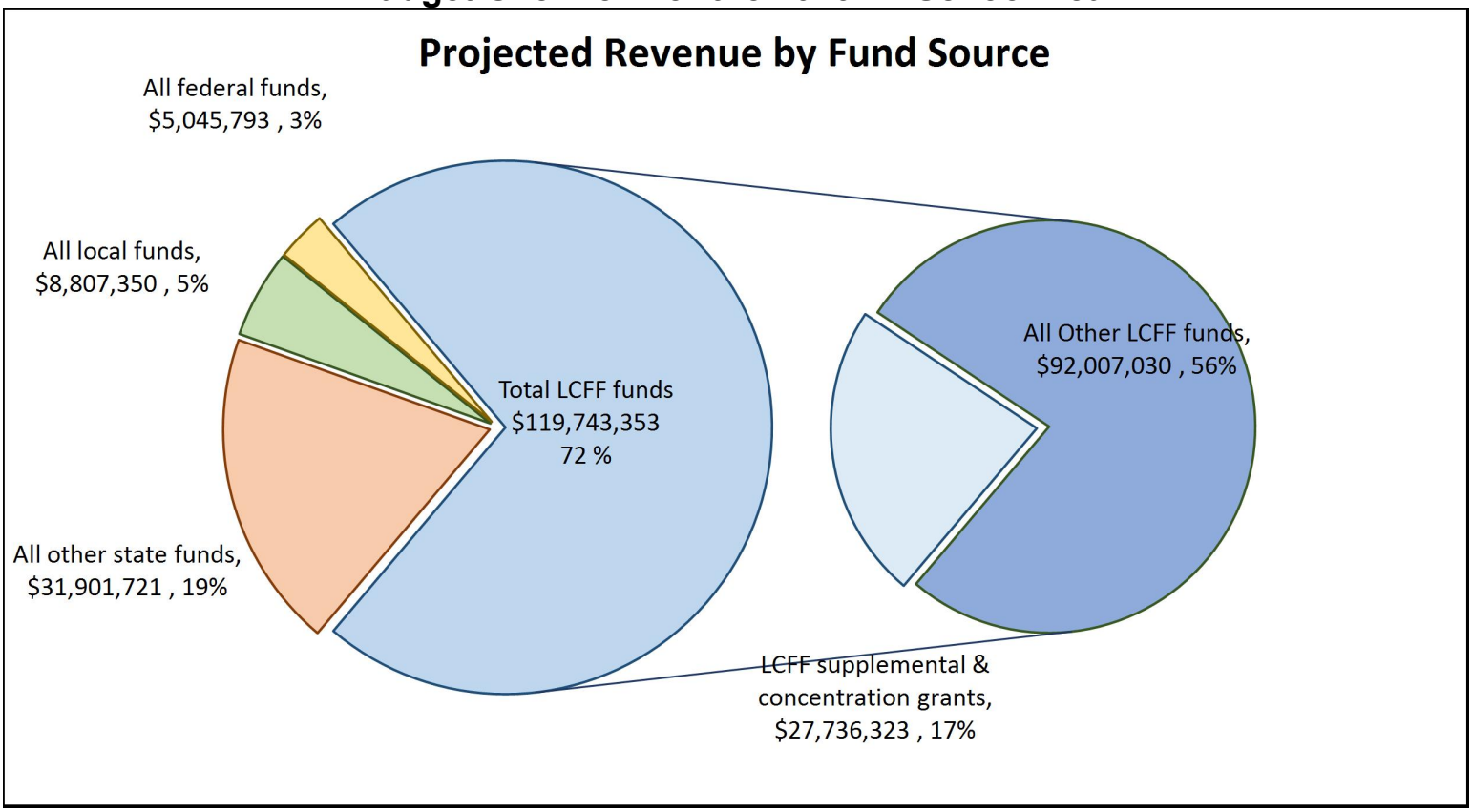
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Snowline Joint Unified School District
CDS Code: 36 73957 0000000
School Year: 2026-27
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 2026-27 School Year

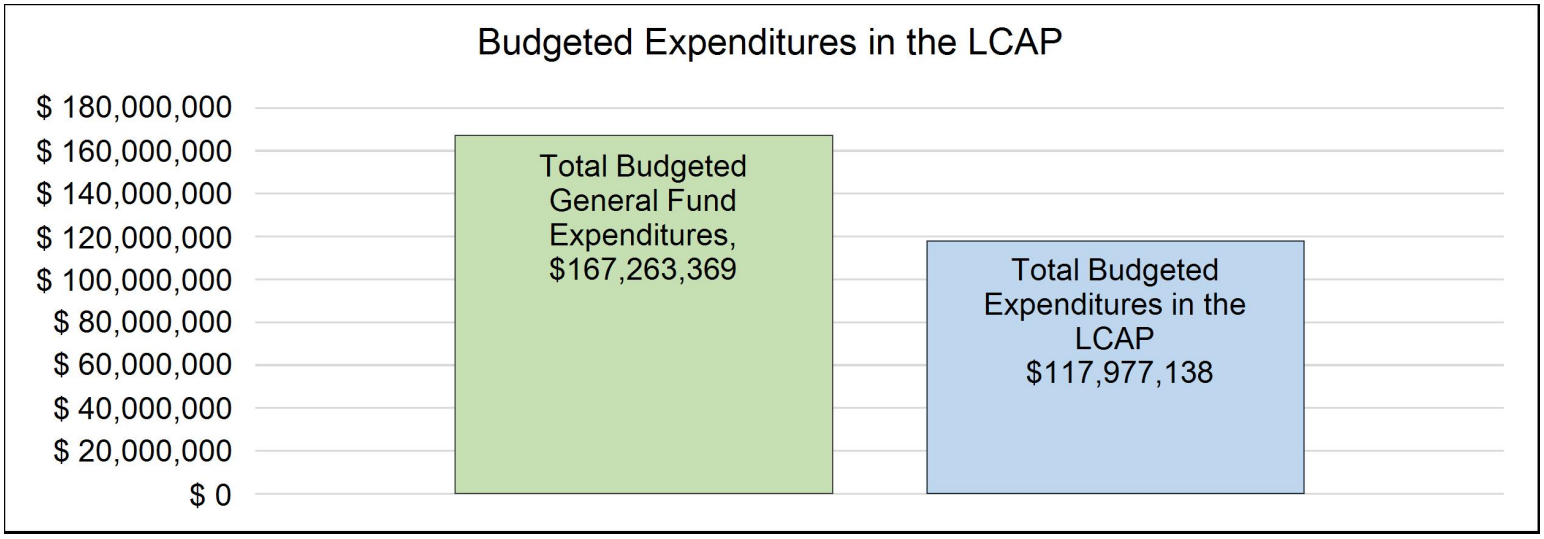


This chart shows the total general purpose revenue Snowline Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Snowline Joint Unified School District is $165,498,216.5, of which $119,743,353 is Local Control Funding Formula (LCFF), $31,901,720.63 is other state funds, $8,807,349.87 is local funds, and $5,045,793 is federal funds. Of the $119,743,353 in LCFF Funds, $27,736,323 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 2026-27. 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 $167,263,369.07 for the 2026-27 school year. Of that amount, $117,977,137.76 is tied to actions/services in the LCAP and $49,286,231.30,999,999 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

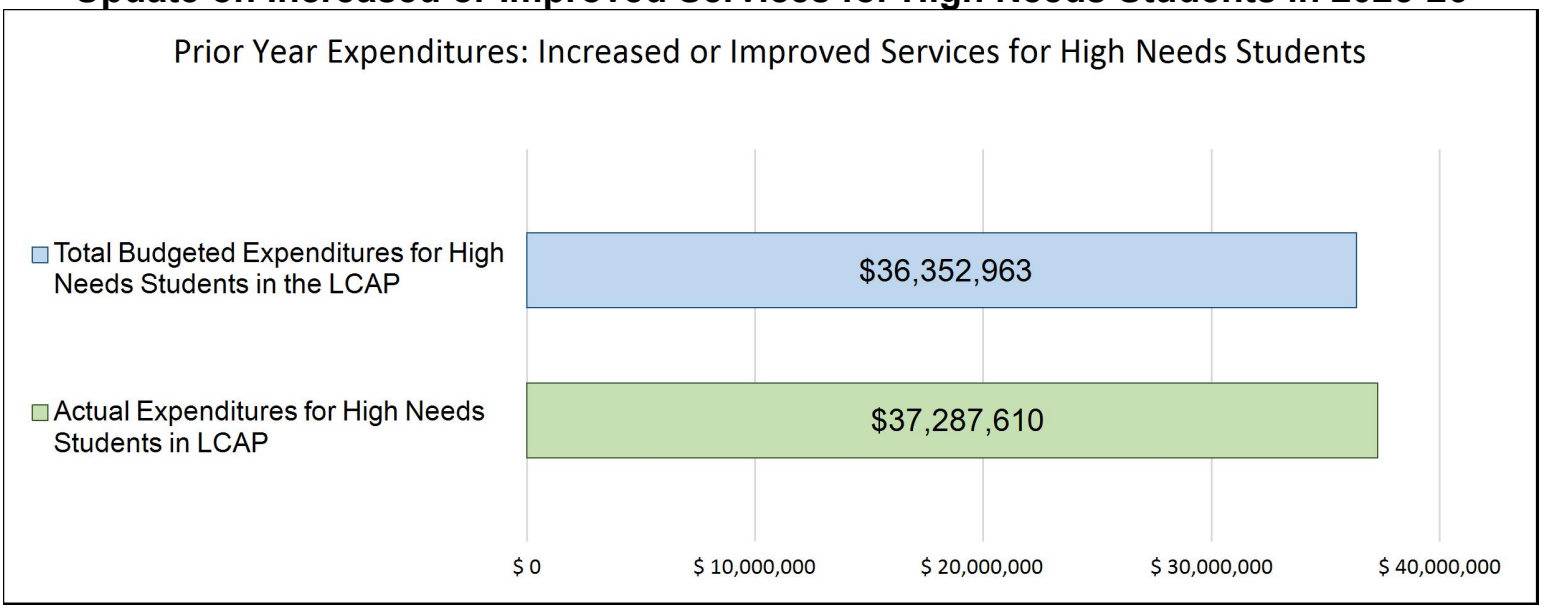
The budgeted expenditures not included in the LCAP will support general operating costs and educational programs, including salaries and benefits for staff not specifically identified in LCAP actions, special education services, facilities maintenance, utilities, transportation, insurance, technology infrastructure, administrative/business services, and other operational costs necessary to maintain safe and effective schools. A significant portion supports increased special education costs and required services for students with disabilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Snowline Joint Unified School District is projecting it will receive $27,736,323 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 $37,468,394 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 2025-26



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 2025-26, Snowline Joint Unified School District's LCAP budgeted $36,352,963 for planned actions to increase or improve services for high needs students. Snowline Joint Unified School District actually spent $37,287,610 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

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.

Snowline Joint Unified School District was established in 1982. The District encompasses the mountain and high desert communities of Wrightwood, Phelan, Piñon Hills, Baldy Mesa, Oak Hills, West Cajon Valley, and the western portion of Victorville. Snowline JUSD comprises five elementary schools, one TK–8 school of choice, two middle schools, and one comprehensive high school. Additionally, the District offers a diverse range of non-traditional educational programs, including a continuation high school, a community day school, a virtual homeschool program, and an adult school, providing expanded learning opportunities for students and adult learners. State preschool programs are located at all five elementary schools and the TK–8 campus.

The following data is from the California Basic Educational Data System (CBEDS) as of October 31, 2025, as reported through the California Longitudinal Pupil Achievement Data System (CALPADS).

Snowline JUSD serves 8,088 students. School enrollment by site includes Baldy Mesa Elementary School (956), Phelan Elementary School (769), Piñon Hills Elementary School (598), Vista Verde Elementary School (742), Wrightwood Elementary School (313), Heritage School (577), Piñon Mesa Middle School (890), Quail Valley Middle School (847), Serrano High School (2,104), Chaparral High School (133), Eagle Summit Community Day School (22), and Snowline Academy (124).

The 2025 certified district enrollment for student groups is as follows: English Learners: 996 (12.31%), Foster Youth: 119 (1.60%), Homeless: 294 (4.00%), Socioeconomically Disadvantaged: 5,284 (72.99%), and Students with Disabilities: 1,312 (15.77%). Race and ethnicity student groups include African American/Black: 396 (4.90%), American Indian/Native Alaskan: 32 (0.40%), Asian: 77 (0.95%), Filipino: 25 (0.31%),

Hispanic/Latino: 5,183 (64.08%), Native Hawaiian/Pacific Islander: 31 (0.38%), Two or More Races: 218 (2.70%), and White: 1,784 (20.06%).

Equity Multiplier schools include Chaparral High School and Eagle Summit Community Day School. These schools receive additional Equity Multiplier funding based on the concentration of socioeconomically disadvantaged students and student non-stability factors. While Pinon Hills and Snowline Academy were identified as Equity Multiplier sites in the 2025-26 LCAP, they are not designated as such in the 2026-27 LCAP. However, all schools will continue implementing their Equity Multiplier goal to sustain progress and provide ongoing support for their student populations.

The 2025 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.

Snowline JUSD is a Kindness Certified School District committed to supporting the academic, behavioral, and social-emotional success of all students. All schools actively engage in Positive Behavioral Interventions and Supports (PBIS), Professional Learning Communities (PLCs), and Kagan Cooperative Learning structures to promote student engagement, collaboration, achievement, and positive school culture. In addition, the District offers extensive college and career readiness opportunities, including the largest selection of Career Technical Education (CTE) pathways in the High Desert region.

Reflections: Annual Performance

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

Analysis of the 2025 California School Dashboard and local data sources identified areas of both progress and continued need across the district, particularly among historically underserved student groups.

Five student groups within the district (LEA) received the lowest performance indicator in the following areas 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

In addition to addressing challenges at the LEA level, the district and school sites will focus on improvement for schools and student groups 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

Based on a comparison of 2024 and 2025 California School Dashboard data, students demonstrated positive outcomes in several key college and career readiness indicators. At Serrano High School, the graduation rate increased to 92.1%, representing a 3.2 percentage point increase, and the College/Career Indicator improved to 52.4%, an increase of 11.2 percentage points. Additionally, 47.3% of English Learners made progress toward English language proficiency, slightly exceeding the statewide average of 46.4%.

In addition to these outcomes, improvements were observed in English Language Arts achievement as measured by CAASPP Distance from Standard (DFS). Several student groups demonstrated measurable gains across district schools. At the elementary level, English Learners at Phelan Elementary improved by 24.2 points, while Students with Disabilities at Phelan Elementary improved by 28.4 points. At the secondary level, English Learners at Pinon Mesa Middle School improved by 26.2 points, and Students with Disabilities at Serrano High School improved by 16.5 points. These improvements suggest that targeted instructional supports, intervention systems, and focused instructional strategies are contributing to improved outcomes for historically underserved student groups across multiple schools.

Despite these areas of progress, district data continues to highlight persistent challenges in academic achievement, particularly in English Language Arts and Mathematics. For example, at Serrano High School, students were 36.2 points below the standard in English Language Arts and 112.8 points below the standard in Mathematics, indicating the need for continued focus on strengthening core academic instruction and accelerating student learning across grade levels.

Additional analysis of middle school data reinforces the connection between student engagement, attendance, and academic outcomes. At Quail Valley Middle School, 33.6% of students were identified as chronically absent, and 18.1% of students were suspended at least one day, both of which increased compared to the prior year. These engagement challenges are reflected in academic performance, with students performing 63.9 points below standard in English Language Arts and 128.7 points below standard in Mathematics. These data points highlight the importance of addressing student engagement, school climate, and attendance as key drivers of academic success.

The district attributes areas of improvement to continued investments in collaborative instructional practices, professional learning communities (PLCs), the implementation of the district's Literacy Playbook, and targeted intervention supports designed to strengthen core instruction and accelerate student learning. Through structured collaboration time, professional development focused on effective instructional strategies, and the use of data to guide instructional decision-making, educators across the district are working collectively to improve outcomes for all students.

In response to identified academic, attendance, and engagement needs, the district will utilize remaining Learning Recovery Emergency Block Grant (LREBG) funds to support evidence-based actions aligned with the Local Control and Accountability Plan (LCAP).

The district conducted a comprehensive needs assessment utilizing 2025 California School Dashboard data for English Language Arts, Mathematics, and Chronic Absenteeism; local assessment data including Renaissance, DIBELS, ESGI, and other progress monitoring measures; school and student group performance data; and educational partner input gathered through surveys, advisory committees, focus groups, and school site planning processes. This analysis identified continued needs in English Language Arts achievement, literacy development, mathematics performance, English language acquisition, student engagement, school connectedness, and chronic absenteeism, particularly among English Learners, Foster Youth, and Socioeconomically Disadvantaged students. These findings informed the prioritization of actions and services funded through the Learning Recovery Emergency Block Grant (LREBG), aligned with the district's Local Control and Accountability Plan (LCAP), and supported the allowable use category of Accelerating Learning Progress.

As of June 30, 2026, the district has approximately $507,326.87 in remaining LREBG funds. The district will utilize these remaining funds to support evidence-based actions aligned with the requirements of Education Code Section 32526(c)(2). Planned expenditures include instructional coaching and mentoring for new teachers through Catapult Learning to strengthen data-driven instructional practices; intervention opportunities designed to increase student engagement, improve access to instruction, strengthen school connectedness, and support students at risk of chronic absenteeism, course failure, or disengagement from school through Saturday school; attendance intervention and family outreach supports through EveryDay Labs, including personalized mailers and text message communication; data analysis and student support systems through Panorama Education; and assessment and progress monitoring platforms including Renaissance, DIBELS, and ESGI. These investments are intended to accelerate student learning, strengthen instructional effectiveness, improve attendance, increase family engagement, and support the academic and social-emotional recovery of students most impacted by learning disruptions.

To address these identified needs, the district selected targeted actions funded in whole or in part through the Learning Recovery Emergency Block Grant. These actions include Professional Learning Communities and new teacher coaching supports (Action 1.1), instructional leadership and data-informed decision-making systems (Action 1.4), bilingual associate support and English Learner progress monitoring (Action 1.9), designated and integrated English Language Development supports (Action 1.10), coordinated wraparound services and

intervention opportunities (Action 2.3), student engagement and school connectedness monitoring (Action 2.5), and attendance intervention systems (Action 2.7).

LREBG-funded expenditures supporting these actions include Catapult Learning Coaching Support ($111,500.00), Panorama Student Success Platform ($120,660.00), Renaissance Assessment and Progress Monitoring ($93,665.00), Amplify DIBELS and ESGI Early Literacy Assessments ($38,795.00), Saturday School ($65,514.13), and EveryDay Labs Attendance Intervention System ($64,445.63). Collectively, these investments strengthen instructional effectiveness, improve literacy and language development, increase student engagement and school connectedness, support attendance improvement efforts, and provide targeted interventions designed to accelerate learning progress for students most impacted by unfinished learning and learning disruptions.

These planned expenditures align with allowable LREBG purposes by supporting academic learning recovery, student engagement, attendance improvement, progress monitoring, and targeted interventions designed to improve outcomes for students demonstrating the greatest academic and engagement needs.

The district's approach is grounded in research supporting the use of timely assessment data, targeted intervention, explicit literacy and language development, professional learning, and early attendance interventions. Research from the What Works Clearinghouse identifies evidence-based literacy practices for English Learners, including explicit academic vocabulary instruction and structured opportunities for academic discussion, which align with the district's Literacy Playbook implementation. In addition, research on chronic absenteeism supports the use of early warning systems, personalized family outreach, and tiered attendance interventions to identify students at risk and provide timely supports. These strategies are reflected in the district's planned use of LREBG funds and are designed to accelerate learning recovery and improve outcomes for student groups experiencing the greatest disparities.

Reflections: Technical Assistance

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

According to the 2025 California School Dashboard, Snowline Joint Unified School District qualifies for Differentiated Assistance based on performance across multiple student groups and state indicators. A total of eight student groups were identified for support, with eligibility determined across specific indicators and years, as outlined below:

English Learners (EL):
Year 1: English Language Arts (ELA), Mathematics, Chronic Absenteeism
Year 2: Suspension Rate, College/Career Indicator

Long-Term English Learners (LTELs):
Year 1: English Learner Progress Indicator (ELPI), Chronic Absenteeism
Year 2: Suspension Rate, College/Career Indicator

Foster Youth:
Year 1: ELA, Mathematics, Chronic Absenteeism, Suspension Rate

Homeless Youth:
Year 1: ELA, Mathematics, Chronic Absenteeism
Year 2: Graduation Rate, Suspension Rate

Socioeconomically Disadvantaged Students:
Year 1: ELA, Mathematics, Chronic Absenteeism

Students with Disabilities:
Year 1: ELA, Mathematics, Chronic Absenteeism
Year 2: College/Career Indicator

African American Students:
Year 1: ELA, Mathematics, Chronic Absenteeism, Suspension Rate

Hispanic Students:
Year 1: ELA, Mathematics, Chronic Absenteeism

This identification reflects the district's need to provide targeted support aligned to the specific indicators and student groups that contributed to its Differentiated Assistance status. In response, the district has prioritized actions within the LCAP that strengthen instruction, improve student engagement, and provide targeted supports to address the identified areas of need. These efforts are supported through ongoing collaboration with the County Office of Education to build systemwide capacity and monitor progress.

Analysis of the 2025 California School Dashboard indicates continued performance challenges among several student groups that contributed to the district's Differentiated Assistance eligibility. These data highlight the need for continued focus on academic achievement, student engagement, attendance, behavior, and college and career readiness.

For English Learners (EL), performance data show substantial needs across multiple indicators. English Learners performed 84.7 points below standard in English Language Arts (ELA) and 121.8 points below standard in mathematics. In addition, 30.8% of English Learners were chronically absent, the suspension rate was 7.7%, and 20.9% of students were identified as prepared on the College/Career Indicator (CCI). These outcomes indicate a continued need to strengthen language development, improve attendance, reduce exclusionary discipline practices, and expand access to college and career readiness opportunities.

Long-Term English Learners (LTELs) demonstrated even greater academic and engagement challenges. This group performed 134.7 points below standard in ELA and 188.7 points below standard in mathematics, with 37.6% chronically absent and a 14.4% suspension rate. Additionally, 24.3% of LTEL students were identified as prepared on the CCI. These results highlight the importance of strengthening designated and integrated English Language Development (ELD), improving instructional practices for multilingual learners, and addressing barriers to consistent attendance and engagement.

For students experiencing homelessness, Dashboard data reflect continued academic and stability challenges. Homeless students performed 82.2 points below standard in ELA and 108.1 points below standard in mathematics, with a graduation rate of 78.6% and a

suspension rate of 18.9%. These outcomes emphasize the need for coordinated supports, including social-emotional services, consistent instructional access, attendance interventions, and services that address the impacts of housing instability.

Additional Dashboard indicators show areas requiring continued support across other student groups. Students with Disabilities (SWD) performed 117.7 points below standard in ELA and 162.4 points below standard in mathematics, with 19.3% identified as prepared on the College/Career Indicator. These outcomes highlight the need to strengthen inclusive instructional practices, provide targeted academic interventions, and expand access to college and career readiness opportunities.

Foster Youth continue to require targeted support across multiple academic and engagement indicators. This student group performed 110.7 points below standard in English Language Arts and 129.4 points below standard in mathematics. In addition, 30.7% of Foster Youth were chronically absent, the suspension rate was 18.3%, and 21.4% of students were identified as prepared on the College/Career Indicator. These outcomes demonstrate the need for coordinated academic, behavioral, and social-emotional supports designed to improve student engagement, increase academic achievement, strengthen attendance, and improve college and career readiness outcomes.

Socioeconomically Disadvantaged (SED) students also continue to face academic and engagement challenges. This student group performed 57.9 points below standard in ELA and 97.8 points below standard in mathematics, while experiencing a 33.4% chronic absenteeism rate. In addition, 38.8% of SED students were identified as prepared on the College/Career Indicator. These outcomes highlight the need for continued access to targeted interventions, academic supports, and strategies to address barriers impacting attendance and engagement.

For African American students, Dashboard data reflect significant and persistent challenges across both academic and engagement indicators. In ELA, this group performed 73.5 points below standard, while in mathematics students performed 123.0 points below standard. In addition, 40.4% of students were chronically absent, and the suspension rate was 18.5%. These outcomes indicate a need for intensified, targeted supports focused on instructional practices, student engagement, relationship-building, and proactive behavioral interventions.

Similarly, Hispanic students continue to demonstrate areas of need across multiple academic and engagement indicators. This group performed 56.6 points below standard in English Language Arts and 96.1 points below standard in mathematics. In addition, 31.0% of Hispanic students were chronically absent, the suspension rate was 6.8%, and 36.7% of students were identified as prepared on the College/Career Indicator. These outcomes underscore the need for continued focus on high-quality instruction, language supports, attendance improvement efforts, college and career readiness opportunities, and strategies designed to increase student engagement and achievement..

To address outcomes related to Chronic Absenteeism across all identified student groups eligible for Differentiated Assistance, Snowline Joint Unified School District participated in workshops facilitated by the San Bernardino County Superintendent of Schools (SBCSS). Collectively, these data highlight the need for a comprehensive and coordinated approach to improving instructional quality, strengthening student engagement, and providing targeted supports to address the specific needs of identified student groups. These findings directly informed the development of LCAP goals and actions designed to improve outcomes for all students, with a focused emphasis on those groups contributing to the district's Differentiated Assistance status. Because SJUSD had four student groups with two or more indicators in the Red performance level, the district also qualified for additional technical assistance. In April 2026, district representatives met with the California Collaborative for Educational Excellence (CCEE) and the SBCSS Accountability Team to further discuss the district’s improvement

efforts. The conversation focused on strengthening leadership systems, co-planning principal meetings, and providing support with data analysis. Implementation of these supports will begin in August 2026."

The district continues to align its LCAP actions to address the needs identified through the Differentiated Assistance process. Key strategies include strengthening professional learning communities (Action 1.1) and instructional coaching (Actions 1.4 and 1.9) to improve teaching and learning; expanding literacy and language development supports for English Learners and Long-Term English Learners through implementation of the district's Literacy Playbook, including Academic Vocabulary, Collaborative Conversations, Phonemic Awareness Routines, and Thinking Maps (Actions 1.9 and 1.10); implementing Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning practices to improve school climate (Action 2.1); and increasing counseling and college and career readiness supports to improve post-secondary outcomes (Actions 1.5 and 2.4).

In addition, the district continues to implement attendance improvement strategies (Action 2.7) and wrap-around supports (Actions 2.3, 2.4, and 2.6) to reduce chronic absenteeism and ensure that students experiencing homelessness, Foster Youth, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities receive coordinated and targeted services aligned to identified needs. These actions are intentionally aligned to directly address the needs identified through the Differentiated Assistance process.

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 (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.

Snowline Joint Unified School District supports Chaparral High School (CHS) in the development and implementation of its Comprehensive Support and Improvement (CSI) plan through a structured and collaborative process that includes a comprehensive school-level needs assessment, the identification of evidence-based interventions, and an analysis of resource inequities.

A comprehensive needs assessment was conducted to identify areas requiring focused attention to improve student outcomes in English Language Arts, mathematics, and college and career readiness. This process included analyzing state and local data, including CAASPP results, interim assessments, and behavior and attendance data, and was conducted in collaboration with key educational partners, including district leadership, site administration, teachers, and external support provided through a Solution Tree coach.

Through this process, the district identified several resource inequities impacting student outcomes. Most notably, there was a shortage of personnel to support students with significant academic and social-emotional needs, limiting the school’s ability to provide consistent instructional leadership, targeted intervention, and behavioral support. Additional inequities included inconsistent implementation of

instructional practices across classrooms, limited opportunities for structured intervention during the school day, gaps in access to differentiated instructional tools and supports, and challenges associated with high student mobility that impact continuity of instruction.

In response to these identified inequities, the district implemented targeted Tier 1 strategies aligned to each area of need. These universal interventions were designed to strengthen the core instructional program and improve access to academic and social-emotional supports for all students at Chaparral High School. To address the shortage of personnel and need for increased student support, the district added an instructional dean to provide focused academic and social-emotional support. To address limited opportunities for intervention, the CHS bell schedule was restructured to include a dedicated intervention block during the school day. To address inconsistent instructional practices, the district strengthened Professional Learning Community (PLC) processes and instructional coaching to ensure consistent implementation of evidence-based strategies across classrooms. To address gaps in access to differentiated instructional tools, the district expanded the use of supplemental instructional platforms, including IXL and other digital tools, to provide targeted skill development in English Language Arts and mathematics. To mitigate the impact of student mobility, staff are using common assessments and data protocols to monitor student progress and provide timely intervention. Collectively, these Tier 1 interventions are intended to strengthen instructional quality, improve student engagement, increase access to support, and address the resource inequities identified through the Comprehensive Support and Improvement (CSI) needs assessment process.

These strategies build upon prior year efforts while also introducing new supports to address persistent inequities. While PLC collaboration and instructional supports were part of the previous plan, new strategies this year include the addition of an instructional dean and the restructuring of the master schedule to create a formal intervention block, representing a more systematic and targeted approach to addressing identified student needs.

As part of the district's instructional focus, Chaparral High School has also implemented targeted literacy and instructional strategies, including CLOZE reading to support comprehension, Thinking Maps to develop and organize student thinking, and Claim-Evidence-Reasoning (CER) practices to strengthen writing and analytical skills across content areas. These strategies are reinforced through PLC collaboration and instructional coaching to ensure consistent implementation across classrooms and to support students in accessing rigorous grade-level content.

Through these coordinated efforts, Snowline Joint Unified School District continues to address identified resource inequities and support Chaparral High School in implementing its CSI plan, with a focus on improving academic outcomes and ensuring equitable access to high-quality instruction and support for all students.

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 is anchored by regular meetings between the CHS principal and the Assistant Superintendent of Student Learning and Support Services (SL&SS), ensuring ongoing alignment with the school's comprehensive needs assessment, identified resource inequities, and corresponding strategies.

Monitoring will be directly aligned to the specific strategies implemented to address identified resource inequities. To evaluate the impact of increased personnel support, including the addition of an instructional dean, the district will monitor student engagement, behavior incidents, and MTSS referral data, including SWIS reports and suspension rates. To evaluate the effectiveness of the restructured bell schedule and dedicated intervention block, the district will monitor student participation in intervention, course grades, credit recovery progress, and performance on diagnostic and interim assessments in English Language Arts and mathematics.

To address inconsistent instructional practices, the district will monitor the effectiveness of strengthened Professional Learning Community (PLC) processes and instructional coaching through PLC artifacts, common assessment results, and evidence of data-driven instructional adjustments. Classroom observations and walkthrough tools will be used to assess the consistent implementation of agreed-upon instructional strategies across content areas.

To evaluate expanded access to differentiated instructional tools, including digital learning platforms, the district will monitor usage data, student progress within the platforms, and corresponding gains on local assessments and CAASPP-aligned measures. To mitigate the impact of student mobility, staff will use common assessments and data tracking systems to monitor student entry points, progress over time, and timely placement into appropriate interventions.

A key component of monitoring will be the implementation of instructional strategies, including CLOZE reading, Thinking Maps, and Claim-Evidence-Reasoning (CER) practices. The district will review evidence of implementation through classroom observations, PLC artifacts, and analysis of student work to ensure these strategies are consistently applied to support literacy, critical thinking, and writing across content areas.

The district will utilize multiple data sources to monitor implementation and effectiveness, including diagnostic, interim, and summative assessments, as well as Aeries and SWIS data. Key indicators will include student performance in English Language Arts and mathematics, course grades, credit recovery progress, attendance patterns, chronic absenteeism rates, behavior incidents, and suspension rates. Site administrators will be responsible for collecting and monitoring school-level data throughout the year. Principals and site leadership teams will regularly review data with district leadership and the district PLC team during principal meetings to analyze trends, evaluate progress toward identified goals, and identify areas requiring additional support. Site administrators will then engage teachers in collaborative data analysis during Professional Learning Community (PLC) meetings, where staff will review student performance data, make data-driven decisions, and determine appropriate instructional and intervention next steps.

This monitoring process is embedded within the district's continuous improvement framework and follows a Plan-Do-Study-Act (PDSA) cycle to ensure that implementation efforts are regularly evaluated, refined, and adjusted based on evidence of student outcomes.

Engaging educational partners remains a critical component of monitoring and evaluation. School Site Council (SSC) meetings will provide opportunities to review implementation progress and gather feedback, while surveys and input from students, families, and staff will provide qualitative data to inform ongoing improvement efforts.

Evaluating the effectiveness of the CSI plan will be a continuous, data-driven process. The district will analyze disaggregated student outcome data to assess academic growth and achievement across student groups and evaluate the impact of implemented strategies. Improvements in key indicators such as academic performance, credit recovery, graduation outcomes, attendance, and school climate will

serve as measures of success. This ongoing evaluation will inform adjustments to instruction, interventions, and supports to ensure the CSI plan effectively improves student outcomes and addresses identified resource inequities.

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 Local Control and Accountability Plan (LCAP) development process, utilizing emails, phone calls, district communication platforms, websites, and social media notifications. Through personalized communication and direct outreach efforts, the district emphasized the value of educational partner input and the importance of participation in shaping district goals, priorities, and actions. By leveraging multiple communication methods, the district sought to increase awareness, reduce barriers to participation, and provide opportunities for meaningful engagement. These efforts supported broad representation from educational partners and helped ensure a comprehensive range of perspectives informed the LCAP development process.
All Educational Partners: Parents/guardians, teachers, certificated support staff, classified support staff, administrators, directors, students	From January through February 2026, the district sought input through a districtwide online LCAP survey, inviting parents, guardians, staff, students, and community members to participate. The survey focused on three key areas: academic environment, family engagement, and school climate. The purpose of the survey was to gather feedback regarding key aspects of the educational experience and assess overall perceptions of district programs, services, and priorities. A total of 3,105 responses were received, reflecting broad participation across multiple educational partner groups and representing a wide range of perspectives across the school

Educational Partner(s)	Process for Engagement
	community. This level of engagement demonstrates the strength of the district's community partnerships and a shared commitment to continuous improvement. Feedback gathered through this process was analyzed and used to inform the development, refinement, and prioritization of LCAP goals, actions, and services to better meet the identified needs of students, families, and the broader school community.
Leadership Council: Site and District Management	The district engaged its Leadership Council as part of the LCAP development process, bringing together site and district management representatives from across departments and school levels to support alignment of district priorities and systemwide initiatives. On May 11, 2026, the Leadership Council met to review and align the LCAP with the district's five core priority areas: Student Achievement, Fiscal Responsibility and Operational Effectiveness, Strong Relationships, Safety and Wellness, and Leadership Development. During this session, members collaboratively analyzed multiple data sources, including CAASPP results, local assessment data, English Learner progress, attendance data, behavior indicators, and California Dashboard measures. The team reviewed performance across priority areas and identified key highlights, ongoing challenges, and next steps to support continuous improvement efforts throughout the district. This collaborative process supported alignment between district goals, site-level priorities, and systemwide initiatives. Input from Leadership Council members helped refine LCAP goals, actions, and metrics by identifying district strengths, areas of need, and priorities for continued improvement. These discussions reinforced the district's commitment to maintaining coherence across programs while ensuring that district planning remains responsive to the needs of students, staff, and the broader school community.
Snowline Teachers Association	The district engaged the Snowline Teachers Association (STA) as part of the LCAP development process to ensure alignment with instructional priorities and to incorporate educator perspectives. On May 13, 2026, district leadership met with STA representatives to review the LCAP and discuss alignment with the district's core priority

Educational Partner(s)	Process for Engagement
	areas: Student Achievement, Fiscal Responsibility and Operational Effectiveness, Strong Relationships, Safety and Wellness, and Leadership Development. During this meeting, participants reviewed key data sources, including CAASPP results, local assessment data, English Learner progress, attendance data, behavior indicators, and California Dashboard measures. STA representatives engaged in discussions regarding instructional practices, student supports, and systemwide priorities, identifying areas of strength as well as ongoing challenges impacting teaching and learning. Participants provided feedback and perspectives throughout the consultation process, and no formal questions requiring follow-up responses were recorded. This collaborative process provided educators an opportunity to offer input on LCAP goals, actions, and services, ensuring that the plan reflects classroom-level perspectives and supports effective implementation across school sites. Feedback from STA representatives contributed to refinement of strategies related to instruction, professional learning, and student support systems and helped ensure that LCAP priorities remained responsive to the needs of students, staff, and school communities.
California School Employees Association (CSEA): Clerical, maintenance, nutrition services, transportation	The district engaged the California School Employees Association (CSEA) as part of the LCAP development process to ensure that classified staff perspectives were incorporated into district planning and priority setting. District leadership engaged in collaborative discussions and ongoing communications with CSEA representatives on November 7, 2025, January 9, 2026, April 3, 2026, May 1, 2026 to review district goals, discuss educational priorities, and gather feedback regarding the needs of classified staff members and their role in supporting student success. During these discussions, CSEA representatives provided feedback regarding opportunities to expand training and professional development for classified staff members. Educational partners emphasized the importance of ongoing learning opportunities that

Educational Partner(s)	Process for Engagement
	strengthen staff capacity, support professional growth, and enhance the quality of services provided to students and families. This collaborative process provided an opportunity for classified staff perspectives to be incorporated into the LCAP development process and reinforced the district's commitment to ensuring that support systems, professional learning opportunities, and district initiatives remain responsive to the needs of employees and the students they serve. Feedback from CSEA representatives informed ongoing consideration of staff development opportunities and strategies designed to strengthen districtwide systems of support.
Parent Advisory Committee (PAC): Parents, School Site Council (SSC) Members, DELAC Members, and ELAC Members Represented: All students, including English Learners, Foster Youth, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students	The district engaged the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), and School Site Council (SSC) as part of the LCAP development process. On May 7, 2026, these groups participated in a collaborative review of the draft LCAP and district priorities. During this meeting, participants reviewed California School Dashboard data with a focused analysis of chronic absenteeism, student belonging, and academic performance indicators in English Language Arts and Mathematics. The district also provided an overview of key instructional systems and strategies, including the Professional Learning Community (PLC) process, implementation of intervention blocks, and the district's Literacy Playbook to support consistent, high-quality instruction across schools. Members were provided opportunities to ask questions and provide feedback regarding proposed goals, actions, services, and priorities included within the LCAP. Input from PAC, DELAC, and SSC members informed the development and refinement of LCAP goals, actions, and services to ensure alignment with identified student needs and district priorities. In accordance with Education Code requirements, the Superintendent provided written responses to comments and questions received through the formal educational partner consultation process.

