows a slight decrease for all EL students,

from 47.5% to 47.1% (Metric 1.10). However, the English Learner Reclassification Rate increased from 9.14% to 12.82% (Metric 1.11). This mixed data suggests that while the support services may not significantly improve overall English language progress as measured by the ELPI, they contribute to a higher rate of English Learners being reclassified as proficient.

Action 1.10 focuses on designated and integrated English Language Development for English Learners (EL) and Long-Term English Learners (LTEL), aiming to enhance their English language proficiency and academic success. The effectiveness of this action is reflected in the English Learner Progress Indicator (ELPI) and the English Learner Reclassification Rate. The English Learner Progress Indicator shows a slight decrease for all EL students, from 47.5% to 47.1% (Metric 1.10). However, the English Learner Reclassification Rate increased from 9.14% to 12.82% (Metric 1.11). This indicates that while the action has not improved overall ELPI scores, it has effectively increased the rate at which EL students are reclassified as English proficient.

Action 1.11 focuses on support services for students with disabilities, where special education instructional associates receive training and collaborate with teachers to provide instructional support. We examine Metrics 1.1 and 1.2 to assess the effectiveness of student performance in ELA and Math. In English Language Arts (Metric 1.1), the Distance From Standard (DFS) for Students with Disabilities (SWD) decreased from -122.1 to -123.5. Similarly, in math (Metric 1.2), the DFS for SWD decreased from -161.7 to -159.2. This data indicates a mixed outcome: while there was a slight decline in ELA performance for students with disabilities, there was a slight improvement in Math.

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.

Baselines for metrics 1.1, 1.2, 1.10, and 1.18 were established on the 2024 CA Dashboard for LTEL students and entered in the baseline column.

The CAST metric, 1.3, was revised from "% Met or Exceeded" to "Distance from Standard" to reflect how the data point is reported on the CA Dashboard.

For metrics 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9, the outcome year was changed from 2026 to 2027 to reflect the correct year for the spring assessment window.

Homeless students were added under the district performance to metrics 1.1, 1.3, and 1.9.

Action 1.9 was previously funded through LREBG in 2024-25 and is now funded by LCFF.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	$7,395,504.00	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.	$1,394,648.00	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, 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.	$3,582,338.00	Yes
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	$715,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$3,429,588.00	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.	$46,925.00	No
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.	$13,752.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$0.00	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.	$836,251.00	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.	$230,117.00	Yes
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.	$6,924,456.00	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% FOS 17.1% SWD 12.6% HOM 10.6% AA 17.7% LTEL 17.6% (2024 CA Dashboard) 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%	2024 CA Dashboard Snowline JUSD ALL 7.2% EL 8.5% FOS 12.7% SWD 11.6% HOM 10.7% AA 13.7% LTEL 17.6% Baldy Mesa ES SWD 2.5% Heritage WH 0.4% Vista Verde ES FOS 5.4% WH 0.0% Quail Valley MS ALL 14.2% EL 11.9% FOS 25.6% HOM 22.6% SED 15.6% SWD 14.2% AA 26.8% HI 14.2%		2026 CA Dashboard Snowline JUSD ALL 2.2% EL 3.0% LTEL 12.6% 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% AA 21.5% HI 4.0%	2024 CA Dashboard Snowline JUSD ALL 0.0% EL +0.5% LTEL 0.0% FOS -4.5% SWD -1.1% HOM +0.1% AA -4.1% Baldy Mesa ES SWD -6.4% Heritage WH -2.9% Vista Verde ES FOS -3.7% WH -7.1% Quail Valley MS ALL 0.0% EL -2.4% FOS -12.7% HOM +0.7% SED +0.2% SWD -6.8% AA -4.7% HI +0.2%

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%	MR 7.8% Serrano HS ALL 10.2% EL 17.4% FOS 11.9% HOM 18.4% SED 11.2% SWD 17.5% HI 11.4% WH 6.6% Eagle Summit CDS ALL 20.3% SED 21.6%		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%	MR -6.9% Serrano HS ALL -1.9% EL -1.7% FOS -18.9% HOM +0.7% SED -2.2% SWD -3.1% HI -1.7% WH -2.3% Eagle Summit CDS ALL -12.0% SED -11.2%
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 2024 CALPADS Snowline JUSD ALL 89.22% EL 89.19% FOS 91.35% SED 88.82%		October 2026 CALPADS Snowline JUSD All 93.0% EL 100.0% FY 100.0% SED 98.64%	October 2024 CALPADS Snowline JUSD ALL +0.51% EL -0.84% FOS -0.67% SED +0.18%
2.3	Chronic Absenteeism (% of students absent 10% or more instructional days) Priority 5	2023 CA Dashboard Snowline JUSD ALL 30.8% EL 28.6% FOS 29.0% SED 33.5% LTEL 33.6% (2024 CA Dashboard) Heritage	2024 CA Dashboard Snowline JUSD ALL 27.7% EL 30.6% FOS 26.0% SED 31.3% LTEL 33.6% Heritage		2026 CA Dashboard Snowline JUSD All 25.8% EL 18.6% LTEL 28.6% FOS 24.0% SED 23.5% Heritage	2024 CA Dashboard Snowline JUSD ALL -3.1% EL +2.0% LTEL 0.0% FOS -3.0% SED -2.2% Heritage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	WH 5.8% Pinon Hills ES SWD 40.8% MR 31.4% Wrightwood ES SWD 18.2% Quail Valley MS MR 16.9% Snowline Academy HI 9.6%		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%	WH +2.4% Pinon Hills ES SWD -3.8% MR -20.6% Wrightwood ES SWD -25.4% Quail Valley MS MR -17.6% Snowline Academy HI -24.9%
2.4	Panorama Student Voice Survey - Belonging and Connectivity (% of students responding favorably) Priority 6	May 2024 Snowline JUSD ALL 65.88% EL 61.75% FOS NA SED 65.0%	May 2025 Snowline JUSD ALL 53.2% EL 61.0% FOS NA SED 57.5%		May 2027 Snowline JUSD ALL 70.88% EL 71.75% FOS NA SED 75.0%	May 2025 Snowline JUSD ALL 53.2% EL 61.0% FOS NA SED 57.5%
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 2024 CALPADS Snowline JUSD ALL 0.53% EL 0.49% FOS 1.31% SED 0.58%		October 2026 CALPADS Snowline JUSD ALL 0.0% EL 0.0% FOS 0.0% SED 0.0%	October 2024 CALPADS Snowline JUSD ALL +0.13% EL -0.01% FOS +1.31% SED +0.13%
2.6	Middle School Dropout Rate (% of students) Priority 5	October 2023 CALPADS Snowline JUSD ALL 1.02%	October 2024 CALPADS Snowline JUSD ALL 1.54%		October 2026 CALPADS Snowline JUSD ALL 0.0%	October 2024 CALPADS Snowline JUSD ALL +0.52

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 0.75% FOS 0.0% SED 0.9%	EL 1.46% FOS 0.0% SED 1.11%		EL 0.0% FOS 0.0% SED 0.0%	EL +0.71 FOS 0.0 (no change) SED +0.21
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 2024 CALPADS Snowline JUSD ALL 2.16% EL 5.45% FOS 3.85% SED 2.56%		October 2026 CALPADS Snowline JUSD ALL 0.0% EL 0.0% FOS 0.0% SED 0.0%	October 2024 CALPADS Snowline JUSD ALL +0.46% EL +2.96% FOS +3.85% SED +0.43%

Goal Analysis [2024-25]

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

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

All actions for Goal 2 were implemented as planned. Implementing actions to improve student behavior, social-emotional learning (SEL), and overall well-being included a multifaceted approach. Positive Behavioral Interventions and Supports (PBIS) and SEL professional development were provided throughout the year, fostering teacher capacity (Action 2.1). A significant development was creating an Integrated Multi-Tiered System of Supports (I-MTSS) team, tasked with developing a behavior expectation plan and coordinating wrap-around services (Action 2.2 and 2.3).

The I-MTSS team's initial implementation stages faced challenges, including establishing clear roles and efficient coordination (Action 2.2). Coordinating wrap-around services proved more challenging than initially planned (Action 2.3).

Despite these challenges, other efforts yielded positive outcomes. Counselors and social workers supported students through therapy and counseling, addressing emotional and mental health needs (Action 2.4). Health and wellness specialists (TOSAs) effectively built teacher capacity in delivering SEL lessons (Action 2.5). Student voice platforms were established at the site and district levels to enhance school climate and belonging (Action 2.6). Attendance specialists worked with families to improve attendance and reduce chronic absenteeism (Action 2.7). This success was further supported by consistent professional development (Action 2.1) and the dedication of support staff (Action 2.3).

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.

PBIS and SEL Professional Development and Coaching (Action 2.1): $1,280,139.00 was budgeted, but only $269,352.00 was spent due to a lesser need for substitute costs and external conferences since a majority of professional development was hosted internally.

Social and Emotional Support and Psychotherapy Rendered to Students in Need (Action 2.4): $51,095.00 was budgeted, but $284,888.00 was spent due to the increase of departmental support staff.

Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism (Action 2.7): $5,961,404.00 was budgeted, but $7,853796.86 was spent due to additional personnel being assigned to support students and families in efforts to ensure children have improved attendance.

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

Action 2.1 focuses on providing PBIS and SEL training and coaching to teachers and staff to reduce suspension and expulsion rates. The data present a mixed picture. While the overall suspension rate for the district remained constant at 7.2% (Metric 2.1), there were decreases for some student groups, such as foster youth (from 17.1% to 12.7%), and at some schools, like Baldy Mesa ES for students with disabilities (from 8.9% to 2.5%). However, English learners' suspension rate increased slightly (from 8.0% to 8.5%). Regarding expulsions (Metric 2.5), the overall expulsion rate for the district increased slightly from 0.4% to 0.53%, and there was an increase for foster youth (from 0.0% to 1.31%) and socio-economically disadvantaged students (from 0.45% to 0.58%). In contrast, English learners' expulsion rate decreased slightly (from 0.5% to 0.49%). This data suggests that while Action 2.1 has contributed to some positive outcomes, particularly in reducing suspensions for specific student groups, it has not been effective in consistently reducing overall suspension and expulsion rates across all student populations.

Action 2.2 focuses on the I-MTSS team developing a comprehensive behavior expectation plan to cultivate a more inclusive and supportive learning environment. Evaluating its effectiveness through suspension and expulsion rates (Metrics 2.1 and 2.5) reveals mixed outcomes. While the overall suspension rate for Snowline JUSD remained constant at 7.2% (Metric 2.1), indicating that the behavior plan has not yet led to a district-wide change, there were reductions in suspensions for some student groups, such as foster youth (decreasing from 17.1% to 12.7%). However, expulsion rates (Metric 2.5) showed an overall increase for Snowline JUSD from 0.4% to 0.53%. This suggests that while the I-MTSS team's work may contribute to decreased suspensions for specific populations, it has not yet impacted overall rates or effectively reduced expulsions.

Action 2.3 focuses on the I-MTSS team coordinating wrap-around services to reduce suspensions, expulsions, and dropout rates. The effectiveness of this action, as seen through various metrics, presents a complex picture. Regarding suspension rates (Metric 2.1), while the overall rate remained constant at 7.2%, there were decreases for some student groups, such as foster youth (from 17.1% to 12.7%). However, expulsion rates (Metric 2.5) increased from 0.4% to 0.53%. Middle school dropout rates (Metric 2.6) also increased, from 1.02% to 1.54%, as did high school dropout rates (Metric 2.7), from 1.7% to 2.16%. This data suggests that while the coordination of wrap-around services may contribute to reduced suspensions for specific populations, it has not yet been effective in reducing overall suspension and expulsion rates and has not prevented increases in middle and high school dropout rates.

Action 2.4 focuses on providing students with social and emotional support through counseling and therapy. The effectiveness of this action is reflected in a mix of outcomes across several metrics. Regarding suspension rates (Metric 2.1), the overall rate remained constant at 7.2%, with some decreases observed for specific student groups. Attendance rates (Metric 2.2) showed a slight increase overall, from 88.71% to 89.22%, but there were decreases for English learners (from 90.03% to 89.19%) and foster youth (from 92.02% to 91.35%). Chronic absenteeism (Metric 2.3) decreased from 30.8% to 27.7%. However, expulsion rates (Metric 2.5) increased slightly, from 0.4% to 0.53%. Dropout rates increased for middle school (Metric 2.6) and high school students (Metric 2.7), with middle school dropout rates increasing from 1.02% to 1.54% and high school dropout rates increasing from 1.7% to 2.16%. This data suggests that while counseling and therapy services may contribute to reduced chronic absenteeism, the impact on attendance is mixed, and they have not been effective in lowering suspension, expulsion, and dropout rates.

Action 2.5 focuses on implementing Social and Emotional Learning (SEL) lessons to enhance students' emotional well-being and resilience. The effectiveness of this action can be seen in a mix of outcomes across several metrics. Regarding suspension rates (Metric 2.1), the overall rate remained constant at 7.2%, with some decreases observed for specific student groups, such as foster youth (17.1% to 12.7%). Attendance rates (Metric 2.2) showed a slight increase overall for the district (from 88.71% to 89.22%), but there were decreases for English learners (from 90.03% to 89.19%) and foster youth (from 92.02% to 91.35%). Attendance rates for socioeconomically disadvantaged students increased slightly (from 88.64% to 88.82%). Chronic absenteeism (Metric 2.3) decreased overall (from 30.8% to 27.7%), indicating a positive impact. However, the Panorama Student Voice Survey (Metric 2.4) reveals a complex picture of student belonging and connectivity. For example, at Snowline JUSD, the percentage of students who responded favorably was 53.2% compared to 65.88% in 2024. This mixed data suggests that while SEL lessons may contribute to decreased chronic absenteeism and have a slightly positive impact on attendance for socioeconomically disadvantaged students, their effects on suspension rates and attendance for English Learners and foster youth vary, and their impact on students' sense of belonging and connectivity shows a slight decline.

Action 2.6 focuses on supporting students in an equitable way to improve school climate and belonging through interventions and resources like student voice forums and mentorships. The effectiveness of this action is reflected in a mix of outcomes across several metrics. Regarding suspension rates (Metric 2.1), the overall rate remained constant at 7.2%, with some changes observed for specific student groups. Attendance rates (Metric 2.2) showed a slight increase overall for Snowline JUSD (from 88.71% to 89.22%), but there were decreases for English learners (from 90.03% to 89.19%) and foster youth (from 92.02% to 91.35%). Chronic absenteeism (Metric 2.3) decreased overall (from 30.8% to 27.7%), indicating a positive impact. However, the Panorama Student Voice Survey (Metric 2.4) reveals a complex picture of student belonging and connectivity, with varying results across different student groups and schools. The district percentage of students who responded favorably was 53.2% compared to 65.88% in 2024. This mixed data suggests that while efforts to improve equity may contribute to decreased chronic absenteeism, their impact on suspension rates and attendance is varied, and their effect on students' sense of belonging and school climate requires further analysis to determine effective strategies.

Action 2.7 focuses on supporting students and families to improve attendance and reduce chronic absenteeism. The data indicates effectiveness in this area, as shown by the slight increase in the overall attendance rate for Snowline JUSD, from 88.71% to 89.22% (Metric 2.2), and a decrease in the overall chronic absenteeism rate, from 30.8% to 27.7% (Metric 2.3). Furthermore, there were improvements in chronic absenteeism for specific student groups and schools. For example, Piñon Hills ES saw a decrease in the chronic absenteeism rate for students with disabilities (SWD) from 44.6% to 40.8%, and Wrightwood ES had a significant decrease in the rate for students with

disabilities (SWD) from 43.6% to 18.2%. This data suggests that the efforts to partner with families and address attendance obstacles have effectively improved overall attendance and reduced chronic absenteeism.