Educational Partner(s)	Process for Engagement
Superintendent's Student Advisory Council Represented Students: Elementary, middle, and high school students from traditional and non-traditional programs	The district engaged the Superintendent's Student Advisory Council as part of the LCAP development process to ensure that student voice was incorporated into district planning and decision-making. The Superintendent's Student Advisory Council met on November 5, 2025, February 11, 2026, and April 1, 2026, providing students opportunities to discuss district priorities and provide feedback regarding school experiences and student needs. Students were provided a draft of portions of the LCAP draft plan. During these meetings, students shared perspectives regarding academic experiences, school culture, student engagement, communication, safety and wellness, and overall school climate. Students also reviewed and discussed district priorities and provided input regarding areas of strength and opportunities for improvement across school programs and services. Input from student representatives informed the development and refinement of LCAP goals, actions, and services by providing insight into the student experience across multiple grade levels and programs. Student feedback reinforced district priorities related to student achievement, engagement, safety and wellness, and strengthening relationships across school communities. Students provided feedback and perspectives throughout the consultation process, and no formal questions requiring follow-up responses were recorded.
District English Learner Advisory Council (DELAC) Represented Students: English learners	The District English Learner Advisory Committee (DELAC) was engaged in the LCAP development process and was presented with a draft of the LCAP on April 22, 2026. During this meeting, members reviewed key data related to English Learners, including chronic absenteeism, English Learner progress toward English language proficiency, Long-Term English Learner (LTEL) data, and graduation rates. Committee members engaged in discussion regarding these data points and their implications for student outcomes, particularly for English Learners and Long-Term English Learners. DELAC members were provided the opportunity to ask questions and provide feedback

Educational Partner(s)	Process for Engagement
	on the LCAP, including proposed goals, actions, and services designed to support these student groups. Questions and feedback were submitted during the meeting, and the Superintendent provided written responses in accordance with Education Code requirements. Input from DELAC was considered in the development and refinement of the LCAP to ensure alignment with the needs of English Learners and to strengthen services and supports across the district.
Equity Multiplier Schools: Parents, teachers, support staff, site administrators, district administrators, counselors, students	The district engaged educational partners from schools generating Equity Multiplier funding to gather input regarding the development and implementation of LCAP goals, actions, and services designed to address the needs of identified student groups and the highest-need student populations. Educational partners included parents, teachers, support staff, district administrators, counselors, and students representing the school communities receiving Equity Multiplier funding. Educational partner engagement occurred through site-level meetings and collaborative discussions designed to review school-specific needs, analyze performance data, identify resource inequities, and discuss strategies intended to improve student outcomes. Meetings were held at Piñon Hills Elementary School on November 6, 2025, February 4, 2026, April 22, 2026, and May 20, 2026. Additional meetings for other Equity Multiplier school sites occurred on: Chaparral High School: September 25, 2025, December 11, 2025, and May 28, 2026 Eagle Summit Community Day School: September 25, 2025, December 11, 2025, and May 28, 2026 Snowline Academy: September 25, 2025, December 11, 2025, and May 28, 2026 During these meetings, educational partners reviewed student performance data, attendance and engagement indicators, school

Educational Partner(s)	Process for Engagement
	climate information, and identified areas of need specific to each school community. Educational partners also discussed barriers impacting student outcomes and provided feedback regarding interventions, instructional supports, attendance systems, behavioral supports, and student engagement strategies. Input gathered through this process informed the development and refinement of Equity Multiplier goals, actions, and services to ensure resources and supports remain responsive to the identified needs of students and school communities.
SELPA Consultation	The district engaged in consultation with the Desert Mountain Special Education Local Plan Area (SELPA) through the Compliance and Improvement Monitoring (CIM) process to ensure alignment between special education priorities and the Local Control and Accountability Plan (LCAP). As part of this collaboration, the district conducted a comprehensive analysis of data related to students with disabilities, including access to general education, implementation of IEP goals, and communication with families. Through the CIM process, the district identified key resource inequities impacting outcomes for students with disabilities, including a lack of structured collaboration between general and special education staff, inconsistent implementation of accommodations and modifications, and the need to strengthen inclusive instructional practices. Additional areas of need included improving systems for monitoring IEP goal progress and strengthening communication with students and families. In response, the district developed and began implementing high-leverage strategies, including increasing structured collaboration between general and special education staff, strengthening differentiated instructional practices, improving systems for monitoring IEP goal progress, and increasing access to inclusive instructional environments. These strategies are aligned with and reflected in the district's LCAP through actions focused on professional learning communities, instructional coaching, inclusive practices, and targeted supports for students with disabilities.

Educational Partner(s)	Process for Engagement
	The district presented the LCAP draft to the SELPA on May 21, 2026, to provide an opportunity for review and continued alignment between the CIM plan and LCAP priorities. This ongoing partnership supports coordination between district and SELPA efforts to address identified resource inequities, strengthen services and supports for students with disabilities, and improve student outcomes. Feedback was provided but no questions were asked.
Governing Board	The LCAP mid-year report was presented to the governing board at a regularly scheduled Board of Education meeting on February 24, 2026.
Governing Board and Community Members	The 2026-27 LCAP draft was posted publicly on the district website on June 19, 2026. The 2026-27 LCAP draft was presented for a public hearing at a regularly scheduled meeting of the Board of Education on June 23, 2026 The 2026-27 LCAP was adopted at a regularly scheduled Board of Education meeting on June 30 , 2026.
Foster Youth, Students and Families with Special Education Needs, English Learners	The district also conducted targeted focus groups with students and families representing key student groups, including Foster Youth, students with disabilities and their families, and English Learners. These small group sessions were designed to better understand barriers contributing to chronic absenteeism and to elevate the voices of students and families most impacted by attendance challenges. During discussions held on April 3, 2026, April 6, 2026, and April 8, 2026, participants identified several barriers to consistent attendance, including the need for stronger relationships, increased responsiveness to individual student needs, and improved communication and connection with families. Feedback highlighted the importance of ensuring students feel supported, known, and connected to their school community, as well as the need for more proactive outreach and engagement with families.

Educational Partner(s)	Process for Engagement
	This input directly informed the development of LCAP actions focused on attendance improvement, student engagement, and wrap-around supports. The district will continue to strengthen its efforts to build meaningful relationships with students and families, increase responsiveness to student needs, and implement strategies that promote consistent attendance and student success.

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

High-Quality Instruction and Academic Support

Actions Influenced: Goal 1, Actions 1.1, 1.2, 1.4, 1.6, 1.9, 1.10
Who Provided Feedback: Teachers, principals, administrators, instructional staff, DELAC representatives, parents, students, SELPA partners, labor partners

Educational partners emphasized the importance of strengthening instructional practices and ensuring all students have access to high-quality instruction. Staff and labor partners highlighted the value of professional learning communities, instructional coaching, collaboration time, and professional development focused on effective instructional strategies. Parents and staff also emphasized the need for continued academic interventions, literacy support, and services for English Learners.

Through the CIM process, the district also identified the need to strengthen collaboration between general and special education staff and ensure consistent implementation of accommodations and differentiated instruction. These findings influenced LCAP actions focused on inclusive instructional practices, structured collaboration, and professional learning to support students with disabilities and other student groups.

Attendance, Engagement, and Student Connection

Actions Influenced: Goal 2, Actions 2.6, 2.7
Who Provided Feedback: Parents, students, administrators, attendance teams, community partners, labor partners

Chronic absenteeism emerged as a significant concern. Educational partners identified the need for stronger family outreach, earlier intervention, and coordinated supports to address barriers preventing regular attendance. Students emphasized the importance of feeling connected to school, while families requested clearer communication and assistance navigating attendance expectations.

Labor partners reinforced the importance of consistent student supervision, school routines, and systems that support safe and engaging learning environments. Classified staff perspectives highlighted the role of operational systems and daily interactions in promoting student attendance and engagement.

Targeted focus groups with Foster Youth, students with disabilities, English Learners, and their families further reinforced the need for increased responsiveness to student needs and stronger connections between schools and families. This input influenced the development of attendance strategies focused on early intervention, relationship-building, and wrap-around supports.

Social-Emotional Wellness and Positive School Climate

Actions Influenced: Goal 2, Actions 2.1, 2.4, 2.5, 2.6
Who Provided Feedback: Students, counselors, teachers, classified staff, parents, SELPA partners, labor partners

Educational partners consistently emphasized the importance of social-emotional learning, counseling supports, behavioral interventions, and positive school environments. Students expressed appreciation for schools where they feel safe, supported, and respected. Staff and labor partners emphasized the importance of systems that promote positive behavior, belonging, and strong relationships across school communities.

CIM findings further highlighted the need to strengthen inclusive environments and ensure students with disabilities have equitable access to supportive learning environments, influencing LCAP actions focused on MTSS, behavioral supports, and inclusive practices.

College and Career Readiness

Actions Influenced: Goal 1, Action 1.5 and related secondary pathways actions
Who Provided Feedback: Students, counselors, teachers, parents, administrators, labor partners

Students and families highlighted the importance of college and career readiness opportunities, including counseling services, CTE pathways, dual enrollment, and guidance regarding postsecondary options. Educational partners, including staff and labor partners, supported expanding opportunities that help students connect academic learning to future goals and ensure students are prepared for success beyond high school.

Family Engagement and Communication

Actions Influenced: Goal 3, Actions 3.1, 3.2, and 3.3 related to family engagement and communication
Who Provided Feedback: DELAC, LCAP Advisory Committee, parents, community members, SELPA partners, labor partners

Parents and community members emphasized the need for clear, timely, and multilingual communication. Families requested additional opportunities to participate in decision-making, family workshops, and school engagement activities. Input also reinforced the importance of transparency and responsiveness.

CIM findings also identified the need to strengthen communication systems with families of students with disabilities, including more consistent progress monitoring and increased opportunities for meaningful family engagement.

Equity Multiplier School Engagement

Educational partners from Chaparral High School, Eagle Summit Community Day School, Snowline Academy, and Piñon Hills Elementary School were specifically consulted in the development of their Equity Multiplier focus goals. School site staff, families, students, and committees provided input regarding academic achievement, attendance, suspension rates, college and career readiness, and student wellness. This feedback informed site-specific actions designed to address the identified needs of each school community.

At Pinon Hills, through collaboration with the School Site Council, the school's Leadership Team, and ongoing professional learning focused on literacy, Piñon Hills Elementary identified early literacy intervention as its highest priority for Equity Multiplier funding. Stakeholder input and student achievement data highlighted the need for targeted reading support to accelerate literacy growth for students requiring additional intervention.

The feedback received from staff, students, and families at the Non-Traditional Schools focused on the need for stronger academic intervention, improved attendance, increased student engagement, and additional social emotional and behavioral support.

At Chaparral High School, educational partners identified credit deficiency, graduation rates, chronic absenteeism, and college and career readiness as significant areas of need. Staff requested additional support with reviewing student data, providing targeted academic interventions, strengthening Professional Learning Communities, and using research based instructional strategies to better support students who are behind academically. Families and students also expressed the need for clearer graduation plans, more frequent progress monitoring, and additional opportunities for career preparation and credit recovery.

At Eagle Summit Community Day School, feedback centered on the need for intensive behavioral, attendance, and social emotional support. Staff identified a need for professional learning in trauma informed practices, restorative practices, PBIS, classroom management, and strategies for working with students who have experienced repeated academic or behavioral challenges. Students and families expressed the importance of having consistent expectations, trusted adults on campus, smaller learning environments, and individualized support to help students successfully transition back to a comprehensive or alternative school setting.

At Snowline Academy, families and staff identified student engagement, consistent attendance at required meetings, course completion, and timely academic progress as areas of need. Feedback emphasized the importance of regular communication with families, early intervention when students fall behind, access to tutoring and academic support, and professional learning for teachers on effective independent study instruction, progress monitoring, and supporting students with different learning needs.

Across all three schools, educational partners supported using Equity Multiplier funding to increase administrative and intervention support, strengthen attendance and behavior systems, provide targeted professional learning, improve college and career readiness, and ensure students receive timely academic and social emotional interventions.

Impact on the LCAP

Feedback from educational partners, including input gathered through the SELPA/CIM process and alignment with labor partners, directly influenced the development of the 2026–27 LCAP. As a result, the district prioritized actions that strengthen instruction, improve attendance

and engagement, expand counseling and wellness supports, increase family partnerships, enhance services for English Learners and students with disabilities, and expand opportunities that prepare students for college, career, and life after graduation.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to an analysis of student performance data indicating continued disparities in academic outcomes among certain student groups and opportunities to strengthen overall academic achievement across the district. Analysis of the 2025 California School Dashboard demonstrates that students continue to perform below standard in both English Language Arts and mathematics. Districtwide performance was 46.5 points below standard in English Language Arts and 86.7 points below standard in mathematics. Several student groups continue to demonstrate greater levels of need, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students. While this goal applies to all students, the district remains committed to addressing the specific needs of student groups who experience the greatest disparities in academic outcomes.

Distance from Standard data from the 2025 California School Dashboard indicate that English Learners performed 84.7 points below standard in English Language Arts and 121.8 points below standard in mathematics. Foster Youth performed 110.7 points below standard in English Language Arts and 129.4 points below standard in mathematics, while Socioeconomically Disadvantaged students performed 57.9 points below standard in English Language Arts and 97.8 points below standard in mathematics. These results demonstrate persistent achievement gaps among unduplicated student groups and highlight the need for continued focus on strengthening instructional practices, providing targeted academic support, and ensuring access to high-quality instruction and evidence-based practices across classrooms and schools.

Educational partners emphasized the importance of improving academic achievement during the LCAP development process. Teachers and administrators highlighted the value of Professional Learning Communities (PLCs), collaboration structures, and professional learning opportunities in supporting instructional improvement. Parents and community members also emphasized the importance of strong academic programs that prepare students for success beyond high school and ensure students are equipped with the knowledge and skills needed for future success.

In response to these data trends and educational partner feedback, the district will continue to prioritize actions that strengthen instructional practices, expand professional learning opportunities, provide targeted support for student groups experiencing the greatest academic disparities, and support the district's commitment to the Snowline vision to Educate, Inspire, and Prepare all students for college, career, and life.

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 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) AA: -73.5 (2025 CA Dashboard) HI: -56.6 (2025 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	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	2025 CA Dashboard: Snowline JUSD ALL -46.5 EL -84.7 LTEL -134.7 FOS -110.7 SED -57.9 SWD -117.7 HOM: -82.2 AA: -73.5 HI: -56.6 Baldy Mesa ES SWD -95.3 Phelan ES ALL -57.8 EL -74.5 SED -61.6 SWD -112.3 HI -62.5 WH -46.7 Pinon Hills ES EL -89.2 SED -74.9 SWD -112.5 WH -56.9	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 AA -71.5 HI -54.6 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	2025 CA Dashboard: Snowline JUSD ALL -1.4 EL +6.9 LTEL-1.6 FOS -42.8 SED -2.8 SWD +4.4 HOM -3.3 AA 0.0 HI 0.0 Baldy Mesa ES SWD +17.2 Phelan ES ALL +14.6 EL +38.9 SED +14.3 SWD +27.4 HI +10.8 WH +33.8 Pinon Hills ES EL -5.4 SED -3.7 SWD +13.3 WH +17.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED -71.2 SWD -125.8 WH -74.8 Vista Verde ES 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	AA -42.4 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	Vista Verde ES AA -61 Pinon Mesa MS EL -92.7 SWD -136.6 HI -67.9 Serrano HS EL -125.7 SWD -128.2 Chaparral HS ALL -133.4 SED -133.3 HI -138.5	Vista Verde ES AA -63.1 Pinon Mesa MS EL -98.1 SWD -128.3 HI -60.6 Serrano HS EL -141.5 SWD -145.4 Chaparral HS ALL -84.8 SED -73.6 HI -83.1	Vista Verde ES AA +12.1 Pinon Mesa MS EL +15.4 SWD +1.7 HI +2.7 Serrano HS EL +25.8 SWD +27.2 Chaparral HS ALL -43.6 SED -49.7 HI -45.4
1.2	California Assessment of Student Performance and Progress (CAASPP) Math - Distance from Standard (DFS) Priority 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	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	2025 CA Dashboard: Snowline JUSD ALL -86.7 EL -121.8 LTEL -188.7 FOS -129.4 SED -97.8 SWD -162.4 AA -123 HOM -108.1 Phelan ES EL -100.7 Pinon Hills ES	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	2025 CA Dashboard: Snowline JUSD ALL -5.9 EL -1.0 LTEL -2.1 FOS -24.6 SED -7.3 SWD -0.7 AA -3.0 HOM +7.4 Phelan ES EL +24.0 Pinon Hills ES

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pinon Hills ES SWD -152.8 Pinon Mesa MS 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	SWD -137.4 Pinon Mesa MS ALL -100.0 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	SWD -130.6 Pinon Mesa MS ALL -104.7 EL -145 SWD -184.1 HI -114.1 Quail Valley MS EL -139.7 AA -167.6 Serrano HS EL -185.2 SWD -222.6 Chaparral HS ALL -216.7 SED -213 HI -219.2 Snowline Academy SED -100.5 HI -135.9	SWD -142.8 Pinon Mesa MS ALL -91.0 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	SWD +22.2 Pinon Mesa MS ALL -8.7 EL -8.5 SWD -1.3 HI -6.6 Quail Valley MS EL -0.6 AA -30.7 Serrano HS EL +13.6 SWD -9.4 Chaparral HS ALL -22.4 SED-24.6 HI-23.9 Snowline Academy SED +45.2 HI -8.5
1.3	California Science Test (CAST) Priority 4	2024 Snowline JUSD ALL -46.8 EL -36.3 LTEL -31 FOS -42.3 SED -44.1	2024 CA Dashboard Snowline JUSD ALL -46.8 EL -36.3 LTEL -31 FOS -42.3 SED -44.1	2025 CA Dashboard Snowline JUSD ALL -46.6 EL -37.3 LTEL -31.3 FOS -34.6 SED -44.2	2026 CA Dashboard: Snowline JUSD ALL -43.0 EL -34.0 LTEL -28.5 FOS -31.5 SED -41.0	2025 CA Dashboard: Snowline JUSD ALL +0.20 EL -1.0 LTEL-0.30 FOS +7.7 SED -0.10
1.4	Dynamic Indicators of Basic Early Literacy	May 2024 Snowline JUSD (all)	May 2025	May 2026	May 2027	May 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Skills (DIBELS) (% At or Above Benchmark) Priority 8	ALL 47.61% EL 27.92% FOS 37.50% SED 43.55% Snowline JUSD K-3 ALL 47.97% EL 29.18% FOS 39.39% SED 43.99%	Snowline JUSD (all) ALL 48.62% 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%	Snowline JUSD (all) ALL 46.22% EL 25.95% FOS 31.82% SED 42.28% Snowline JUSD K-3 ALL 47.36% EL 26.80% FOS 26.67% SED 42.37%	Snowline JUSD (all) ALL 52.61% EL 37.92% FOS 47.5% SED 52.0% Snowline JUSD K-3 ALL 53.97% EL 39.18% FOS 49.39% SED 53.0%	Snowline JUSD (all) ALL -1.39% EL -1.97% FOS -5.68% SED -1.27% Snowline JUSD K-3 ALL -0.61% EL -2.38% FOS -12.72% SED -1.62%
1.5	Renaissance 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 2026 Snowline JUSD K-3 ALL 29.0% EL 7.0% FOS 16.0% SED 24.0%	May 2027 Snowline JUSD K-3 ALL 41.0% EL 20.0% FOS 28.0% SED 41.0%	May 2026 Snowline JUSD K-3 ALL -7% EL -3% FOS -2% SED -9%
1.6	Renaissance 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	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 2026 Snowline JUSD (all) ALL 39.0% EL 7.0% FOS 28.0% SED 38.0% Snowline JUSD K-3 ALL 39.0% EL 11.0% FOS 31.0% SED 37.0%	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 2026 Snowline JUSD (all) ALL +2% EL -3% FOS +4% SED +2% Snowline JUSD K-3 ALL -7% EL -6% FOS +2% SED -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL 38.0% EL 9.0% 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 37.0% EL 6.0% FOS 29.0% SED 36.0% Snowline JUSD 6-8 ALL 35.0% EL 3.0% FOS 20.0% SED 35.0% Snowline JUSD 9-12 ALL 45.0% EL 6.0% FOS 31.0% SED 44.0%	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 -1% EL -3% FOS +3% SED -1% Snowline JUSD 6-8 ALL +4% EL +2% FOS +1% SED +7% Snowline JUSD 9-12 ALL +35% EL +6% FOS +17% SED +34%
1.7	Renaissance 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 2026 Snowline JUSD (all) ALL 35.0% EL 8.0% FOS 21.0% SED 33.0% Snowline JUSD K-3 ALL 34.0% EL 10.0% FOS 27.0% SED 32.0%	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 29.0% SED 53.0%	May 2026 Snowline JUSD (all) ALL -11% EL -10% FOS -7% SED -11% Snowline JUSD K-3 ALL -15% EL -16% FOS +5% SED -16%

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 32.0% EL 11.0% FOS 15.0% SED 34.0% Snowline JUSD 6-8 ALL 36.0% EL 7.0% FOS 19.0% SED 36.0% Snowline JUSD 9-12 ALL 19.0% EL 4.0% FOS 12.0% SED 21.0%	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 -16% EL -9% FOS -19% SED -14% Snowline JUSD 6-8 ALL -15% EL -8% FOS -22% SED -12% Snowline JUSD 9-12 ALL -11% EL -4% FOS -6% SED -14%
1.8	CAASPP ELA Interim Assessments (IAB/ICA) (% participation in grades 3-8, 11) Priority 8	April 2024 Snowline JUSD 3-5 ALL 93.62% EL 92.7% FOS 81.25% SED 93.46% Snowline JUSD 6-8 ALL 84.29% EL 74.89% FOS 61.76% SED 84.4% Snowline JUSD 9-11 ALL 64.06% EL 63.26%	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 2026 Snowline JUSD 3-5 ALL 92.3% EL 93.01% FOS 73.08% SED 93.18% Snowline JUSD 6-8 ALL 89.52% EL 86.70% FOS 68.18% SED 89.52%	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% Snowline JUSD 11	April 2026 Snowline JUSD 3-5 ALL -1.32% EL +0.31% FOS - 8.17% SED -0.28% Snowline JUSD 6-8 ALL +5.23% EL +11.81% FOS +6.42% SED +5.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FOS 45.45% SED 62.81%	Snowline JUSD 9-11 ALL 27.68% EL 31.76% FOS 21.74% SED 28.24%	Snowline JUSD 9-11 ALL 51.03% EL 47.17% FOS 26.67% SED 50.54%	ALL 69.06% EL 73.26% FOS 55.45% SED 72.81%	Snowline JUSD 9-11 ALL -13.03% EL - 16.09% FOS -18.78% SED -12.27%
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 2026 Snowline JUSD 3-5 ALL 89.91% EL 92.66% FOS 73.08% SED 90.99% Snowline JUSD 6-8 ALL 87.08% EL 85.41% FOS 68.18% SED 86.23% Snowline JUSD 9-11 ALL 42.08% EL 36.48% FOS 23.33% SED 41.64%	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 2026 Snowline JUSD 3-5 ALL -3.12% EL -0.04% FOS -8.17% SED -1.66% Snowline JUSD 6-8 ALL +1.46% EL +5.04% FOS +0.53% SED +0.14% Snowline JUSD 9-11 ALL +6.28% EL +3.15 % FOS -3.94% SED +9.71%
1.10	English Learner Progress Indicator (% of EL and LTEL students making progress towards English language proficiency on ELPAC) Priority 4	2023 CA Dashboard Snowline JUSD EF (all) 47.5% LTEL 48.2% (2024 CA Dashboard) Pinon Hills ES EL (all) 36.0%	2024 CA Dashboard Snowline JUSD EL (all) 47.1% LTEL 48.2% Pinon Hills ES EL (all) 52.2%	2025 CA Dashboard Snowline JUSD EL (all) 44.3% LTEL 44.6% Pinon Hills ES EL (all) 39.3%	2026 CA Dashboard Snowline JUSD EL (all) 52.5% LTEL 53.2% Pinon Hills ES EL (all) 41.0%	2025 CA Dashboard Snowline JUSD EL (all) -3.2% LTEL -3.6% Pinon Hills ES EL (all) +3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Serrano HS EL (all) 34.4%	Serrano HS EL (all) 44.0%	Serrano HS EL (all) 47.3%	Serrano HS EL (all) 39.4%	Serrano HS EL (all) +12.9%
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 2025 CALPADS Snowline JUSD EL 13% LTEL 13%	October 2026 Snowline JUSD EL 14.14% LTEL 30.85%	October 2025 CALPADS Snowline JUSD EL +3.86% LTEL -7.85%
1.12	Advanced Placement Exam Scores (% with a score of 3 or higher) Priority 4	October 2023 CALPADS Snowline JUSD ALL 63.25% EL NA FOS 10.0% SED 59.46%	October 2024 CALPADS Snowline JUSD ALL 76.06% EL NA FOS 0.0% SED 64.0%	October 2025 CALPADS Snowline JUSD ALL 77% EL NA FOS NA SED 71%	October 2026 Snowline JUSD ALL 68.25% EL NA (until baseline is established) FOS 20.0% SED 68.0%	October 2025 CALPADS Snowline JUSD ALL +13.75% EL- NA FOS NA SED 11.54%
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 2025 CALPADS Snowline JUSD ALL 20% EL 3% FOS 13% SED 17%	October 2026 Snowline JUSD ALL 29.69% EL 17.04% FOS 28.75% SED 31.67%	October 2025 CALPADS Snowline JUSD ALL -4.69% EL -4.04% FOS -5.75% SED -4.67%
1.14	Successful Completion of CTE Sequences/Programs (aligned to SBE-approved CTE standards) (% of students) Priority 4	October 2023 CALPADS Snowline JUSD ALL 15.0% EL 4.23% FOS 18.75% SED 14.26%	October 2024 CALPADS Snowline JUSD ALL 23.3% EL 13.92% FOS 0.0% SED 22.92%	October 2025 CALPADS Snowline JUSD ALL 28% EL 17% FOS 13% SED 27%	October 2026 Snowline JUSD ALL 20.0% EL 14.23% FOS 28.75% SED 24.26%	October 2025 CALPADS Snowline JUSD ALL +13.0% EL +12.77% FOS -5.75% SED +12.74%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Successful Completion of Both A-G Requirements and CTE Programs (1.13 & 1.14 shown above) (% of students) Priority 4	October 2023 CALPADS Snowline JUSD ALL 5.31% EL 1.41% FOS 0.0% SED 5.19%	October 2024 CALPADS Snowline JUSD ALL 6.02% EL 0.0% FOS 0.0% SED 5.78%	October 2025 CALPADS Snowline JUSD ALL 6% EL 1% FOS NA SED 6%	October 2026 Snowline JUSD ALL 10.31% EL 11.41% FOS 10.0% SED 10.0%	October 2025 CALPADS Snowline JUSD ALL +0.69% EL -0.41% FOS No Data SED +0.81%
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 2025 CALPADS Snowline JUSD ALL 38.% EL 11% FOS 14% SED 35%	October 2026 Snowline JUSD ALL 47.31% EL 12.13% FOS 38.57% SED 46.49%	October 2025 CALPADS Snowline JUSD ALL -4.31% EL +8.87% FOS -14.57% SED -1.49%
1.17	Math Demonstration of College Preparedness According to the Early Assessment Program (EAP) (% of students) Priority 4	October 2023 CALPADS Snowline JUSD ALL 16.52% EL 0.0% FOS 14.29% SED 12.81%	October 2024 CALPADS Snowline JUSD ALL 15.83% EL 0.0% FOS 0.0% SED 11.48%	October 2025 CALPADS Snowline JUSD ALL 15% EL NA FOS NA SED 12%	October 2026 Snowline JUSD ALL 21.52% EL 10.0% FOS 24.29% SED 21.0%	October 2025 CALPADS Snowline JUSD ALL -1.52% EL No Data FOS No Data SED -0.81%
1.18	College Career (% of students prepared) Priority 4	2023 CA Dashboard: Snowline JUSD ALL 30.2% EL 7.7% LTEL 1.6% (2024 CA Dashboard) FOS 5.9% SWD 4.4% Serrano HS SED 6.9%	2024 CA Dashboard: Snowline JUSD ALL 26.4% EL 1.3% LTEL 1.6% FOS 23.1% SWD 2.6% Serrano HS SED 34.3%	2025 CA Dashboard: Snowline JUSD ALL 40.4% EL 20.9% LTEL 24.3% FOS 13.3% SWD 19.3% Serrano HS SED 51.4%	2026 CA Dashboard: Snowline JUSD ALL 35.2% EL 17.7% LTEL 6.6% FOS 15.9% SWD 14.4% Serrano HS SED 16.9%	2025 CA Dashboard: Snowline JUSD ALL +10.2% EL +13.2% LTEL +22.7% FOS +7.4% SWD +14.9% Serrano HS SED +44.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chaparral HS ALL 2.1% SED 2.3% HI 1.1% Snowline Academy ALL 9.5%	Chaparral HS ALL 0.6% SED 0.6% HI 0.8% Snowline Academy ALL 16.7%	Chaparral HS ALL 1.7% SED 1.9% HI 1.3% Snowline Academy ALL 12.5%	Chaparral HS ALL 7.1% SED 12.3% HI 11.1% Snowline Academy ALL 14.5%	Chaparral HS ALL -0.4% SED -0.4% HI +0.2% Snowline Academy ALL +3.0%
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%	2025 CA Dashboard Snowline JUSD All 87.8% EL 83% LTEL 87.8% FOS 81.3 % SED 87.5% HOM 78.6%	2026 CA Dashboard Snowline JUSD All 97.2% EL 98.2% LTEL 87.3% FOS 93.2% SED 97.0% HOM 77.6%	2025 CA Dashboard Snowline JUSD All -4.4% EL -5.2% LTEL +5.5% FOS -6.9% SED -4.4% HOM +11.0%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, the district implemented the actions associated with Goal 1 as planned. These actions focused on strengthening instructional practices through Professional Learning Communities (PLCs), expanding teacher collaboration, supporting early literacy development, and improving college and career readiness systems.

Action 1.1 – Professional Learning Communities (PLCs)

Fully implemented. The district conducted 101 PLC sessions supported by Solution Tree coaches. PLCs focused on common formative assessments, Tier 1 and Tier 2 instruction, SMART goals, and unit planning.

Evidence: PLC calendars, coaching logs, PLC agendas/notes, and artifacts showing assessment analysis and unit planning.

Action 1.2 – Embedded Collaboration Time

Fully implemented. Schools maintained weekly, districtwide collaboration time for PLC work, including data review, instructional planning, and coordination of interventions.

Evidence: Master schedules, PLC agendas, and site collaboration artifacts.

Action 1.3 – Smaller Class Sizes (TK–3)

Fully implemented. TK–3 class sizes were maintained at reduced levels to support small-group instruction, differentiation, and early literacy development.

Evidence: Staffing allocations, class size reports, and instructional grouping plans.

Action 1.4 – Teacher Learning Leaders (TLLs)

Fully implemented. The district held 26 full-day TLL institutes and expanded PLC facilitation to all elementary grades, middle school core content areas (ELA, Math, and Science), and high school cross-curricular teams.

Evidence: TLL training schedules, attendance logs, and PLC facilitation artifacts demonstrating site-level support.

Action 1.5 – College and Career Readiness Supports

Fully implemented. Counseling, mentoring, and academic planning systems supported A–G completion, Advanced Placement participation, Career Technical Education pathways, and postsecondary planning opportunities.

Evidence: Counseling schedules, student academic plans, and program participation records.

Action 1.6 – Assessment Systems and Platforms

Fully implemented. The district implemented assessment systems including STAR Reading, STAR Math, STAR Early Literacy, CAASPP Interim Assessment Blocks (IABs), and local assessments to support ongoing progress monitoring and instructional decision-making.

Evidence: Assessment calendars, participation reports, and PLC use of assessment data.

Action 1.7 – Student Engagement Strategies

Fully implemented. Teachers implemented structured engagement strategies, including cooperative learning practices and instructional participation techniques designed to increase student engagement and collaboration in classrooms.

Evidence: Professional development attendance records, walkthrough observations, and lesson artifacts.

Action 1.8 – Literacy Playbook Implementation

Fully implemented. The district implemented the Literacy Playbook instructional practices, including Academic Vocabulary, Collaborative Conversations, Phonemic Awareness Routines, and Thinking Maps.

Evidence: Professional development sessions, classroom observations, and PLC artifacts aligned to Literacy Playbook practices.

Action 1.9 –English Learner Support Services

Fully implemented. English Learner services included continued support from EL Leads, EL Coaches, and Bilingual Assistants (BAs), along with ongoing professional learning for teachers and instructional support staff. Elementary schools also continued implementing SEAL signature practices, including oral language assessments and language function walls, to strengthen instruction.

Evidence: BA schedules, PLC agendas/notes, SEAL professional learning/sign ins, EL coach professional learning and sign ins and and instructional planning artifacts.

Action 1.10 – English Learner Progress Monitoring

Fully implemented. The district facilitated ongoing English Learner coach meetings, monthly elementary English Learner lead meetings, and progress-monitoring practices using ELPAC and local measures. Data were reviewed in PLCs and leadership meetings to guide targeted language supports and instructional planning.

Evidence: ELPAC review protocols, PLC documentation, English Learner meeting agendas, and intervention plans for English Learners and Long-Term English Learners.

Action 1.11 – Special Education Instructional Supports

Fully implemented. The district strengthened collaboration between general and special education programs through instructional associate training, differentiated instructional supports, Applied Behavior Analysis (ABA) professional learning, and systems for monitoring IEP progress.

Evidence: Collaboration logs, instructional associate training documentation, IEP monitoring tools, ABA training records, and documentation of accommodations and supports within instruction.

Implementation Challenges

One challenge associated with Goal 1 implementation involved balancing professional learning opportunities while maintaining continuity of instruction and minimizing disruptions to student learning. Staffing and substitute shortages created limitations for releasing teachers during the instructional day for training and collaboration opportunities. To address this challenge, the district continued utilizing embedded collaboration structures and site-based PLC systems to provide ongoing professional learning within the regular school schedule.

Implementation Successes

A significant success associated with Goal 1 implementation was the continued expansion and strengthening of Professional Learning Communities and Teacher Learning Leader structures across the district. The district successfully conducted 101 PLC sessions and 26 TLL institutes, supporting collaborative instructional planning, formative assessment practices, and progress monitoring systems across grade spans and content areas.

Another implementation success was the districtwide rollout of Literacy Playbook instructional practices, including Academic Vocabulary, Collaborative Conversations, Phonemic Awareness Routines, and Thinking Maps, which provided greater consistency in instructional practices across schools and classrooms.

Overall Implementation Summary

Goal 1 actions were implemented as planned, with strong systemwide structures supporting PLCs, collaboration time, Teacher Learning Leaders, formative assessment practices, and progress-monitoring systems. Evidence includes 101 PLC sessions, 26 TLL institutes, weekly collaboration schedules, assessment calendars, and PLC artifacts demonstrating consistent use of data to guide instruction and support student learning.

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

For purposes of reviewing annual expenditures, the district identified material differences as expenditure variances generally exceeding approximately 15 percent and/or variances that significantly affected implementation of actions and services. Minor expenditure variances are primarily attributed to negotiated salary and benefit adjustments, including the 2.3% districtwide salary increase implemented during the 2025–26 school year.

Based on this review, no material differences were identified for Goal 1. No Goal 1 actions exceeded the district's threshold for materiality or resulted in significant changes to implementation. Expenditures remained generally aligned with planned activities and supported implementation of the actions and services associated with this goal.