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.

Baselines for metrics 2.1 and 2.3 were established on the 2024 CA Dashboard for LTEL students and entered in the baseline column.

Middle school dropout, metric 2.6, baseline and desired outcome data was established and entered in the appropriate columns.

Action 2.6: Due to her support of this work, part of the salary for the Director of Student Intervention and Attendance is now paid out of 2.6.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	$399,482.00	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.	$5,110,118.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$1,108,050.00	Yes
2.4	Social and Emotional Support and Psychotherapy Rendered to Students in Need	Counselors and social workers will be deployed to bolster social and emotional support by providing students with 1:1 counseling and therapy 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.	$2,659,538.00	Yes
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.	$1,537,838.00	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	$99,727.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	$7,940,549.00	Yes

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%	2025 LCAP Survey Teachers: 72.0% School-Level Leadership: 61.0% District-Level Leadership: 67.0%		2024 LCAP Survey Teachers: 89.0% School-Level Leadership: 79.0% District-Level Leadership: 73.0%	2025 LCAP Survey Teachers: -7.0% School-Level Leadership: -8.0% District-Level Leadership: +4.0%
3.2	Hanover – Parent Survey: District schools encourage parental involvement (strongly agree or agree). Priority 3	2024 LCAP Survey 65.0%	2025 LCAP Survey 74.0%		2027 LCAP Survey 75.0%	2025 LCAP Survey +9.0%
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%	2025 LCAP Survey 68.0%		2027 LCAP Survey 80.0%	2025 LCAP Survey -2.0%
3.4	Hanover – Parent Survey: When I walk into this school, I feel welcome (strongly agree or agree).	2024 LCAP Survey 71.0%	2025 LCAP Survey 61.0%		2027 LCAP Survey 81.0%	2025 LCAP Survey -10.0%

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	2025 20		2027 23	2025 +2
3.6	The average number of participants in the Parent Advisory Committee (PAC) Priority 3	2024 22	2025 25		2027 27	2025 +3
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: 68.0% Low-Income: 58.0% Special Education: 56.0%	2025 LCAP Survey English Learners: 77.0% Foster Youth: 67.0% Low-Income: 71.0% Special Education: 70.0%		2027 LCAP Survey English Learners: 88.0% Foster Youth: TBD Low-Income: 68.0% Special Education: 66.0%	2025 LCAP Survey English Learners: -1.0% Foster Youth: -1.0% Low-Income: +13.0% Special Education: +14.0%
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%	2025 LCAP Survey 79.0%		2027 LCAP Survey 85.0%	2025 LCAP Survey +4.0%

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%	2025 LCAP Survey Communication sent to me from my child's school: 64.0% Social media (e.g., Facebook, X): 31.0% School or district website: 35.0%		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%	2025 LCAP Survey Communication sent to me from my child's school: -3.0% Social media (e.g., Facebook, X): -4.0% School or district website: +2.0%

Goal Analysis [2024-25]

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

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

The overall implementation of Goal 3 focused on enhancing community engagement by increasing parent and guardian participation, improving customer service and communication, and fostering a sense of welcome across all school sites and departments. All actions were fully implemented.

The first action (Action 3.1) involved empowering parents and guardians in decision-making through enhanced outreach and frequent communication. This action supported the LCAP goal by informing parents and providing them opportunities to influence district actions related to academic and social-emotional needs. Success in this area was the increased attendance at parent meetings; however, establishing consistency among the parents who attended was a challenge.

The second action (Action 3.2) facilitated DELAC and PAC meetings to improve student achievement and the overall educational experience. This action also aimed to enhance the perception of parents and guardians. These meetings directly contributed to the LCAP goal by providing a platform for parent and guardian input and involvement. A success noted was the actionable feedback received from parents; a challenge was scheduling meetings at times convenient for all parents.

The third action (Action 3.3) utilized the public relations department to communicate with educational partners and market the Snowline JUSD brand. Increased and improved communication about district and school events, opportunities, and other information supported the LCAP goal by ensuring that all student groups and their families are well-informed and engaged. A success was the positive feedback on the

clarity of information; a challenge was that not all recipients accessed the provided information, even though it was disseminated in multiple ways.

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.

Goal 3 contains no material differences.

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

Action 3.1 empowers parents and guardians to participate in decision-making through enhanced outreach and frequent communication. An indicator of the effectiveness of this action is the percentage of parents and guardians who feel that schools encourage their involvement (Metric 3.2). Data shows that this percentage has increased from 65.0% to 74.0%, indicating a positive outcome. This suggests that the enhanced outreach and communication efforts have effectively made parents feel more encouraged to participate. However, while there was increased parent meeting attendance, establishing consistency among the parents who attended was challenging. This inconsistency suggests that while initial outreach may have been effective, sustained engagement and ongoing participation have been limited.

Action 3.2 focuses on facilitating DELAC and PAC meetings to improve student achievement and enhance the perception of parents and guardians. Data indicates mixed effectiveness. The average number of participants in the District English Learner Advisory Committee (DELAC) increased from 18 to 20 (Metric 3.5), and the average number of participants in the Parent Advisory Committee (PAC) increased from 22 to 25 (Metric 3.6). These increases suggest success in boosting participation in these key advisory groups. However, there are areas to improve. The survey results related to overall parent satisfaction regarding teachers decreased from 79.0% to 72.0%, and school-level leadership satisfaction decreased from 69.0% to 61.0% (Metric 3.1). However, satisfaction with district-level leadership increased from 63.0% to 67.0%. Additionally, there was a decrease in the percentage of parents and guardians who feel welcome when they walk into a school, falling from 71.0% to 61.0% (Metric 3.4). There was also a slight decrease in survey participants' satisfaction with customer service, from 70.0% to 68.0% (Metric 3.3). While the actionable feedback received from parents demonstrates the effectiveness of DELAC and PAC meetings in gathering valuable input, the challenge of scheduling convenient meeting times highlights an area for improvement.

Action 3.3 utilizes the public relations department to communicate with educational partners and market the Snowline JUSD brand. The effectiveness of this action can be seen in mixed results. There was an increase in the percentage of parents who feel the school keeps them informed about events and activities, rising from 75.0% to 79.0% (Metric 3.8). This suggests that efforts to communicate about school events have been effective. However, there was a decrease in the percentage of parents receiving information from their child's school communication, falling from 67.0% to 64.0% (Metric 3.9). This indicates a potential decline in the reach or effectiveness of communication channels. While there was positive feedback on the clarity of information, the challenge remains that not all recipients accessed the provided information, even though it was disseminated in multiple ways.

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.