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

Goal 1 actions were substantially implemented as planned during the 2025–26 school year. The following analysis evaluates the effectiveness of each action based on the aligned metrics and the current difference from baseline.

Action 1.1 – Professional Learning Community (PLC) Training, Coaching, and Support
Contributing: Yes (EL, FY, SED)
Aligned Metrics: 1.1, 1.2, 1.6, 1.7, 1.8, 1.9

Metric 1.1 – CAASPP ELA Distance from Standard:

-All Students: -1.4 points from baseline (slight decline)
-English Learners: +6.9 points from baseline (improvement)
-Foster Youth: -42.8 points from baseline (significant decline)
-SED: -2.8 points from baseline (slight decline)

Site-level data show strong improvement at Phelan ES (All +14.6, EL +38.9, SED +14.3, SWD +27.4, HI +10.8, WH +33.8), Piñon Mesa MS (EL +15.4, SWD +1.7, HI +2.7), and Serrano HS (EL +25.8, SWD +27.2). However, Chaparral HS experienced significant declines (All -43.6, SED -49.7, HI -45.4).

Metric 1.2 – CAASPP Math Distance from Standard:

- All Students: -5.9 points from baseline (decline)
- English Learners: -1.0 points from baseline (slight decline)
- Foster Youth: -24.6 points from baseline (significant decline)
- SED: -7.3 points from baseline (decline)

Site-level data show improvement at Phelan ES (EL +24.0), Piñon Hills ES (SWD +22.2), Serrano HS (EL +13.6), and Snowline Academy (SED +45.2). However, Quail Valley MS (AA -30.7), Chaparral HS (All -22.4, SED -24.6, HI -23.9), and Foster Youth districtwide (-24.6) experienced notable declines.

Metric 1.6 – Renaissance Star Reading (% At or Above Proficiency):

- All Students (all grades): +2% from baseline (improvement)
- English Learners: -3% from baseline (decline)
- Foster Youth: +4% from baseline (improvement)
- SED: +2% from baseline (improvement)

Results varied by grade span. Grades 6–8 showed improvement (All +4%, EL +2%, SED +7%), and grades 9–12 showed substantial improvement (All +35%, EL +6%, FY +17%, SED +34%). However, grades K–3 declined (All -7%, EL -6%, SED -8%).

Metric 1.7 – Renaissance Star Math (% At or Above Proficiency):

- All Students (all grades): -11% from baseline (decline)
- English Learners: -10% from baseline (decline)
- Foster Youth: -7% from baseline (decline)
- SED: -11% from baseline (decline)

Declines were observed across most grade spans, particularly K–3 (All -15%, EL -16%, SED -16%) and grades 4–5 (All -16%, FY -19%, SED -14%). Grades 9–12 showed notable improvement (All +33%, SED +31%).

Metric 1.8 – CAASPP ELA Interim Assessment Participation:

- Grades 3–5: All -1.32%, EL +0.31%, FY -8.17%, SED -0.28%
- Grades 6–8: All +5.23%, EL +11.81%, FY +6.42%, SED +5.12%

- Grades 9–11: All -13.03%, EL -16.09%, FY -18.78%, SED -12.27%

Participation improved at the middle school level but declined at the high school level, indicating inconsistent implementation of interim assessment practices across grade spans.

Metric 1.9 – CAASPP Math Interim Assessment Participation:
- Grades 3–5: All -3.12%, EL -0.04%, FY -8.22%, SED -1.66%
- Grades 6–8: All +1.46%, EL +5.04%, FY +0.53%, SED +0.14%
- Grades 9–11: All +6.28%, EL +3.15%, FY -3.94%, SED +9.71%

Math interim participation improved at the middle school and high school levels for most student groups, though elementary participation declined slightly.

Effectiveness Determination: Partially Effective

Action 1.1 demonstrates partial effectiveness. PLC systems supported measurable ELA improvement for English Learners districtwide and at multiple school sites, and strong gains were observed in secondary Star Reading and math interim participation. However, districtwide declines in Star Math proficiency, ELA and math outcomes for Foster Youth, and inconsistent interim assessment participation at the high school level indicate that PLC implementation has not yet produced consistent improvement across all aligned metrics and student groups. The district will continue strengthening PLC focus on mathematics intervention, data-driven instructional adjustments, and targeted supports for Foster Youth.

Action 1.2 – Embedded Teacher Collaboration Time
Contributing: Yes (EL, FY, SED)
Aligned Metrics: 1.6, 1.7

Metric 1.6 – Renaissance Star Reading:
- All Students: +2% from baseline
- English Learners: -3% from baseline
- Foster Youth: +4% from baseline
- SED: +2% from baseline

Metric 1.7 – Renaissance Star Math:
- All Students: -11% from baseline
- English Learners: -10% from baseline
- Foster Youth: -7% from baseline
- SED: -11% from baseline

Effectiveness Determination: Partially Effective

Embedded collaboration time contributed to modest improvement in Star Reading for All Students, Foster Youth, and SED students. However, Star Math proficiency declined across all unduplicated student groups, and English Learners declined in both reading and math. These results suggest that while collaboration time supports instructional planning, additional focus on mathematics instruction and targeted supports for English Learners during collaboration is needed. The district will continue refining collaboration structures to prioritize mathematics intervention planning and progress monitoring for unduplicated student groups.

Action 1.3 – Smaller Class Sizes (TK–3)
Contributing: Yes (EL, FY, SED)
Aligned Metrics: 1.4, 1.5

Metric 1.4 – DIBELS (% At or Above Benchmark, K–3):
- All Students: -0.61% from baseline (decline)
- English Learners: -2.38% from baseline (decline)
- Foster Youth: -12.72% from baseline (significant decline)
- SED: -1.62% from baseline (decline)

Metric 1.5 – Renaissance Star Early Literacy (% At or Above Proficiency, K–3):
- All Students: -7% from baseline (decline)
- English Learners: -3% from baseline (decline)
- Foster Youth: -2% from baseline (decline)
- SED: -9% from baseline (decline)

Effectiveness Determination: Ineffective to Date

Despite maintaining smaller class sizes in TK–3, both DIBELS and Star Early Literacy outcomes declined from baseline for All Students, English Learners, Foster Youth, and SED students. Foster Youth experienced the most significant decline on DIBELS (-12.72%). These results indicate that smaller class sizes alone have not been sufficient to improve foundational literacy outcomes for unduplicated student groups. The district will strengthen implementation of targeted early literacy intervention, Literacy Playbook practices, and differentiated small-group instruction within TK–3 classrooms to better leverage the smaller class size structure for improved outcomes.

Action 1.4 – Facilitation of Professional Collaboration (Teacher Learning Leaders)
Contributing: Yes (EL, FY, SED)
Aligned Metrics: 1.1, 1.2, 1.3

Metric 1.1 – CAASPP ELA Distance from Standard:
- All Students: -1.4 from baseline
- English Learners: +6.9 from baseline
- Foster Youth: -42.8 from baseline
- SED: -2.8 from baseline

Metric 1.2 – CAASPP Math Distance from Standard:
- All Students: -5.9 from baseline
- English Learners: -1.0 from baseline
- Foster Youth: -24.6 from baseline
- SED: -7.3 from baseline

Metric 1.3 – California Science Test (CAST):
- All Students: +0.20 from baseline
- English Learners: -1.0 from baseline
- Foster Youth: +7.7 from baseline
- SED: -0.10 from baseline

Effectiveness Determination: Partially Effective

Teacher Learning Leader facilitation contributed to ELA improvement for English Learners (+6.9) and science improvement for Foster Youth (+7.7). However, Foster Youth experienced significant declines in both ELA (-42.8) and math (-24.6), and SED students declined in both content areas. Science outcomes remained relatively stable. These results suggest that TLL facilitation is supporting some student groups but has not yet produced consistent improvement across all unduplicated groups. The district will continue strengthening TLL focus on targeted intervention planning, mathematics instructional strategies, and differentiated supports for Foster Youth and SED students.

Action 1.5 – Increasing Student College and Career Readiness
Contributing: Yes (EL, FY, SED)
Aligned Metrics: 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19

Metric 1.12 – AP Exam Scores (% scoring 3+)
- All Students: +13.75% from baseline (significant improvement)
- SED: +11.54% from baseline (significant improvement)
- EL: NA; FY: NA (insufficient data)

Metric 1.13 – A-G Completion:
- All Students: -4.69% from baseline (decline)
- English Learners: -4.04% from baseline (decline)
- Foster Youth: -5.75% from baseline (decline)
- SED: -4.67% from baseline (decline)

Metric 1.14 – CTE Completion:
- All Students: +13.0% from baseline (significant improvement)
- English Learners: +12.77% from baseline (significant improvement)
- Foster Youth: -5.75% from baseline (decline)

- SED: +12.74% from baseline (significant improvement)

Metric 1.15 – Both A-G and CTE Completion:
- All Students: +0.69% from baseline (slight improvement)
- English Learners: -0.41% from baseline (slight decline)
- Foster Youth: No Data
- SED: +0.81% from baseline (slight improvement)

Metric 1.16 – EAP ELA College Preparedness:
- All Students: -4.31% from baseline (decline)
- English Learners: +8.87% from baseline (improvement)
- Foster Youth: -14.57% from baseline (significant decline)
- SED: -1.49% from baseline (slight decline)

Metric 1.17 – EAP Math College Preparedness:
- All Students: -1.52% from baseline (slight decline)
- English Learners: No Data
- Foster Youth: No Data
- SED: -0.81% from baseline (slight decline)

Metric 1.18 – College/Career Indicator (% Prepared):
- All Students: +10.2% from baseline (significant improvement)
- English Learners: +13.2% from baseline (significant improvement)
- Foster Youth: +7.4% from baseline (improvement)
- SED (Serrano HS): +44.5% from baseline (significant improvement)

Metric 1.19 – Graduation Rate:
- All Students: -4.4% from baseline (decline)
- English Learners: -5.2% from baseline (decline)
- Foster Youth: -6.9% from baseline (decline)
- SED: -4.4% from baseline (decline)
- LTEL: +5.5% from baseline (improvement)
- Homeless: +11.0% from baseline (significant improvement)

Effectiveness Determination: Partially Effective

Action 1.5 demonstrates strong effectiveness in several college and career readiness indicators. The College/Career Indicator improved significantly for All Students (+10.2%), English Learners (+13.2%), Foster Youth (+7.4%), and SED students at Serrano HS (+44.5%). AP exam performance and CTE completion also improved substantially. However, A-G completion declined across all unduplicated student groups, EAP outcomes were mixed, and graduation rates declined for All Students, English Learners, Foster Youth, and SED students. The

district will strengthen A-G monitoring systems, credit recovery supports, and graduation intervention practices to address declining completion and graduation outcomes while sustaining progress in CTE and college/career readiness.

Action 1.6 – Renaissance STAR Reading

Contributing: No

Aligned Metrics: 1.6

Metric 1.6 – Renaissance STAR Reading (% At or Above Proficiency)

Districtwide (All Grades):

All Students: +2% from baseline (improvement)
English Learners: -3% from baseline (decline)
Foster Youth: +4% from baseline (improvement)
SED: +2% from baseline (improvement)

Grades K–3:

All Students: -7% from baseline (decline)
English Learners: -6% from baseline (decline)
Foster Youth: +2% from baseline (improvement)
SED: -8% from baseline (decline)

Grades 4–5:

All Students: -1% from baseline (slight decline)
English Learners: -3% from baseline (decline)
Foster Youth: +3% from baseline (improvement)
SED: -1% from baseline (slight decline)

Grades 6–8:

All Students: +4% from baseline (improvement)
English Learners: +2% from baseline (improvement)
Foster Youth: +1% from baseline (slight improvement)
SED: +7% from baseline (significant improvement)

Grades 9–12:

All Students: +35% from baseline (significant improvement)
English Learners: +6% from baseline (improvement)
Foster Youth: +17% from baseline (significant improvement)
SED: +34% from baseline (significant improvement)

Effectiveness Determination: Partially Effective

Action 1.6 demonstrates overall effectiveness in improving reading proficiency, particularly at the secondary level. Districtwide reading proficiency increased for All Students (+2%), Foster Youth (+4%), and Socioeconomically Disadvantaged students (+2%). The strongest gains were observed in grades 9–12, where All Students improved by 35 percentage points, Foster Youth improved by 17 percentage points, and Socioeconomically Disadvantaged students improved by 34 percentage points. Grades 6–8 also demonstrated positive growth across all student groups, including a 7 point increase for Socioeconomically Disadvantaged students. While reading proficiency declined in grades K–3 and remained relatively flat in grades 4–5, the overall results indicate that the district's literacy supports, intervention systems, and progress monitoring practices are contributing to improved reading outcomes. Continued focus will be placed on strengthening early literacy instruction and support systems for English Learners and Socioeconomically Disadvantaged students in the elementary grades while sustaining gains at the secondary level.

Action 1.7 – Increase Student Engagement to Improve Academic Outcomes
Contributing: Yes (EL, FY, SED)
Aligned Metrics: 1.1, 1.2

Metric 1.1 – CAASPP ELA Distance from Standard:
- All Students: -1.4 from baseline
- English Learners: +6.9 from baseline
- Foster Youth: -42.8 from baseline
- SED: -2.8 from baseline

Metric 1.2 – CAASPP Math Distance from Standard:
- All Students: -5.9 from baseline
- English Learners: -1.0 from baseline
- Foster Youth: -24.6 from baseline
- SED: -7.3 from baseline

Effectiveness Determination: Partially Effective

Student engagement strategies, including Kagan cooperative learning structures, contributed to ELA improvement for English Learners (+6.9). However, Foster Youth experienced significant declines in both ELA (-42.8) and math (-24.6), and SED students declined in both content areas. While engagement strategies support classroom participation, the data suggest that engagement alone is not sufficient to overcome the academic challenges experienced by Foster Youth and SED students. The district will continue implementing engagement

strategies while strengthening targeted academic intervention and differentiated instructional supports for these student groups.

Action 1.8 – Build and Develop Literacy Instructional Skills to Improve Student Academic Outcomes
Contributing: No (EL, FY, SED)
Aligned Metrics: 1.5, 1.6

Metric 1.5 – Renaissance Star Early Literacy (K–3):
- All Students: -7% from baseline (decline)
- English Learners: -3% from baseline (decline)
- Foster Youth: -2% from baseline (decline)
- SED: -9% from baseline (decline)

Metric 1.6 – Renaissance Star Reading:
- All Students (all grades): +2% from baseline
- English Learners: -3% from baseline
- Foster Youth: +4% from baseline
- SED: +2% from baseline

Grade-span results for Star Reading show improvement in grades 6–8 (All +4%, EL +2%, SED +7%) and grades 9–12 (All +35%, EL +6%, FY +17%, SED +34%), while grades K–3 declined (All -7%, EL -6%, SED -8%).

Effectiveness Determination: Partially Effective

Literacy Playbook implementation, including Academic Vocabulary, Collaborative Conversations, Phonemic Awareness Routines, and Thinking Maps, contributed to reading improvement at the secondary level. However, early literacy outcomes (Star Early Literacy and K–3 Star Reading) declined for all unduplicated student groups, and English Learners declined in overall Star Reading. These results suggest that while literacy strategies are supporting improvement at the secondary level, additional focus on early literacy implementation, phonemic awareness, and foundational reading supports is needed in the primary grades. The district will intensify Literacy Playbook implementation in TK–3 classrooms and strengthen early literacy intervention systems.

Action 1.9 – English Learner Support Services
Contributing: Yes (Limited to EL)
Aligned Metrics: 1.10, 1.11

Metric 1.10 – English Learner Progress Indicator:
- EL (all): -3.2% from baseline (decline)
- LTEL: -3.6% from baseline (decline)
- Piñon Hills ES EL: +3.3% from baseline (improvement)
- Serrano HS EL: +12.9% from baseline (significant improvement)

Metric 1.11 – English Learner Reclassification Rate:
- EL: +3.86% from baseline (improvement)
- LTEL: -7.85% from baseline (decline)

Effectiveness Determination: Partially Effective

Bilingual associate coaching and support contributed to significant improvement in English Learner progress at Serrano HS (+12.9%) and Piñon Hills ES (+3.3%), and the overall EL reclassification rate improved substantially (+3.86%). However, districtwide ELPI declined for both English Learners (-3.2%) and Long-Term English Learners (-3.6%), and LTEL reclassification declined (-7.85%). These mixed results suggest that while bilingual associate supports are contributing to progress at some sites, additional targeted language development supports are needed to accelerate progress for Long-Term English Learners districtwide. The district will strengthen coaching, networking, and professional learning for bilingual associates with a particular focus on strategies to support LTELs.

Action 1.10 – Designated and Integrated English Language Development for English Learners and Long-Term English Learners
Contributing: Yes (Limited to EL)
Aligned Metrics: 1.10, 1.11

Metric 1.10 – English Learner Progress Indicator:
- EL (all): -3.2% from baseline (decline)
- LTEL: -3.6% from baseline (decline)
- Piñon Hills ES EL: +3.3% from baseline (improvement)
- Serrano HS EL: +12.9% from baseline (significant improvement)

Metric 1.11 – English Learner Reclassification Rate:
- EL: +3.86% from baseline (improvement)
- LTEL: -7.85% from baseline (decline)

Effectiveness Determination: Partially Effective

Teacher coaching and professional learning focused on designated and integrated ELD contributed to strong improvement in English Learner progress at Serrano HS (+12.9%) and improved reclassification rates for English Learners (+3.86%). However, districtwide ELPI declined for both EL (-3.2%) and LTEL (-3.6%) students, and LTEL reclassification declined (-7.85%). These results indicate that while ELD coaching is producing positive outcomes at some sites, inconsistency in implementation across the district may be limiting overall progress. The district will continue strengthening designated and integrated ELD practices, with increased focus on Long-Term English Learner supports and consistent implementation across all school sites.

Action 1.11 – Support Services for Students with Disabilities
Not Contributing
Aligned Metrics: 1.1, 1.2

Metric 1.1 – CAASPP ELA Distance from Standard (SWD):

- Districtwide SWD: +4.4 from baseline (improvement)
- Baldy Mesa ES SWD: +17.2 from baseline (significant improvement)
- Phelan ES SWD: +27.4 from baseline (significant improvement)
- Piñon Hills ES SWD: +13.3 from baseline (improvement)
- Piñon Mesa MS SWD: +1.7 from baseline (slight improvement)
- Serrano HS SWD: +27.2 from baseline (significant improvement)

Metric 1.2 – CAASPP Math Distance from Standard (SWD):

- Districtwide SWD: -0.7 from baseline (slight decline)
- Piñon Hills ES SWD: +22.2 from baseline (significant improvement)
- Piñon Mesa MS SWD: -1.3 from baseline (slight decline)
- Serrano HS SWD: -9.4 from baseline (decline)

Effectiveness Determination: Partially Effective

Special education instructional supports contributed to ELA improvement for Students with Disabilities districtwide (+4.4) and at multiple school sites, with particularly strong gains at Phelan ES (+27.4), Serrano HS (+27.2), and Baldy Mesa ES (+17.2). However, mathematics outcomes were mixed, with slight declines districtwide (-0.7) and at Serrano HS (-9.4), while Piñon Hills ES showed significant improvement (+22.2). The district will continue strengthening collaboration between general and special education staff and will increase focus on mathematics intervention and differentiated instructional supports for Students with Disabilities.

Overall Effectiveness Summary

Goal 1 actions demonstrate partial effectiveness in making progress toward improving instructional quality and student outcomes. Strong implementation structures, including 101 PLC sessions and 26 TLL institutes, created systems for collaboration, instructional planning, and data analysis across the district.

Areas of strength include:

- ELA improvement for English Learners districtwide (+6.9 DFS)
- Significant site-level ELA gains at Phelan ES, Serrano HS, and Piñon Mesa MS
- College/Career Indicator improvement for All Students (+10.2%), EL (+13.2%), and SED at Serrano HS (+44.5%)
- CTE completion improvement for All Students (+13.0%), EL (+12.77%), and SED (+12.74%)
- AP exam performance improvement (+13.75%)
- EL reclassification rate improvement (+3.86%)
- Star Reading improvement at the secondary level

Areas requiring continued focus include:

- Foster Youth experienced significant declines in ELA (-42.8 DFS) and math (-24.6 DFS)

- Early literacy outcomes (DIBELS and Star Early Literacy) declined for all unduplicated student groups
- Star Math proficiency declined across most grade spans and student groups
- A-G completion and graduation rates declined for all unduplicated student groups
- ELPI declined districtwide for both EL and LTEL students
- LTEL reclassification declined (-7.85%)

These findings indicate that while districtwide systems and structures are in place and producing improvement in several areas, additional targeted intervention, differentiated supports, and continued monitoring will be necessary to accelerate improvement for Foster Youth, strengthen early literacy outcomes, improve mathematics achievement, and ensure greater consistency across student groups and school sites.

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.

Based on analysis of California School Dashboard indicators, local growth data, implementation evidence, and evaluation of the effectiveness of the actions described above, the district determined that no substantive changes are necessary to the goal, metrics, target outcomes, or services provided through Goal 1.

The current goal and associated actions continue to align with the district's priorities to improve student achievement in English Language Arts and Mathematics and support positive outcomes for all students, with particular attention to English Learners, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities. Analysis of implementation and outcome data indicates that the existing actions remain relevant and responsive to identified student needs and educational partner priorities.

While some outcome measures demonstrated stronger progress than others, the district determined that the current actions continue to provide an appropriate framework for supporting instructional improvement and student achievement. Continued implementation and refinement of existing strategies, including Professional Learning Communities, Teacher Learning Leader supports, literacy initiatives, assessment systems, and targeted student supports, will support ongoing efforts to accelerate student progress and improve overall academic outcomes.

For the coming year, the district revised action descriptions associated with Learning Recovery Emergency Block Grant (LREBG) funded activities, including Action 1.1 (LREBG Action Funding: $111,500.00 – Catapult Learning Coaching Support), Action 1.4 (LREBG Action Funding: $60,330 – Panorama Student Success Platform. , Action 1.9 (LREBG Action Funding: $93,665.00 – Renaissance Assessment and Progress Monitoring), and Action 1.10 (LREBG Action Funding: $38,795.00 – Amplify DIBELS and ESGI Early Literacy Assessments). These revisions more explicitly identify alignment with the allowable use category of Accelerating Learning Progress and strengthen the connection between the district's comprehensive needs assessment and the selected actions. The revised descriptions provide additional clarity regarding the rationale for the expenditures and how the actions are expected to address identified needs in English Language Arts, Mathematics, literacy development, and English language acquisition. These revisions do not represent a change in the services provided or the intended outcomes of the actions. In addition, the Year 3 target for Metric 1.7 was revised to correct a clerical error identified during the annual review process. This revision does not represent a change in the district's intended outcome or level of service, but rather ensures that the target accurately reflects the district's original expectations for student performance.

Therefore, the district will continue implementing the current goal, metrics, target outcomes, and services without modification while maintaining the revised action descriptions for LREBG-funded activities.

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. Action 1.1: LREBG Action Funding: $111,500.00 (Catapult Learning Coaching Support).	$7,714,510.00	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.	$1,443,461.00	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,	$3,707,713.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and low-income students. This action aims to enhance foundational learning measured by 1.4 and 1.5. This action will be provided to all TK-3 students across the district (LEA-wide) to ensure more individualized and small-group instruction regarding essential grade-level standards to increase student achievement for EL, FY, and SED students.		
1.4	Facilitation of Professional Collaboration	Teacher Learning Leaders will facilitate PLCs across all grade levels and departments to leverage expertise and support students through data analysis and instructional planning. All students will be supported, but this action is principally directed toward English learners, foster youth, and low-income students to achieve learning gains in core subjects as measured by 1.1, 1.2, and 1.3. This action will be provided to support all students across the district (LEA-wide) to ensure access, equity, and consistency in instruction and assessment that address essential grade-level standards to increase student achievement for EL, FY, and SED students. Action 1.4: LREBG Action Funding: $60,330.00 (Panorama Student Success Platform).	$800,404.00	Yes
1.5	Increasing Student College and Career Readiness	Teachers and staff members will counsel, mentor, and support students in completing A-G requirements and career technical education (CTE) pathways to increase college and career readiness as measured by 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, and 1.19. All high school students will benefit, but this action is principally directed toward low-income students. This action will be provided to all high school students across the district (schoolwide) to ensure access, equity, and consistency in instruction and assessment that address essential grade-level standards and college and career readiness to increase student achievement for EL, FY, and SED students.	$3,530,543.00	Yes
1.6	Assessment Platforms to Develop and Practice Skills and Assess Conceptual	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.	$47,980.00	No

Action #	Title	Description	Total Funds	Contributing
	Knowledge Through Progress Monitoring			
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
1.8	Build and Develop Literacy Instructional Skills to Improve Student 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. Action 1.9: LREBG Action Funding: $93,665.00 (Renaissance Assessment and Progress Monitoring).	$958,929.00	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	$275,862.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students and accelerate language acquisition and academic achievement. Action 1.10: LREBG Action Funding: $38,795.00 (Amplify DIBELS and ESGI Early Literacy Assessments).		
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.	$7,166,812.00	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 district's elevated suspension and chronic absenteeism rates, particularly among English learners, foster youth, and socioeconomically disadvantaged students. Current suspension data indicate that several student groups continue to experience disproportionately high rates of exclusionary discipline, including English learners (7.7%), foster youth (18.3%), and socioeconomically disadvantaged students (7.6%), compared to the district average of 7.0%. To address these disparities, the district's LCAP prioritizes targeted behavioral, social-emotional, attendance, and intervention supports designed to strengthen school connectedness, improve student behavior outcomes, and foster inclusive and supportive learning environments.

Similarly, the district identified chronic absenteeism as a significant area of need. Current chronic absenteeism data indicate that 30.2% of students are chronically absent, with elevated rates among English learners (30.8%), foster youth (30.7%), Long-Term English Learners (37.6%), and socioeconomically disadvantaged students (33.4%). These data demonstrate a continued need to strengthen attendance intervention systems, family outreach, wraparound supports, and coordinated student services designed to improve student engagement and consistent access to instruction.

Goal 2 actions focus on strengthening Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL), counseling services, wraparound supports, attendance intervention practices, and coordinated systems of care for students experiencing behavioral, attendance, or social-emotional challenges. Through these efforts, the district aims to improve school climate, reduce suspension rates, strengthen attendance, and increase student connectedness and engagement.

Progress monitoring for this goal will align with suspension, attendance, chronic absenteeism, and school climate metrics, including overall district averages and individual student group performance. Data from California School Dashboard indicators, Panorama student perception surveys, attendance monitoring systems, COST processes, SST meetings, and site-based intervention teams will be used to evaluate implementation effectiveness and monitor student outcomes over time.

Parents and educational partners support this goal because it prioritizes the creation of safe, supportive, and inclusive learning environments where students receive the academic, behavioral, and social-emotional supports necessary for success. Educational partners emphasized the importance of consistent systems of support, strong relationships, family communication, and timely interventions to ensure all students feel connected, supported, and prepared to succeed in school.

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% SED 9.3% 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%	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% SED 8.0% 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%	2025 CA Dashboard Snowline JUSD ALL 7% EL 7.7% FOS 18.3% SWD 10% HOM 18.9% AA 18.5% LTEL 14.4% SED 7.6% Baldy Mesa ES SWD 7.6% Heritage WH 1.4% Vista Verde ES FOS 5.4% WH 0.0% Quail Valley MS ALL 18.1% EL 23.5% FOS 42.9% HOM 22.6% SED 15.6% SWD 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% SED 5.6% 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%	2025 CA Dashboard Snowline JUSD ALL -0.2% EL -0.3% FOS +1.2% SWD -2.6% HOM +8.3% AA +0.8% LTEL -3.2% SED -1.7% Baldy Mesa ES SWD -1.3% Heritage WH -2.0% Vista Verde ES FOS -3.7% WH -7.1% Quail Valley MS ALL +4.0% EL +9.2% FOS +4.7% HOM +0.7% SED +0.2% SWD -6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 21.0% AA 31.5% HI 14.0% MR 14.8% Serrano HS ALL 12.0% EL 19.0% FOS 30.8% HOM 17.7% SED 13.4% SWD 20.6% HI 13.0% WH 8.9% Eagle Summit CDS ALL 32.3% SED 32.7%	AA 26.8% HI 14.2% 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%	AA 41.5% HI 15.7% MR 19.7% Serrano HS ALL 7.6% EL 9.7% FOS 31.7% HOM 14% SED 8.6% SWD 12.7% HI 7.8% WH 5.8% Eagle Summit CDS ALL 31% SED 32.7%	AA 21.5% HI 4.0% MR 4.8% Serrano HS ALL 7.0% EL 9.0% FOS 20.8% HOM 7.7% SED 3.4% SWD 10.6% HI 3.0% WH 3.9% Eagle Summit CDS ALL 27.3% SED 22.7%	AA +10.0% HI +1.7% MR +4.9% Serrano HS ALL -4.4% EL -9.3% FOS +0.9% HOM -3.7% SED -4.8% SWD -7.9% HI -5.2% WH -3.1% Eagle Summit CDS ALL -1.3% SED -0.0%
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 2025 CALPADS Snowline JUSD ALL 90.95% EL 91.60% FOS 88.02% SED 90.49%	October 2026 CALPADS Snowline JUSD All 93.0% EL 100.0% FY 100.0% SED 98.64%	October 2025 CALPADS Snowline JUSD ALL +2.24% EL +1.57% FOS -4.00% SED +1.85%
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) AA 40.4% (2025 CA Dashboard)	2024 CA Dashboard Snowline JUSD ALL 27.7% EL 30.6% FOS 26.0% SED 31.3% LTEL 33.6% Heritage	2025 CA Dashboard Snowline JUSD ALL 30.2% EL 30.8% FOS 30.7% SED 33.4% LTEL 37.6% AA 40.4% HI 31.0%	2026 CA Dashboard Snowline JUSD All 25.8% EL 18.6% LTEL 28.6% FOS 24.0% SED 23.5% AA 35.0% HI 26.0%	2025 CA Dashboard Snowline JUSD ALL -0.6% EL +2.2% FOS +1.7% SED -0.1% LTEL +4.0% AA 0.0% HI 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI 31.0% (2025 CA Dashboard) Heritage WH 3.4% Pinon Hills ES SWD 44.6% MR 52.0% Wrightwood ES SWD 43.6% Quail Valley MS MR 34.5% Snowline Academy HI 34.5%	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%	Heritage WH 8% Pinon Hills ES SWD 35.1% MR 28.2% Wrightwood ES SWD 33.3% Quail Valley MS MR 32.4% Snowline Academy HI 20.4%	Heritage WH 0.0% Pinon Hills ES SWD 34.6% MR 42.0% Wrightwood ES SWD 33.6% Quail Valley MS MR 24.5% Snowline Academy HI 24.5%	Heritage WH +4.6% Pinon Hills ES SWD -9.5% MR -23.8% Wrightwood ES SWD -10.3% Quail Valley MS MR -2.1% Snowline Academy HI -14.1%
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 2026 Snowline JUSD ALL 69.0% EL 71.0% FOS 82.0% SED 69.0%	May 2027 Snowline JUSD ALL 70.88% EL 71.75% FOS NA SED 75.0%	May 2026 Snowline JUSD ALL +3.12% EL +9.25% FOS New Data Available in 2026 SED +4.0%
2.5	Expulsion 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 2025 CALPADS Snowline JUSD ALL 0.12% EL 0.30% FOS 0.0% SED 0.13%	October 2026 CALPADS Snowline JUSD ALL 0.0% EL 0.0% FOS 0.0% SED 0.0%	October 2025 CALPADS Snowline JUSD ALL -0.28% EL -0.2% FOS 0.0% SED -0.32%
2.6	Middle School Dropout Rate (% of students)	October 2023 CALPADS	October 2024 CALPADS	October 2025 CALPADS	October 2026 CALPADS	October 2025 CALPADS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5	Snowline JUSD ALL 1.02% EL 0.75% FOS 0.0% SED 0.9%	Snowline JUSD ALL 1.54% EL 1.46% FOS 0.0% SED 1.11%	Snowline JUSD ALL 0.72% EL 0.0% FOS 9.09% SED 0.94%	Snowline JUSD ALL 0.0% EL 0.0% FOS 0.0% SED 0.0%	Snowline JUSD ALL -0.3% EL -0.75% FOS +9.09% SED +0.04%
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 2025 CALPADS Snowline JUSD ALL 0.35% EL 0.42% FOS 5.71% SED 0.29%	October 2026 CALPADS Snowline JUSD ALL 0.0% EL 0.0% FOS 0.0% SED 0.0%	October 2025 CALPADS Snowline JUSD ALL -1.35% EL -2.07% FOS +5.71% SED -1.84%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, the district implemented the actions associated with Goal 2 to support student wellness, school climate, attendance, and Multi-Tiered System of Supports (MTSS). These actions focused on strengthening behavioral supports, expanding social-emotional learning systems, increasing attendance interventions, and improving students' sense of belonging and connectedness across school sites.

Action 2.1 – PBIS and SEL Professional Development and Coaching

Fully implemented. The district provided professional development and coaching focused on Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL), restorative practices, and student wellness strategies. Staff participated in ongoing training aligned to relationship-building, student engagement, behavioral supports, and classroom management practices. Schools also continued implementation of Tier 2 PBIS supports, including Check-In Check-Out (CICO) systems and targeted student interventions.

As part of ongoing PBIS implementation efforts, all district schools received PBIS recognition status through the California PBIS Coalition. Schools received recognition levels ranging from Bronze to Platinum, including six Platinum recognitions, two Gold recognitions, two Silver recognitions, and two Bronze recognitions, demonstrating districtwide implementation of schoolwide behavioral support systems and positive school climate practices.

Evidence: Professional development schedules, coaching logs, training agendas, Tier 2 intervention documentation, PBIS recognition records, and site implementation artifacts.

Action 2.2 – Integrated Multi-Tiered System of Support (I-MTSS) Collaboration

Fully implemented. The district continued implementation of Integrated Multi-Tiered System of Support (I-MTSS) collaboration structures to support academic, behavioral, attendance, and social-emotional student needs. Schools utilized collaborative teams to review student data, identify interventions, coordinate support services, and monitor student progress across multiple indicators.

Evidence: MTSS meeting agendas, intervention planning documentation, attendance review records, and collaboration logs.

Action 2.3 – Coordination of Wraparound Services

Fully implemented. The district coordinated wraparound services to support students and families through counseling, wellness supports, behavioral interventions, attendance outreach, and family support services. Schools collaborated with internal staff and outside agencies to provide coordinated support systems for students experiencing social-emotional, behavioral, or attendance-related challenges.

Evidence: Coordination logs, student support referrals, counseling schedules, family outreach records, and service documentation.

Action 2.4 – Social and Emotional Support and Psychotherapy Services

Fully implemented. The district provided counseling, psychotherapy, and social-emotional support services for students identified as needing additional behavioral or emotional support. Schools continued implementation of wellness supports and referral systems to increase student access to mental health services and behavioral interventions.

Evidence: Counseling service schedules, referral systems, therapy service documentation, wellness support records, and student support plans.

Action 2.5 – Social and Emotional Learning (SEL)

Fully implemented. Schools implemented social-emotional learning practices focused on relationship-building, emotional regulation, student engagement, and school connectedness. Schools also utilized Panorama survey tools and related data review processes to support ongoing reflection regarding school climate, student belonging, and student wellness.

Evidence: SEL implementation materials, Panorama administration records, professional development documentation, classroom activities, and site-level SEL practices.

Action 2.6 – School Climate and Sense of Belonging

Fully Implemented. Schools continued efforts to strengthen school climate and increase students' sense of belonging through relationship-building activities, student engagement opportunities, restorative practices, student voice activities, and schoolwide climate initiatives. Schools also utilized student focus groups and educational partner input to better understand barriers impacting student engagement and connectedness.

Evidence: Site climate initiatives, student engagement activities, walkthrough observations, student focus group documentation, and school culture artifacts.

Action 2.7 – Attendance and Chronic Absenteeism Supports

Fully implemented. The district continued implementation of attendance improvement systems and chronic absenteeism interventions, including attendance monitoring, family outreach, student support meetings, and coordination of attendance supports through MTSS and attendance teams. Schools implemented targeted attendance interventions designed to strengthen family communication, improve student engagement, and reduce barriers to regular attendance.

Evidence: Attendance tracking systems, family communication logs, attendance team meeting documentation, intervention records, and attendance support plans.

Implementation Challenges

One challenge associated with Goal 2 implementation involved the increasing social-emotional, behavioral, and attendance needs of students, which required schools to expand support systems while balancing staffing and service availability. Chronic absenteeism also continued to present implementation challenges related to maintaining consistent student engagement and participation in support programs.

To address these challenges, the district strengthened collaboration between counseling staff, site administration, MTSS teams, attendance support personnel, and student wellness systems. Schools continued utilizing coordinated intervention systems, wraparound supports, family outreach efforts, and student support meetings to provide targeted assistance for students experiencing attendance, behavioral, or wellness-related challenges.

Implementation Successes

A significant success associated with Goal 2 implementation was the continued strengthening of Integrated Multi-Tiered System of Support (I-MTSS) structures and coordination of student wellness services across the district. Schools successfully expanded collaborative systems focused on attendance, behavioral supports, counseling, and school connectedness.

Another implementation success was the district's continued focus on social-emotional learning, Panorama survey implementation, and school climate practices. Schools implemented relationship-building strategies, student engagement activities, Tier 2 PBIS supports, and wellness systems designed to strengthen students' sense of belonging and connectedness to school.

The district also successfully continued implementation of attendance intervention systems, including attendance monitoring, family outreach, attendance teams, and coordinated support meetings to support students experiencing chronic absenteeism.

Overall Implementation Summary

Goal 2 actions were implemented as planned, with systemwide structures supporting PBIS, SEL, MTSS collaboration, attendance intervention systems, counseling services, wellness supports, and school climate initiatives. Evidence includes professional development records, MTSS collaboration documentation, Panorama survey implementation, counseling and wellness support systems, attendance intervention records, and schoolwide engagement activities demonstrating coordinated implementation of student support systems.

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 purposes of reviewing annual expenditures, the district identified material differences as expenditure variances generally exceeding approximately 15 percent and/or variances that significantly affected implementation of actions and services. Minor expenditure variances are primarily attributed to negotiated salary and benefit adjustments, including the 2.3% districtwide salary increase implemented during the 2025–26 school year.

Based on this review, no material differences were identified for Goal 2. No Goal 2 actions exceeded the district's threshold for materiality or resulted in significant changes to implementation. Expenditures remained generally aligned with planned activities and supported implementation of the actions and services associated with this goal, including ongoing implementation of Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), counseling and wraparound support services, attendance intervention practices, and coordinated behavioral and social-emotional supports across school sites.

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

Goal 2 actions were substantially implemented as planned during the 2025–26 school year. The district implemented key student support systems including Positive Behavioral Interventions and Supports (PBIS), Social and Emotional Learning (SEL), Integrated Multi-Tiered System of Supports (I-MTSS), counseling and psychotherapy services, wraparound service coordination, school climate initiatives, and attendance intervention systems. The following analysis evaluates the effectiveness of each action based on the aligned metrics and the current difference from baseline.

Action 2.1 – PBIS and SEL Professional Development and Coaching
Contributing: Yes (EL, FY, SED)
Aligned Metrics: 2.1, 2.5

Metric 2.1 – Suspension Rate (% of students suspended at least one time):
All Students: -0.2% from baseline (from 7.2% to 7.0%) – slight improvement
English Learners: -0.3% from baseline (from 8.0% to 7.7%) – slight improvement
Foster Youth: +1.2% from baseline (from 17.1% to 18.3%) – increase
SED: -1.7% from baseline (from 9.3% to 7.6%) – improvement

LTEL: -3.2% from baseline (from 17.6% to 14.4%) – improvement
SWD: -2.6% from baseline (from 12.6% to 10.0%) – improvement
Homeless: +8.3% from baseline (from 10.6% to 18.9%) – significant increase
African American: +0.8% from baseline (from 17.7% to 18.5%) – increase
Site-level data show notable improvement at Serrano HS (All -4.4%, EL -9.3%, SED -4.8%, SWD -7.9%, HI -5.2%, WH -3.1%), Vista Verde ES (FOS -3.7%, WH -7.1%), Heritage (WH -2.0%), and Baldy Mesa ES (SWD -1.3%). However, Quail Valley MS experienced significant increases (All +4.0%, EL +9.2%, FOS +4.7%, AA +10.0%, HI +1.7%, MR +4.9%), and Eagle Summit CDS showed a slight decline (All -1.3%, SED 0.0%).

Metric 2.5 – Expulsion Rate:
All Students: -0.28% from baseline (from 0.4% to 0.12%) – improvement
English Learners: -0.20% from baseline (from 0.5% to 0.30%) – improvement
Foster Youth: 0.0% from baseline (remained at 0.0%) – no change
SED: -0.32% from baseline (from 0.45% to 0.13%) – improvement
Effectiveness Determination: Partially Effective

Action 2.1 demonstrates partial effectiveness in making progress toward reducing suspension and expulsion rates. PBIS and SEL professional development and coaching contributed to districtwide suspension rate reductions for All Students (-0.2%), English Learners (-0.3%), Socioeconomically Disadvantaged students (-1.7%), LTEL (-3.2%), and Students with Disabilities (-2.6%). The improvement for SED students is particularly notable, declining from 9.3% to 7.6%, representing a 1.7 percentage point reduction from baseline. Significant reductions were also observed at Serrano HS across multiple student groups, including EL (-9.3%), SED (-4.8%), and SWD (-7.9%). Expulsion rates declined for All Students (-0.28%), English Learners (-0.20%), and SED students (-0.32%), further indicating that PBIS and SEL systems are contributing to reduced exclusionary discipline practices.

However, Foster Youth (+1.2%), Homeless students (+8.3%), and African American students (+0.8%) experienced increases in suspension rates, indicating that current PBIS and SEL practices have not yet produced consistent improvement for all student groups. Quail Valley MS experienced substantial increases across multiple student groups, including English Learners (+9.2%), Foster Youth (+4.7%), and African American students (+10.0%), suggesting inconsistency in site-level implementation. These results indicate that while PBIS and SEL systems are producing positive outcomes at many sites and for several unduplicated student groups, additional targeted behavioral supports, restorative practices, and culturally responsive strategies are needed to address disproportionality for Foster Youth, Homeless students, and African American students. The district will continue strengthening Tier 2 behavioral interventions, relationship-building practices, and site-level implementation consistency to improve outcomes for these student groups.

Action 2.2 – Integrated Multi-Tiered System of Support (I-MTSS) Collaboration
Contributing: Yes (EL, FY, SED)
Aligned Metrics: 2.1, 2.5

Metric 2.1 – Suspension Rate (% of students suspended at least one time):
All Students: -0.2% from baseline – slight improvement
English Learners: -0.3% from baseline – slight improvement

Foster Youth: +1.2% from baseline – increase
SED: -1.7% from baseline – improvement
LTEL: -3.2% from baseline – improvement
SWD: -2.6% from baseline – improvement
Homeless: +8.3% from baseline – significant increase
African American: +0.8% from baseline – increase

Metric 2.5 – Expulsion Rate:
All Students: -0.28% from baseline – improvement
English Learners: -0.20% from baseline – improvement
Foster Youth: 0.0% from baseline – no change
SED: -0.32% from baseline – improvement
Effectiveness Determination: Partially Effective

I-MTSS collaboration structures contributed to districtwide improvement in suspension rates for All Students (-0.2%), English Learners (-0.3%), Socioeconomically Disadvantaged students (-1.7%), LTEL (-3.2%), and Students with Disabilities (-2.6%), and supported reductions in the overall expulsion rate for All Students (-0.28%) and SED students (-0.32%). The 1.7 percentage point reduction for SED students suggests that coordinated behavioral support systems and tiered intervention structures are positively impacting outcomes for low-income students. However, Foster Youth (+1.2%), Homeless students (+8.3%), and African American students (+0.8%) experienced increases in suspension rates, indicating that I-MTSS collaboration has not yet produced consistent improvement across all unduplicated student groups. The district will continue strengthening I-MTSS collaboration processes, including earlier identification of students requiring intervention, improved coordination of behavioral supports, and increased focus on proactive strategies for Foster Youth, Homeless students, and African American students.

Action 2.3 – Integrated Multi-Tiered System of Support (I-MTSS) Coordination of Wraparound Services
Contributing: Yes (EL, FY, SED)
Aligned Metrics: 2.1, 2.5, 2.6, 2.7

Metric 2.1 – Suspension Rate:
All Students: -0.2% from baseline – slight improvement
English Learners: -0.3% from baseline – slight improvement
Foster Youth: +1.2% from baseline – increase
SED: -1.7% from baseline – improvement
Homeless: +8.3% from baseline – significant increase
African American: +0.8% from baseline – increase
SWD: -2.6% from baseline – improvement
LTEL: -3.2% from baseline – improvement

Metric 2.5 – Expulsion Rate:
All Students: -0.28% from baseline – improvement

English Learners: -0.20% from baseline – improvement
Foster Youth: 0.0% from baseline – no change
SED: -0.32% from baseline – improvement

Metric 2.6 – Middle School Dropout Rate:
All Students: -0.3% from baseline – improvement
English Learners: -0.75% from baseline – improvement
Foster Youth: +9.09% from baseline – significant increase
SED: +0.04% from baseline – slight increase

Metric 2.7 – High School Dropout Rate:
All Students: -1.35% from baseline – improvement
English Learners: -2.07% from baseline – improvement
Foster Youth: +5.71% from baseline – significant increase
SED: -1.84% from baseline – improvement
Effectiveness Determination: Partially Effective

Wraparound service coordination contributed to improvement in suspension rates for All Students (-0.2%), English Learners (-0.3%), and Socioeconomically Disadvantaged students (-1.7%) on Metric 2.1. The SED suspension rate declined from 9.3% to 7.6%, indicating that coordinated wraparound services are positively supporting behavioral outcomes for low-income students. Expulsion rates also improved for All Students (-0.28%) and SED students (-0.32%) on Metric 2.5. At the middle school level (Metric 2.6), dropout rates improved for All Students (-0.3%) and English Learners (-0.75%). At the high school level (Metric 2.7), dropout rates improved for All Students (-1.35%), English Learners (-2.07%), and Socioeconomically Disadvantaged students (-1.84%), indicating that coordinated student supports, case management, and intervention efforts are helping more students remain engaged and on track toward graduation.

However, the middle school dropout rate for Foster Youth increased significantly (+9.09% on Metric 2.6), and the high school dropout rate for Foster Youth increased by 5.71 percentage points from baseline (Metric 2.7). Suspension rates for Foster Youth (+1.2%) and Homeless students (+8.3%) also increased on Metric 2.1. These mixed results suggest that while wraparound services are supporting many student groups, additional coordination, earlier intervention, and more intensive supports are needed for Foster Youth and other students experiencing the greatest barriers to school engagement and success. The district will continue strengthening case management, family outreach, and targeted intervention systems to improve outcomes for these student groups.

Action 2.4 – Social and Emotional Support and Psychotherapy Rendered to Students in Need
Contributing: Yes (EL, FY, SED)
Aligned Metrics: 2.1, 2.2, 2.3, 2.5, 2.6, 2.7

Metric 2.1 – Suspension Rate:
All Students: -0.2% from baseline – slight improvement
English Learners: -0.3% from baseline – slight improvement
Foster Youth: +1.2% from baseline – increase

SED: -1.7% from baseline – improvement
SWD: -2.6% from baseline – improvement
Homeless: +8.3% from baseline – significant increase
African American: +0.8% from baseline – increase
LTEL: -3.2% from baseline – improvement

Metric 2.2 – Attendance Rate:
All Students: +2.24% from baseline – improvement
English Learners: +1.57% from baseline – improvement
Foster Youth: -4.00% from baseline – decline
SED: +1.85% from baseline – improvement

Metric 2.3 – Chronic Absenteeism:
All Students: -0.6% from baseline – slight improvement
English Learners: +2.2% from baseline – increase
Foster Youth: +1.7% from baseline – increase
SED: -0.1% from baseline – slight improvement
LTEL: +4.0% from baseline – increase
African American: 0.0% from baseline (newly established baseline, 40.4%)
Hispanic: 0.0% from baseline (newly established baseline, 31.0%)
Site-level chronic absenteeism data show improvement at Piñon Hills ES (SWD -9.5%, MR -23.8%), Wrightwood ES (SWD -10.3%), and Snowline Academy (HI -14.1%).

Metric 2.5 – Expulsion Rate:
All Students: -0.28% from baseline – improvement
English Learners: -0.20% from baseline – improvement
Foster Youth: 0.0% from baseline – no change
SED: -0.32% from baseline – improvement

Metric 2.6 – Middle School Dropout Rate:

All Students: -0.3% from baseline – improvement
English Learners: -0.75% from baseline – improvement
Foster Youth: +9.09% from baseline – significant increase
SED: +0.04% from baseline – slight increase

Metric 2.7 – High School Dropout Rate:
All Students: -1.35% from baseline – improvement
English Learners: -2.07% from baseline – improvement
Foster Youth: +5.71% from baseline – significant increase

SED: -1.84% from baseline – improvement
Effectiveness Determination: Partially Effective

Counseling and psychotherapy services contributed to improved attendance rates for All Students (+2.24%), English Learners (+1.57%), and SED students (+1.85%) on Metric 2.2, and slight improvement in chronic absenteeism for All Students (-0.6%) and SED students (-0.1%) on Metric 2.3. Suspension rates improved for All Students (-0.2%), English Learners (-0.3%), Socioeconomically Disadvantaged students (-1.7%), LTEL (-3.2%), and SWD (-2.6%) on Metric 2.1. The 1.7 percentage point reduction in SED suspension rates indicates that social-emotional supports and counseling services are positively contributing to improved behavioral outcomes for low-income students. Expulsion rates declined for All Students (-0.28%) and SED students (-0.32%) on Metric 2.5. High school dropout rates improved for All Students (-1.35%), English Learners (-2.07%), and SED students (-1.84%) on Metric 2.7.

However, Foster Youth experienced a decline in attendance (-4.00% on Metric 2.2) and an increase in chronic absenteeism (+1.7% on Metric 2.3). English Learners experienced an increase in chronic absenteeism (+2.2% on Metric 2.3), and LTEL chronic absenteeism increased (+4.0% on Metric 2.3). Homeless students experienced a significant increase in suspension (+8.3% on Metric 2.1), and the middle school dropout rate for Foster Youth increased substantially (+9.09% on Metric 2.6). The high school dropout rate for Foster Youth also increased (+5.71% on Metric 2.7). African American chronic absenteeism (40.4%) and Hispanic chronic absenteeism (31.0%) are newly established baselines that will be monitored going forward on Metric 2.3.

These results indicate that while counseling and social-emotional supports are contributing to improved outcomes for several student groups, additional targeted mental health services, attendance intervention, and proactive supports are needed for Foster Youth, English Learners, LTEL, and Homeless students. The district will continue strengthening coordination among counselors, social workers, and attendance teams to provide earlier and more intensive intervention for these student groups.

Action 2.5 – Social and Emotional Learning
Contributing: Yes (EL, FY, SED)
Aligned Metrics: 2.1, 2.2, 2.3, 2.4

Metric 2.1 – Suspension Rate:
All Students: -0.2% from baseline – slight improvement
English Learners: -0.3% from baseline – slight improvement
Foster Youth: +1.2% from baseline – increase
SED: -1.7% from baseline – improvement
SWD: -2.6% from baseline – improvement
Homeless: +8.3% from baseline – significant increase
African American: +0.8% from baseline – increase
LTEL: -3.2% from baseline – improvement

Metric 2.2 – Attendance Rate:
All Students: +2.24% from baseline – improvement
English Learners: +1.57% from baseline – improvement

Foster Youth: -4.00% from baseline – decline
SED: +1.85% from baseline – improvement

Metric 2.3 – Chronic Absenteeism:
All Students: -0.6% from baseline – slight improvement
English Learners: +2.2% from baseline – increase
Foster Youth: +1.7% from baseline – increase
SED: -0.1% from baseline – slight improvement
LTEL: +4.0% from baseline – increase
African American: 0.0% from baseline (newly established baseline, 40.4%)
Hispanic: 0.0% from baseline (newly established baseline, 31.0%)

Metric 2.4 – Panorama Student Voice Survey – Belonging and Connectivity (% favorable):
All Students: +3.12% from baseline – improvement
English Learners: +9.25% from baseline – significant improvement
Foster Youth: New Data Available in 2026 (baseline being established)
SED: +4.0% from baseline – improvement
Effectiveness Determination: Partially Effective

SEL implementation contributed to significant improvement in student belonging and connectivity outcomes on Metric 2.4, with English Learners improving by +9.25%, All Students by +3.12%, and SED students by +4.0%. Attendance rates also improved for All Students (+2.24%), English Learners (+1.57%), and SED students (+1.85%) on Metric 2.2. Suspension rates improved for All Students (-0.2%), English Learners (-0.3%), Socioeconomically Disadvantaged students (-1.7%), LTEL (-3.2%), and SWD (-2.6%) on Metric 2.1. The 1.7 percentage point reduction in SED suspension rates and the 4.0 percentage point improvement in SED belonging suggest that SEL practices are positively impacting both behavioral outcomes and school connectedness for low-income students.

However, chronic absenteeism increased for English Learners (+2.2%), Foster Youth (+1.7%), and LTEL (+4.0%) on Metric 2.3, and Foster Youth attendance declined (-4.00% on Metric 2.2). Suspension rates increased for Foster Youth (+1.2%), Homeless students (+8.3%), and African American students (+0.8%) on Metric 2.1. These results suggest that while SEL practices are positively impacting student belonging and connectedness, particularly for English Learners and SED students, additional targeted supports are needed to translate improved belonging into improved attendance and behavioral outcomes for Foster Youth, LTEL, and Homeless students. The district will continue strengthening SEL implementation with increased focus on connecting belonging outcomes to attendance intervention and behavioral support systems.

Action 2.6 – Supporting Students in an Equitable Way that Improves School Climate and Sense of Belonging
Contributing: No
Aligned Metrics: 2.1, 2.2, 2.3, 2.4

Metric 2.1 – Suspension Rate:
All Students: -0.2% from baseline – slight improvement

Metric 2.2 – Attendance Rate:
All Students: +2.24% from baseline – improvement

Metric 2.3 – Chronic Absenteeism:
All Students: -0.6% from baseline – slight improvement

Metric 2.4 – Panorama Student Voice Survey – Belonging and Connectivity:
All Students: +3.12% from baseline – improvement
Effectiveness Determination: Partially Effective

School climate and belonging initiatives contributed to improvement across all four aligned metrics for All Students, including improved belonging (+3.12% on Metric 2.4), improved attendance (+2.24% on Metric 2.2), slight reduction in chronic absenteeism (-0.6% on Metric 2.3), and slight reduction in suspension rates (-0.2% on Metric 2.1). Student voice forums, leadership opportunities, and mentorship activities appear to be positively supporting school climate and student connectedness. However, the magnitude of improvement in suspension and chronic absenteeism remains modest, indicating that continued refinement of equity-focused climate strategies, student voice opportunities, and relationship-building practices will be important to sustaining and accelerating progress.

Action 2.7 – Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism
Contributing: Yes (EL, FY, SED)
Aligned Metrics: 2.2, 2.3

Metric 2.2 – Attendance Rate:
All Students: +2.24% from baseline – improvement
English Learners: +1.57% from baseline – improvement
Foster Youth: -4.00% from baseline – significant decline
SED: +1.85% from baseline – improvement

Metric 2.3 – Chronic Absenteeism:
All Students: -0.6% from baseline – slight improvement
English Learners: +2.2% from baseline – increase
Foster Youth: +1.7% from baseline – increase
SED: -0.1% from baseline – slight improvement
LTEL: +4.0% from baseline – increase
African American: 0.0% from baseline (newly established baseline, 40.4%)
Hispanic: 0.0% from baseline (newly established baseline, 31.0%)
Site-level chronic absenteeism data show improvement at Piñon Hills ES (SWD -9.5%, MR -23.8%), Wrightwood ES (SWD -10.3%), Snowline Academy (HI -14.1%), and Quail Valley MS (MR -2.1%).

Note regarding newly established baselines for Metric 2.3: Based on Differentiated Assistance eligibility, African American (40.4%) and Hispanic (31.0%) chronic absenteeism rates have been established as baselines using the 2025 CA Dashboard. The current difference from baseline for both groups is 0.0%, as the 2025 Dashboard serves as both the baseline and Year 2 outcome. These student groups will be monitored for progress beginning in Year 3.

Effectiveness Determination: Partially Effective

Attendance intervention systems contributed to improved attendance rates for All Students (+2.24%), English Learners (+1.57%), and SED students (+1.85%) on Metric 2.2, and slight improvement in chronic absenteeism for All Students (-0.6%) and SED students (-0.1%) on Metric 2.3. Site-level data also show meaningful improvement at several schools, including Piñon Hills ES (SWD -9.5%, MR -23.8%), Wrightwood ES (SWD -10.3%), and Snowline Academy (HI -14.1%).

However, Foster Youth experienced a significant decline in attendance (-4.00% on Metric 2.2) and an increase in chronic absenteeism (+1.7% on Metric 2.3). English Learners (+2.2%) and LTEL (+4.0%) also experienced increases in chronic absenteeism on Metric 2.3 despite improved overall attendance rates on Metric 2.2. African American chronic absenteeism (40.4%) and Hispanic chronic absenteeism (31.0%) are newly established baselines that reflect elevated rates requiring focused attention beginning in Year 3.

These results indicate that while attendance intervention systems are producing positive outcomes for All Students and SED students, additional targeted and intensive supports are needed for Foster Youth, English Learners, and LTEL students. The district will continue strengthening attendance monitoring, family outreach, tiered attendance interventions, and coordination with wraparound services to address barriers impacting consistent attendance for these student groups. Additionally, the district will develop targeted strategies to address the elevated chronic absenteeism rates for African American and Hispanic students as part of its Differentiated Assistance response.

Overall Goal 2 Effectiveness Summary

Goal 2 actions demonstrate partial effectiveness in making progress toward cultivating a prosocial learning environment and improving student engagement, attendance, and behavioral outcomes. Strong implementation structures, including districtwide PBIS recognition (six Platinum, two Gold, two Silver, two Bronze), I-MTSS collaboration systems, counseling and wraparound services, SEL implementation, and attendance intervention systems, created coordinated support structures across the district.

Areas of strength include:

Panorama belonging and connectivity improved for All Students (+3.12%), English Learners (+9.25%), and SED students (+4.0%) on Metric 2.4
Attendance rates improved for All Students (+2.24%), English Learners (+1.57%), and SED students (+1.85%) on Metric 2.2
Suspension rates improved for All Students (-0.2%), English Learners (-0.3%), SED (-1.7%), LTEL (-3.2%), and SWD (-2.6%) on Metric 2.1
SED suspension rate declined from 9.3% to 7.6%, a 1.7 percentage point improvement from baseline on Metric 2.1
Significant suspension rate reductions at Serrano HS across multiple student groups on Metric 2.1
Expulsion rates declined for All Students (-0.28%) and SED students (-0.32%) on Metric 2.5
High school dropout rates improved for All Students (-1.35%), English Learners (-2.07%), and SED students (-1.84%) on Metric 2.7

Middle school dropout rates improved for All Students (-0.3%) and English Learners (-0.75%) on Metric 2.6
Site-level chronic absenteeism improved at Piñon Hills ES, Wrightwood ES, and Snowline Academy on Metric 2.3

Areas requiring continued focus include:

Foster Youth experienced increases in suspension (+1.2% on Metric 2.1), chronic absenteeism (+1.7% on Metric 2.3), and attendance decline (-4.00% on Metric 2.2), and a significant increase in middle school dropout rate (+9.09% on Metric 2.6) and high school dropout rate (+5.71% on Metric 2.7)
Homeless students experienced a significant increase in suspension (+8.3% on Metric 2.1)
African American students experienced an increase in suspension (+0.8% on Metric 2.1) and have an elevated chronic absenteeism rate of 40.4% (newly established baseline on Metric 2.3)
Hispanic students have an elevated chronic absenteeism rate of 31.0% (newly established baseline on Metric 2.3)
English Learners experienced an increase in chronic absenteeism (+2.2% on Metric 2.3)
LTEL chronic absenteeism increased (+4.0% on Metric 2.3)
Quail Valley MS experienced significant suspension rate increases across multiple student groups on Metric 2.1
These findings indicate that while districtwide systems and structures are in place and producing improvement in several areas, additional targeted intervention, differentiated supports, culturally responsive practices, and intensified attendance and behavioral systems will be necessary to improve outcomes for Foster Youth, Homeless students, African American students, Hispanic students, English Learners, and LTEL students. The district will continue collaborating with the San Bernardino County Superintendent of Schools as part of its Differentiated Assistance work to strengthen chronic absenteeism intervention systems and targeted supports for identified student groups.

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.

Based on reflection of implementation and outcome data associated with Goal 2, the district will continue the overall structure of the goal while refining and strengthening actions related to attendance intervention systems, chronic absenteeism supports, student wellness, and behavioral interventions for the coming year.

The district did not make significant changes to the overall goal, primary metrics, target outcomes, or services provided through Goal 2. Existing metrics related to suspension rates, attendance rates, chronic absenteeism, Panorama belonging and connectedness survey results, expulsion rates, and dropout rates will continue to be monitored to evaluate progress related to student wellness, school climate, attendance, and engagement outcomes. Socioeconomically Disadvantaged students (SED) were added to Metric 2.1 (Suspension Rate). This revision was made to ensure the metric more fully reflects outcomes for an unduplicated student group and aligns monitoring practices with the district's focus on improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. This change does not represent a modification to services or intended outcomes, but rather strengthens the district's ability to monitor the effectiveness of student wellness, behavioral, and engagement supports for high-needs student groups.

As a result of reflections on prior practice and review of outcome data, the district will continue strengthening attendance intervention systems and MTSS collaboration processes to provide earlier identification and intervention for students experiencing attendance concerns.

Additional emphasis will be placed on reducing chronic absenteeism among high-needs student groups, including Foster Youth, English Learners, Students with Disabilities, and McKinney-Vento students.

For the coming year, the district revised action descriptions associated with Learning Recovery Emergency Block Grant (LREBG) funded activities, including Action 2.3 (LREBG Action Funding: $65,514.13 – Saturday School Program), Action 2.5 (LREBG Action Funding: $60,330.00 – Panorama Student Success Platform), and Action 2.7 (LREBG Action Funding: $64,445.63 – EveryDay Labs Attendance Intervention System). These revisions more explicitly identify alignment with the allowable use category of Accelerating Learning Progress and strengthen the connection between the district's comprehensive needs assessment and the selected actions. The revised descriptions provide additional clarity regarding the rationale for the expenditures and how the actions are expected to address identified needs related to student engagement, school connectedness, attendance, and access to instruction. These revisions do not represent a change in the services provided or the intended outcomes of the actions. Therefore, the district will continue implementing the current goal, metrics, target outcomes, and services without modification while maintaining the revised action descriptions for LREBG-funded activities.

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.	$404,933.00	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.	$5,288,972.00	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. LREBG Action Funding: $65,514.13 (Saturday School). This funding supports targeted intervention opportunities designed to increase student engagement, provide additional instructional access, strengthen school connectedness, and support students at risk of academic failure, chronic absenteeism, or disengagement from school.	$1,212,346.13	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.	$2,752,420.00	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. LREBG Action Funding: $60,330.00 supports the Panorama Student Success Platform, which provides data and analytics used to monitor student engagement, school connectedness, and student support needs.	$1,648,716.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Supporting Students in an Equitable Way that Improves School Climate and Sense of Belonging	An ongoing evaluation, mitigation, and improvement process will be established, involving educators and administrators to implement tailored interventions and resources, including student voice forums, leadership opportunities, and peer/adult mentorship to promote and ensure student equity. Through this collaborative effort to address barriers, the goal is to achieve reduced chronic absenteeism, decreased suspensions, and favorable Panorama survey results, fostering an inclusive and equitable learning environment for every student, as measured by 2.1, 2.2, 2.3, and 2.4.	$103,217.00	No
2.7	Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism	Our Student Intervention and Attendance department, alongside attendance specialists, will partner with families to foster positive attendance and diminish chronic absenteeism, principally directed toward English learners, foster youth, and socio-economically disadvantaged students but benefiting all. By communicating the importance of attendance and connecting families with applicable outside agencies and district partners, such as SELPA and Hazel Health/Heart, to overcome 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. LREBG Action Funding: $64,445.63 supports the EveryDay Labs Attendance Intervention System, which strengthens family outreach, attendance monitoring, and early intervention efforts designed to improve student attendance and access to instruction.	$8,210,412.63	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.

This goal was developed in response to educational partner feedback and survey data indicating a need to strengthen parent and guardian engagement, communication systems, and educational partnerships across the district. The district recognizes that meaningful parent and guardian involvement plays a critical role in supporting student academic achievement, attendance, engagement, and overall well-being.

Current local survey data and participation metrics indicate both strengths and opportunities for growth in family engagement efforts. Parent and guardian survey responses indicate that 71.0% of parents feel schools encourage their involvement, while 68.0% report satisfaction with customer service experiences, 63.0% report feeling welcomed when visiting schools, and 70.0% indicate that schools effectively communicate information regarding school activities and events. Participation in district advisory structures also reflects varying levels of engagement, with an average of 20 participants attending District English Learner Advisory Committee (DELAC) meetings and 12 participants participating in Parent Advisory Committee (PAC) meetings.

Educational partners consistently emphasized the importance of strengthening communication practices, increasing opportunities for engagement, and improving overall school and district experiences for families during the LCAP development process. Parents, guardians, and advisory groups expressed a desire for stronger communication systems, meaningful opportunities for participation, and welcoming environments that encourage active involvement in school communities.

In response to these data trends and educational partner feedback, the district developed this goal to strengthen educational partnerships through actions focused on parent engagement opportunities, advisory structures, communication systems, and outreach efforts. Through ongoing collaboration with parents, guardians, and educational partner groups, the district will continue monitoring progress and refining implementation practices to improve engagement and strengthen family-school partnerships that support student success.

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%	2026 LCAP Survey Teachers: 75.0% School-Level Leadership: 68.0% District-Level Leadership: 67.0%	2027 LCAP Survey Teachers: 89.0% School-Level Leadership: 79.0% District-Level Leadership: 73.0%	2026 LCAP Survey Teachers: -4.0% School-Level Leadership: -1.0% 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%	2026 LCAP Survey 71.0%	2027 LCAP Survey 75.0%	2026 LCAP Survey +6.0%
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%	2026 LCAP Survey 68.0%	2027 LCAP Survey 80.0%	2026 LCAP Survey -2.0%
3.4	Hanover – Parent Survey: When I walk into this school, I feel welcome (strongly agree or agree). Priority 3	2024 LCAP Survey 71.0%	2025 LCAP Survey 61.0%	2026 LCAP Survey 63%	2027 LCAP Survey 81.0%	2026 LCAP Survey -8.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	The average number of participants in the District English Language Advisory Committee (DELAC) Priority 3	2024 18	2025 20	2026 20	2027 23	2026 +2
3.6	The average number of participants in the Parent Advisory Committee (PAC) Priority 3	2024 22	2025 25	2026 12	2027 27	2026 -10
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%	2026 LCAP Survey English Learners: 74.0% Foster Youth: 69.0% Low-Income: 66.0% Special Education: 67.0%	2027 LCAP Survey English Learners: 88.0% Foster Youth: TBD Low-Income: 68.0% Special Education: 66.0%	2026 LCAP Survey English Learners: -4.0% Foster Youth: +1.0% Low-Income: +8.0% Special Education: +11.0%
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%	2026 LCAP Survey 70%	2027 LCAP Survey 85.0%	2026 LCAP Survey -5.0%
3.9	Hanover – Parent Survey: How do you receive most of your information about your child's school?	2024 LCAP Survey Communication sent to me from my child's school: 67.0%	2025 LCAP Survey Communication sent to me from	2026 LCAP Survey Communication sent to me from	2027 LCAP Survey Communication sent to me from	2026 LCAP Survey Communication sent to me from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3	Social media (e.g., Facebook, X): 35.0% School or district website: 33.0%	my child's school: 64.0% Social media (e.g., Facebook, X): 31.0% School or district website: 35.0%	my child's school: 62.0% Social media (e.g., Facebook, X): 32.0% School or district website: 29.0%	my child's school: 77.0% Social media (e.g., Facebook, X): 45.0% School or district website: 43.0%	my child's school: -5.0% Social media (e.g., Facebook, X): -3.0% School or district website: -4.0%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, the district implemented the actions associated with Goal 3 to strengthen family engagement, communication systems, educational partner collaboration, and community partnerships. These actions focused on increasing opportunities for educational partner input, improving communication with families, and strengthening systems that support transparency and engagement across the district.

Action 3.1 – Parent/Guardian Engagement

Fully implemented. The district provided multiple opportunities for parents, guardians, and community members to participate in district and school engagement activities, including advisory meetings, workshops, focus groups, surveys, family engagement events, and parent education opportunities. Schools continued efforts to strengthen family partnerships and increase participation in school and district decision-making processes.

Evidence: Meeting agendas, family workshop schedules, sign-in sheets, survey administration records, family engagement documentation, and parent participation records.

Action 3.2 – Parent/Guardian Advisory Groups

Fully implemented. The district maintained active advisory groups, including the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), School Site Councils (SSC), and Superintendent’s Student Advisory Council. Educational partners were provided opportunities to review district priorities, analyze data, ask questions, and provide feedback related to the Local Control and Accountability Plan (LCAP).

Evidence: Advisory meeting agendas, presentation materials, meeting minutes, feedback documentation, and educational partner engagement records.

Action 3.3 – Public Relations and Communication

Fully implemented. The district continued implementation of communication systems designed to improve transparency, family outreach, and access to information. Schools and district departments utilized multiple communication platforms, multilingual messaging, newsletters, websites, social media, and outreach efforts to provide timely information to families and community members. Schools also implemented parent orientation opportunities, typically occurring within the first month of school, to support family onboarding and communication.

Evidence: Communication logs, newsletters, website updates, multilingual communication materials, social media posts, outreach documentation, and parent orientation records.

Implementation Challenges

One challenge associated with Goal 3 implementation involved maintaining consistent communication and engagement across a geographically large district with diverse family needs and varying levels of access to communication platforms. Schools also continued efforts to increase participation from families representing historically underrepresented student groups and to strengthen systems that track participation and engagement across activities.

To address these challenges, the district expanded multilingual communication efforts, increased opportunities for educational partner engagement, and utilized multiple communication methods to improve access to information and participation opportunities for families and community members.

Implementation Successes

A significant success associated with Goal 3 implementation was the district's continued expansion of educational partner engagement opportunities through advisory groups, surveys, workshops, and school-community collaboration efforts. Participation in Student Intervention and Attendance (SIA) parent workshops increased from approximately 5–6 participants to approximately 35 participants, while recorded workshop sessions generated over 600 online views, increasing access for families unable to attend in person.

Another implementation success was the district's continued focus on strengthening communication systems through multilingual outreach, digital communication platforms, and coordinated family engagement efforts designed to improve transparency and accessibility for families across the district. Schools also began evaluating and identifying spaces and opportunities for future Family Resource Center development to further strengthen family access to supports and resources.

Overall Implementation Summary

Goal 3 actions were implemented as planned, with systemwide structures supporting family engagement, advisory group participation, community partnerships, and district communication systems. Evidence includes advisory meeting documentation, family outreach records, multilingual communication materials, survey administration records, parent workshop participation data, and engagement artifacts demonstrating ongoing collaboration with educational partners and the broader school community.

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 purposes of reviewing annual expenditures, the district identified material differences as expenditure variances generally exceeding approximately 15 percent and/or variances that significantly affected implementation of actions and services. No Goal 3 actions exceeded the district's 15% reporting threshold or resulted in significant changes to implementation. Minor expenditure variances were primarily attributed to negotiated salary and benefit adjustments, including the 2.3% districtwide salary increase implemented during the 2025–26 school year. Overall, expenditures remained aligned with planned activities and supported implementation of the actions and services associated with this goal.

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

Goal 3 actions were substantially implemented as planned during the 2025–26 school year. The district implemented key family and community engagement systems including two-way communication strategies, educational partner engagement opportunities, advisory committee participation, family outreach efforts, and programs designed to strengthen relationships among students, families, staff, and the broader community. The following analysis evaluates the effectiveness of each action based on the aligned metrics and the current difference from baseline.

Action 3.1 – Parent/Guardian Engagement
Contributing: No
Aligned Metrics: 3.2

Metric 3.2 – Parent Survey: "District schools encourage parental involvement" (% strongly agree or agree):
+6.0% from baseline (from 65.0% to 71.0%) – improvement
Effectiveness Determination: Effective

Action 3.1 demonstrates effectiveness in improving parent perceptions that schools encourage parental involvement. The district provided multiple opportunities for parents, guardians, and community members to participate in district and school engagement activities, including advisory meetings, workshops, focus groups, surveys, family engagement events, and parent education opportunities. On Metric 3.2, parent perceptions that schools encourage parental involvement improved by 6.0 percentage points from baseline, increasing from 65.0% to 71.0%. This improvement suggests that the district's outreach efforts, family engagement activities, and opportunities for participation are positively influencing parent perceptions regarding the district's commitment to involving families in the educational process. The district will continue strengthening engagement opportunities and expanding outreach to ensure broad and representative participation across all school communities.