Reflecting on prior practice, there were no changes made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	$431,168.00	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.	$1,298.00	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.	$276,385.00	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%	2024 Aeries 0.0%		2026 Aeries 0.0%	2024 Aeries Remained the Same (0.0%)
4.2	School Facilities in Good Repair (%) Priority 1	2023 Facilities Inspection Tool (FIT) 100.0%	2024 Instructional Materials Sufficiency Survey 100.0%		2026 Facilities Inspection Tool (FIT) 100.0%	2024 Instructional Materials Sufficiency Survey Remained the Same (100.0%)
4.3	Sufficient Access to Standards-Aligned Instructional Materials (%) Priority 1	2023 Instructional Materials Sufficiency Survey 100.0%	2024 Instructional Materials Sufficiency Survey 100.0%		2026 Instructional Materials Sufficiency Survey 100.0%	2024 Instructional Materials Sufficiency Survey Remained the Same (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%	2025 LCAP Survey Parents: 68.0% Students: 65.0% Staff: 50.0%		2027 LCAP Survey Parents: 73.0% Students: 66.0% Staff: 58.0%	2025 LCAP Survey Parents: +5.0% Students: +9.0% Staff: +2.0%
4.5	Hanover – Parent, Student, and Staff Survey: My (child's)	2024 LCAP Survey Parents: 72.0%	2025 LCAP Survey Parents: 76.0%		2027 LCAP Survey Parents: 82.0%	2025 LCAP Survey Parents: +4.0%

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	Students: 35.0% Staff: 48.0%	Students: 39.0% Staff: 62.0%		Students: 45.0% Staff: 58.0%	Students: +4.0% Staff: +14.0%
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%	2025 LCAP Survey Parents: 61.0% Students: 59.0% Staff: 46.0%		2027 LCAP Survey Parents: 71.0% Students: 69.0% Staff: 66.0%	2025 LCAP Survey Parents: 0.0% Students: 0.0% Staff: -10.0%
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%	2025 LCAP Survey Parents: 76.0% Students: 73.0%		2027 LCAP Survey Parents: 83.0% Students: 81.0%	2025 LCAP Survey Parents: +3.0% Students: +2.0%
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%	2025 LCAP Survey Parents: 76.0% Students: 73.0% Staff: 84.0%		2027 LCAP Survey Parents: 80.0% Students: 78.0% Staff: 92.0%	2025 LCAP Survey Parents: +6.0% Students: +5.0% Staff: +2.0%
4.9	Access to a Broad Course of Study Priority 7	2023 CA Dashboard Standard Met	2024 CA Dashboard Standard Met		2026 CA Dashboard Standard Met	2024 CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Remained the Same (Standard Met)

Goal Analysis [2024-25]

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

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

Goal 4 was implemented to provide high-quality resources and a positive learning environment. This was addressed by hiring and supporting qualified teachers through a systematic and aligned process, ensuring access to instructional materials, including standards-aligned curriculum, supplemental materials, technology devices, and digital infrastructure, and maintaining safe and functional facilities by providing classrooms and common areas are safe, functional, clean, attractive, and welcoming.

All actions were fully implemented to achieve the articulated goal. There were no substantive differences between the planned actions and the actual implementation. The district focused on hiring qualified educators (Action 4.1), providing necessary resources (Action 4.2), and maintaining facilities (Action 4.3). The first action was designed to assign qualified teachers to appropriate grade-level and content-area teaching positions and provide high-quality instruction. The second aimed to give students equitable access to resources needed for learning, and the third focused on optimizing learning environments.

Challenges included addressing discrepancies in teacher quality and maintaining aging facilities. Successes were noted in the district's commitment to supporting new teachers through observation, coaching, and feedback to foster continuous improvement and prioritize maintenance and beautification projects to keep facilities operational and aesthetically pleasing.

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.

Ensure Full Access to Instructional Curriculum, Equipment, and Materials (Action 4.2): $11,008,800.00 was budgeted, and $18,270,387.56 was spent due to curriculum adoption renewals and increased instructional technology.

Maintain Safe, Functional, and Clean Facilities (Action 4.3): $11,132,630.64 was budgeted, and $17,202,672.32 was spent due to the need for additional facility and infrastructure needs.

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

Action 4.1 focuses on hiring and supporting qualified teachers to provide high-quality instruction. The rate of teacher misassignment remained at 0.0% (Metric 4.1), indicating effectiveness in assigning teachers to appropriate positions. Additionally, there's a positive trend in the perception of effective student education (Metric 4.7). In 2024, 73.0% of parents and 71.0% of students felt that schools effectively educate students; in 2025, these figures increased to 76.0% for parents and 73.0% for students. This suggests that efforts to hire and support qualified teachers contribute to an improved perception of the quality of education.

Action 4.2 focuses on ensuring equitable access to instructional resources. Data indicates that 100.0% of schools have sufficient access to standards-aligned instructional materials (Metric 4.3). There are positive shifts in perceptions of resource maintenance (Metric 4.4), with agreement among parents increasing from 63.0% to 68.0%, students from 56.0% to 65.0%, and staff from 48.0% to 50.0%. However, perceptions of up-to-date technology (Metric 4.6) present a mixed picture: Parent agreement remained constant at 61.0%, student agreement remained constant at 59.0%, while staff agreement decreased from 56.0% to 46.0%. There are improvements in how well the district provides a well-rounded curriculum (Metric 4.8), with increased agreement among parents (70.0% to 76.0%), students (68.0% to 73.0%), and staff (82.0% to 84.0%). Access to a broad course of study remains constant as "Standard Met" (Metric 4.9). This data suggests that while access to instructional materials and curriculum is mainly positive, the perception of technology has not improved.

Action 4.3 focuses on maintaining safe, functional, and clean facilities to optimize learning environments. Data shows that 100% of schools are in good repair (Metric 4.2). Perceptions of school cleanliness have improved (Metric 4.5). In 2024, 72.0% of parents, 35.0% of students, and 48.0% of staff agreed that schools are clean; in 2025, these figures increased to 76.0% for parents, 39.0% for students, and 62.0% for staff. This data suggests that efforts to maintain and improve facilities positively impact perceptions of cleanliness.

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.

Additional funding was allocated to Action 4.2 to pay for additional certificated and classified support staff.

We decreased the non-personnel expenses in Action 4.2 to meet our LCFF allocation.

We only have salaries in Action 4.3, reducing the total allocation by nearly half.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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.	$49,747,944.00	No
4.2	Ensure Full Access to Instructional Curriculum, Equipment, and Materials	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 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.	$11,200,940.00	No
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.	$7,870,690.00	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.

Priority 1: Basic (Conditions of Learning)

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%	0.0%		60.0%	-100.0%
5.2	Completed High-Priority Infrastructure Projects (# completed)	2	2		4	2
5.3	General Obligation Bond Passed (yes or no)	No	Yes		Yes	Yes
5.4	Completed Bond-Specific High-Priority Infrastructure Projects (# completed)	N/A	0		6	0
5.5	School District Budget and Finance Understanding Survey (favorability %) for Members (parents, community, employees) of the Budget Task Force	100.0%	100.0%		80.0%	100.0%
5.6	CBEDS Enrollment (# enrolled)	October 2023 7,967	October 2024 8,085		October 2026 8,167	+118
5.7	Educational Benefit Form (EBF) (% submitted)	95.21%	95.61%		98.21%	+0.4%
5.8	General Fund Allocation for Specialized Programs ($ amount)	$17,500,000 (2024)	$17,500,000		$18,500,000	NA
5.9	All School Sites Appropriately Staffed (yes or no)	No	Yes		Yes	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		Yes	Yes

Goal Analysis [2024-25]

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

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

Goal 5 detailed the district's commitment to financial stability and building trust through several key actions. The implementation focused on long-term planning, strategic resource allocation, facility maintenance, renovation, and expansion. Key actions included strategies to reduce the annual Certificate of Participation (COP) payment (Action 5.1) to increase general fund capacity, utilizing the Facility Master Plan (FMP) for preventive maintenance (Action 5.2), and implementing a general obligation bond to fund critical facility projects (Action 5.3). Further actions involved establishing a Budget Task Force to collaborate on financial matters (Action 5.4), generating revenue through attendance and enrollment campaigns (Action 5.5), and facilitating Education Benefit Form (EBF) campaigns to increase LCFF revenue (Action 5.6). The district also evaluated educational and operational programs for cost-effectiveness (Action 5.7) and engaged in position control to ensure appropriate staffing levels (Action 5.8). All actions were implemented as planned except that bond-related infrastructure projects (part of Action 5.3) have not yet been completed, as the bond was recently passed, and the district is preparing to receive funding.

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.

There were no funds allocated for this maintenance goal.

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

Action 5.1 focuses on reducing the annual Certificate of Participation (COP) payment to free up the general fund for other financial obligations. Data indicates this action has been effective, as the General Fund allocation toward the COP payment has shifted from 100.0% to 0.0% (Metric 5.1). This demonstrates a significant reduction in the COP payment, aligning with creating greater capacity in the general fund.