Action 3.2 – Parent/Guardian Advisory Groups
Contributing: No
Aligned Metrics: 3.1, 3.3, 3.4, 3.5, 3.6, 3.7

Metric 3.1 – LCAP Process Program Evaluation Results – Parent Survey: Overall Satisfaction Rate:

Teachers: -4.0% from baseline (from 79.0% to 75.0%) – decline
School-Level Leadership: -1.0% from baseline (from 69.0% to 68.0%) – slight decline
District-Level Leadership: +4.0% from baseline (from 63.0% to 67.0%) – improvement
Metric 3.3 – Parent Survey: "Overall, I am satisfied with the customer service I have experienced in Snowline JUSD" (% strongly agree or agree):

-2.0% from baseline (from 70.0% to 68.0%) – decline
Metric 3.4 – Parent Survey: "When I walk into this school, I feel welcome" (% strongly agree or agree):
-8.0% from baseline (from 71.0% to 63.0%) – significant decline

Metric 3.5 – Average Number of Participants in DELAC:
+2 from baseline (from 18 to 20) – improvement

Metric 3.6 – Average Number of Participants in PAC:
-10 from baseline (from 22 to 12) – significant decline

Metric 3.7 – Parent Survey: "My child's school provides students with enough resources for parents" (% strongly agree or agree):
English Learners: -4.0% from baseline (from 78.0% to 74.0%) – decline
Foster Youth: +1.0% from baseline (from 68.0% to 69.0%) – slight improvement
Low-Income: +8.0% from baseline (from 58.0% to 66.0%) – improvement
Special Education: +11.0% from baseline (from 56.0% to 67.0%) – significant improvement

Effectiveness Determination: Partially Effective

Action 3.2 demonstrates mixed effectiveness across its aligned metrics. On Metric 3.1, District-Level Leadership satisfaction improved by +4.0% from baseline, suggesting that advisory group engagement and district-level communication efforts are positively influencing perceptions of district leadership. However, Teacher satisfaction declined by -4.0% and School-Level Leadership satisfaction declined by -1.0%, indicating that advisory group processes may not be fully addressing the needs and expectations of all educational partner groups.

On Metric 3.5, DELAC participation increased by 2 participants from baseline, reflecting continued engagement from families of English Learners in district advisory processes. However, on Metric 3.6, PAC participation declined significantly by 10 participants from baseline (from 22 to 12), indicating a substantial reduction in parent advisory engagement that requires attention.

On Metric 3.7, perceptions that schools provide enough resources for parents improved significantly for Low-Income families (+8.0%) and Special Education families (+11.0%), and slightly for Foster Youth families (+1.0%). These improvements suggest that advisory group discussions and district responsiveness are positively influencing perceptions among families of historically underserved student groups. However, English Learner family perceptions declined by -4.0%, indicating that additional outreach, communication, and resource accessibility efforts may be needed for families of English Learners.

On Metric 3.3, customer service satisfaction declined by -2.0% from baseline, and on Metric 3.4, parent perceptions of feeling welcomed declined significantly by -8.0% from baseline (from 71.0% to 63.0%). These declines suggest that despite continued advisory group engagement, broader perceptions of welcomeness and customer service have not improved and may require more targeted attention to front-office practices, school climate, and family onboarding experiences.

The district will continue facilitating advisory group meetings while strengthening efforts to increase PAC participation, improve customer service practices, enhance welcoming environments at school sites, and address the communication and resource needs of English Learner families.

Action 3.3 – Public Relations and Communications
Contributing: No
Aligned Metrics: 3.8, 3.9

Metric 3.8 – Parent Survey: "The school keeps me informed about events and activities" (% strongly agree or agree):
-5.0% from baseline (from 75.0% to 70.0%) – decline

Metric 3.9 – Parent Survey: "How do you receive most of your information about your child's school?":
Communication sent to me from my child's school: -5.0% from baseline (from 67.0% to 62.0%) – decline
Social media (e.g., Facebook, X): -3.0% from baseline (from 35.0% to 32.0%) – decline
School or district website: -4.0% from baseline (from 33.0% to 29.0%) – decline

Effectiveness Determination: Ineffective to Date

Action 3.3 demonstrates limited effectiveness to date in improving communication outcomes. On Metric 3.8, parent perceptions that schools keep them informed about events and activities declined by -5.0% from baseline (from 75.0% to 70.0%). Additionally, all three communication channels measured in Metric 3.9 declined from baseline: direct school communication (-5.0%), social media (-3.0%), and school/district website (-4.0%). These results indicate that despite continued implementation of communication systems, multilingual messaging, newsletters, websites, and social media outreach, families are reporting decreased satisfaction with the information they receive and reduced reliance on district communication channels.

These findings suggest that current communication practices may not be meeting families' expectations for timeliness, accessibility, relevance, or consistency. The district will strengthen communication systems by evaluating the effectiveness of current platforms, increasing consistency of messaging across school sites, improving multilingual communication practices, and exploring additional strategies to ensure families receive timely and relevant information through their preferred communication channels.

Overall Goal 3 Effectiveness Summary

Goal 3 actions demonstrate mixed effectiveness in making progress toward increasing community engagement, improving communication, and enhancing the sense of welcomeness across the district.

Areas of strength include:

Parent perceptions that schools encourage parental involvement improved by +6.0% on Metric 3.2
DELAC participation increased by +2 participants on Metric 3.5
District-Level Leadership satisfaction improved by +4.0% on Metric 3.1
Parent perceptions of resources for Low-Income families improved by +8.0% on Metric 3.7
Parent perceptions of resources for Special Education families improved by +11.0% on Metric 3.7
Foster Youth family perceptions of resources improved by +1.0% on Metric 3.7
Increased participation in SIA parent workshops and expanded access through recorded sessions

Areas requiring continued focus include:

Parent perceptions of feeling welcomed declined by -8.0% on Metric 3.4
PAC participation declined by -10 participants on Metric 3.6
Parent perceptions of being informed about events declined by -5.0% on Metric 3.8
All communication channels declined from baseline: direct communication -5.0%, social media -3.0%, website -4.0% on Metric 3.9
Customer service satisfaction declined by -2.0% on Metric 3.3
Teacher satisfaction declined by -4.0% on Metric 3.1
School-Level Leadership satisfaction declined by -1.0% on Metric 3.1
English Learner parent perceptions of resources declined by -4.0% on Metric 3.7
These findings indicate that while the district has successfully expanded engagement opportunities and improved access to resources for some educational partner groups, broader perceptions of communication effectiveness, welcomeness, and overall satisfaction have declined. The district will continue strengthening communication systems, onboarding practices, welcoming environments, customer service training, and family engagement strategies to address these areas of need and improve educational partner experiences 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.

Based on analysis of local survey data, implementation evidence, educational partner feedback, and evaluation of the effectiveness of the actions described above, the district determined that no changes are necessary to the goal, metrics, target outcomes, or actions at this time.

The current goal and associated actions continue to align with district priorities related to strengthening family engagement, communication systems, educational partner collaboration, and community partnerships. Analysis of implementation and outcome data indicates that the existing actions remain relevant and responsive to identified needs and educational partner feedback.

While several measures demonstrated positive outcomes, including increased family participation opportunities and improved access to resources for some educational partner groups, survey and participation data also identified opportunities for continued improvement related to communication practices, perceptions of connectedness and welcoming environments, and participation within some advisory structures. These findings suggest that refinement of implementation practices, rather than changes to the goal structure or actions themselves, is appropriate at this time.

Therefore, the district will continue implementing the current goal, metrics, target outcomes, and actions without modification while continuing to strengthen communication systems, onboarding practices, and family engagement opportunities across the district.

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.	$446,222.00	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.	$282,481.00	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%	2025 Aeries .01%	2026 Aeries 0.0%	2025 Aeries +0.01%
4.2	School Facilities in Good Repair (%) Priority 1	2023 Facilities Inspection Tool (FIT) 100.0%	2024 Facilities Inspection Tool (FIT) 100.0%	2025 Facilities Inspection Tool (FIT) 100.0%	2026 Facilities Inspection Tool (FIT) 100.0%	Facilities Inspection Tool 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%	2025 Instructional Materials Sufficiency Survey 100.0%	2026 Instructional Materials Sufficiency Survey 100.0%	2025 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%	2026 LCAP Survey Parents: 70.0% Students: 64.0% Staff: 59.0%	2027 LCAP Survey Parents: 73.0% Students: 66.0% Staff: 58.0%	2026 LCAP Survey Parents: +7.0% Students: +8.0% Staff: +11.0%
4.5	Hanover – Parent, Student, and Staff Survey: My (child's) school is clean (strongly agree or agree). Priority 1	2024 LCAP Survey Parents: 72.0% Students: 35.0% Staff: 48.0%	2025 LCAP Survey Parents: 76.0% Students: 39.0% Staff: 62.0%	2026 LCAP Survey Parents: 79.0% Students: 46.0% Staff: 70.0%	2027 LCAP Survey Parents: 82.0% Students: 45.0% Staff: 58.0%	2026 LCAP Survey Parents: +7.0% Students: +11.0% Staff: +22.0%
4.6	Hanover –	2024 LCAP Survey	2025 LCAP Survey	2026 LCAP Survey	2027 LCAP Survey	2026 LCAP Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent, Student, and Staff Survey: My (child's) school has facilities with up-to-date technology (strongly agree or agree). Priority 1	Parents: 61.0% Students: 59.0% Staff: 56.0%	Parents: 61.0% Students: 59.0% Staff: 46.0%	Parents: 63.0% Students: 63.0% Staff: 55.0%	Parents: 71.0% Students: 69.0% Staff: 66.0%	Parents: +2.0% Students: +4.0% Staff: -1.0%
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%	2026 LCAP Survey Parents: 74.0% Students: 72.0%	2027 LCAP Survey Parents: 83.0% Students: 81.0%	2026 LCAP Survey Parents: +1.0% Students: +1.0%
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%	2026 LCAP Survey Parents: 76.0% Students: 71.0% Staff: 84.0%	2027 LCAP Survey Parents: 80.0% Students: 78.0% Staff: 92.0%	2026 LCAP Survey Parents: +6.0% Students: +3.0% Staff: +2.0%
4.9	Access to a Broad Course of Study Priority 7	2023 CA Dashboard Standard Met	2024 CA Dashboard Standard Met	2025 CA Dashboard Standard Met	2026 CA Dashboard Standard Met	2025 CA Dashboard Remained the Same (Standard Met)

Goal Analysis [2025-26]

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.

During the 2025–26 school year, the district implemented actions associated with this goal to support safe, clean, functional, and well-resourced learning environments across all schools and departments.

Action 4.1 – Hire and Support Qualified Teachers: Fully Implemented. The district continued to recruit and hire qualified teachers while providing onboarding, mentoring, instructional coaching, and ongoing professional learning to support teacher effectiveness.

Action 4.2 – Instructional Materials, Technology, and Educational Resources: Fully Implemented. Schools and departments continued utilizing instructional materials, technology resources, and operational supports necessary to maintain learning environments and support effective teaching and learning. Technology systems, devices, and educational resources remained available to support student learning and staff implementation of instructional programs.

Action 4.3 –Maintain Safe, Functional, and Clean Facilities Fully Implemented. The district continued maintenance and monitoring of facilities to support safe, clean, and functional learning environments. Routine maintenance, repairs, custodial services, and operational supports were provided throughout the year to maintain school facilities and address identified needs.

Educational partner feedback and local survey data were regularly reviewed throughout implementation to monitor perceptions related to facilities, cleanliness, technology access, and overall learning environments. Survey results indicated both strengths and opportunities for improvement. Parent, student, and staff responses reflected continued concerns related to school cleanliness, maintenance of physical resources, and consistency of communication regarding available resources and supports across school sites.

Implementation Challenges

One challenge associated with implementation involved maintaining aging facilities while balancing ongoing operational needs, maintenance priorities, and available resources across a geographically large district. The district also experienced continued challenges related to ensuring consistency in school cleanliness, communication systems, and educational partner perceptions across sites and departments.

Additionally, survey data indicated varying perceptions among parents, students, and staff regarding the condition of facilities, access to technology resources, and overall school environments. These findings suggest that while systems and supports are in place, continued refinement and monitoring of implementation practices remain necessary.

To address these challenges, the district continued prioritizing maintenance and operational needs, monitoring access to instructional resources and technology systems, and strengthening communication and support systems across schools and departments.

Implementation Successes

A significant success associated with implementation was the district’s continued ability to maintain operational learning environments and provide students and staff with access to instructional materials, technology resources, and educational supports necessary for teaching and learning. Educational partners acknowledged the district’s ongoing efforts to maintain facilities and support learning environments despite challenges associated with aging infrastructure and resource demands.

Another implementation success involved the district's continued focus on supporting safe and functional school environments while maintaining systems that support effective teaching and learning across schools and departments. Survey data also reflected positive perceptions in several areas, including parent and student confidence that schools effectively educate students.

Overall Implementation Summary

Overall, actions associated with this goal were implemented as planned during the 2025–26 school year. The district continued maintaining facilities, supporting access to instructional resources and technology, and strengthening systems designed to support safe, functional, and effective learning environments. While survey and educational partner feedback identified continued opportunities for improvement related to cleanliness, communication, and consistency across sites, the district maintained systemwide structures and operational supports aligned to the goal throughout the implementation period.

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 purposes of reviewing annual expenditures, the district identified material differences as expenditure variances generally exceeding approximately 15 percent and/or variances that significantly affected implementation of actions and services. Minor expenditure variances are primarily attributed to negotiated salary and benefit adjustments, including the 2.3% districtwide salary increase implemented during the 2025–26 school year.

Based on this review, no material differences were identified for Goal 4. No Goal 4 actions exceeded the district's threshold for materiality or resulted in significant changes to implementation. Expenditures remained generally aligned with planned activities and supported implementation of the actions and services associated with this goal.

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

Goal 4 actions were substantially implemented as planned during the 2025–26 school year. The district maintained key operational support systems including facilities maintenance and operations, instructional materials and technology resources, communication regarding available services and supports, and systems designed to ensure safe, clean, functional, and well-resourced learning environments. The following analysis evaluates the effectiveness of each action based on the aligned metrics and the current difference from baseline.

Action 4.1
Contributing: No; Aligned Metrics: 4.1, 4.7

Metric 4.1 – Rate of Teacher Misassignment (%)
Current Difference from Baseline: +0.01%
Teacher misassignment rates remained effectively at zero, indicating the district continues to appropriately assign credentialed staff to teaching positions and maintain compliance with staffing requirements.

Metric 4.7 – Hanover Parent and Student Survey: "I feel the school is effectively educating me/my child" (strongly agree or agree)
Parents: +1.0% from baseline (improvement)

Students: +1.0% from baseline (improvement)

Effectiveness Determination: Effective

Action 4.1 was effective in supporting the district's efforts to maintain appropriately assigned staff and provide high-quality educational programs. Teacher misassignment rates remained essentially unchanged at near-zero levels, demonstrating continued success in recruiting, assigning, and retaining appropriately credentialed staff. In addition, parent and student perceptions regarding the effectiveness of their school increased by 1.0 percentage point from baseline, suggesting continued confidence in the district's educational program. Collectively, these results indicate that the action continues to support effective staffing practices and positive educational experiences for students and families.

Action 4.2 Instructional Materials, Technology, and Educational Resources
Contributing: No; Aligned Metrics: 4.3, 4.4, 4.6, 4.8, 4.9

Metric 4.3 – Sufficient Access to Standards-Aligned Instructional Materials:
Remained the Same (100.0%) – no change from baseline.
Metric 4.4 – Parent, Student, and Staff Survey: "My (child's) school maintains its physical resources well" (% strongly agree or agree):
Parents: +7.0% from baseline (improvement)
Students: +8.0% from baseline (improvement)
Staff: +11.0% from baseline (significant improvement)

Metric 4.6 – Parent, Student, and Staff Survey: "My (child's) school has facilities with up-to-date technology" (% strongly agree or agree):
Parents: +2.0% from baseline (improvement)
Students: +4.0% from baseline (improvement)
Staff: -1.0% from baseline (slight decline)

Metric 4.8 – Parent, Student, and Staff Survey: "District schools provide a well-rounded curriculum" (% strongly agree or agree):
Parents: +6.0% from baseline (improvement)
Students: +3.0% from baseline (improvement)
Staff: +2.0% from baseline (improvement)
Metric 4.9 – Access to a Broad Course of Study:
Remained the Same (Standard Met) – no change from baseline.

Effectiveness Determination: Effective

Action 4.2 demonstrates strong effectiveness in ensuring students have access to instructional materials, technology, and a well-rounded curriculum. Access to standards-aligned instructional materials remained at 100% (Metric 4.3), and access to a broad course of study remained at Standard Met (Metric 4.9), indicating that district systems effectively maintained equitable access to curriculum and educational resources. Perceptions that schools maintain physical resources well improved substantially across all educational partner groups, with staff

showing the greatest improvement at +11.0% (Metric 4.4). Perceptions of a well-rounded curriculum also improved across all groups (Metric 4.8), with parents improving by +6.0%, students by +3.0%, and staff by +2.0%.

Technology perceptions (Metric 4.6) improved for parents (+2.0%) and students (+4.0%), though staff perceptions declined slightly (-1.0%). This suggests that while student access to technology continues to improve, staff may identify additional needs related to instructional technology tools, device replacement cycles, or professional technology resources. The district will continue monitoring technology access and supporting staff needs related to instructional technology.

Action 4.3 – Maintain Safe, Functional, and Clean Facilities
Contributing: No; Aligned Metrics: 4.2, 4.5

Metric 4.2 – School Facilities in Good Repair:
Remained the Same (100.0%) – no change from baseline.

Metric 4.5 – Parent, Student, and Staff Survey: "My (child's) school is clean" (% strongly agree or agree):
Parents: +7.0% from baseline (improvement)
Students: +11.0% from baseline (significant improvement)
Staff: +22.0% from baseline (significant improvement)

Effectiveness Determination: Effective

Action 4.3 demonstrates strong effectiveness in maintaining safe, functional, and clean learning environments. School facilities remained at 100% in good repair (Metric 4.2), indicating that maintenance and operations systems effectively maintained the physical condition of all district facilities. Perceptions of school cleanliness (Metric 4.5) improved substantially across all educational partner groups, with staff showing the most significant improvement at +22.0%, students at +11.0%, and parents at +7.0%. These results indicate that custodial services, maintenance systems, and facility improvement efforts are positively impacting educational partner confidence in school environments and contributing to learning conditions that support student engagement and readiness for learning.

Overall Goal 4 Effectiveness Summary
Goal 4 actions demonstrate strong overall effectiveness in maintaining safe, supportive, and resource-rich learning environments while ensuring students have access to qualified teachers, instructional materials, technology, and a broad course of study.

Areas of strength include:

School facilities remained at 100% in good repair (Metric 4.2)
Access to standards-aligned instructional materials remained at 100% (Metric 4.3)
Access to a broad course of study remained at Standard Met (Metric 4.9)
Perceptions of school cleanliness improved significantly: Parents +7.0%, Students +11.0%, Staff +22.0% (Metric 4.5)
Perceptions of physical resource maintenance improved: Parents +7.0%, Students +8.0%, Staff +11.0% (Metric 4.4)
Perceptions of a well-rounded curriculum improved: Parents +6.0%, Students +3.0%, Staff +2.0% (Metric 4.8)

Parent and student perceptions of effective education improved: Parents +1.0%, Students +1.0% (Metric 4.7)
Technology perceptions improved for parents (+2.0%) and students (+4.0%) (Metric 4.6)

Areas for continued monitoring include:

Teacher misassignment increased minimally from 0.0% to 0.01% (Metric 4.1)
Staff perceptions of up-to-date technology declined slightly by -1.0% (Metric 4.6)

These findings indicate that Goal 4 actions successfully maintained strong learning conditions and educational resources throughout the district. The district will continue monitoring staffing assignments, strengthening technology access for staff, and maintaining facilities to ensure high-quality learning environments that support student engagement, attendance, and academic success.

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.

Based on analysis of local survey data, implementation evidence, educational partner feedback, and evaluation of the effectiveness of the actions described above, the district determined that no changes are necessary to the goal, metrics, target outcomes, or actions at this time.

The current goal and associated actions continue to align with district priorities related to maintaining safe, clean, functional, and well-resourced learning environments that support student success. Analysis of implementation and outcome data indicates that the existing actions remain relevant and responsive to identified educational partner needs and district priorities.

While several measures demonstrated positive outcomes, including improved perceptions related to school cleanliness, maintenance of physical resources, and access to a well-rounded curriculum, some findings identified opportunities for continued refinement. Slight declines in staff perceptions regarding access to up-to-date technology and a minimal increase in teacher misassignment indicate opportunities for continued monitoring and support. These findings suggest that refinement of implementation practices, rather than modifications to the goal structure or actions themselves, is appropriate at this time.

Therefore, the district will continue implementing the current goal, metrics, target outcomes, and actions without modification while continuing efforts to maintain facilities, strengthen resource access, support staffing systems, and ensure high-quality learning environments across the district.

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.	$51,488,720.00	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.	$11,558,574.00	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.	$8,146,164.00	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.

This goal was developed to maintain fiscal stability, strengthen long-term planning efforts, and ensure the district maintains the financial and operational systems necessary to support high-quality educational programs and services. Educational partners consistently identified the importance of maintaining safe and functional facilities, preserving staffing and programs, and ensuring responsible financial planning that builds confidence and trust within the district and broader community.

The district recognizes that long-term fiscal health directly influences the ability to sustain educational opportunities and provide students with safe, supportive, and effective learning environments. Financial obligations, facility needs, enrollment trends, and resource allocation decisions require ongoing evaluation and strategic planning to ensure resources are used efficiently and effectively.

Educational partners also emphasized the importance of maintaining and improving district facilities. As many district facilities continue to age, maintaining safe and functional environments requires ongoing preventive maintenance, long-term facility planning, and strategic investments in infrastructure improvements. The district's Facility Master Plan and General Obligation Bond efforts support these priorities and provide a framework for future facility improvements and modernization projects.

In addition, educational partners identified the importance of transparency and collaborative decision-making related to district finances and resource allocation. Efforts such as the Budget Task Force, enrollment and attendance initiatives, Educational Benefit Form (EBF) outreach efforts, and ongoing evaluation of educational and operational programs support the district's commitment to maintaining fiscal responsibility while maximizing available resources.

This goal was developed to ensure that district systems supporting fiscal solvency, facilities, staffing, and strategic resource allocation remain strong and sustainable. By maintaining these systems, the district can continue providing the staffing, programs, facilities, and services necessary to support student learning and long-term success.

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 (%)	2023-2024 100.0%	2024-2025 0.0%	2025-2026 0.0%	60.0%	-100.0%
5.2	Completed High-Priority Infrastructure Projects (# completed)	2023-2024 2	2024-2025 2	2025-2026 3	4	+1
5.3	General Obligation Bond Passed (yes or no)	2023-2024 No	2024-2025 Yes	2025-2026 Yes	Yes	Changed from No to Yes
5.4	Completed Bond-Specific High-Priority Infrastructure Projects (# completed)	2023-2024 0	2024-2025 0	2025-2026 0	6	No Change (0)
5.5	School District Budget and Finance Understanding Survey (favorability %) for Members (parents, community, employees) of the Budget Task Force	2023-2024 100.0%	2024-2025 100.0%	2025-2026 100%	80.0%	Remained the Same (100%)
5.6	CBEDS Enrollment (# enrolled)	October 2023 7,967	October 2024 8,085	October 2025 8,088	October 2026 8,167	+121
5.7	Educational Benefit Form (EBF) (% submitted)	2023-2024 95.21%	2024-2025 95.61%	2025-2026 99.9%	98.21%	+4.69%
5.8	General Fund Allocation for Specialized Programs ($ amount)	2023-2024 $17,500,000 (2024)	2024-2025 $17,500,000	2025-2026 $18,000,000	$18,500,000	+$500,000
5.9	All School Sites Appropriately Staffed (yes or no)	2023-2024 No	2024-2025 Yes	2025-2026 Yes	Yes	Changed from No to Yes
5.10	All District Departments Appropriately Staffed (yes or no)	2023-2024 No	2024-2025 Yes	2025-2026 Yes	Yes	Changed from No to Yes

Goal Analysis [2025-26]

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.

During the 2025–26 school year, the district implemented the actions associated with Goal 5 to support fiscal solvency, long-term planning, strategic resource allocation, operational efficiency, and facility maintenance and improvement efforts. These actions focused on reducing long-term financial obligations, maintaining safe and functional facilities, increasing educational partner understanding of district finances, strengthening revenue generation efforts, and ensuring appropriate staffing levels across the district.

Action 5.1 – Reduction of Certificate of Participation (COP) Obligations

Fully implemented. The district continued implementation of financial planning strategies designed to reduce annual Certificate of Participation (COP) obligations and create additional capacity within the General Fund to support district operations and educational priorities. As part of these efforts, the district successfully reduced the General Fund allocation toward COP obligations from 100.0% to 0.0%.

Evidence: Fiscal planning documents, budget reports, COP allocation records, and long-term financial planning documentation.

Action 5.2 – Facility Master Plan (FMP) Implementation and Preventive Maintenance

Fully implemented. The district continued implementation of preventive maintenance and facility improvement efforts aligned with the district's Facility Master Plan (FMP). Maintenance and operations staff prioritized infrastructure needs, repairs, and long-term facility planning to support safe and functional learning environments.

Evidence: Facility Master Plan documentation, maintenance schedules, infrastructure project records, and facilities work orders.

Action 5.3 – General Obligation Bond Planning and Communication

Fully implemented. The district implemented communication, outreach, and planning efforts associated with the General Obligation Bond campaign to support long-term facility improvement and expansion efforts. Through these efforts, the district successfully passed a General Obligation Bond to support future facility and infrastructure projects aligned with the district's Facility Master Plan.

Evidence: Bond communication materials, community outreach records, election materials, and planning documentation.

Action 5.4 – Budget Task Force Implementation

Fully implemented. The district established and facilitated a Budget Task Force composed of educational partners to support collaboration, transparency, and understanding regarding district financial obligations and budget priorities.

Evidence: Budget Task Force meeting agendas, presentations, participation records, and communication materials.

Action 5.5 – Attendance and Enrollment Campaigns

Fully implemented. The district continued implementation of attendance and enrollment outreach efforts designed to support student enrollment, improve attendance awareness, and strengthen revenue generation connected to district funding. Enrollment increased by 121 students from baseline.

Evidence: Attendance campaign materials, enrollment outreach documentation, family communication records, and attendance awareness resources.

Action 5.6 – Education Benefit Form (EBF) Outreach

Fully implemented. The district implemented Education Benefit Form (EBF) outreach and communication campaigns to increase family awareness and encourage completion of forms connected to Local Control Funding Formula (LCFF) revenue generation. Education Benefit Form completion increased by 4.69 percentage points from baseline.

Evidence: EBF communication materials, outreach records, family notifications, and campaign documentation.

Action 5.7 – Program Evaluation and Operational Efficiency

Fully implemented. The district continued evaluating educational and operational programs to support efficiency, sustainability, and alignment of resources across departments and school sites. District leadership reviewed operational systems, staffing structures, and program viability to support effective resource utilization.

Evidence: Program evaluation records, operational reviews, staffing analyses, and budget planning documentation.

Action 5.8 – Position Control and Staffing Alignment

Fully implemented. The district continued implementation of position control systems and staffing reviews to maintain appropriate staffing levels across school sites and district departments.

Evidence: Staffing allocation reports, personnel records, position control documentation, and department staffing reviews.

Implementation Challenges

One challenge associated with Goal 5 implementation involved balancing increasing operational costs, facility needs, and staffing demands while maintaining fiscally responsible systems and protecting educational programs and services. The district also continued navigating long-term financial obligations and operational demands associated with maintaining facilities across a geographically large district.

To address these challenges, the district continued utilizing long-term planning systems, strategic budget monitoring processes, operational reviews, and coordinated resource allocation efforts to support fiscal sustainability and operational effectiveness.

Implementation Successes

A significant success associated with Goal 5 implementation was the district's continued coordination between fiscal planning, operational systems, and facility planning processes to support long-term stability and sustainability. Through these efforts, the district successfully reduced the General Fund allocation toward Certificate of Participation obligations from 100.0% to 0.0%, creating additional capacity within the General Fund to support district priorities and operations.

Another implementation success was the district's successful implementation of the General Obligation Bond campaign. Through coordinated communication, outreach, and educational partner engagement efforts, the district successfully passed a General Obligation Bond to support future facility improvement and infrastructure projects aligned with the district's Facility Master Plan.

The district also continued implementation of attendance, enrollment, Education Benefit Form outreach, and budget communication efforts designed to support funding stability, transparency, and long-term operational sustainability.

Overall Implementation Summary

Goal 5 actions were implemented as planned, with districtwide systems supporting fiscal planning, facilities maintenance, operational efficiency, staffing alignment, educational partner engagement, and revenue generation efforts connected to attendance, enrollment, and Education Benefit Form outreach. Evidence includes fiscal planning documents, Facility Master Plan implementation records, budget communication materials, staffing reviews, outreach documentation, and operational planning records.

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 5 did not include specific expenditures or funded actions during the 2025–26 school year. As a Maintenance of Progress goal, no material expenditure differences were identified, and implementation remained consistent with the district's continued commitment to maintaining progress toward this goal.

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

Goal 5 actions demonstrated strong effectiveness in improving fiscal stability, strengthening long-term planning efforts, maintaining facilities, and increasing the district's organizational capacity to support students and schools. Data suggest that strategic financial decisions and resource allocation efforts positively strengthened district systems while increasing the district's ability to sustain educational programs and services.

Action 5.1 – Reduce General Fund Allocation Toward Certificate of Participation (COP) Payments demonstrated strong effectiveness. The district successfully reduced the General Fund allocation toward COP payments from 100.0% to 0.0% (Metric 5.1), representing a 100%

reduction in General Fund reliance for COP obligations. These findings suggest that district financial planning efforts successfully increased available General Fund capacity and created greater flexibility to support district priorities and future financial obligations.

Actions 5.2 and 5.3 – Facility Master Planning and General Obligation Bond Efforts also demonstrated positive effectiveness. The number of completed high-priority infrastructure projects increased from 2 to 3 projects (Metric 5.2), and the district successfully moved from not having a General Obligation Bond to passing a bond measure (Metric 5.3). Although no bond-specific projects have yet been completed (Metric 5.4), these findings suggest that the district established the financial framework and resources necessary to support future facility improvements and long-term infrastructure planning.

Action 5.4 – Budget Task Force Implementation demonstrated strong effectiveness. Budget Task Force survey results maintained 100% favorability (Metric 5.5), suggesting district efforts strengthened educational partner understanding of financial planning and promoted transparency and trust related to district budget decisions.

Actions 5.5 and 5.6 – Revenue Generation Through Enrollment and Educational Benefit Form (EBF) Efforts demonstrated positive effectiveness. Enrollment increased by 121 students (Metric 5.6), while Educational Benefit Form submissions increased by 4.69 percentage points (Metric 5.7). These findings suggest that district outreach efforts positively influenced enrollment and participation processes, contributing additional revenue opportunities and increasing access to financial resources.

Actions 5.7 and 5.8 – Program Evaluation and Position Control demonstrated positive effectiveness. General Fund allocations supporting specialized programs increased by $500,000 (Metric 5.8), and both school sites and district departments moved from not appropriately staffed to fully staffed (Metrics 5.9 and 5.10). These findings suggest that district resource allocation and staffing practices strengthened organizational capacity and improved the district's ability to provide services and supports across schools and departments.

Overall, Goal 5 actions demonstrated strong effectiveness in establishing a more sustainable financial foundation for the district. The successful reduction of General Fund obligations, passage of the General Obligation Bond, increased enrollment and Educational Benefit Form participation, and improvements in staffing capacity suggest that district efforts strengthened financial stability and organizational systems. Strengthening these systems supports the district's ability to maintain staffing, facilities, programs, and services that create the conditions necessary for student learning and long-term success.

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.

Based on analysis of implementation evidence, fiscal indicators, educational partner feedback, and evaluation of the effectiveness of the actions described above, the district determined that there is only one change needed to the planned goal, metrics, target outcomes or actions sections. Due to a reporting error, the baseline metric for 5.4 was changed from N/A to 0.

The current goal and associated actions continue to align with district priorities related to fiscal solvency, long-term planning, facilities maintenance, operational efficiency, and strategic resource allocation. Analysis of implementation and outcome data indicates that the existing actions remain relevant and responsive to district needs and educational partner priorities.

Several indicators demonstrated positive outcomes, including the reduction of General Fund obligations associated with Certificate of Participation payments, successful passage of the General Obligation Bond, increased enrollment, improved Educational Benefit Form participation, and strengthened staffing systems. These findings suggest that existing systems and strategies continue to support the district's ability to maintain financial stability and operational effectiveness.

As a Maintenance of Progress Goal, the district determined that refinement of implementation practices, ongoing monitoring, and continued strategic planning remain appropriate rather than modifications to the goal structure or actions themselves.

Therefore, the district will continue implementing the current goal, metrics, target outcomes, and actions without modification while continuing to strengthen fiscal planning systems, facility maintenance efforts, staffing practices, and resource allocation processes that support district operations and student success.

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
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	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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Priority 3	clarity and understanding and create a united effort in navigating the budget as the district moves forward, as measured by 5.5.		
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
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 socioeconomically disadvantaged and Hispanic students, by reducing the negative distance from standard (Metrics 6.1 and 6.2). Concurrently, the school will increase the percentage of college- and career-ready students, ensuring that improvements benefit all students, including socioeconomically disadvantaged students, Hispanic students, and Students with Disabilities (Metric 6.3). In addition, Chaparral High School will implement strategies designed to improve student engagement, school connectedness, and behavior outcomes, with a focus on reducing suspension rates among All Students, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students (Metric 6.4). Through targeted academic, behavioral, and social-emotional supports, the school will work to improve student outcomes in the areas identified through the 2025 California School Dashboard and Equity Multiplier process.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Chaparral High School (CHS) generated Equity Multiplier funding and was identified as an Equity Multiplier School due to its mobility rate exceeding 25 percent and a student population in which more than 70 percent of students are socio-economically disadvantaged. Dashboard and local data identified persistent academic challenges in English Language Arts, mathematics, and college and career readiness among identified student groups. The school's high mobility rate and non-traditional educational setting create unique challenges related to continuity of instruction, consistent intervention support, and student engagement, requiring targeted and sustained support systems.

Current data indicate that students at CHS continue to experience significant academic challenges in both English Language Arts and mathematics. In English Language Arts, All Students are performing at 133.4 points below standard, with Hispanic students at 138.5 points below standard and Socioeconomically Disadvantaged students at 133.3 points below standard. In mathematics, the gap is even more pronounced, with All Students at 216.7 points below standard, Hispanic students at 219.2 points below standard, and Socioeconomically Disadvantaged students at 213.0 points below standard. These outcomes reflect persistent academic gaps and underscore the need for focused intervention, evidence-based instructional strategies, and targeted academic supports.

College and career readiness also remains an area of significant need. Currently, only 1.7 percent of students are identified as college and career prepared, with Hispanic students at 1.3 percent, Socioeconomically Disadvantaged students at 1.9 percent, and Students with Disabilities at 0 percent. These data highlight the urgency of strengthening academic outcomes, increasing student engagement, and ensuring students are equipped with the academic and postsecondary skills necessary for success after graduation.

Student engagement and behavior outcomes also indicate an area of need. According to the 2025 California School Dashboard, the suspension rate for All Students is 13.7%, with elevated rates among English Learners (15.8%), Hispanic students (15.5%), Long-Term English Learners (14.3%), Students with Disabilities (14.6%), and Socioeconomically Disadvantaged students (12.3%). These outcomes demonstrate a need to strengthen school connectedness, behavioral supports, student engagement strategies, and interventions designed to improve school climate and reduce exclusionary disciplinary practices.

Educational partners, including staff and School Site Council members, identified academic achievement, intervention support systems, postsecondary readiness, and student engagement as priority areas.

This goal was developed to directly address these identified needs by improving instructional quality, increasing access to targeted academic supports, strengthening systems of intervention, and implementing evidence-based instructional practices. Given the non-traditional nature of Chaparral High School and the high rate of student mobility, the goal also reflects the need for responsive instructional practices, flexible intervention systems, and ongoing progress monitoring designed to meet students where they are academically and support continued growth over time for student groups experiencing the greatest disparities, including Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities.

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 2025 ALL-133.4 SED - 133.3 HI- 138.5	CA Dashboard 2026 ALL -84.8 SED -73.6 HI -83.1	CA Dashboard 2025 ALL -43.6 SED -49.7 HI --45.4
6.2	California Assessment of Student Performance and Progress (CAASPP) Math - Distance from Standard (DFS)	CA Dashboard 2023 ALL -194.3 SED -188.4 HI -195.3	CA Dashboard 2024 ALL -179.9 SED -182.9 HI -176.9	CA Dashboard 2025 ALL - 216.7 SED -213.0 HI- 219.2	Dashboard 2026 ALL -189.3 SED -178.4 HI -185.3	CA Dashboard 2025 ALL -22.4 SED -24.6 HI -23.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 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% SWD 0.0% (2025 CA Dashboard)	CA Dashboard 2024 ALL 0.6% SED 0.6% HI 0.8%	CA Dashboard 2025 ALL 1.7% SED 1.9% HI 1.3% SWD 0.0%	Dashboard 2026 ALL 7.1% SED 12.3% HI 11.1% SWD 3.0%	CA Dashboard 2025 ALL -0.4% SED -0.4% HI +0.2% SWD 0.0%
6.4	CA Dashboard Suspension Rate (% suspended at least one day) Priority 6	CA Dashboard 2025 (Year of Identification) ALL 13.7% EL 15.8% LTEL 14.3% SED 12.3% SWD 14.6% HI 15.5%	N/A	CA Dashboard 2025 ALL 13.7% EL 15.8% LTEL 14.3% SED 12.3% SWD 14.6% HI 15.5%	CA Dashboard 2026 ALL 10.0% EL 12.0% LTEL 11.0% SED 9.0% SWD 11.0% HI 12.0%	CA Dashboard 2025 ALL 0.0% EL 0.0% LTEL 0.0% SED 0.0% SWD 0.0% HI 0.0%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Chaparral High School implemented the actions associated with Goal 6 to improve academic achievement in English Language Arts and mathematics and increase college and career readiness outcomes for all students, with a particular emphasis on socio-economically disadvantaged and Hispanic students. These actions focused on strengthening instructional leadership supports and increasing access to supplemental instructional materials and online learning resources aligned to concept and skill development.

Action 6.1 – Dean of Students Instructional Leadership

Partially implemented. The district experienced challenges in hiring for the Dean of Students instructional leadership position, resulting in delays in full implementation of the action. Although the position was not fully staffed as originally planned, site and district leadership continued providing administrative and instructional support to address student academic, behavioral, attendance, and social-emotional needs throughout the school year.

Evidence: Hiring records, staffing documentation, site leadership assignments, and administrative support records.

Action 6.2 – Supplemental Instructional Materials and Online Access for Concept and Skill Development

Fully implemented. Chaparral High School provided students with access to supplemental instructional materials, digital learning platforms, and online resources designed to support concept development, skill practice, intervention, and academic support in English Language Arts and mathematics. These resources were implemented to support classroom instruction, targeted intervention efforts, and increased access to instructional supports for students.

Evidence: Purchasing records, digital platform implementation records, student access reports, instructional material inventories, and intervention resource documentation.

Implementation Challenges

One challenge associated with Goal 6 implementation involved staffing difficulties related to hiring for the Dean of Students instructional leadership position. This impacted the district's ability to fully implement the planned instructional leadership structure during the school year.

To address this challenge, site and district leadership collaborated to provide continued administrative oversight, instructional support, student intervention coordination, and support for attendance and behavioral systems while recruitment efforts continued.

Implementation Successes

A significant success associated with Goal 6 implementation was the successful implementation of supplemental instructional materials and online learning platforms designed to support concept and skill development in English Language Arts and mathematics. Chaparral High School expanded access to instructional supports and intervention resources aligned to the academic needs of students.

Another implementation success was the continued coordination between site administration, instructional staff, and district leadership to maintain academic, attendance, behavioral, and intervention supports despite staffing challenges associated with the Dean of Students position.

Overall Implementation Summary

Goal 6 actions were partially implemented as planned. While staffing challenges impacted full implementation of the Dean of Students instructional leadership position, Chaparral High School successfully implemented supplemental instructional materials, digital learning platforms, and intervention supports designed to strengthen student access to academic resources and support systems. Evidence includes staffing documentation, instructional resource records, digital platform implementation materials, and intervention support documentation.

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.

A material difference was identified for Action 6.1. Estimated actual expenditures were approximately 70 percent lower than originally planned. This variance resulted from staffing and implementation adjustments that occurred during the school year..

This variance was primarily the result of staffing changes associated with the planned Dean of Students position. The position was not implemented as originally designed, resulting in lower personnel-related expenditures than anticipated. While expenditures were lower than planned, the district continued implementation of instructional leadership and intervention support efforts through available staffing structures and site supports.

As part of ongoing program evaluation and based on identified site needs, the district determined that an Assistant Principal position would better align with the instructional, behavioral, and operational needs of Chaparral High School. This staffing adjustment is intended to strengthen implementation of instructional leadership, intervention systems, and student support structures moving forward.

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

Goal 6 actions were implemented during the 2025–26 school year to address the identified needs of Chaparral High School students. The district implemented key supports including instructional leadership, Professional Learning Community (PLC) facilitation, intervention coordination, targeted academic support systems, supplemental instructional resources, and college and career readiness supports designed to improve outcomes for Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities. While implementation of Action 6.1 was impacted by ongoing staffing challenges associated with the Dean of Students position, the district maintained the core components of the action and identified modifications to strengthen implementation in the coming year. The following analysis evaluates the effectiveness of each action based on the aligned metrics and the current difference from baseline.

Action 6.1 – Dean of Students Instructional Leadership Support
Aligned Metrics: 6.1, 6.2, 6.3, 6.4

Metric 6.1 – CAASPP ELA Distance from Standard (DFS):

All Students: -43.6 points from baseline (significant decline)
Socioeconomically Disadvantaged (SED): -49.7 points from baseline (significant decline)
Hispanic (HI): -45.4 points from baseline (significant decline)
Metric 6.2 – CAASPP Math Distance from Standard (DFS):

All Students: -22.4 points from baseline (decline)
Socioeconomically Disadvantaged (SED): -24.6 points from baseline (decline)
Hispanic (HI): -23.9 points from baseline (decline)
Metric 6.3 – College & Career Indicator (% Prepared):

All Students: -0.4% from baseline (slight decline)
Socioeconomically Disadvantaged (SED): -0.4% from baseline (slight decline)
Hispanic (HI): +0.2% from baseline (very slight improvement)
Students with Disabilities (SWD): 0.0% from baseline (no change)
Metric 6.4 – Suspension Rate (% suspended at least one day):

All Students: 0.0% from baseline (no change; baseline year is 2025)
English Learners (EL): 0.0% from baseline (no change)
Long-Term English Learners (LTEL): 0.0% from baseline (no change)
Socioeconomically Disadvantaged (SED): 0.0% from baseline (no change)
Students with Disabilities (SWD): 0.0% from baseline (no change)
Hispanic (HI): 0.0% from baseline (no change)
Narrative: Action 6.1 was only partially implemented during 2025–26 due to hiring challenges associated with the instructional leadership position. The data reflect significant declines in ELA for All Students (-43.6), SED students (-49.7), and Hispanic students (-45.4) on Metric 6.1, as well as notable declines in mathematics for All Students (-22.4), SED students (-24.6), and Hispanic students (-23.9) on Metric 6.2. College and career readiness outcomes on Metric 6.3 remained essentially flat, with only Hispanic students showing a very slight improvement (+0.2%), while All Students and SED students each declined by -0.4%, and SWD students showed no change. Metric 6.4 (Suspension Rate) was newly established using the 2025 Dashboard as the baseline year; therefore, the current difference from baseline is 0.0% for all student groups (All Students, EL, LTEL, SED, SWD, and HI), and progress will be monitored beginning in Year 3. The partial implementation of this action likely limited the school's capacity to provide consistent PLC facilitation, intervention coordination, and targeted instructional support. The transition to an Assistant Principal position for the coming year is intended to strengthen implementation and improve outcomes across all aligned metrics and student groups.

Effectiveness Determination: Ineffective to Date (due to partial implementation and significant academic declines across all identified student groups on Metrics 6.1 and 6.2)

Action 6.2 – Supplemental Instructional Materials and Online Access for Concept and Skill Development
Aligned Metrics: 6.1, 6.2, 6.3

Metric 6.1 – CAASPP ELA Distance from Standard (DFS):

All Students: -43.6 points from baseline (significant decline)
Socioeconomically Disadvantaged (SED): -49.7 points from baseline (significant decline)
Hispanic (HI): -45.4 points from baseline (significant decline)
Metric 6.2 – CAASPP Math Distance from Standard (DFS):

All Students: -22.4 points from baseline (decline)
Socioeconomically Disadvantaged (SED): -24.6 points from baseline (decline)
Hispanic (HI): -23.9 points from baseline (decline)
Metric 6.3 – College & Career Indicator (% Prepared):

All Students: -0.4% from baseline (slight decline)
Socioeconomically Disadvantaged (SED): -0.4% from baseline (slight decline)
Hispanic (HI): +0.2% from baseline (very slight improvement)

Narrative: Action 6.2 was fully implemented, providing students with access to supplemental instructional materials, digital learning platforms (including Renaissance Learning), and online resources designed to support concept development and skill practice in ELA and mathematics. Despite full implementation, the data do not yet demonstrate measurable improvement. On Metric 6.1, All Students declined by -43.6 points, SED students declined by -49.7 points, and Hispanic students declined by -45.4 points from baseline. On Metric 6.2, All Students declined by -22.4 points, SED students declined by -24.6 points, and Hispanic students declined by -23.9 points from baseline. On Metric 6.3, All Students and SED students each declined by -0.4%, while Hispanic students showed a very slight improvement of +0.2%. The significant academic needs of students at Chaparral High School, combined with high student mobility and the partial implementation of Action 6.1's instructional leadership supports, may have limited the overall effectiveness of the supplemental instructional resources. Without consistent instructional leadership, PLC facilitation, and coordinated intervention systems, the impact of supplemental tools may have been diminished.

Effectiveness Determination: Ineffective to Date (supplemental materials have not yet translated into measurable improvement for any identified student group on aligned metrics)

Overall Goal 6 Summary
The combined actions under Goal 6 have not yet produced the intended progress toward improving academic achievement and college/career readiness at Chaparral High School. Across Metrics 6.1 and 6.2, all identified student groups (All Students, SED, and Hispanic) experienced significant declines from baseline. Metric 6.3 remained essentially flat, with only Hispanic students showing a minimal improvement (+0.2%). Metric 6.4 was newly established and will be monitored for progress beginning in Year 3. The partial implementation of instructional leadership (Action 6.1), combined with the high mobility rate and unique challenges of a continuation school setting, likely contributed to these outcomes. Ensuring full implementation of the Assistant Principal position, intensifying PLC focus on high-leverage instructional strategies, strengthening intervention coordination, and strategically integrating supplemental resources within daily instruction will be critical to improving outcomes for all identified student groups in the coming year.

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.

Based on analysis of implementation evidence, student outcome data, educational partner feedback, and evaluation of the effectiveness of the actions described above, the district determined that the overall focus of Goal 6 remains appropriate and responsive to the needs identified at Chaparral High School.

Action 6.1 focused on strengthening instructional leadership, intervention systems, and student support structures intended to improve English Language Arts achievement, mathematics achievement, college and career readiness, and student engagement. Implementation of the action was partially impacted by ongoing hiring challenges associated with the Dean of Students position. As a result, the district determined that transitioning the position to an Assistant Principal role will better support consistent implementation of instructional leadership responsibilities, PLC facilitation, intervention coordination, and targeted academic support systems.

Action 6.2 continued to provide students with access to supplemental instructional resources and intervention supports designed to strengthen academic achievement and college and career readiness outcomes. Analysis of implementation evidence and student outcome

data indicates that continued access to these resources remains an important component of the school's efforts to address identified achievement gaps.

Based on implementation experience and review of 2025 California School Dashboard results, the district revised the metrics associated with Goal 6 by adding Metric 6.4 (Suspension Rate) to align the goal with current Equity Multiplier identification criteria and identified student needs. The addition of Metric 6.4 will allow the district to more effectively monitor student engagement, school climate, and behavioral outcomes for Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities. No changes were made to the overall goal, identified student groups, or target outcomes.

Therefore, the district will continue implementing the current goal and associated actions while refining Action 6.1 through the transition from a Dean of Students position to an Assistant Principal position and implementing the revised metric structure to support ongoing monitoring of student outcomes.

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	Assistant Principal Instructional Leadership Support	Chaparral High School will add an Assistant Principal to provide instructional leadership focused on supporting professional learning communities (PLCs), instructional collaboration, intervention systems, targeted academic supports, and schoolwide student support systems. This initiative aims to improve instructional quality, strengthen intervention coordination, increase student engagement, support positive student behavior, and positively impact student academic achievement for all students, including Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities, as measured by Metrics 6.1, 6.2, 6.3, and 6.4.	$80,065.00	No
6.2	Supplemental Instructional Materials and Online Access for Concept and Skill Development	Chaparral High School will provide all students, including socio-economically disadvantaged and Hispanic, access to online tools through Renaissance Learning and other supplemental instructional materials to enhance student achievement through targeted academic concepts and skill development, as measured by 6.1, 6.2, and 6.3.	$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 Socioeconomically Disadvantaged students and Hispanic students (Metric 7.1).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Eagle Summit Community Day School (ESCDS) generated Equity Multiplier funding and was identified as an Equity Multiplier School due to its mobility rate exceeding 25 percent and a student population in which more than 70 percent of students are socioeconomically disadvantaged. Dashboard and local data identified significant concerns related to suspension rates and student behavioral supports, particularly for Socioeconomically Disadvantaged students and Hispanic students.

Current data indicate high suspension rates at ESCDS, with 31.0 percent of All Students, 32.7 percent of Socioeconomically Disadvantaged students, and 34.1 percent of Hispanic students experiencing suspensions. These data reflect significant behavioral and social-emotional challenges impacting student engagement, school connectedness, and access to instruction. Educational partners expressed concern regarding the impact of student behavior and suspension rates on students' ability to remain engaged in school and successfully progress toward graduation.

Educational partners, including staff and School Site Council (SSC) members, also identified resource inequities related to staffing and access to behavioral and social-emotional supports. Students with significant behavioral, social-emotional, and intervention needs require increased access to personnel, intervention systems, restorative practices, and social-emotional learning supports designed to improve student behavior and reduce exclusionary discipline practices.

This goal was developed to address these identified needs through implementation of evidence-based behavioral intervention systems and targeted student supports. The district developed an action that includes a Teacher on Special Assignment (TOSA) serving as a Behavior Interventionist focused on triaging student behavior, providing targeted intervention support, implementing restorative and preventative practices, and identifying alternatives to suspension.

Through these actions, ESCDS aims to reduce suspension rates, strengthen student engagement and school connectedness, and create a more supportive and inclusive learning environment where students have increased access to behavioral, social-emotional, and academic support systems, particularly for Socioeconomically Disadvantaged students and Hispanic students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Suspension Rate (% of students suspended at least one time) Priority 6	CA Dashboard 2023 ALL 32.3% SED 32.7% HI 34.1% (CA Dashboard 2025)	CA Dashboard 2024 ALL 20.3% SED 21.6%	CA Dashboard 2025 ALL 31% SED 32.7% HI 34.1%	CA Dashboard 2026 ALL 27.3% SED 28.0% HI 29.0%	CA Dashboard 2025 ALL -1.3% SED 0.0% HI 0.0%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Eagle Summit Community Day School implemented the actions associated with Goal 7 to reduce suspension rates and strengthen behavioral, social-emotional, and intervention supports for students, with a particular emphasis on socio-economically disadvantaged students. These actions focused on increasing behavioral intervention supports, strengthening student relationships, and improving systems designed to support positive student behavior and engagement.

Action 7.1 – Behavior Interventionist Student Support
Fully implemented. Eagle Summit Community Day School implemented behavior interventionist supports designed to provide students with behavioral, social-emotional, and intervention services aligned to individual student needs. The Behavior Interventionist supported behavior intervention systems, student relationship-building, de-escalation strategies, restorative practices, and coordination of student supports throughout the school year.
Evidence: Staffing records, intervention logs, behavior support documentation, student support plans, and site intervention records.

Implementation Challenges
One challenge associated with Goal 7 implementation involved addressing the significant behavioral, attendance, and social-emotional needs of students served at a community day school setting. Students often required intensive behavioral interventions, individualized supports, and ongoing relationship-building efforts to maintain engagement and positive behavioral outcomes.
To address these challenges, Eagle Summit Community Day School continued utilizing behavior intervention systems, restorative practices, student support coordination, and individualized behavioral supports designed to strengthen student engagement and improve school connectedness.

Implementation Successes
A significant success associated with Goal 7 implementation was the continued implementation of dedicated behavior intervention supports designed to address the unique social-emotional and behavioral needs of students attending Eagle Summit Community Day School. The site

maintained systems focused on intervention, relationship-building, student support coordination, and behavioral assistance throughout the school year.
Another implementation success was the continued coordination between site staff, intervention personnel, and district support systems to provide targeted behavioral and social-emotional supports aligned to student needs.

Overall Implementation Summary
Goal 7 actions were implemented as planned, with systems supporting behavioral intervention, student relationship-building, restorative practices, and individualized student supports at Eagle Summit Community Day School. Evidence includes staffing records, intervention documentation, behavior support records, restorative practice implementation materials, and student support coordination records.

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 purposes of reviewing annual expenditures, the district identified material differences as expenditure variances generally exceeding approximately 15 percent and/or variances that significantly affected implementation of actions and services.
Action 7.1 resulted in a material difference, a variance of approximately 16 percent. The difference was primarily attributable to lower-than-anticipated salary and benefit costs associated with the Behavior Interventionist position. Despite the expenditure variance, the action was implemented as planned, and students continued to receive the behavioral intervention, restorative practices, and student support services associated with the action.
Overall, the expenditure variance did not significantly affect implementation of the action or the district's ability to provide the intended services and supports to students at Eagle Summit Community Day School.

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

Action 7.1 – Behavior Interventionist Student Support
Aligned Metric: 7.1

Metric 7.1 – Suspension Rate (% of students suspended at least one time):

All Students: -1.3% from baseline (from 32.3% to 31.0%) – slight improvement
Socioeconomically Disadvantaged (SED): 0.0% from baseline (remained at 32.7%) – no change
Hispanic (HI): 0.0% from baseline (baseline newly established at 34.1% using 2025 CA Dashboard) – no change; progress will be monitored beginning in Year 3
Narrative: Action 7.1 was fully implemented during the 2025–26 school year. Eagle Summit Community Day School added a Teacher on Special Assignment (TOSA) serving as a Behavior Interventionist to triage student behavior, provide targeted intervention support, implement restorative and preventative practices, and identify alternatives to suspension. On Metric 7.1, All Students demonstrated a slight reduction in suspension rate of -1.3 percentage points from baseline, indicating modest progress in the positive direction. However, Socioeconomically Disadvantaged students showed no measurable improvement, remaining at 32.7% (0.0% change from baseline). Hispanic students were newly added to the goal based on 2025 Dashboard identification, with a baseline established at 34.1%; therefore, the current difference from baseline is 0.0%, and progress for this student group will be monitored beginning in Year 3.

It is important to consider the unique context of Eagle Summit Community Day School, which serves students referred due to expulsion, disciplinary actions, chronic behavioral concerns, and significant social-emotional needs. The high-need nature of the student population, combined with high student mobility, creates substantial challenges in sustaining behavioral progress and maintaining consistent intervention supports over time. Additionally, Year 2 data (31.0% for All Students and 32.7% for SED) represent an increase from Year 1 outcomes (20.3% for All Students and 21.6% for SED), suggesting that while the Behavior Interventionist contributed to meaningful reductions during Year 1, those gains were not fully sustained into Year 2.

The data indicate that while the action is providing important behavioral intervention and student support services, and a slight overall reduction has been achieved for All Students, additional systemic and preventative strategies may be necessary to produce measurable and sustained improvement for Socioeconomically Disadvantaged students and Hispanic students. Continued refinement of restorative practices, proactive behavioral supports, student transition and intake systems, and consistent implementation of alternative corrective actions may strengthen future outcomes.

Effectiveness Determination: Partially Effective (slight improvement for All Students on Metric 7.1, but no measurable improvement for SED students, and Hispanic students represent a newly established baseline with no change to date)

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.

The district made minor revisions to Goal 7 and Metric 7.1 to align with the most recent 2025 California School Dashboard data and current Equity Multiplier identification criteria. Hispanic students were added to the goal description, identified need, and suspension rate metric based on 2025 Dashboard results indicating that Hispanic students are performing in the lowest status level for Suspension Rate.

The district will continue implementation of the Behavior Interventionist support model and related behavioral intervention systems at Eagle Summit Community Day School.

Based on the analysis of effectiveness, the district identified the need to strengthen and refine implementation of proactive and preventative behavioral support systems, restorative practices, student transition and intake processes, and alternative corrective actions to suspension. Additional emphasis will be placed on sustaining behavioral progress for highly mobile students and strengthening intervention systems for Socioeconomically Disadvantaged students and Hispanic students, who remain identified student groups within this Equity Multiplier goal.

The district determined that continued implementation and refinement of the current action is appropriate due to the significant behavioral, social-emotional, and intervention needs of the student population served at Eagle Summit Community Day School.

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 generated Equity Multiplier funding and was identified as an Equity Multiplier School due to its high mobility rate, which exceeds 25 percent, and a student population in which more than 70 percent of students are socio-economically disadvantaged. Dashboard and local data indicate persistent needs related to academic achievement, college and career readiness, and chronic absenteeism among identified student groups. As a virtual school serving students with diverse and often complex needs, Snowline Academy faces unique challenges related to student engagement, attendance, mobility, and consistent participation in instruction.

Current data indicate that students at Snowline Academy are experiencing significant academic challenges in mathematics. All Students are performing at 111.7 points below standard, with Hispanic students at 135.9 points below standard and Socioeconomically Disadvantaged students at 100.5 points below standard. These outcomes reflect substantial gaps in mathematics achievement and highlight the need for targeted instructional support, intervention systems, and differentiated academic assistance.

In addition to academic performance, college and career readiness remains an area of need. Currently, 12.5 percent of students are identified as college and career prepared, reflecting a decline from the prior year and indicating that many students are not yet meeting indicators of postsecondary readiness.

Chronic absenteeism also continues to be a significant concern. Hispanic students have a chronic absenteeism rate of 20.4 percent, while Socioeconomically Disadvantaged students are at 22.8 percent, both representing increases from the previous year. These trends underscore the need to strengthen student engagement, attendance intervention systems, and consistent participation in learning.

This goal was developed to address these interconnected challenges by improving mathematics instruction, increasing access to academic and college/career guidance, and strengthening systems that support student engagement and attendance. Given the virtual nature of the

program, the goal reflects the need for responsive instructional practices, real-time student support, ongoing progress monitoring, and consistent communication systems designed to support student participation and academic success.

Educational partners, including staff and School Site Council members, identified academic achievement, attendance, and real-time student support as key priorities. This goal aligns with their input and reflects a shared commitment to improving outcomes for all students, with particular attention to Socioeconomically Disadvantaged and Hispanic students.

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 2025 SED -100.5 HI -135.9	CA Dashboard 2026 SED -95 HI -125	CA Dashboard 2025 SED +45.2 HI -8.5
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 2025 ALL 12.5%	CA Dashboard 2026 ALL 15.0%	CA Dashboard 2025 ALL +3.0%
8.3	Chronic Absenteeism (% of students absent 10% or more instructional days) Priority 5	CA Dashboard 2023 HI 34.5%	CA Dashboard 2024 HI 9.6%	Ca Dashboard 2025 HI 20.4%	CA Dashboard 2026 HI 18.0%	CA Dashboard 2025 HI -14.1%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Snowline Academy implemented the actions associated with Goal 8 to improve academic achievement in mathematics, increase college and career readiness outcomes, and reduce chronic absenteeism, with a particular emphasis on socio-

economically disadvantaged and Hispanic students. These actions focused on strengthening instructional leadership, attendance supports, counseling services, and college and career readiness systems.

Action 8.1 – Dean of Students Instructional Leadership and Attendance Support

Partially implemented. The district experienced challenges in hiring for the Dean of Students instructional leadership and attendance support position, resulting in the action not being fully implemented as originally planned. Although the position remained unfilled, site and district leadership continued providing administrative oversight, attendance support coordination, student intervention support, and behavioral assistance throughout the school year.

Evidence: Hiring records, staffing documentation, attendance intervention records, site leadership assignments, and student support documentation.

Action 8.2 – Counselor Academic and College/Career Readiness Guidance

Fully implemented. Snowline Academy provided counseling services focused on academic guidance, college and career readiness, graduation planning, and student support systems. Counseling services supported student academic planning, postsecondary readiness, intervention coordination, and student goal-setting aligned to college and career pathways.

Evidence: Counseling schedules, student academic plans, college and career readiness documentation, intervention records, and student support logs.

Implementation Challenges

One challenge associated with Goal 8 implementation involved staffing difficulties related to hiring for the Dean of Students instructional leadership and attendance support position. This impacted the district's ability to fully implement the planned leadership and attendance support structure during the school year.

To address this challenge, site administration, counseling staff, and district leadership collaborated to provide continued attendance monitoring, intervention coordination, behavioral support, and student support services while recruitment efforts continued.

Implementation Successes

A significant success associated with Goal 8 implementation was the successful implementation of counseling services focused on academic guidance, college and career readiness, and student support systems. Snowline Academy maintained counseling structures designed to support academic planning, graduation progress, intervention coordination, and postsecondary readiness opportunities for students.

Another implementation success was the continued coordination between site administration, counseling staff, and district leadership to maintain attendance intervention systems, student support structures, and academic guidance supports despite staffing challenges associated with the Dean of Students position.

Overall Implementation Summary

Goal 8 actions were partially implemented as planned. While staffing challenges impacted full implementation of the Dean of Students instructional leadership and attendance support position, Snowline Academy successfully implemented counseling services, college and career readiness guidance systems, attendance intervention coordination, and student support structures aligned to the needs of students. Evidence includes staffing documentation, counseling records, attendance intervention documentation, academic planning materials, and student support coordination records.

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.

A material difference was identified for Action 8.1. Budgeted expenditures for Action 8.1 exceeded estimated actual expenditures due to staffing changes associated with the planned Dean of Students position. The position was not implemented as originally designed, resulting in personnel-related expenditures that were lower than anticipated.

While expenditures were lower than planned, the district continued implementation of instructional leadership, student intervention, and attendance support efforts through available staffing structures and site-level supports. Although implementation continued, the action was only partially implemented as originally designed, which limited the intended level of instructional leadership and coordinated support systems.

As part of ongoing program evaluation and based on identified site needs, the district determined that an Assistant Principal position would better align with the instructional, behavioral, operational, and student support needs of Snowline Academy. This staffing adjustment is intended to strengthen implementation of instructional leadership, intervention systems, and student support structures moving forward.

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

Action 8.1 – Dean of Students Instructional Leadership and Attendance Support
Aligned Metrics: 8.1, 8.2, 8.3

Metric 8.1 – CAASPP Math Distance from Standard (DFS):

Socioeconomically Disadvantaged (SED): +45.2 points from baseline (significant improvement)
Hispanic (HI): -8.5 points from baseline (decline)
Metric 8.2 – College & Career Indicator (% Prepared):

All Students: +3.0% from baseline (improvement)
Metric 8.3 – Chronic Absenteeism (% of students absent 10% or more instructional days):

Hispanic (HI): -14.1% from baseline (significant improvement)

Narrative: Action 8.1 was only partially implemented during the 2025–26 school year due to hiring challenges associated with the Dean of Students position. Despite partial implementation, the data reflect mixed but encouraging results across multiple metrics. On Metric 8.1, Socioeconomically Disadvantaged students demonstrated significant mathematics growth of +45.2 points from baseline, representing one of the strongest improvements among identified student groups across the district. However, Hispanic students declined by -8.5 points from baseline on the same metric, indicating that this student group did not experience the same level of targeted mathematics intervention and instructional support. On Metric 8.2, All Students improved by +3.0 percentage points from baseline in college and career readiness, reflecting positive growth in postsecondary preparedness. On Metric 8.3, Hispanic students demonstrated a substantial reduction in chronic absenteeism of -14.1 percentage points from baseline (from 34.5% to 20.4%), indicating meaningful improvement in student engagement and attendance for this student group.

The partial implementation of this action makes it difficult to fully isolate its impact from other districtwide supports. The absence of full instructional leadership, PLC facilitation, and targeted intervention coordination may have contributed to the decline in mathematics for Hispanic students. The transition to an Assistant Principal position for the coming year is intended to strengthen consistent implementation of instructional leadership, attendance intervention, and student engagement systems.

Effectiveness Determination: Partially Effective (significant improvement for SED students on Metric 8.1 and Hispanic students on Metric 8.3, positive growth on Metric 8.2, but a decline for Hispanic students on Metric 8.1)

Action 8.2 – Counselor Academic and College/Career Readiness Guidance
Aligned Metrics: 8.1, 8.2

Metric 8.1 – CAASPP Math Distance from Standard (DFS):

Socioeconomically Disadvantaged (SED): +45.2 points from baseline (significant improvement)
Hispanic (HI): -8.5 points from baseline (decline)
Metric 8.2 – College & Career Indicator (% Prepared):

All Students: +3.0% from baseline (improvement)
Narrative: Action 8.2 was fully implemented during the 2025–26 school year. Snowline Academy provided counseling services focused on academic guidance, college and career readiness, graduation planning, and student support systems. Given the partial implementation of Action 8.1, the counselor assumed additional responsibility in supporting student academic planning, intervention coordination, and postsecondary readiness. On Metric 8.1, Socioeconomically Disadvantaged students improved by +45.2 points from baseline, indicating that academic guidance, intervention coordination, and evidence-based support systems contributed to significant mathematics improvement for this student group. However, Hispanic students declined by -8.5 points from baseline, suggesting that academic counseling and guidance alone were not sufficient to fully address instructional gaps in mathematics for this group. On Metric 8.2, All Students improved by +3.0 percentage points from baseline in college and career readiness, reflecting the positive impact of the counselor's role in academic planning, postsecondary guidance, A–G awareness, and student support systems.

The results indicate that the counselor contributed meaningfully to improved college and career readiness outcomes and supported intervention coordination that benefited SED students in mathematics. However, the decline for Hispanic students on Metric 8.1 highlights the

need for full implementation of instructional leadership (Action 8.1) to provide the PLC facilitation, targeted intervention planning, and differentiated mathematics support necessary to improve outcomes for this student group.

Effectiveness Determination: Partially Effective (significant improvement for SED students on Metric 8.1 and positive growth for All Students on Metric 8.2, but a decline for Hispanic students on Metric 8.1)

Overall Goal 8 Summary
Despite the partial implementation of Action 8.1 due to hiring challenges, Goal 8 demonstrated notable progress across multiple metric areas:

Areas of Strength:

Socioeconomically Disadvantaged students demonstrated significant mathematics growth of +45.2 points from baseline (Metric 8.1)
Chronic absenteeism for Hispanic students decreased substantially by -14.1 percentage points from baseline (Metric 8.3)
College and career readiness improved by +3.0 percentage points from baseline for All Students (Metric 8.2)

Areas Requiring Continued Focus:

Hispanic students declined by -8.5 points from baseline in mathematics (Metric 8.1), which may have been influenced by the absence of full instructional leadership and targeted intervention systems
The primary area of concern remains mathematics performance for Hispanic students. Ensuring the Assistant Principal position is fully staffed in the coming year will be important to strengthening instructional collaboration, PLC facilitation, intervention coordination, and targeted mathematics support for Hispanic students while sustaining the strong gains achieved for Socioeconomically Disadvantaged students and the attendance improvements for Hispanic students.

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.

The district revised Action 8.1 for the upcoming year to strengthen implementation of instructional leadership, attendance intervention, and student support systems at Snowline Academy. Due to ongoing hiring challenges associated with the Dean of Students position during the 2025–26 school year, the district determined that transitioning the role to an Assistant Principal position would better support consistent implementation of the action.

The revised action will continue focusing on instructional leadership, PLC facilitation, attendance intervention, and student engagement systems designed to improve mathematics achievement, college and career readiness, and chronic absenteeism outcomes for Socioeconomically Disadvantaged and Hispanic students.

No changes were made to the overall goal, identified student groups, metrics, or target outcomes.

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	Assistant Principal Instructional Leadership and Attendance Support	Snowline Academy will add an assistant principal to provide instructional leadership and attendance support, focusing on supporting professional learning communities (PLCs), instructional collaboration, and intervention systems to improve instructional quality. This initiative aims to positively impact student academic achievement, specifically in mathematics, including for Socioeconomically Disadvantaged and Hispanic students, as measured by Metrics 8.1 and 8.2. Additionally, the assistant principal will monitor chronic absenteeism and work with students and families, including Hispanic students and families, to improve attendance and student engagement, as measured by Metric 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 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 generated Equity Multiplier funding and was identified as an Equity Multiplier School based on the school's student population and performance indicators demonstrating the need to address persistent gaps in academic achievement and student engagement among identified student groups. In addition, the school had previously been identified for Comprehensive Support and Improvement (CSI), further underscoring the need for targeted and sustained intervention.

Through focused implementation of targeted academic, behavioral, and student support strategies, Piñon Hills Elementary has demonstrated meaningful progress in student outcomes. Current data reflect strong academic growth in both English Language Arts and mathematics across all students and several identified student groups.

In English Language Arts, All Students improved by 10.8 points, Socioeconomically Disadvantaged students improved by 9.7 points, Students with Disabilities improved by 4.4 points, and White students improved by 25.7 points. In mathematics, All Students improved by 15.5 points, Socioeconomically Disadvantaged students improved by 18.7 points, English Learners improved by 7.4 points, and White students improved by 39.6 points. These improvements indicate that evidence-based instructional strategies, literacy intervention systems, and targeted supports are positively impacting student achievement.

School climate indicators also reflect areas of strength. Suspension rates remained low at 2.1 percent for All Students, while suspension rates for Students with Disabilities declined by 2.0 percentage points, suggesting that behavioral supports, relationship-building practices, and student support systems are contributing to a positive learning environment.

Despite these gains, areas of need remain. Chronic absenteeism continues to be elevated at 39.1 percent for All Students, with higher rates among Hispanic students (42.7 percent) and English Learners (32.2 percent). While English Learners demonstrated improvement in attendance, the data indicate a continued need to strengthen systems supporting consistent student engagement, attendance intervention, and family outreach.

This goal was developed to build upon the academic progress achieved while addressing persistent challenges related to attendance and engagement. By continuing to strengthen instructional practices, provide targeted academic and social-emotional supports, and improve systems of student engagement, Piñon Hills Elementary aims to sustain and accelerate progress for all students and identified student groups.

Educational partners, including staff and School Site Council members, identified academic growth, attendance, and student engagement as ongoing priorities. This goal reflects their input and a shared commitment to ensuring equitable outcomes and continued success for all student groups.

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 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	2025 Dashboard All - 69.2 EL - 89.2 SED - 74.9 SWD - 112.5 WH - 56.9	2026 Dashboard All -70.0 EL - 73.8 SED -61.2 SWD -115.8 WH -64.8	2025 Dashboard All +10.8 EL -9.5 SED +9.7 SWD +4.4 WH +25.7
9.2	California Assessment of Student Performance and Progress (CAASPP) Math - Distance from Standard (DFS) Priority 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	2025 Dashboard All -75.3 EL - 92.2 SED -78.1 WH -67.0	2026 Dashboard All -80.8 EL -89.6 SED -86.8 WH -96.6	2025 Dashboard All +15.5 EL +7.4 SED +18.7 WH +39.6
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%	2025 Dashboard All 2.1% SWD 4.7%	2026 Dashboard All 1.3% SWD 3.7%	2025 Dashboard All -0.2% SWD -2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2025 Dashboard All 39.1% EL 32.2% HI 42.7%	2026 Dashboard All 29.6% EL 29.3% HI 32.9%	2025 Dashboard All -0.5% EL -7.1% HI -0.2%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Piñon Hills Elementary School implemented the actions associated with Goal 9 to improve academic achievement in English Language Arts and mathematics, reduce achievement gaps for identified student groups, and support student engagement and well-being. These actions focused on strengthening literacy instruction, intervention support systems, and targeted instructional assistance for English Learners, socio-economically disadvantaged students, students with disabilities, and other identified student groups.

Action 9.1 – Literacy Social Support Specialist (Intervention Teacher)

Fully implemented. Piñon Hills Elementary School implemented Literacy Social Support Specialist services designed to strengthen literacy instruction, intervention systems, student engagement, and targeted academic support for students. The Literacy Social Support Specialist supported teachers through instructional collaboration, literacy intervention coordination, student support systems, data review, and implementation of evidence-based literacy practices aligned to district instructional priorities.

The Literacy Social Support Specialist also supported implementation of instructional strategies connected to the district's Literacy Playbook, including Academic Vocabulary, Collaborative Conversations, Phonemic Awareness Routines, and Thinking Maps, to strengthen literacy development and student access to grade-level content.

Evidence: Staffing records, literacy intervention schedules, PLC collaboration documentation, instructional support records, literacy support plans, student support documentation, and classroom implementation artifacts.

Implementation Challenges

One challenge associated with Goal 9 implementation involved addressing the diverse academic, behavioral, and intervention needs of multiple student groups requiring targeted literacy and student support services. Schools continued working to provide differentiated intervention systems while balancing instructional time, staffing capacity, and student support needs.

To address these challenges, Piñon Hills Elementary School continued utilizing literacy intervention systems, instructional collaboration, targeted support strategies, relationship-building practices, and ongoing progress monitoring systems designed to support student learning and engagement.

Implementation Successes

A significant success associated with Goal 9 implementation was the successful implementation of Literacy Social Support Specialist services focused on strengthening literacy instruction, intervention coordination, student engagement, and targeted academic supports for identified student groups. The site maintained collaborative instructional systems supporting literacy intervention, student support coordination, data review, and instructional planning throughout the school year.

Another implementation success was the continued implementation of literacy strategies aligned to the district’s Literacy Playbook, including Academic Vocabulary, Collaborative Conversations, Phonemic Awareness Routines, and Thinking Maps, to support literacy development and student access to rigorous instruction.