Action 5.2 utilizes the Facility Master Plan (FMP) to prioritize preventive maintenance. The effectiveness of this action can be seen in the increase in the number of completed high-priority infrastructure projects from 2 to 4 (Metric 5.2). This shows that the action has effectively performed the necessary maintenance and improvements.

Action 5.3 focuses on implementing a general obligation bond campaign. Data indicates the district successfully passed a General Obligation Bond, with the outcome changing from "No" to "Yes" (Metric 5.3). This demonstrates the effectiveness of the campaign. However, bond-specific projects have not begun (Metric 5.4).

Action 5.4 focuses on establishing and deploying a Budget Task Force to collaborate on financial matters. Data indicates the effectiveness of this action, as the School District Budget and Finance Understanding Survey results showed a 100.0% favorability percentage for Budget Task Force members (Metric 5.5). This demonstrates clarity and understanding among the members regarding financial obligations.

Action 5.5 focuses on generating revenue through attendance and enrollment campaigns. Data indicates these efforts have been effective, as CBEDS enrollment has increased from 7,967 to 8,085 (Metric 5.6). This increase in enrollment demonstrates the success of the attendance and enrollment campaigns in boosting revenue.

Action 5.6 facilitates Education Benefit Form (EBF) campaigns to increase submissions. Data indicates this action has been effective, as EBF submissions have increased from 95.21% to 95.61% (Metric 5.7). This increase in submissions contributes to generating additional LCFF revenue for the district.

Action 5.7 focuses on evaluating educational and operational programs for cost-effectiveness and viability. Data indicates this action has been effective, as the General Fund allocation for specialized programs increased by $17,000,000 (Metric 5.8). This substantial increase suggests that the evaluation process has led to the reallocation of funds toward viable and impactful programs.

Action 5.8 focuses on engaging in position control to maintain appropriate staffing levels. Data indicates that this action has been effective. All school sites are appropriately staffed (Metric 5.9), and all district departments are appropriately staffed (Metric 5.10). This demonstrates that evaluating positions has resulted in maintaining suitable staffing levels across the district.

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

A baseline was established for metric 5.8, General Fund Allocation for Specialized Programs, due to a general fund contribution.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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

Action #	Title	Description	Total Funds	Contributing
5.2	Utilize the Facility Master Plan (FMP) to Prioritize Preventive maintenance Priority 1	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
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)
Priority 8: Other Pupil Outcomes (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 2024 ALL -76.8 SED -79.5 HI -95.9		CA Dashboard 2026 ALL -84.8 SED -73.6 HI -83.1	CA Dashboard 2024 ALL +13.0 SED +4.1 HI -2.8
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	CA Dashboard 2024 ALL -179.9 SED -182.9 HI -176.9		Dashboard 2026 ALL -189.3 SED -178.4 HI -185.3	CA Dashboard 2024 ALL +14.4 SED +5.5 HI +18.4
6.3	CA Dashboard College & Career Indicator (% of students prepared) Priority 4 Priority 8	CA Dashboard 2023 ALL 2.1% SED 2.3% HI 1.1%	CA Dashboard 2024 ALL 0.6% SED 0.6% HI 0.8%		Dashboard 2026 ALL 7.1% SED 12.3% HI 11.1%	CA Dashboard 2024 ALL -1.5% SED -1.7% HI -0.3%

Goal Analysis [2024-25]

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

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

Action 6.1 was fully implemented. A dean of students was added to provide instructional leadership by supporting professional learning communities (PLC), critical to improving instructional quality and student achievement (Action 6.1). By enhancing instructional practices, this initiative directly supports improving academic achievement in English Language Arts and mathematics for all students, particularly socio-economically disadvantaged and Hispanic students. While the dean had a strong instructional background at the high school level, which helped accelerate the work, she initially had to build relationships and trust with the staff before gaining momentum.

Action 6.2 was partially implemented because implementing 6.1 was a higher priority. However, all students gained access to online tools through Renaissance Learning to improve their understanding of academic concepts and skills (Action 6.2). This action contributes to the goal by providing personalized and adaptive learning experiences to enhance students' English Language Arts and mathematics performance. It took time to use the digital instructional platforms strategically at an optimal level, but they have integrated well into supporting instruction.

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.

For Action 6.1, Dean of Students Instructional Leadership, $85,005.00 was budgeted, and $152,493.00 was expended due to higher than anticipated salary and benefit costs associated with the position. Mid-year, staffing needs for the Dean of Students role emerged as a higher operational priority, prompting the reallocation of funds originally designated for Action 6.2, Supplemental Instructional Materials and Online Access for Concept and Skill Development. As a result, of the $232,883.00 budgeted for Action 6.2, only $7,975.00 was expended. This reallocation, combined with the focus on establishing the Dean of Students' role in instructional planning, delayed the procurement and implementation of supplemental instructional resources, which further contributed to the reduced expenditures for this action.

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

Throughout the year, Chaparral High School aimed to 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 sought to increase the overall percentage of college and career ready students, ensuring that improvements benefitted all students, including those who are socio-economically disadvantaged and Hispanic (Metric 6.3).

To achieve this goal, Action 6.1 focused on adding a Dean of Students to provide instructional leadership by supporting professional learning communities (PLCs) to improve instructional quality and student achievement. Action 6.2 provided all students access to supplemental instructional materials and online tools to enhance learning.

Across both actions, academic outcomes showed varied results. In English Language Arts (Metric 6.1), the Distance From Standard (DFS) improved for all students (from -89.8 to -76.8) and socio-economically disadvantaged students (from -83.6 to -79.5), while decreasing slightly

for Hispanic students (from -93.1 to -95.9). In mathematics (Metric 6.2), the DFS improved for all student subgroups: all students from -194.3 to -179.9, socio-economically disadvantaged students from -188.4 to -182.9, and Hispanic students from -195.3 to -176.9. Despite these gains in core academic performance, the percentage of college and career ready students (Metric 6.3) declined across all groups: all students from 2.1% to 0.6%, socio-economically disadvantaged students from 2.3% to 0.6%, and Hispanic students from 1.1% to 0.8%.

The implementation and effectiveness of these actions were shaped by mid-year budgetary and staffing adjustments. For Action 6.1, $85,005.00 was budgeted and $152,493.00 was expended due to higher than anticipated salary and benefit costs for the Dean of Students position. This investment strengthened PLC facilitation and contributed to measurable gains in ELA and mathematics. However, for Action 6.2, $232,883.00 was budgeted and only $7,975.00 was expended. Mid-year prioritization of staffing needs for Action 6.1 resulted in the reallocation of a significant portion of funds from Action 6.2 to cover the expanded costs of Action 6.1. This reallocation, coupled with delays in the procurement and deployment of supplemental instructional materials, limited the full implementation of Action 6.2 and likely constrained its potential impact on student achievement and college and career readiness outcomes.

Overall, while the combined efforts under Goal 6 contributed to improved DFS in both ELA and mathematics, the decline in college and career readiness indicates that additional targeted strategies, beyond core academic support, are necessary to prepare students for postsecondary success. The partial implementation of Action 6.2 underscores the importance of ensuring balanced resource allocation so that both instructional leadership and instructional resource enhancements are fully supported in future cycles.

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.

Reflecting on prior practice and analyzing recent performance data, no changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. The current plan remains aligned with identified needs and will continue to be monitored closely to ensure progress toward the goal and allow for timely adjustments if necessary.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$80,065.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$50,000.00	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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)	CA Dashboard 2023 ALL 32.3% SED 32.7%	CA Dashboard 2024 ALL 20.3%		CA Dashboard 2026	CA Dashboard 2024 ALL -12.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6		SED 21.6%		ALL 17.0% (27.3%) SED 18.0% (22.7%)	SED -11.1%

Goal Analysis [2024-25]

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

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

This Equity Multiplier goal focused on reducing the suspension rate for all Eagle Summit Community Day School students, particularly socio-economically disadvantaged students. The accompanying action was fully implemented. The primary implementation strategy involved adding a teacher on special assignment (TOSA) as a behavior interventionist (Action 7.1). The TOSA triaged student behavior, provided targeted support, and identified suspension alternatives to curb the suspension rate. This implementation yielded notable successes, including reduced suspension rates and enhanced student support. However, the implementation process also presented challenges. A significant concern is addressing the complexity of student needs, which requires intensive and ongoing effort.