Action 9.2 Instructional Aide Support for Literacy Intervention

Fully implemented. Piñon Hills Elementary School fully implemented the Classified Literacy Aide position to provide targeted literacy intervention and instructional support for students requiring additional assistance. Working under the direction of the Literacy Social Support Specialist, the Classified Literacy Aide provided small-group literacy instruction, reinforced evidence-based reading strategies, and supported students in developing foundational literacy skills. This collaborative approach expanded intervention opportunities and increased targeted support for students needing additional literacy instruction. This was a contributing action. The focus of this person's work was directly on literacy.

Evidence: Staffing records, intervention schedules, small-group instructional documentation, literacy intervention logs, student progress monitoring records, and collaboration documentation with the Literacy Social Support Specialist.

Implementation Challenges

There were no clear implementation challenges with the instructional aide.

Overall Implementation Summary

Goal 9 actions were implemented as planned, with systems supporting literacy intervention, instructional collaboration, student engagement, targeted academic supports, and implementation of evidence-based literacy practices at Piñon Hills Elementary School. Evidence includes staffing records, literacy intervention documentation, PLC collaboration records, instructional support materials, student support plans, and classroom implementation artifacts demonstrating ongoing implementation of literacy-focused instructional supports.

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 purposes of reviewing annual expenditures, the district identified material differences as expenditure variances generally exceeding approximately 15 percent and/or variances that significantly affected implementation of actions and services. A material difference occurred for Action 9.2, which was implemented during the 2025–26 school year but was inadvertently omitted from the adopted 2025–26 LCAP. As a result, the Planned Expenditures for this action were reported as $0, while the Estimated Actual Expenditures reflect the cost of implementing the Classified Literacy Aide position. Although this resulted in a material expenditure variance, it did not represent a change in implementation, as the action was fully implemented throughout the school year to provide targeted literacy intervention and support for students. Minor expenditure variances for the remaining Goal 9 actions were primarily attributed to negotiated salary and benefit adjustments, including the 2.3% districtwide salary increase implemented during the 2025–26 school year. Overall, expenditures supported implementation of the actions and services associated with this goal.

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

Goal 9 actions were substantially implemented as planned during the 2025–26 school year. The district implemented key supports at Pinon Hills Elementary including literacy intervention services, targeted academic support systems, supplemental instructional resources, and evidence-based instructional strategies designed to improve English Language Arts achievement for Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities. The following analysis evaluates the effectiveness of each action based on the aligned metrics and the current difference from baseline.

Action 9.1 -Literacy/Social Specialist
Aligned Metrics: 9.1, 9.2, 9.3, 9.4

Metric 9.1 – CAASPP ELA Distance from Standard (DFS):

All Students: +10.8 points from baseline (improvement)
English Learners (EL): -9.5 points from baseline (decline)
Socioeconomically Disadvantaged (SED): +9.7 points from baseline (improvement)
Students with Disabilities (SWD): +4.4 points from baseline (improvement)
White (WH): +25.7 points from baseline (significant improvement)
Metric 9.2 – CAASPP Math Distance from Standard (DFS):

All Students: +15.5 points from baseline (improvement)
English Learners (EL): +7.4 points from baseline (improvement)
Socioeconomically Disadvantaged (SED): +18.7 points from baseline (improvement)
White (WH): +39.6 points from baseline (significant improvement)
Metric 9.3 – Suspension Rate (% of students suspended at least one time):

All Students: -0.2% from baseline (slight improvement)
Students with Disabilities (SWD): -2.0% from baseline (improvement)

Metric 9.4 – Chronic Absenteeism (% of students absent 10% or more instructional days):

All Students: -0.5% from baseline (slight improvement)
English Learners (EL): -7.1% from baseline (significant improvement)
Hispanic (HI): -0.2% from baseline (slight improvement)
Narrative: Action 9.1 was fully implemented during the 2025–26 school year. The Literacy/Social Support Specialist provided targeted, evidence-based literacy intervention, instructional collaboration, student engagement support, and social-emotional assistance to K–5 students. The specialist worked closely with teachers to track student progress and supported implementation of the district's Literacy Playbook strategies, including Academic Vocabulary, Collaborative Conversations, Phonemic Awareness Routines, and Thinking Maps.

The data demonstrate strong overall effectiveness across multiple metrics and student groups. On Metric 9.1 (ELA), All Students improved by +10.8 points, SED students improved by +9.7 points, SWD students improved by +4.4 points, and White students demonstrated the strongest growth at +25.7 points from baseline. These gains suggest that the literacy intervention systems, instructional collaboration, and targeted supports implemented through this action positively supported literacy development and student access to grade-level instruction for multiple identified student groups. However, English Learners declined by -9.5 points from baseline on Metric 9.1, indicating that while attendance improved for this group, additional targeted language acquisition supports, designated and integrated ELD strategies, and differentiated literacy instruction are needed to improve ELA outcomes for English Learners.

On Metric 9.2 (Math), All Students improved by +15.5 points, English Learners improved by +7.4 points, SED students improved by +18.7 points, and White students demonstrated significant growth of +39.6 points from baseline. Although Action 9.1 was literacy-focused, the implementation of evidence-based instructional supports, intervention systems, and collaborative instructional practices appears to have positively supported student performance across content areas for all identified student groups in mathematics.

On Metric 9.3 (Suspension Rate), All Students improved by -0.2 percentage points and Students with Disabilities improved by -2.0 percentage points from baseline, suggesting that the social-emotional and relationship-building components of the Literacy/Social Support Specialist role positively contributed to improved student behavior and engagement, particularly for SWD students.

On Metric 9.4 (Chronic Absenteeism), English Learners demonstrated a significant reduction of -7.1 percentage points from baseline, indicating that outreach, relationship-building, and student support efforts positively impacted attendance for this student group. All Students improved slightly by -0.5 percentage points, and Hispanic students demonstrated minimal improvement of -0.2 percentage points from baseline. While the direction of change is positive for Hispanic students, the magnitude of improvement remains modest, indicating that additional attendance intervention and family engagement strategies may still be needed for this group.

Effectiveness Determination: Effective (measurable improvement across the majority of identified student groups on Metrics 9.1, 9.2, 9.3, and 9.4, with the exception of English Learners in ELA on Metric 9.1 and modest improvement for Hispanic students on Metric 9.4)

Action 9.2 – Instructional Aide Support for Literacy Intervention
Aligned Metrics: 9.1, 9.2

Metric 9.1 – CAASPP ELA Distance from Standard (DFS):

All Students: +10.8 points from baseline (improvement)
English Learners (EL): -9.5 points from baseline (decline)
Socioeconomically Disadvantaged (SED): +9.7 points from baseline (improvement)
Students with Disabilities (SWD): +4.4 points from baseline (improvement)
White (WH): +25.7 points from baseline (significant improvement)
Metric 9.2 – CAASPP Math Distance from Standard (DFS):

All Students: +15.5 points from baseline (improvement)
English Learners (EL): +7.4 points from baseline (improvement)
Socioeconomically Disadvantaged (SED): +18.7 points from baseline (improvement)
White (WH): +39.6 points from baseline (significant improvement)
Narrative: Action 9.2 was fully implemented during the 2025–26 school year. The instructional aide provided targeted literacy intervention support to K–5 students performing below grade level in reading, working under the direction of teachers and the Literacy/Social Support Specialist. The aide delivered small-group and individualized intervention designed to strengthen foundational literacy skills, reading fluency, comprehension, and academic confidence, with support prioritized for Students with Disabilities, English Learners, and students from low-income backgrounds.

On Metric 9.1 (ELA), All Students improved by +10.8 points, SED students improved by +9.7 points, SWD students improved by +4.4 points, and White students improved by +25.7 points from baseline. These results suggest that the additional layer of small-group and individualized literacy intervention provided by the instructional aide contributed to improved reading outcomes for multiple identified student groups. However, English Learners declined by -9.5 points from baseline, indicating that while the aide provided important foundational literacy support, additional targeted language development strategies and differentiated ELD supports may be needed to address the specific academic language needs of English Learners in ELA.

On Metric 9.2 (Math), All Students improved by +15.5 points, English Learners improved by +7.4 points, SED students improved by +18.7 points, and White students improved by +39.6 points from baseline. The positive mathematics outcomes across all identified student groups suggest that the consistent intervention routines, progress monitoring support, and positive relationship-building provided by the instructional aide contributed to broader academic engagement and improved performance beyond literacy alone.

Effectiveness Determination: Effective (measurable improvement for the majority of identified student groups on Metrics 9.1 and 9.2, with the exception of English Learners in ELA on Metric 9.1)

Overall Goal 9 Summary
Goal 9 demonstrates strong overall effectiveness through the combined implementation of the Literacy/Social Support Specialist (Action 9.1) and the Instructional Aide (Action 9.2) at Piñon Hills Elementary School. Evidence-based literacy intervention, instructional collaboration, small-group support, social-emotional assistance, and student engagement strategies produced measurable improvement across multiple metrics and student groups.

Areas of Strength:

All Students improved by +10.8 points in ELA (Metric 9.1) and +15.5 points in Math (Metric 9.2)
Socioeconomically Disadvantaged students improved by +9.7 points in ELA (Metric 9.1) and +18.7 points in Math (Metric 9.2)
Students with Disabilities improved by +4.4 points in ELA (Metric 9.1) and -2.0% in suspension rate (Metric 9.3)
White students improved by +25.7 points in ELA (Metric 9.1) and +39.6 points in Math (Metric 9.2)
English Learners improved by +7.4 points in Math (Metric 9.2) and -7.1% in chronic absenteeism (Metric 9.4)
All Students suspension rate improved by -0.2% (Metric 9.3)

Areas Requiring Continued Focus:
English Learners declined by -9.5 points in ELA (Metric 9.1), indicating a need for additional targeted language acquisition supports and differentiated ELD strategies
Hispanic students demonstrated only minimal improvement of -0.2% in chronic absenteeism (Metric 9.4), indicating that additional attendance intervention and family engagement strategies are needed for this student group
These findings indicate that the coordinated implementation of literacy intervention, instructional aide support, social-emotional services, and student engagement strategies contributed to positive academic and behavioral outcomes for many identified student groups. However, the 9.5-point decline in English Learner ELA performance demonstrates that additional targeted support is needed to improve literacy outcomes for English Learners. Continued implementation and refinement of these actions, with an increased focus on strengthening English Learner achievement and improving attendance outcomes for Hispanic students, will support sustained progress toward Goal 9.

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.

Minor revisions were made to Goal 9 to improve alignment between the identified needs, actions, and metrics. Action 9.2 was always intended to be included in the goal but was inadvertently omitted of the approved 2025-2026 LCAP. The district will continue implementation of the Literacy Social Support Specialist position, the instructional aide support and related evidence-based literacy, intervention, and student support strategies.

The district determined that continuation of the action is appropriate based on the overall positive progress demonstrated across multiple student groups in English Language Arts, mathematics, suspension rates, and chronic absenteeism metrics. Continued implementation will allow the district to further strengthen literacy intervention systems, instructional collaboration, student engagement supports, and targeted services for identified student groups.

While the district observed continued areas of need related to English Learner performance in ELA and chronic absenteeism for Hispanic students, the district determined that these needs are best addressed through continued implementation and refinement of the current action rather than through substantial changes to the goal or action structure.

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
9.2	Instructional Aide Support for Literacy Intervention	The instructional aide will provide targeted literacy intervention support to K–5 students who are performing below grade level in reading. Working under the direction of teachers and the literacy/social support specialist, instructional aides will deliver small-group and individualized intervention designed to strengthen foundational literacy skills, reading fluency, comprehension, and academic confidence. Support will be prioritized for students with disabilities, English learners, and students from low-income backgrounds who require additional assistance to access grade-level instruction and make academic progress. The Instructional aide will also support student engagement and reinforce classroom learning through consistent intervention routines, progress monitoring support, and positive relationship building with students. This action is intended to increase the number of students meeting grade-level literacy expectations, as measured by 9.1 and 9.2, while also supporting improved student engagement and school connectedness.	$35,148.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$27,736,323	$3,152,130

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
30.448%	0.000%	$0.00	30.448%

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:** 2025 California School Dashboard data indicate that unduplicated student groups in Snowline Joint Unified School District continue to experience significant achievement gaps in English Language Arts and Mathematics when	Providing ongoing Professional Learning Community (PLC) training, coaching, and support strengthens teachers' ability to analyze student assessment data and implement evidence-based instructional practices that directly address learning gaps experienced by unduplicated student groups. Through PLC collaboration, teachers review multiple sources of student performance data, including formative assessments, DIBELS, Renaissance STAR	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
	compared to district averages. In addition, educational partners, including teachers, administrators, parents, students, and advisory groups participating in the LCAP development process, identified academic achievement and the need for strong instructional practices as priority areas for continued improvement. In English Language Arts, the district average is 46.5 points below standard, while several unduplicated student groups continue to perform significantly below this level. English Learners scored 84.7 points below standard, Foster Youth scored 110.7 points below standard, Socioeconomically Disadvantaged students scored 57.9 points below standard, and Long-Term English Learners scored 134.7 points below standard. In Mathematics, achievement gaps are even more pronounced. The district average is 86.7 points below standard, while English Learners scored 121.8 points below standard, Foster Youth scored 129.4 points below standard, Socioeconomically Disadvantaged students scored 97.8 points below standard, and Long-Term English Learners scored 188.7 points below standard. Although some student groups demonstrated areas of growth, multiple unduplicated student groups continue to perform substantially below grade-level expectations. These 2025 California School Dashboard data indicate that many students require increased instructional support and consistent access to high-quality	assessments, CAASPP Interim Assessment Blocks, and other classroom-based evidence to identify areas where English learners, foster youth, and socioeconomically disadvantaged students require additional instructional support. PLC structures allow educators to collaboratively plan targeted instruction, develop interventions, and monitor the progress of students who are performing below grade-level standards. By focusing on essential grade-level standards and using data to guide instructional decisions, teachers are better equipped to differentiate instruction and provide timely academic support for unduplicated pupils who demonstrate the greatest learning gaps. This collaborative process strengthens instructional practices across classrooms and ensures that the academic needs of English learners, foster youth, and socioeconomically disadvantaged students are consistently addressed. Although this action is principally directed toward improving outcomes for English Learners, foster youth, and socioeconomically disadvantaged students, the district is implementing PLC training, coaching, and support across all schools to ensure consistent instructional practices and equitable access to high-quality instruction. Because unduplicated students are enrolled throughout the district and across all school sites, providing PLC support districtwide ensures that teachers at every school have the capacity to analyze student data, identify learning gaps, and implement targeted instructional strategies responsive to the needs of these 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
	instructional practices designed to accelerate learning. Because these student groups continue to demonstrate the largest academic performance gaps, the district has identified the need to strengthen instructional practices and ensure consistent implementation of data-driven instruction across schools. Educational partners also emphasized the importance of teacher collaboration, instructional consistency, and targeted support for students experiencing the greatest academic challenges. Building teacher capacity through Professional Learning Communities (PLCs) allows educators to collaboratively analyze student assessment data, identify learning gaps, and implement targeted instructional strategies designed to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Providing PLC training, coaching, and support districtwide ensures teachers consistently focus on essential standards, evidence-based instructional practices, and the use of student data to guide instructional decisions. This systematic approach strengthens instructional consistency across schools while prioritizing the academic needs of unduplicated pupils demonstrating the greatest learning gaps. **Scope:** LEA-wide	Implementing PLC training and coaching on an LEA-wide basis is effective because it promotes instructional consistency and strengthens teacher collaboration around assessment practices, intervention strategies, and evidence-based instructional practices. This districtwide approach builds teacher capacity and ensures that instructional supports designed to accelerate learning for English Learners, foster youth, and socioeconomically disadvantaged students are implemented consistently across classrooms and school sites.	

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
1.2	**Action:** Embedded Teacher Collaboration Time **Need:** May 2026 Renaissance STAR Reading and STAR Math data indicate that unduplicated student groups continue to demonstrate lower rates of proficiency when compared to district averages and expected grade-level outcomes. In addition, educational partners, including teachers, administrators, parents, students, and advisory groups participating in the LCAP development process, emphasized the importance of strengthening academic achievement, providing timely intervention, and using assessment data to support student learning. In STAR Reading, English Learners scored 7.0% at or above proficiency, Foster Youth scored 28.0%, and Socioeconomically Disadvantaged students scored 38.0%, compared to 39.0% for all students. While Socioeconomically Disadvantaged students are approaching the district average, English Learners and Foster Youth continue to demonstrate substantial gaps. In STAR Math, English Learners scored 8.0% at or above proficiency, Foster Youth scored 21.0%, and Socioeconomically Disadvantaged students scored 33.0%, compared to 35.0% for all students. Mathematics data continue to demonstrate lower levels of proficiency among unduplicated student groups, particularly English Learners and Foster Youth.	Embedded teacher collaboration time supports improved instructional practices that directly benefit unduplicated pupils, including English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Through structured Professional Learning Community (PLC) collaboration built into the school day, teachers regularly analyze student assessment data, identify learning gaps, and develop targeted instructional strategies to address the academic needs of these student groups. Analysis of district English Language Arts and mathematics growth data demonstrates that a majority of students across key student groups improved their scores from the prior year. In English Language Arts, approximately 70% of students improved their performance, including 69.2% of current English Learners, 72.0% of recently reclassified English Learners, and 68.3% of Hispanic students. In mathematics, approximately 60% of students demonstrated year-to-year improvement, including 60.2% of English Learners, 60.7% of Socioeconomically Disadvantaged students, and 60.4% of Hispanic students. These results indicate that instructional practices supported through teacher collaboration and data analysis are contributing to measurable academic growth for unduplicated pupils. Embedded collaboration time allows educators to analyze assessment results, including Renaissance STAR Reading and STAR Math data (Metrics 1.6 and 1.7), identify barriers to learning, and adjust instruction accordingly. This	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
	These May 2026 Renaissance STAR data indicate persistent learning gaps among unduplicated student groups and highlight the need for increased collaboration among teachers to analyze student performance, identify learning needs, monitor progress, and implement targeted instructional strategies and interventions designed to improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Educational partners also identified the importance of using student data to inform instruction and intervention. Strengthening teacher collaboration around assessment results supports the district's efforts to provide timely interventions, monitor student progress, and improve academic outcomes for unduplicated pupils demonstrating the greatest academic needs. **Scope:** LEA-wide	collaborative process supports the development of targeted interventions, differentiated instruction, and strategies that address the specific academic needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Although this action is principally directed toward improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, it is provided on an LEA-wide basis because unduplicated pupils are enrolled across all schools throughout the district. Providing structured collaboration time for teachers districtwide ensures that instructional strategies, assessment practices, and intervention approaches are consistently implemented across grade levels and school sites. This LEA-wide approach is effective because it promotes equitable access to high-quality instruction, coordinated academic support systems, and consistent implementation of evidence-based instructional practices designed to improve outcomes for unduplicated pupils while strengthening instruction for all students.	
1.3	**Action:** Smaller Class Sizes (TK-3) **Need:** Spring 2026 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data indicate that unduplicated student groups continue to demonstrate needs in foundational literacy skills during the primary grades. In addition, educational partners, including teachers, administrators, parents, students, and advisory	Maintaining smaller class sizes in grades TK–3 supports the academic success of unduplicated pupils by providing teachers with increased opportunities to deliver individualized instruction and targeted small-group support during the critical early years of literacy and mathematics development. Smaller class sizes allow teachers to differentiate instruction, provide focused language development, and monitor student progress closely so that learning needs can be addressed early. These supports are particularly	1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	groups participating in the LCAP development process, emphasized the importance of early literacy development, targeted intervention, and ensuring students receive foundational reading support during the critical early years of schooling. Current district TK–3 DIBELS data show that 47.36% of all students are performing at or above benchmark levels, while English Learners are at 26.80%, Foster Youth are at 26.67%, and Socioeconomically Disadvantaged students are at 42.37%. These data demonstrate that English Learners and Foster Youth are performing substantially below district averages in foundational literacy skills, while Socioeconomically Disadvantaged students continue to demonstrate opportunities for improvement in foundational literacy development. Early literacy skills are critical predictors of long-term academic success, and students who experience challenges in foundational reading development may require additional instructional support, targeted interventions, and increased opportunities for individualized instruction. Because unduplicated student groups continue to demonstrate gaps in foundational literacy skills during the early grades, the district has identified a need to strengthen instructional practices and provide increased individualized support during the critical TK–3 learning years. Educational partners also	beneficial for English Learners, Foster Youth, and Socioeconomically Disadvantaged students who may require additional instructional scaffolding as they develop foundational academic skills. District early literacy and academic growth data demonstrate encouraging progress while reinforcing the need for continued targeted support in the primary grades. District growth data indicate that 69.2% of English Learners improved their English Language Arts scores from the prior year, while 60.2% of English Learners improved their mathematics scores, demonstrating meaningful academic progress among unduplicated student groups. However, DIBELS results continue to indicate significant foundational literacy needs among unduplicated student groups. Current TK–3 data show that only 26.80% of English Learners and 26.67% of Foster Youth are performing at or above benchmark levels, reinforcing the need for targeted early literacy support. Maintaining smaller class sizes in TK–3 allows teachers to provide more individualized instruction, targeted interventions, and structured opportunities for guided reading, writing, and mathematics practice. Teachers are better able to support language acquisition, monitor foundational literacy development, provide targeted interventions, and adjust instruction to ensure students build strong reading and academic skills that support long-term success. This action supports improvements in early academic outcomes measured by Metrics 1.4 and	

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
	emphasized the importance of early intervention and ensuring that students receive timely support before reading difficulties become more significant barriers to academic success. Providing targeted literacy support, intervention, and instructional coaching focused on foundational reading skills will help ensure that English Learners, Foster Youth, and Socioeconomically Disadvantaged students receive the support necessary to build strong literacy foundations and improve long-term academic outcomes. **Scope:** Schoolwide	1.5, which focus on foundational literacy development and early academic performance. Although this action is principally directed toward improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, it is implemented on a schoolwide basis because TK–3 classrooms include significant numbers of unduplicated pupils. This schoolwide approach is effective because it ensures students receive individualized instruction during the most critical years of learning while strengthening instructional practices and foundational skill development for all students.	
1.4	**Action:** Facilitation of Professional Collaboration **Need:** 2025 California School Dashboard data indicate a continued need to strengthen instructional effectiveness and improve academic outcomes for unduplicated pupil groups, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students, in English Language Arts and Mathematics. In addition, educational partners, including teachers, administrators, parents, students, and advisory groups participating in the LCAP development process, identified academic achievement, instructional quality, and consistent implementation of effective	The facilitation of Professional Learning Communities (PLCs) through Teacher Learning Leaders directly addresses the identified need to improve consistency, alignment, and effectiveness of instruction across the district, particularly for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Dashboard data indicate that multiple student groups continue to perform below standard in both English Language Arts and Mathematics, with persistent achievement gaps among unduplicated pupil groups. District performance in Mathematics declined by 4.9 points, while multiple student groups continue to perform significantly below standard, indicating a need for stronger and more consistent instructional practices and data-driven	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
	instructional practices as priority areas for continued improvement. Districtwide performance data show that students continue to perform below standard in both content areas. In English Language Arts, the district average is 46.5 points below standard, while English Learners are performing 84.7 points below standard, Foster Youth are performing 110.7 points below standard, and Socioeconomically Disadvantaged students are performing 57.9 points below standard. In Mathematics, the district average is 86.7 points below standard, while English Learners are performing 121.8 points below standard, Foster Youth are performing 129.4 points below standard, and Socioeconomically Disadvantaged students are performing 97.8 points below standard. While some student groups demonstrated areas of growth, persistent performance gaps across unduplicated student groups indicate a continued need to strengthen instructional practices and ensure greater consistency in how data are analyzed and used to inform instruction across classrooms and school sites. These 2025 California School Dashboard data demonstrate a need to strengthen systems that support teacher collaboration, instructional planning, and data-driven decision-making so that targeted instructional strategies can be implemented consistently to meet the needs of English Learners, Foster Youth, and	decision-making across classrooms and school sites. Teacher Learning Leaders facilitate structured PLCs focused on analyzing student performance data, identifying learning gaps, and aligning instructional strategies to meet the needs of unduplicated pupils. Through this process, teachers engage in ongoing cycles of inquiry that include reviewing assessment results, planning targeted instruction, implementing evidence-based instructional strategies, and monitoring student progress over time. This work directly supports improved outcomes in English Language Arts and Mathematics for student groups demonstrating the greatest needs. This action builds coherence across district instructional systems by strengthening implementation of Action 1.1 (PLC training and support) and Action 1.2 (embedded collaboration time). While those actions establish the structures and time necessary for collaboration, Action 1.4 ensures that collaboration is effectively facilitated, focused on student outcomes, and aligned with district priorities. Teacher Learning Leaders help ensure that PLC discussions result in meaningful instructional adjustments that directly impact student learning and improve outcomes for unduplicated pupils. Although this action benefits all students, it is principally directed toward improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who demonstrate persistent academic needs. This	

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
	Socioeconomically Disadvantaged students. Educational partners also emphasized the importance of teacher collaboration, professional learning, and instructional support systems that ensure all students have access to high-quality instruction and targeted interventions designed to accelerate learning. **Scope:** LEA-wide	action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all schools and grade levels throughout the district. Providing Teacher Learning Leader support districtwide is effective because it promotes instructional consistency, strengthens teacher collaboration, and ensures that evidence-based instructional practices designed to meet the needs of unduplicated pupils are implemented consistently across classrooms and school sites. By strengthening the quality and focus of professional collaboration, this action creates the conditions necessary to accelerate student learning, reduce performance gaps, and improve outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students across the district.	
1.5	**Action:** Increasing Student College and Career Readiness **Need:** 2025 California School Dashboard College/Career Indicator data indicate that while the district demonstrates strong overall performance in College and Career Readiness, a need remains to improve equitable access and outcomes for unduplicated pupil groups, particularly Socioeconomically Disadvantaged (SED) students, who are the principal focus of this action. In addition, educational partners, including students, parents, teachers, counselors, administrators, and advisory groups participating in the LCAP development	SJUSD's approach to increasing student college and career readiness directly addresses the identified need to improve equitable outcomes for unduplicated pupils, particularly low-income students, by expanding access to A–G coursework, Career Technical Education (CTE) pathways, and targeted counseling and mentorship supports. Dashboard data demonstrate that while overall college and career readiness has improved to 40.4% prepared, increasing by 11.9 percentage points, several student groups continue to perform below district averages, indicating persistent gaps in access to and successful completion of college and career readiness pathways. These data indicate that although progress has been made, additional supports are needed to ensure all	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
	process, emphasized the importance of expanding college and career opportunities, increasing student access to postsecondary pathways, and ensuring students are prepared for success beyond high school. At the overall level, the district is performing in the Green performance level, with 40.4% of students prepared for college and career, reflecting an increase of 11.9 percentage points and demonstrating meaningful districtwide progress. Student group performance data, however, reveal continued disparities in college and career readiness outcomes. Several student groups continue to perform below district averages, including English Learners at 20.9% prepared, Homeless students at 21.4% prepared, Long-Term English Learners at 24.3% prepared, and Students with Disabilities at 19.3% prepared. While these groups demonstrated positive growth, their rates remain substantially below the district average. Although Socioeconomically Disadvantaged students are performing at 38.8% prepared, demonstrating an increase of 13.4 percentage points, opportunities remain to increase the number of students meeting college and career readiness benchmarks through expanded access to A–G coursework, Career Technical Education (CTE) pathways, counseling supports, and mentorship opportunities.	students have equitable opportunities to meet college and career readiness indicators. This action addresses these disparities by ensuring that teachers, counselors, and staff actively support students in meeting A–G requirements and completing CTE pathways through intentional guidance, monitoring, and intervention. Staff provide individualized academic counseling, monitor student progress toward graduation and A–G completion, and implement targeted supports such as credit recovery, tutoring, pathway alignment, and individualized student planning to ensure students remain on track. This action is principally directed toward low-income students, as these students often face barriers to accessing rigorous coursework, completing A–G requirements, and participating fully in college and career readiness opportunities. By prioritizing counseling, mentorship, and academic support systems, the district is working to reduce barriers and increase equitable access to postsecondary opportunities. Additionally, this action supports improved outcomes across Metrics 1.12–1.19 by increasing student participation in and completion of college and career readiness indicators, including A–G completion rates, CTE pathway completion, and overall preparedness levels. Although all high school students benefit from these supports, this action is implemented on a schoolwide basis at Serrano High School, Chaparral High School, Eagle Summit Community	

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
	Longitudinal data further reinforce the need for continued focus. The percentage of students classified as Prepared increased from 30.2% (Class of 2023) to 40.4% (Class of 2025), while the percentage of students classified as Not Prepared decreased from 46.2% to 40.4% during the same period. While these trends reflect meaningful progress, a substantial proportion of students remain within the Not Prepared and Approaching Prepared categories, indicating a continued need to strengthen systems that support college and career readiness. These 2025 California School Dashboard College/Career Indicator data demonstrate a need to strengthen counseling systems, mentorship opportunities, and academic supports to ensure that unduplicated pupils, particularly Socioeconomically Disadvantaged students, have equitable access to and success in A–G coursework and Career Technical Education pathways. Educational partners also emphasized the importance of providing students with increased exposure to college and career opportunities, individualized guidance, and support systems that help students successfully navigate postsecondary pathways. **Scope:** Schoolwide	Day School, and Snowline Academy because college and career readiness requires coordinated systems of support involving teachers, counselors, and staff. This schoolwide approach is effective because it ensures students have consistent access to guidance, coursework, interventions, and opportunities necessary to support successful postsecondary outcomes while increasing equitable access for unduplicated pupils. By increasing access to college and career pathways, this action supports long-term economic mobility and helps ensure students graduate with the skills, credentials, and opportunities needed to succeed in postsecondary education and the workforce.	
1.7	**Action:** Increase Student Engagement to Improve Academic Outcomes	The district's implementation of research-based collaborative learning structures directly addresses the identified need to increase student	1.1, 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2025 California School Dashboard data and local district academic performance data indicate a continued need to increase student engagement through implementation of research-based, collaborative instructional practices designed to improve academic outcomes, particularly for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. In addition, educational partners, including teachers, administrators, parents, students, and advisory groups participating in the LCAP development process, emphasized the importance of increasing student engagement, strengthening student connections to school, and providing learning experiences that promote active participation and meaningful learning. 2025 California School Dashboard Chronic Absenteeism data show that 30.2% of students are chronically absent, increasing by 2.5 percentage points, indicating that a significant number of students are not consistently accessing instruction. This trend is more pronounced among several student groups, including Foster Youth (30.7%), Socioeconomically Disadvantaged students (33.4%), and Long-Term English Learners (37.6%), demonstrating a continued need to strengthen student connection, participation, and engagement in learning. 2025 California School Dashboard Suspension Rate data further reinforce this need. While the	engagement and improve academic outcomes for unduplicated pupils, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Chronic absenteeism and suspension data indicate that many unduplicated pupils are not consistently engaged in the instructional program, with elevated rates of absenteeism and exclusionary discipline among key student groups. These patterns are often associated with limited access to meaningful, inclusive, and engaging classroom experiences. By prioritizing collaborative learning structures such as structured academic discourse, cooperative learning, and collaborative conversations utilizing Kagan strategies, this action increases opportunities for students to actively participate in learning, build peer connections, and engage more deeply with academic content. This approach is particularly important for English Learners, who benefit from increased opportunities for structured conversation, language development, and interaction with grade-level content. The intentional implementation of Kagan structures, including Think-Pair-Share, Round Robin, and Numbered Heads Together, ensures that all students are actively engaged, accountable, and provided equitable opportunities to speak, listen, and process learning. These practices also support Foster Youth and Socioeconomically Disadvantaged students by creating more inclusive classroom environments that promote belonging, relevance, and active participation.	

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	overall district suspension rate is 7.0%, Foster Youth continue to experience disproportionately high suspension rates at 18.3%, indicating that some students are not consistently experiencing positive and engaging learning environments that support active participation and connection to school. Local academic performance data in English Language Arts and Mathematics also demonstrate persistent performance gaps among unduplicated student groups. Although district growth data indicate that many students are improving year over year, variability in outcomes across student groups suggests inconsistent access to engaging, student-centered instructional practices. 2025 California School Dashboard English Learner Progress Indicator data further highlight the need for increased engagement through interactive and language-rich instruction. English Learner progress declined by 2.8 percentage points, and Long-Term English Learners continue to demonstrate lower academic outcomes, reinforcing the need for instructional strategies that promote discourse, collaboration, and active participation. These data demonstrate a need to strengthen classroom engagement practices and increase opportunities for meaningful student interaction and participation. This need is particularly evident among English Learners, Foster Youth, and Socioeconomically	Increased engagement through collaborative learning is expected to positively influence both attendance and behavior by strengthening students' connection to school and reducing disengagement that can contribute to absenteeism and disciplinary actions. As students become more actively involved in learning, they are more likely to attend regularly, participate meaningfully, and demonstrate improved academic outcomes in English Language Arts and Mathematics, as measured by Metrics 1.1 and 1.2. Although this action benefits all students, it is principally directed toward improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to experience higher rates of absenteeism, lower levels of engagement, and persistent academic performance challenges. This action is implemented on an LEA-wide basis because unduplicated pupils are enrolled across all schools and classrooms throughout the district. Providing this action districtwide is effective because it promotes equitable access to high-quality, engaging instructional practices and ensures that evidence-based strategies designed to improve participation and academic achievement are implemented consistently across the district. By increasing access to meaningful and collaborative learning experiences, this action supports improved student engagement and creates conditions that strengthen academic achievement and overall student success.	