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.

Goal 7 had no material differences.

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

Action 7.1 focuses on adding a behavior interventionist to triage student behavior, provide support, and identify alternatives to suspension. Data indicates that this action has been effective in reducing suspension rates. The suspension rate for all students decreased from 32.3% to 20.3%, and the rate for socio-economically disadvantaged students declined from 32.7% to 21.6% (Metric 7.1).

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

Since all targets for Year 3 outcomes were exceeded in Year 1, a new Year 3 outcomes have been established for the metric. The original targets are listed in parentheses for reference.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$242,015.00	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 2024 SED -98 HI -103		CA Dashboard 2026 SED -95 (-135.7) HI -100 (-117.4)	CA Dashboard 2024 SED +47.7 HI +24.4
8.2	CA Dashboard College Career (% of students prepared) Priority 4 Priority 8	CA Dashboard 2023 ALL 9.5%	CA Dashboard 2024 ALL 16.7%		CA Dashboard 2026 ALL 20.0% (14.5%)	CA Dashboard 2024 ALL +7.2%
8.3	Chronic Absenteeism (% of students absent 10% or more instructional days) Priority 5	CA Dashboard 2023 HI 34.5%	CA Dashboard 2023 HI 9.6%		CA Dashboard 2026 HI 8.0% (24.5%)	CA Dashboard 2024 HI -24.9%

Goal Analysis [2024-25]

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

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

The first action was fully implemented. Snowline Academy added a dean of students to provide instructional leadership, focusing on supporting Professional Learning Communities (PLCs) to improve instructional quality (Action 8.1). This initiative is designed to positively impact academic achievement for socio-economically disadvantaged and Hispanic students, particularly in mathematics. Instructional quality through the support of PLCs has occurred, leading to more effective teaching strategies. The dean also monitored chronic absenteeism and supported all students, especially Hispanic students and their families, to improve attendance. Another success is reduced chronic absenteeism through the dean's work with students and families. Implementation complexity in managing PLCs and ensuring their

effectiveness has been challenging and will require more time to optimize. Additionally, addressing the impact of socioeconomic factors, such as limited access to technology and internet at home or family instability due to financial hardship, on student achievement and attendance poses key challenges.

The second action was also fully implemented. To further support student success, Snowline Academy added a counselor to provide academic and college/career guidance (Action 8.2). This action focused on improving academic achievement, specifically in mathematics, and enhancing college/career readiness for all students, including socio-economically disadvantaged and Hispanic students. This action has yielded successes. For instance, a notable success is enhanced college/career readiness, effectively equipping students for success after graduation. Another success is the equitable support provided to all students, ensuring broader access to necessary resources. However, this action also presents inherent challenges. Resource availability can sometimes limit the counselor's capacity to provide comprehensive student support. Additionally, achieving consistent student engagement can be challenging, as not all students are equally receptive to utilizing counseling services. Despite these challenges, by providing targeted support and resources, the counselor plays a key role in ensuring all students have the necessary tools to achieve their academic and career goals.

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.

Counselor Academic and College/Career Readiness Guidance (Action 8.2): $365,512.00 was budgeted, but only $161,725 was spent due to fully budgeting the Equity Multiplier amount instead of just the intended expense. Carryover will be used for counselor salary and benefits in the 2025-26 school year.

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

Action 8.1 focuses on adding a dean of students to provide instructional leadership by supporting professional learning communities (PLC) to improve instructional quality and address chronic absenteeism. Data indicates this action has been effective in several areas. There's a positive impact on mathematics achievement, with the Distance from Standard (DFS) (Metric 8.1) improving for socio-economically disadvantaged students (from a baseline of -145.7 to a Year 1 outcome of -98.0) and Hispanic students (from a baseline of -127.4 to a Year 1 outcome of -103.0). The percentage of college and career-ready students (Metric 8.2) increased from 9.5% to 16.7%. Additionally, chronic absenteeism was substantially reduced among Hispanic students (Metric 8.3), decreasing from a baseline of 34.5% to a Year 1 outcome of 9.6%. However, implementation complexities in managing PLCs and addressing socioeconomic factors affecting student achievement and attendance have been challenging.

Action 8.2 focuses on adding a counselor to provide students with academic and college/career guidance. Data indicates this action has been effective. The percentage of college—and career-ready students increased from 9.5% to 16.7% (Metric 8.2). Additionally, there's a positive impact on mathematics achievement, as reflected in the improvements in the Distance from Standard (DFS) (Metric 8.1). The DFS improved for socio-economically disadvantaged students (from -145.7 to -98.0) and Hispanic students (from -127.4 to -103.0).

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.

Since all targets for Year 3 outcomes were exceeded in Year 1, new Year 3 outcomes have been established for all three metrics. The original targets are listed in parentheses for reference.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$80,083.00	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.	$106,685.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Over the next two years, Piñon Hills Elementary School will work to improve academic achievement in English Language Arts (ELA) and mathematics, with the goal of reducing the negative distance from standard for all students. A key focus will be on closing achievement gaps for English Learners, socio-economically disadvantaged students, students with disabilities, and White students. In addition to academic goals, the school will also concentrate on student well-being and engagement by reducing suspension rates for students with disabilities and decreasing chronic absenteeism for English Learners and Hispanic students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Piñon Hills Elementary School has been designated as an Equity Multiplier School because its student mobility rate exceeds 25% and its socio-economically disadvantaged student population is above 70%. In partnership with educational partners, including its school site council (SSC), Piñon Hills has developed and is implementing a Local Control and Accountability Plan (LCAP) goal to improve academic performance in English language arts (ELA) and mathematics for all students, particularly English learners, socio-economically disadvantaged students, and students with disabilities, with the aim of reducing the negative distance from the standard. Recognizing significant achievement gaps among these students, as well as in math for English learners, socio-economically disadvantaged students, students with disabilities, and white students; in suspension rates for students with disabilities; and chronic absenteeism for English learners and Hispanic students, Piñon Hills is committed to providing focused literacy support to address these disparities and ensure equitable opportunities for academic success for every student.

CAASPP ELA - Distance from Standard (DFS), shows that all student groups are well below the standard, with all students at -80.0 DFS, English learners at -79.7 DFS, students with disabilities at -116.9 DFS, and white students at 82.6 DFS. Similarly, Metric 9.2's baseline data for CAASPP Math - DFS indicates a critical need for improvement, with all students at -90.8 DFS, English learners at -99.6 DFS, socio-economically disadvantaged students at -96.8 DFS, and white students at -106.6 DFS. Beyond academics, the goal addresses student well-being and engagement, as demonstrated by the baseline data for Metric 9.3, which shows a suspension rate of 2.3% for all students and 6.7% for students with disabilities. Finally, Metric 9.4 highlights a serious issue with chronic absenteeism, with a baseline of 39.6% for all students and even higher rates for English learners (39.3%) and Hispanic students (42.9%). These collective metrics demonstrate the necessity of Goal 9 to provide focused support and ensure equitable outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	California Assessment of Student Performance and Progress (CAASPP) English Language Arts - Distance from Standard (DFS) Priority 2 and 4	2024 Dashboard All -80.0 EL -79.7 SED -84.6 SWD -116.9 WH -82.6	2024 Dashboard All -80.0 EL -79.7 SED -84.6 SWD -116.9 WH -82.6		2026 Dashboard All -70.0 EL - 73.8 SED -61.2 SWD -115.8 WH -64.8	2024 Dashboard All 0.0 EL 0.0 SED 0.0 SWD 0.0 WH 0.0
9.2	California Assessment of Student Performance and Progress (CAASPP) Math - Distance from Standard (DFS) Priority 2 and 4	2024 Dashboard All -90.8 EL -99.6 SED -96.8 WH -106.6	2024 Dashboard All -90.8 EL -99.6 SED -96.8 WH -106.6		2026 Dashboard All -80.8 EL -89.6 SED -86.8 WH -96.6	2024 Dashboard All 0.0 EL 0.0 SED 0.0 WH -0.0
9.3	Suspension Rate (% of students suspended at least one time) Priority 6	2024 Dashboard All 2.3% SWD 6.7%	2024 Dashboard All 2.3% SWD 6.7%		2026 Dashboard All 1.3% SWD 3.7%	2024 Dashboard All 0.0 SWD 0.0
9.4	Chronic Absenteeism (% of students absent 10% or more instructional days) Priority 5	2024 Dashboard All 39.6% EL 39.3% HI 42.9%	2024 Dashboard All 39.6% EL 39.3% HI 42.9%		2026 Dashboard All 29.6% EL 29.3% HI 32.9%	2024 Dashboard All 0.0 EL 0.0 HI 0.0

Goal Analysis [2024-25]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Literacy/Social Specialist	A full-time literacy/social support specialist will provide targeted, evidence-based help to K-5 students who are behind in reading and math. The specialist will work closely with teachers to track student progress and will focus first on students with disabilities, those from low-income backgrounds, and English learners. This position aims to help more students reach grade level in reading and math, as measured by 9.1 and 9.2. The specialist will also provide social and emotional support to students to help lower suspension and chronic absenteeism rates, as measured by 9.3 and 9.4.	$178,700.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$25,098,918	$2,758,647

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
28.960%	0.000%	$0.00	28.960%

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 2023 California Assessment of Student Performance and Progress (CAASPP) in English language arts (ELA), English learners	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	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
	(EL) are at -91.6, foster youth (FY) are at -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	fidelity. Research also suggests that PLCs lead to 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 of 2024 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 of 2024, 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	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
	more comparable education from class to 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 of 2024, 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 depict 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 of 2024, 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.	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	1.4, 1.5

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	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 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	more social-emotional learning in smaller classes. 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 2023 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.	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.	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 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. 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:**	Effective leadership is essential in implementing and sustaining the PLC process. TLLs will be responsible for helping their teams benefit all 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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.5	**Action:** Increasing Student College and Career Readiness **Need:** 2023 CALPADS Data: 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. 2023 CALPADS Data: 24.69% of all students, 7.04% of EL, 18.75% of FY, and 21.67% of SED students completed the A-G requirements. 2023 CALPADS Data: 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. 2023 CALPADS Data: 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. 2023 CALPADS Data: 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). 2023 CALPADS Data: 16.52% of all students, 0.0% of EL, 14.29% of FY, and 12.81% of SED students demonstrated college	In all schools serving high school students, Improving A-G completion, career technical 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	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
	preparedness on the math Early Assessment Program (EAP). On the 2023 CA State Dashboard,30.2% of all students were prepared on the college and career indicator, while 7.7% of EL, 5.9% of FY, and 27.0% of SED students were prepared on the CCI. On the 2023 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	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-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
	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 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 2023 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 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.	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	1.1, 1.2

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	2023 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 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 instructional 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	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 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:**	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	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
	2023 CA Dashboard: 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%. Although not as significant with EL students, foster youth and SED exceed the "all student" suspension rate by 5-10%. 2023 CALPADS: 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	meet their social and emotional needs. These universal prevention approaches are two of the most commonly used in supporting student mental health. 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.	

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
2.2	**Action:** Integrated Multi-Tiered System of Support (I-MTSS) Collaboration **Need:** 2023 CA Dashboard: 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%. 2023 CALPADS: 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:**	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 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.	2.1, 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
	LEA-wide		
2.3	**Action:** Integrated Multi-Tiered System of Support (I-MTSS) Coordination of wrap-around Services **Need:** 2023 CA Dashboard: 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. 2023 CALPADS: 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	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 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	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
	when it comes to mental health and behavioral guidance. **Scope:** LEA-wide	students, to ensure access to wrap-around services.	
2.4	**Action:** Social and Emotional Support and Psychotherapy Rendered to Students in Need **Need:** 2023 CA Dashboard: 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%. 2023 CALPADS: 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. 2023 CA Dashboard: 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. 2023 CALPADS: 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.	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 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.	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
	2023 CALPADS: 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. 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	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.	
2.5	**Action:** Social and Emotional Learning **Need:** 2023 CA Dashboard: 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%.	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	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
	2023 CALPADS: 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. 2023 CA Dashboard: Ls, 29.0% for foster youth, and 33.5% for SED. 2024 Panorama Survey: 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 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	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 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:**	Due to lower attendance and increased chronic absenteeism across the district, attendance	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
	Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism **Need:** 2023 CA Dashboard: 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. 2023 CA Dashboard: 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. 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.	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. 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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

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 **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	As part of the overall design to improve English proficiency for all EL students, bilingual associates 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.	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
	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 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.	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	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
	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 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)	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.	

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	1:16	1:15
Staff-to-student ratio of certificated staff providing direct services to students	1:19	1:18

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	86,668,118	25,098,918	28.960%	0.000%	28.960%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$112,952,496.00	$737,548.00	$0.00	$0.00	$113,690,044.00	$108,040,902.00	$5,649,142.00

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	$5,928,752.00	$1,466,752.00	$7,395,504.00				$7,395,504.00	
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	$1,394,648.00	$0.00	$1,394,648.00				$1,394,648.00	
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	$3,582,146.00	$192.00	$3,582,338.00				$3,582,338.00	
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	$710,963.00	$4,227.00	$715,190.00				$715,190.00	
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	$2,884,415.00	$545,173.00	$3,429,588.00				$3,429,588.00	
1	1.6	Assessment Platforms to Develop and Practice Skills and Assess Conceptual Knowledge Through Progress Monitoring	All	No			All Schools	2024-2027	$30,147.00	$16,778.00	$46,925.00				$46,925.00	

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	$13,752.00	$13,752.00				$13,752.00	
1	1.8	Build and Develop Literacy Instructional Skills to Improve Student Academic Outcomes	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.9	English Learner Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$828,954.00	$7,297.00	$836,251.00				$836,251.00	
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	$198,562.00	$31,555.00	$230,117.00				$230,117.00	
1	1.11	Support Services for Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	$6,924,456.00	$0.00	$6,924,456.00				$6,924,456.00	
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	$155,757.00	$243,725.00	$399,482.00				$399,482.00	
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	$5,110,118.00	$0.00	$5,110,118.00				$5,110,118.00	
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	$1,108,050.00	$0.00	$1,108,050.00				$1,108,050.00	
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	$2,653,780.00	$5,758.00	$2,659,538.00				$2,659,538.00	
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	$1,444,228.00	$93,610.00	$1,537,838.00				$1,537,838.00	