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	Disadvantaged students, who continue to experience higher rates of absenteeism, lower levels of engagement, and persistent academic performance challenges. Educational partners also emphasized the importance of instructional strategies that increase student voice, collaboration, and engagement while fostering stronger relationships between students and their schools. **Scope:** LEA-wide		
2.1	**Action:** PBIS and SEL Professional Development and Coaching **Need:** 2025 California School Dashboard Suspension Rate data indicate that suspension rates remain disproportionately high for several unduplicated student groups, demonstrating a clear need for targeted behavioral and social-emotional supports. In addition, educational partners, including teachers, administrators, parents, students, and advisory groups participating in the LCAP development process, emphasized the importance of strengthening school climate, student wellness, behavioral supports, and positive relationships that support student success. While the overall district suspension rate for all students is 7.0%, multiple unduplicated student groups continue to demonstrate	This action addresses the identified needs of unduplicated pupils by strengthening staff capacity to implement consistent, proactive, and culturally responsive behavioral supports through a Multi-Tiered System of Supports (MTSS) framework grounded in Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL) practices. Through ongoing professional development and coaching, teachers and staff will deepen their ability to implement Tier 1 universal supports that establish clear expectations, consistent routines, and positive school environments across classrooms and school sites. These practices are particularly important for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who may disproportionately experience barriers impacting engagement, school connectedness, and behavioral outcomes. Strengthening Tier 1 implementation is intended to	2.1, 2.5

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	elevated rates of exclusionary discipline. Among unduplicated pupil groups, Foster Youth (18.3%) are performing in the Red performance level, while English Learners (7.7%), Long-Term English Learners (14.4%), and Socioeconomically Disadvantaged students (7.6%) continue to demonstrate elevated suspension rates that require additional intervention and support. Longitudinal trends further reinforce this need. District suspension rates decreased slightly from 7.2% in 2023 to 7.0% in 2025. Although the district has demonstrated modest improvement overall, suspension rates remain disproportionately high for several unduplicated pupil groups, indicating a continued need for targeted behavioral and social-emotional supports. These 2025 California School Dashboard data demonstrate a continued need to strengthen staff capacity to implement consistent, evidence-based behavioral supports and social-emotional practices. Students experiencing higher rates of exclusionary discipline are more likely to experience interruptions in learning, reduced school connectedness, and lower academic outcomes. Targeted Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL) professional development and coaching are necessary to equip staff with the skills needed to proactively address student needs, reduce disciplinary	reduce the number of students requiring more intensive interventions. In addition, staff will strengthen their ability to identify and support students requiring Tier 2 and Tier 3 interventions, including targeted SEL instruction, behavior intervention plans, and individualized supports. This is especially important for students who may experience additional barriers related to trauma, language acquisition, or limited access to resources. The integration of SEL practices further supports students in developing self-management, relationship skills, and responsible decision-making skills, which are essential for reducing behavioral incidents that contribute to suspension. Ongoing coaching and support help ensure these practices are implemented consistently and sustained over time. The district's commitment to PBIS is demonstrated through recognition received by school sites for PBIS implementation, reflecting strong foundational systems already in place. This action builds on that work by strengthening and refining staff practices to increase consistency and impact across classrooms and student groups. Although this action benefits all students, it is principally directed toward improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate elevated rates of suspension and behavioral needs. This action is provided on an LEA-wide basis because	

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	incidents, and create supportive and inclusive learning environments. Educational partners also emphasized the importance of proactive behavioral supports, relationship-building strategies, and social-emotional learning practices that help students remain engaged in school and connected to positive learning environments. **Scope:** LEA-wide	unduplicated pupils are enrolled across all schools and classrooms throughout the district. Providing PBIS and SEL professional learning districtwide is effective because it strengthens staff capacity and promotes consistent implementation of evidence-based behavioral practices designed to improve school climate, reduce suspension rates, and increase student engagement. By strengthening adult practices related to consistency, relationship building, and implementation of evidence-based behavioral strategies, the district expects to reduce suspension rates, improve school climate, and strengthen student outcomes, particularly for unduplicated pupil groups.	
2.2	**Action:** Integrated Multi-Tiered System of Support (I-MTSS) Collaboration **Need:** District data indicate a continued need to strengthen systematic and coordinated behavioral support systems through implementation of an Integrated Multi-Tiered System of Supports (I-MTSS) framework designed to improve behavioral outcomes and reduce exclusionary discipline practices for unduplicated pupil groups. Current suspension data from the 2025 California Dashboard demonstrates that 7.0% of all students were suspended at least once; however, suspension rates remain elevated among several unduplicated student groups. English Learners have a suspension rate of	This action addresses the identified needs of unduplicated pupils by strengthening the district's implementation of an Integrated Multi-Tiered System of Supports (I-MTSS) framework designed to provide coordinated academic, behavioral, and social-emotional supports for students with varying levels of need. Suspension data indicate that English Learners (7.7%), Foster Youth (18.3%), and Socioeconomically Disadvantaged students (10.0%) experience higher rates of exclusionary discipline than the district average of 7.0%, demonstrating a need for stronger systems of prevention, intervention, and student support. While expulsion rates remain relatively low, suspension data indicate that additional proactive supports and intervention systems are needed to address student needs before concerns escalate.	2.1, 2.5

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	7.7%, Foster Youth 18.3%, and Socioeconomically Disadvantaged students 7.6%. Additionally, Long-Term English Learners demonstrate a suspension rate of 14.4%. These data indicate that unduplicated pupil groups continue to experience higher rates of exclusionary discipline and require additional behavioral supports and interventions. Expulsion data remain relatively low across the district; however, differences in suspension outcomes indicate a continued need for earlier intervention systems and stronger preventative supports designed to address student needs before behaviors escalate. Educational partner feedback further reinforces this need. Educational partners expressed appreciation for current I-MTSS efforts while identifying opportunities to strengthen communication, improve intervention systems, and provide more proactive support before academic and behavioral concerns become more significant. Educational partners also emphasized the importance of stronger communication systems and earlier interventions prior to concerns reaching the level of Student Study Team (SST) discussions. These data and educational partner input indicate a need for more consistent implementation of a coordinated, evidence-based I-MTSS framework designed to strengthen behavioral supports, improve	Through this action, all schools will engage in I-MTSS work designed to strengthen schoolwide systems and improve the coordination and delivery of supports for students requiring academic, behavioral, and social-emotional interventions. The Student Intervention and Attendance Office will facilitate collaboration and learning opportunities among school leaders to strengthen implementation and improve student support systems across the district. I-MTSS is an evidence-based framework that uses data-based decision making and layered levels of support to address students' academic, behavioral, and social-emotional needs. Work accomplished at the district leadership level will be replicated at school sites to ensure consistent implementation and establish systems that proactively identify and address student needs. Implementation of I-MTSS will include ongoing review of student attendance, behavior, academic, and social-emotional data through COST processes, SST meetings, Panorama student perception data, attendance review practices, and site-based intervention teams. These structures will support continuous monitoring of student needs, evaluation of interventions, and collaborative decision-making to ensure students receive timely and appropriate supports across all tiers of intervention. Ongoing collaboration, evaluation, and adjustment will occur through a continuous improvement process that allows school teams to monitor outcomes and refine practices over time. This approach is particularly important for English	

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	communication and intervention systems, and increase access to proactive services for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Learners, Foster Youth, and Socioeconomically Disadvantaged students, who may require earlier intervention, increased behavioral supports, and stronger connections to school. Although this action benefits all students, it is principally directed toward improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate elevated behavioral needs and disproportionate suspension rates. This action is implemented on an LEA-wide basis because unduplicated pupils are enrolled across all schools and grade levels throughout the district. Providing a coordinated I-MTSS framework districtwide is effective because it establishes consistent systems, strengthens staff capacity, and ensures equitable access to evidence-based interventions and supports designed to improve student outcomes. This action supports reductions in suspension and expulsion rates and strengthens school environments that promote student engagement, connectedness, and academic success.	
2.3	**Action:** Integrated Multi-Tiered System of Support (I-MTSS) Coordination of wrap-around Services **Need:** 2025 California School Dashboard Suspension Rate, Chronic Absenteeism, and Dropout Rate data indicate a continued need to strengthen coordinated wrap-around services and targeted student supports for unduplicated	This action addresses the identified needs of unduplicated pupils by strengthening access to coordinated wrap-around services designed to address academic, behavioral, social-emotional, attendance, and family-related barriers impacting student success. Wrap-around services are particularly important for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate elevated rates of suspension, chronic absenteeism, and risk factors associated with school disengagement.	2.1, 2.5, 2.6, 2.7

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	pupils, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate elevated rates of behavioral concerns, absenteeism, and risk factors associated with disengagement from school. In addition, educational partners, including teachers, administrators, parents, students, and advisory groups participating in the LCAP development process, emphasized the importance of providing comprehensive supports that address students' academic, behavioral, social-emotional, and attendance-related needs. Current suspension data indicate that English Learners have a suspension rate of 7.7%, Foster Youth 18.3%, and Socioeconomically Disadvantaged students 7.6%, compared to the district average of 7.0%. These data suggest that unduplicated pupils continue to experience behavioral and social-emotional challenges that may contribute to reduced instructional access and school connectedness. Chronic absenteeism data further reinforce this need. English Learners have a chronic absenteeism rate of 30.8%, Foster Youth 30.7%, Socioeconomically Disadvantaged students 33.4%, and Long-Term English Learners 37.6%, indicating that many students are experiencing barriers that impact consistent participation in school.	At all schools, in addition to existing internal support services available to students, wrap-around services will include partnerships with outside agencies and Master of Social Work interns from postsecondary institutions to increase district capacity for direct mental health support and counseling services for students with the greatest needs. Wrap-around service delivery utilizes a team-based, collaborative case management approach designed to provide flexible, student-centered, and family-focused support systems. Research indicates that coordinated wrap-around services can improve outcomes by addressing the broader circumstances impacting student success both inside and outside of school. These services may include mental health support, behavioral interventions, attendance interventions, family outreach, community resource connections, and individualized support plans designed to remove barriers to student learning and engagement. Wrap-around services will be coordinated through the district's Student Intervention and Attendance Department in partnership with Coordination of Services Teams (COST) at school sites. Through this process, teams will evaluate student needs and connect students and families with appropriate supports and services based on individual circumstances. This approach is particularly important for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who may require	

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	High school dropout data also indicate continued areas of concern. While the overall high school dropout rate is 0.35%, English Learners remain at 0.42%, demonstrating the need for targeted interventions and supports designed to increase engagement and reduce risk factors associated with school disengagement. Educational partner feedback further supports these findings. Educational partners shared that circumstances outside of school frequently impact students' experiences within the classroom and emphasized that some English Learners, Foster Youth, and Socioeconomically Disadvantaged students require increased mental health supports, behavioral guidance, and access to services beyond traditional school interventions. Collectively, these 2025 California School Dashboard data indicate a need to strengthen coordinated wrap-around services that connect students and families with internal and external resources designed to address academic, behavioral, social-emotional, and attendance-related needs. Increased access to comprehensive support systems is necessary to improve student engagement, reduce suspension and dropout rates, and strengthen overall student success. **Scope:** LEA-wide	additional supports related to mental health, family circumstances, attendance, behavioral concerns, or other factors affecting engagement and academic success. Although this action benefits all students, it is principally directed toward improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate elevated needs related to school engagement and behavioral outcomes. This action is implemented on an LEA-wide basis because unduplicated pupils are enrolled across all schools and grade levels throughout the district. Providing coordinated wrap-around services districtwide is effective because it ensures equitable access to comprehensive supports and establishes consistent systems for identifying and addressing barriers that interfere with student success. LREBG Action Funding: $65,514.13 supports Saturday School, which provides additional intervention opportunities designed to increase student engagement, improve access to instruction, strengthen school connectedness, and support students at risk of chronic absenteeism, course failure, or disengagement from school. This action supports reductions in suspension, expulsion, and dropout rates, while strengthening student engagement, school connectedness, and overall academic outcomes as measured by Metrics 2.1, 2.5, 2.6, and 2.7.	

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2.4	**Action:** Social and Emotional Support and Psychotherapy Rendered to Students in Need **Need:** 2025 California School Dashboard Suspension Rate, Chronic Absenteeism, and Dropout Rate data indicate a continued need to strengthen social-emotional and mental health supports for unduplicated pupils, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate elevated rates of behavioral concerns, absenteeism, and risk factors associated with school disengagement. In addition, educational partners, including teachers, administrators, parents, students, and advisory groups participating in the LCAP development process, emphasized the importance of increasing access to counseling, mental health services, and social-emotional supports that address barriers to student success. Current suspension data indicate that English Learners have a suspension rate of 7.7%, Foster Youth 18.3%, and Socioeconomically Disadvantaged students 7.6%, compared to the district average of 7.0%. These data suggest that unduplicated pupil groups continue to experience challenges that negatively impact instructional access and school connectedness. Chronic absenteeism data further reinforce this need. English Learners demonstrate a	This action addresses the identified needs of unduplicated pupils by increasing access to direct social-emotional and mental health supports designed to improve student well-being, strengthen school connectedness, and reduce barriers affecting academic success. These services are particularly important for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate elevated rates of suspension, chronic absenteeism, and other indicators associated with school disengagement. Counselors and social workers will work directly with individual students and student groups at all school sites to provide targeted social-emotional learning (SEL) support and interventions designed to address a wide range of student needs. As an extension of the district's wrap-around service model, social workers will participate in ongoing collaboration and professional learning opportunities designed to strengthen service delivery, refine crisis referral systems, and establish consistent practices for supporting students experiencing crisis or significant needs. Additionally, counselors and social workers will work collaboratively to provide students with emotional, behavioral, and academic guidance and support. Staff will participate in evidence-based practice (EBP)-focused data teams, using schoolwide academic, behavioral, attendance, and social-emotional data to identify student needs, establish measurable goals, select appropriate interventions, and monitor both short- and long-term outcomes.	2.1, 2.2, 2.3, 2.5, 2.6, 2.7

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	chronic absenteeism rate of 30.8%, Foster Youth 30.7%, and Socioeconomically Disadvantaged students 33.4%, indicating that many students continue to experience barriers that affect consistent school attendance and engagement. High school dropout data also indicate continued areas of concern. While overall dropout rates remain relatively low, students demonstrating ongoing attendance, behavioral, and social-emotional challenges continue to require additional intervention and support to remain connected to school and successfully progress toward graduation. Educational partner feedback further supports these findings. Educational partners expressed the need for increased counseling and social worker support services and emphasized the importance of maximizing direct services to students experiencing behavioral, attendance, and social-emotional challenges. These 2025 California School Dashboard data and educational partner input indicate a continued need to strengthen access to counseling, mental health services, and individualized social-emotional supports designed to address barriers affecting student well-being, improve school connectedness, and strengthen academic outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	Timely intervention and access to mental health supports are particularly important for students experiencing behavioral, attendance, or social-emotional challenges. By strengthening coordination among counselors, social workers, and support systems, the district will increase its capacity to provide responsive and targeted interventions before concerns escalate. Although this action benefits all students, it is principally directed toward improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate elevated needs related to engagement, attendance, and behavioral outcomes. This action is implemented on an LEA-wide basis because unduplicated pupils are enrolled across all schools and grade levels throughout the district. Providing counseling and social-emotional supports districtwide is effective because it ensures equitable access to direct services and establishes consistent systems designed to address barriers interfering with student success. This action supports reductions in suspension, chronic absenteeism, and dropout rates, while strengthening student engagement, well-being, and academic outcomes as measured by Metrics 2.1, 2.2, 2.3, 2.5, 2.6, and 2.7.	

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	Scope: LEA-wide		
2.5	**Action:** Social and Emotional Learning **Need:** 2025 California School Dashboard Suspension Rate and Chronic Absenteeism data, along with May 2026 Panorama Student Voice Survey data, indicate a continued need to strengthen social-emotional learning supports and school connectedness for unduplicated pupils, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate elevated rates of behavioral concerns and chronic absenteeism. In addition, educational partners, including teachers, administrators, parents, students, and advisory groups participating in the LCAP development process, emphasized the importance of fostering positive school climates, strengthening student relationships, and increasing students' sense of belonging and connection to school. Current suspension data indicate that English Learners have a suspension rate of 7.7%, Foster Youth 18.3%, and Socioeconomically Disadvantaged students 7.6%, compared to the district average of 7.0%. Elevated rates of exclusionary discipline suggest that additional support is needed to strengthen students' social-emotional skills, relationships, and overall connection to school.	This action addresses the identified needs of unduplicated pupils by strengthening the district's implementation of consistent and evidence-based Social and Emotional Learning (SEL) practices designed to improve student engagement, school connectedness, behavior, and overall well-being. These supports are particularly important for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate elevated rates of suspension, chronic absenteeism, and indicators of reduced school connectedness. Health and Wellness Teachers on Special Assignment (TOSAs) will strengthen district and school capacity to implement high-quality SEL practices by supporting schools and teachers in planning, organizing, and implementing consistent SEL instruction. Rather than serving as direct classroom instructors, TOSAs will provide coaching, guidance, and implementation support to help establish systems that promote consistent and sustained delivery of social-emotional learning across schools. Through this work, schools will establish intentional routines and practices that support students in developing essential social-emotional skills, including self-awareness, self-management, relationship skills, responsible decision making, and social awareness. Instruction will utilize evidence-based SEL resources and practices designed to strengthen student resilience, improve	2.1, 2.2, 2.3, 2.4

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	Chronic absenteeism data further reinforce this need. English Learners demonstrate a chronic absenteeism rate of 30.8%, Foster Youth 30.7%, and Socioeconomically Disadvantaged students 33.4%, indicating that many students continue to experience barriers that impact school engagement and consistent participation in learning. May 2026 Panorama Student Voice Survey data related to school belonging and connectedness further highlight opportunities for improvement. Approximately 69.0% of students responded favorably regarding school belonging and connectedness, while 71.0% of English Learners and 69.0% of Socioeconomically Disadvantaged students reported favorable responses. Although these results reflect improvement from prior years, opportunities remain to further strengthen student connection to school, increase engagement, and ensure all students experience a strong sense of belonging. Educational partner feedback also emphasized the importance of creating supportive learning environments where students receive social-emotional instruction and differentiated levels of support based on individual needs. Educational partners recognized that, similar to academic learning, students require varying levels of support to successfully develop social-emotional skills.	peer relationships, and increase students' connection to school. Consistent implementation of SEL practices is expected to strengthen school climate and improve student outcomes by increasing student engagement and reducing behaviors that contribute to suspension and chronic absenteeism. This approach is particularly important for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who may require additional support related to social-emotional development, school belonging, and overall engagement. Although this action benefits all students, it is principally directed toward improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate higher levels of need based on district data. This action is implemented on an LEA-wide basis because unduplicated pupils are enrolled throughout the district across all schools and grade levels. Providing SEL support districtwide is effective because it establishes consistent practices, strengthens staff capacity, and ensures equitable access to social-emotional supports designed to improve student outcomes. This action supports improved outcomes related to attendance, suspension, school connectedness, and Panorama survey indicators, as measured by Metrics 2.1, 2.2, 2.3, and 2.4.	

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	Collectively, these 2025 California School Dashboard data, May 2026 Panorama Student Voice Survey results, and educational partner input indicate a need to strengthen social-emotional learning systems and provide increased opportunities for students to develop skills related to self-awareness, self-management, relationship building, and school connectedness. Increased access to targeted social-emotional supports is necessary to improve student engagement, reduce behavioral concerns, and strengthen outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		
2.7	**Action:** Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism **Need:** 2025 California School Dashboard Chronic Absenteeism data indicate a continued need to strengthen attendance intervention systems and increase supports designed to reduce chronic absenteeism among unduplicated pupils, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students. In addition, educational partners, including teachers, administrators, parents, students, and advisory groups participating in the LCAP development process, emphasized the importance of improving student	This action addresses the identified needs of unduplicated pupils by strengthening attendance intervention systems and increasing family outreach designed to improve student attendance and reduce chronic absenteeism. These supports are particularly important for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate elevated rates of chronic absenteeism and barriers that interfere with consistent school attendance. The district's Student Intervention and Attendance Department, in collaboration with attendance specialists, will partner with families to increase awareness regarding the importance of school attendance and provide individualized supports	2.2, 2.3

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	attendance, strengthening family engagement, and ensuring students have consistent access to instruction and support services. Current chronic absenteeism data show that 30.2% of all students are chronically absent, reflecting an increase of 2.5 percentage points. Rates among unduplicated pupil groups remain elevated, with English Learners at 30.8%, Foster Youth at 30.7%, and Socioeconomically Disadvantaged students at 33.4%. In addition, Long-Term English Learners demonstrate a chronic absenteeism rate of 37.6%, indicating that many students continue to experience barriers that impact consistent school attendance and participation. These data suggest that many students are experiencing challenges that interfere with regular school attendance and access to instruction. Chronic absenteeism negatively impacts academic achievement, school connectedness, and opportunities for students to engage in meaningful learning experiences. Educational partner feedback further reinforced this need. Educational partners emphasized that students can only achieve at high levels when they are consistently present at school and noted the importance of strengthening communication and support systems for families. Educational partners expressed support for attendance specialists and highlighted the importance of providing additional outreach and intervention services	designed to remove barriers affecting student participation. Communication with families, including phone calls, attendance meetings, home outreach, and in-person support, creates opportunities to identify underlying challenges and connect students and families with appropriate resources and services. The district will utilize evidence-based attendance practices, including notification-based interventions, Tier 3 attendance supports, data monitoring, proactive communication, and relationship-centered approaches, to improve attendance outcomes. In conjunction with the district's A2A attendance monitoring and notification platform, real-time monitoring and intervention systems will allow staff to identify attendance concerns early and provide timely supports before attendance patterns worsen. The district will also connect students and families with internal and external resources, including district partners and community agencies such as SELPA and Hazel Health/Heart, to address barriers related to health, mental health, family circumstances, and other factors that may affect school attendance. Improved attendance is expected to increase school connectedness and student engagement while strengthening opportunities for academic success. Increased time in school provides students with greater access to instruction, intervention services, and supportive school environments that contribute to positive outcomes.	

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	to ensure students and families receive timely assistance. Collectively, these 2025 California School Dashboard data and educational partner input indicate a need for stronger attendance systems, increased family outreach, and coordinated supports designed to remove barriers affecting attendance and improve student engagement. Increased intervention and support are particularly important for English Learners, Foster Youth, and Socioeconomically Disadvantaged students to improve attendance and increase opportunities for academic success. **Scope:** LEA-wide	Although this action benefits all students, it is principally directed toward improving outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who continue to demonstrate higher rates of chronic absenteeism and attendance-related challenges. This action is implemented on an LEA-wide basis because unduplicated pupils are enrolled across all schools and grade levels throughout the district. Providing attendance systems and intervention supports districtwide is effective because it establishes consistent practices, strengthens communication systems, and ensures equitable access to resources designed to improve attendance and student engagement. This action supports improved outcomes related to attendance and chronic absenteeism, as measured by Metrics 2.2 and 2.3.	

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:** 2025 California School Dashboard English Learner Progress Indicator (ELPI) data and 2025 ELPAC results indicate a continued need	As part of the district's overall design to improve English proficiency for English Learners (EL) and Long-Term English Learners (LTELs), bilingual associates across all schools will engage in meaningful collaboration with teachers and receive ongoing coaching, networking support, and targeted training around evidence-based practices	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
	to strengthen English language development practices to improve outcomes for English Learners (ELs) and Long-Term English Learners (LTELs). In addition, educational partners, including teachers, administrators, parents, students, District English Learner Advisory Committee (DELAC) members, and other advisory groups participating in the LCAP development process, emphasized the importance of accelerating English language acquisition, increasing access to rigorous academic content, and strengthening supports for multilingual learners. The 2025 English Learner Progress Indicator shows that 44.3% of English Learners are making progress toward English language proficiency, reflecting a 2.8 percentage point decline, while Long-Term English Learners declined by 3.7 percentage points. These data indicate a need for more targeted and effective language development support to accelerate student progress toward proficiency. 2025 ELPAC data further reinforce this need. In 2025, 44.3% of students progressed at least one ELPI level, while 36.8% maintained lower levels of proficiency and 19.0% decreased at least one level, indicating that a substantial portion of students are not making sufficient progress in developing English language skills. This action directly addresses these identified needs by providing ongoing coaching, networking support, and targeted professional learning opportunities for bilingual associates	designed to strengthen language acquisition and academic achievement. To support this effort, the San Bernardino County Superintendent of Schools (SBCSS) will partner with the district to maximize the effectiveness of bilingual associates through professional learning and coaching support. This action directly addresses the identified need by building the capacity of bilingual associates to provide consistent, high-quality language support aligned with evidence-based English Language Development (ELD) practices. Through ongoing coaching, targeted professional learning, and structured networking opportunities, bilingual associates will strengthen their understanding of designated and integrated ELD practices, including strategies focused on academic vocabulary development, collaborative conversations, structured language supports, and purposeful questioning techniques that promote active student engagement and language production. These strategies are essential for increasing opportunities for EL and LTEL students to speak, listen, read, and write in English across content areas, while increasing access to grade-level content. By strengthening the role of bilingual associates as instructional partners, this action provides more intentional and responsive support for students throughout the instructional day. The focus on both designated and integrated ELD ensures that language development is embedded throughout instruction rather than isolated to a single instructional setting. This is particularly	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	who support English Learners and Long-Term English Learners during both designated and integrated English Language Development (ELD). Training focuses on evidence-based instructional practices designed to strengthen language acquisition, academic vocabulary development, structured student discourse, and access to grade-level content. Bilingual associates will participate in collaborative learning opportunities, coaching cycles, and cross-site networking designed to strengthen consistency and effectiveness of instructional support provided to students. Through this work, bilingual associates will increase their ability to support language development and help ensure that students have increased access to rigorous academic content and opportunities for language practice throughout the instructional day. This action supports improved outcomes related to English language proficiency and academic achievement, as measured by Metrics 1.10 and 1.11. Because this action is specifically designed to address the identified needs of English Learners and Long-Term English Learners, it is limited to bilingual associates serving these student populations across district schools. Providing targeted support to bilingual associates is effective because it builds staff capacity and ensures consistent implementation of evidence-based language development practices designed to accelerate	important for Long-Term English Learners, who require targeted and sustained language support to accelerate progress toward English proficiency and improve academic performance. This action supports improved outcomes related to English language proficiency and academic achievement, as measured by Metrics 1.10 and 1.11. Because this action is specifically designed to address the identified needs of English Learners and Long-Term English Learners, it is limited to bilingual associates serving these student populations across district schools. Providing targeted support to bilingual associates is effective because it builds staff capacity and promotes consistent implementation of evidence-based language development practices designed to accelerate English proficiency and improve academic outcomes for EL and LTEL students.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English proficiency and improve academic outcomes for EL and LTEL students. **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:** 2025 California School Dashboard English Learner Progress Indicator (ELPI) data and 2025 Summative ELPAC Student English Language Acquisition Results indicate a need to strengthen implementation of designated and integrated English Language Development (ELD) practices to improve outcomes for English Learners (ELs) and Long-Term English Learners (LTELs). In addition, educational partners, including teachers, administrators, parents, students, District English Learner Advisory Committee (DELAC) members, and other advisory groups participating in the LCAP development process, emphasized the importance of strengthening language development instruction, increasing access to rigorous academic content, and ensuring English Learners receive consistent support throughout the instructional day. The 2025 California School Dashboard English Learner Progress Indicator (ELPI)	This action addresses the identified need by strengthening the quality and consistency of English Language Development (ELD) instruction for English Learners (EL) and Long-Term English Learners (LTELs) across district schools. Through ongoing professional learning, coaching, network support, and instructional guidance, teachers will deepen their understanding of ELD standards and strengthen their ability to intentionally integrate language development into daily instruction. The implementation of designated ELD ensures that English Learners receive focused instruction aligned to language proficiency levels, while integrated ELD ensures that language development is embedded throughout instruction and across all content areas. Instructional practices aligned with the district's Literacy Playbook, including academic vocabulary development, collaborative conversations, Kagan structures, language scaffolds, and structured writing opportunities, provide students with consistent opportunities to develop language through meaningful interaction and engagement with grade-level content. This approach is particularly important for Long-Term English Learners, who require targeted and	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
	shows that English Learner progress declined by 3.2 percentage points, while Long-Term English Learners declined by 3.6 percentage points, indicating a need to accelerate language acquisition and prevent students from becoming Long-Term English Learners. 2025 Summative ELPAC Student English Language Acquisition Results further demonstrate variability in student outcomes. In 2025, 44.3% of English Learners progressed at least one ELPI level, while 36.8% maintained lower proficiency levels and 19.0% decreased at least one ELPI level, suggesting that a significant number of students are not consistently making sufficient progress in English language development. Additionally, Long-Term English Learners continue to represent a student group requiring focused support, as these students have not yet reached proficiency despite multiple years in the program. These trends indicate a need for more consistent and effective implementation of both designated and integrated ELD practices to ensure that language development is explicitly taught and reinforced throughout the instructional day. Collectively, these 2025 California School Dashboard ELPI data, 2025 Summative ELPAC Student English Language Acquisition Results, and educational partner input demonstrate a need to strengthen teacher capacity and instructional practices so that English Learners and Long-Term English	sustained opportunities to use language in authentic contexts in order to accelerate progress toward proficiency and improve academic outcomes. By ensuring that teachers share responsibility for language development and are equipped with a common set of instructional strategies and expectations, this action promotes consistency and coherence in ELD implementation across the district. As a result, English Learners will have increased access to rigorous instruction while simultaneously developing the language skills necessary for academic success. This action supports improved outcomes related to English language proficiency and academic achievement, as measured by Metrics 1.10 and 1.11. Because this action is specifically designed to address the identified needs of English Learners and Long-Term English Learners, it is limited to teachers serving these student populations across district schools. Providing targeted professional learning and support is effective because it builds teacher capacity and promotes consistent implementation of evidence-based ELD practices designed to accelerate language acquisition and improve academic outcomes.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learners receive consistent, language-rich instruction designed to accelerate English proficiency and improve academic achievement. **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

Additional Concentration Grant Add-On Funding will be used to increase and sustain staff providing direct services to students at schools with high concentrations of English learners, foster youth, and low-income students.

Goal 1, Action 1.5: Additional staffing support through a College and Career Technician at Serrano High School will provide direct support for students in meeting A–G requirements, completing Career Technical Education (CTE) pathways, and improving overall college and career readiness outcomes. This position provides targeted monitoring, mentoring, academic guidance, and intervention support for students, particularly English learners, foster youth, and socioeconomically disadvantaged students, who continue to demonstrate lower levels of college and career readiness.

Goal 1, Actions 1.9 and 1.10: The district will maintain bilingual associates in full-time positions and increase bilingual associate support at school sites based on student enrollment and program needs. Bilingual associates provide direct instructional and language acquisition support during designated and integrated English Language Development (ELD), helping English learners and Long-Term English Learners access grade-level content while developing English proficiency.

Goal 2, Action 2.4: Additional counseling and social work services will continue to reduce counselor-to-student ratios and increase direct mental health, behavioral, attendance, and social-emotional supports for students. Counselors and social workers provide individual counseling, crisis intervention, behavioral support, attendance intervention, and family outreach services, particularly for English learners, foster youth, and socioeconomically disadvantaged students who continue to demonstrate elevated rates of suspension, chronic absenteeism, and social-emotional need.

Goal 2, Action 2.7: The district will continue attendance improvement efforts through additional attendance personnel and Student Intervention and Attendance support services designed to strengthen communication with families, improve attendance, and reduce chronic absenteeism. Attendance staff provide direct outreach, intervention, attendance monitoring, and case management support for students and families, particularly for English learners, foster youth, and socioeconomically disadvantaged students who continue to experience disproportionately high rates of chronic absenteeism.

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

2026-27 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	91,092,888	27,736,323	30.448%	0.000%	30.448%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$116,709,862.00	$1,267,275.76	$0.00	$0.00	$117,977,137.76	$111,898,930.13	$6,078,207.63

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning Community (PLC) Training, Coaching, and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$6,136,258.00	$1,578,252.00	$7,603,010.00	$111,500.00			$7,714,510.00	
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	$1,443,461.00	$0.00	$1,443,461.00				$1,443,461.00	
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	$3,707,521.00	$192.00	$3,707,713.00				$3,707,713.00	
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	$735,847.00	$64,557.00	$740,074.00	$60,330.00			$800,404.00	
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	$2,985,370.00	$545,173.00	$3,530,543.00				$3,530,543.00	
1	1.6	Assessment Platforms to Develop and Practice Skills and Assess Conceptual Knowledge Through Progress Monitoring	All	No			All Schools	2024-2027	$31,202.00	$16,778.00	$47,980.00				$47,980.00	

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 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	$857,967.00	$100,962.00	$865,264.00	$93,665.00			$958,929.00	
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	$205,512.00	$70,350.00	$237,067.00	$38,795.00			$275,862.00	
1	1.11	Support Services for Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	$7,166,812.00	$0.00	$7,166,812.00				$7,166,812.00	
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	$161,208.00	$243,725.00	$404,933.00				$404,933.00	
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	$5,288,972.00	$0.00	$5,288,972.00				$5,288,972.00	
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	$1,212,346.13	$0.00	$1,146,832.00	$65,514.13			$1,212,346.13	
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	$2,746,662.00	$5,758.00	$2,752,420.00				$2,752,420.00	
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	$1,494,776.00	$153,940.00	$1,588,386.00	$60,330.00			$1,648,716.00	

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	$103,217.00	$0.00	$103,217.00				$103,217.00	
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	$6,074,506.00	$2,135,906.63	$8,145,967.00	$64,445.63			$8,210,412.63	
3	3.1	Parent/Guardian Engagement	All	No			All Schools	2024-2027	$445,176.00	$1,046.00	$446,222.00				$446,222.00	
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	$180,258.00	$102,223.00	$282,481.00				$282,481.00	
4	4.1	Hire and Support Qualified Teachers	All	No			All Schools	2024-2027	$51,477,240.00	$11,480.00	$51,488,720.00				$51,488,720.00	
4	4.2	Ensure Full Access to Instructional Curriculum, Equipment, and Materials	All	No			All Schools	2024-2027	$10,575,759.00	$982,815.00	$11,558,574.00				$11,558,574.00	
4	4.3	Maintain Safe, Functional, and Clean Facilities	All	No			All Schools	2024-2027	$8,146,164.00	$0.00	$8,146,164.00				$8,146,164.00	
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	
5	5.6	Facilitate Education Benefit Form (EBF) Campaigns	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	**5.7**	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**	Assistant Principal Instructional Leadership Support	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**	Assistant Principal 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
9	**9.2**	Instructional Aide Support for Literacy Intervention	All English Learners, Socio-Economically Disadvantaged, Students with Disabilities, White	No			Specific Schools: Piñon Hills Elementary School K-5	2025-2027	$35,148.00	$0.00		$35,148.00			$35,148.00	

2026-27 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
91,092,888	27,736,323	30.448%	0.000%	30.448%	$37,468,394.00	0.000%	41.132 %	**Total:**	$37,468,394.00
								LEA-wide Total:	$29,127,807.00
								Limited Total:	$1,102,331.00
								Schoolwide Total:	$7,238,256.00

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	$7,603,010.00	
1	**1.2**	Embedded Teacher Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,443,461.00	
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	$3,707,713.00	
1	**1.4**	Facilitation of Professional Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$740,074.00	
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	$3,530,543.00	

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	$865,264.00	
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	$237,067.00	
2	2.1	PBIS and SEL Professional Development and Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$404,933.00	
2	2.2	Integrated Multi-Tiered System of Support (I-MTSS) Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,288,972.00	
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	$1,146,832.00	
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	$2,752,420.00	
2	2.5	Social and Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,588,386.00	
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	$8,145,967.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$113,690,044.00	$114,829,920.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Learning Community (PLC) Training, Coaching, and Support	Yes	$7,395,504.00	$7,484,011
1	**1.2**	Embedded Teacher Collaboration Time	Yes	$1,394,648.00	$1,440,867.00
1	**1.3**	Smaller Class Sizes (TK-3)	Yes	$3,582,338.00	$3,508,457
1	**1.4**	Facilitation of Professional Collaboration	Yes	$715,190.00	$670,731.00
1	**1.5**	Increasing Student College and Career Readiness	Yes	$3,429,588.00	$3,315,391
1	**1.6**	Assessment Platforms to Develop and Practice Skills and Assess Conceptual Knowledge Through Progress Monitoring	No	$46,925.00	$42,480
1	**1.7**	Increase Student Engagement to Improve Academic Outcomes	Yes	$13,752.00	$14,393
1	**1.8**	Build and Develop Literacy Instructional Skills to Improve Student Academic Outcomes	No	$0.00	0
1	**1.9**	English Learner Support Services	Yes	$836,251.00	$858,272
1	**1.10**	Designated and Integrated English Language Development for English Learners and Long-Term English Learners	Yes	$230,117.00	$204,665

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	$6,924,456.00	$7,375,560.00
2	2.1	PBIS and SEL Professional Development and Coaching	Yes	$399,482.00	$410,168
2	2.2	Integrated Multi-Tiered System of Support (I-MTSS) Collaboration	Yes	$5,110,118.00	$5,078,085
2	2.3	Integrated Multi-Tiered System of Support (I-MTSS) Coordination of wrap-around Services	Yes	$1,108,050.00	$1,152,826
2	2.4	Social and Emotional Support and Psychotherapy Rendered to Students in Need	Yes	$2,659,538.00	$2,842,008.00
2	2.5	Social and Emotional Learning	Yes	$1,537,838.00	$1,767,513
2	2.6	Supporting Students in an Equitable Way that Improves School Climate and Sense of Belonging	No	$99,727.00	$111,618
2	2.7	Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism	Yes	$7,940,549.00	$8,540,223
3	3.1	Parent/Guardian Engagement	No	$431,168.00	$459,253
3	3.2	Parent/Guardian Advisory Groups	No	$1,298.00	$1,152
3	3.3	Public Relations and Communications	No	$276,385.00	$289,866
4	4.1	Hire and Support Qualified Teachers	No	$49,747,944.00	$48,510,590
4	4.2	Ensure Full Access to Instructional Curriculum, Equipment, and Materials	No	$11,200,940.00	$11,907,325

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	4.3	Maintain Safe, Functional, and Clean Facilities	No	$7,870,690.00	$8,226,127
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	$80,065.00	$23,826.00
6	6.2	Supplemental Instructional Materials and Online Access for Concept and Skill Development	No	$50,000.00	$44,384
7	7.1	Behavior Interventionist Student Support	No	$242,015.00	$202,642.00

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)
8	**8.1**	Dean of Students Instructional Leadership and Attendance Support	No	$80,083.00	0
8	**8.2**	Counselor Academic and College/Career Readiness Guidance	No	$106,685.00	$108,254.00
9	**9.1**	Literacy/Social Specialist	No	$178,700.00	$204,085
9	**9.2**	Instructional Aide Support for Literacy Intervention	No	$0	$35,148

2025-26 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)
$25,419,984	$36,352,963.00	$37,287,610.00	($934,647.00)	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	$7,395,504.00	$7,484,011		
1	1.2	Embedded Teacher Collaboration Time	Yes	$1,394,648.00	$1,440,867		
1	1.3	Smaller Class Sizes (TK-3)	Yes	$3,582,338.00	$3,508,457		
1	1.4	Facilitation of Professional Collaboration	Yes	$715,190.00	$670,731		
1	1.5	Increasing Student College and Career Readiness	Yes	$3,429,588.00	$3,315,391		
1	1.7	Increase Student Engagement to Improve Academic Outcomes	Yes	$13,752.00	$14,393		
1	1.9	English Learner Support Services	Yes	$836,251.00	$858,272		
1	1.10	Designated and Integrated English Language Development for English Learners and Long-Term English Learners	Yes	$230,117.00	$204,665		
2	2.1	PBIS and SEL Professional Development and Coaching	Yes	$399,482.00	$410,168		
2	2.2	Integrated Multi-Tiered System of Support (I-MTSS) Collaboration	Yes	$5,110,118.00	$5,078,085		

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	$1,108,050.00	$1,152,826		
2	**2.4**	Social and Emotional Support and Psychotherapy Rendered to Students in Need	Yes	$2,659,538.00	$2,842,008		
2	**2.5**	Social and Emotional Learning	Yes	$1,537,838.00	$1,767,513		
2	**2.7**	Supporting Students and Families to Improve Attendance and Reduce Chronic Absenteeism	Yes	$7,940,549.00	$8,540,223		

2025-26 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)
$87,329,259	$25,419,984	0	29.108%	$37,287,610.00	0.000%	42.698%	$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 2026-27, 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 32627(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 32627(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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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 32627(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 32627(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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