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	$99,727.00	$0.00	$99,727.00				$99,727.00	
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	$5,869,088.00	$2,071,461.00	$7,940,549.00				$7,940,549.00	
3	3.1	Parent/Guardian Engagement	All	No			All Schools	2024-2027	$430,122.00	$1,046.00	$431,168.00				$431,168.00	
3	3.2	Parent/Guardian Advisory Groups	All	No			All Schools	2024-2027	$0.00	$1,298.00	$1,298.00				$1,298.00	
3	3.3	Public Relations and Communications	All	No			All Schools	2024-2027	$174,162.00	$102,223.00	$276,385.00				$276,385.00	
4	4.1	Hire and Support Qualified Teachers	All	No			All Schools	2024-2027	$49,736,464.00	$11,480.00	$49,747,944.00				$49,747,944.00	
4	4.2	Ensure Full Access to Instructional Curriculum, Equipment, and Materials	All	No			All Schools	2024-2027	$10,218,125.00	$982,815.00	$11,200,940.00				$11,200,940.00	
4	4.3	Maintain Safe, Functional, and Clean Facilities	All	No			All Schools	2024-2027	$7,870,690.00	$0.00	$7,870,690.00				$7,870,690.00	
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	$80,065.00	$0.00		$80,065.00			$80,065.00	
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	$50,000.00		$50,000.00			$50,000.00	
7	**7.1**	Behavior Interventionist Student Support	All Socio-economically disadvantaged	No			Specific Schools: Eagle Summit Community Day School 6-12	2024-2027	$242,015.00	$0.00		$242,015.00			$242,015.00	
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	$80,083.00	$0.00		$80,083.00			$80,083.00	
8	**8.2**	Counselor Academic and College/Career Readiness Guidance	All Socio-Economically Disadvantaged, Hispanic	No			Specific Schools: Snowline Academy TK-12	2024-2027	$106,685.00	$0.00		$106,685.00			$106,685.00	
9	**9.1**	Literacy/Social Specialist	All English Learners, Socio-Economically Disadvantaged, Students with Disabilities, White	No			Specific Schools: Piñon Hills Elementary School K-5	2025-2027	$178,700.00	$0.00		$178,700.00			$178,700.00	

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

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
86,668,118	25,098,918	28.960%	0.000%	28.960%	$36,352,963.00	0.000%	41.945 %	**Total:**	$36,352,963.00
								LEA-wide Total:	$28,274,669.00
								Limited Total:	$1,066,368.00
								Schoolwide Total:	$7,011,926.00

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	$7,395,504.00	
1	1.2	Embedded Teacher Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,394,648.00	
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	$3,582,338.00	
1	1.4	Facilitation of Professional Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$715,190.00	
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	$3,429,588.00	

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	$13,752.00	
1	1.9	English Learner Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$836,251.00	
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	$230,117.00	
2	2.1	PBIS and SEL Professional Development and Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$399,482.00	
2	2.2	Integrated Multi-Tiered System of Support (I-MTSS) Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,110,118.00	
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	$1,108,050.00	
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	$2,659,538.00	
2	2.5	Social and Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,537,838.00	
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	$7,940,549.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$106,794,964.00	$118,960,302.88

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 Community (PLC) Training, Coaching, and Support	Yes	$7,816,934.00	6,071,068.71
1	**1.2**	Embedded Teacher Collaboration Time	Yes	$1,286,543.00	1,143,986.00
1	**1.3**	Smaller Class Sizes (TK-3)	Yes	$3,641,392.00	3,615,608.00
1	**1.4**	Facilitation of Professional Collaboration	Yes	$943,929.00	708,254.00
1	**1.5**	Increasing Student College and Career Readiness	Yes	$2,812,648.00	3,103,735.11
1	**1.6**	Assessment Platforms to Develop and Practice Skills and Assess Conceptual Knowledge Through Progress Monitoring	No	$96,597.00	45,691.00
1	**1.7**	Increase Student Engagement to Improve Academic Outcomes	Yes	$10,000.00	13,752.00
1	**1.8**	Build and Develop Literacy Instructional Skills to Improve Student Academic Outcomes	No	$20,000.00	0
1	**1.9**	English Learner Support Services	Yes	$73,104.00	73,202.00
1	**1.10**	Designated and Integrated English Language Development for English Learners and Long-Term English Learners	Yes	$258,293.00	97,249.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Support Services for Students with Disabilities	No	$5,277,692.00	6,130,174.00
2	2.1	PBIS and SEL Professional Development and Coaching	Yes	$1,280,139.00	269,352.00
2	2.2	Integrated Multi-Tiered System of Support (I-MTSS) Collaboration	Yes	$4,442,261.00	4,941,440.00
2	2.3	Integrated Multi-Tiered System of Support (I-MTSS) Coordination of wrap-around Services	Yes	$1,033,083.00	1,131,607.00
2	2.4	Social and Emotional Support and Psychotherapy Rendered to Students in Need	Yes	$51,095.00	284,888.00
2	2.5	Social and Emotional Learning	Yes	$1,674,820.00	1,434,493.00
2	2.6	Supporting Students in an Equitable Way that Improves School Climate and Sense of Belonging	No	$10,000.00	10,285.00
2	2.7	Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism	Yes	$5,961,404.00	7,853,796.86
3	3.1	Parent/Guardian Engagement	No	$381,400.00	446,700.90
3	3.2	Parent/Guardian Advisory Groups	No	$1,027.00	1,298.00
3	3.3	Public Relations and Communications	No	$278,624.36	199,312.00
4	4.1	Hire and Support Qualified Teachers	No	$46,465,723.00	45,441,409.42

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	Ensure Full Access to Instructional Curriculum, Equipment, and Materials	No	$11,008,800.00	18,270,387.56
4	4.3	Maintain Safe, Functional, and Clean Facilities	No	$11,132,630.64	17,202,672.32
5	5.1	Reduce Certificate of Participation (COP) Payment	No	$0.00	0
5	5.2	Utilize the Facility Master Plan (FMP) to Prioritize Preventive maintenance Priority 1	No	$0.00	0
5	5.3	Implement a General Obligation Bond Campaign Based on Feasibility Priority 1	No	$0.00	0
5	5.4	Establish and Deploy a Budget Task Force Priority 3	No	$0.00	0
5	5.5	Generate Revenue Through Attendance and Enrollment	No	$0.00	0
5	5.6	Facilitate Education Benefit Form (EBF) Campaigns	No	$0.00	0
5	5.7	Evaluate Educational and Operational Programs for Cost Effectiveness and Viability	No	$0.00	0
5	5.8	Engage in Position Control to Maintain Appropriate Staffing	No	$0.00	0
6	6.1	Dean of Students Instructional Leadership	No	$85,005.00	152,493.00

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)
6	**6.2**	Supplemental Instructional Materials and Online Access for Concept and Skill Development	No	$232,883.00	7,975.00
7	**7.1**	Behavior Interventionist Student Support	No	$68,420.00	71,069.00
8	**8.1**	Dean of Students Instructional Leadership and Attendance Support	No	$85,005.00	76,679.00
8	**8.2**	Counselor Academic and College/Career Readiness Guidance	No	$365,512.00	161,725.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
22,776,969	$31,285,645.00	$30,742,432.00	$543,213.00	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 Community (PLC) Training, Coaching, and Support	Yes	$7,816,934.00	6071069		
1	1.2	Embedded Teacher Collaboration Time	Yes	$1,286,543.00	1143986		
1	1.3	Smaller Class Sizes (TK-3)	Yes	$3,641,392.00	3615608		
1	1.4	Facilitation of Professional Collaboration	Yes	$943,929.00	708254		
1	1.5	Increasing Student College and Career Readiness	Yes	$2,812,648.00	3103735		
1	1.7	Increase Student Engagement to Improve Academic Outcomes	Yes	$10,000.00	13752		
1	1.9	English Learner Support Services	Yes	$73,104.00	73202		
1	1.10	Designated and Integrated English Language Development for English Learners and Long-Term English Learners	Yes	$258,293.00	97249		
2	2.1	PBIS and SEL Professional Development and Coaching	Yes	$1,280,139.00	269352		
2	2.2	Integrated Multi-Tiered System of Support (I-MTSS) Collaboration	Yes	$4,442,261.00	4941440		

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	**2.3**	Integrated Multi-Tiered System of Support (I-MTSS) Coordination of wrap-around Services	Yes	$1,033,083.00	1131607		
2	**2.4**	Social and Emotional Support and Psychotherapy Rendered to Students in Need	Yes	$51,095.00	284888		
2	**2.5**	Social and Emotional Learning	Yes	$1,674,820.00	1434493		
2	**2.7**	Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism	Yes	$5,961,404.00	7853797		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$84,278,046	22,776,969	0	27.026%	$30,742,432.00	0.000%	36.477%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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