

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Snowline Joint Unified School District Contact (Name, Title, Email, Phone Number): Luke Ontiveros, Superintendent,
luke_ontiveros@snowlineschools.com, 760-868-5817 LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

06/24/2014

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

The Snowline Joint Unified School District Board of Trustees has identified two goals that establish a framework for direction relative to all district efforts. Those two goals are:

- **Board Goal 1: The Superintendent will facilitate a Professional Learning Community that will implement systems designed to ensure student success through educational pathways that support the ongoing commitment to ensure endless possibilities for all students through high levels of learning.**
- **Board Goal 2: The Superintendent will facilitate a Professional Learning Community that will implement systems designed to increase parent and community engagement into the ongoing efforts of the districts' schools to ensure endless possibilities for all students through high levels of learning.**

In establishing the focus around which the Local Control and Accountability Plan (LCAP) is established, in addition to the Board goals, a commitment has been made to maintain the learning focus of Snowline Joint Unified School District, which is: “ensuring endless possibilities for all students through high levels of learning.” This learning focus was generated in support of the work of approximately 70 certificated employees, identified as Teacher Learning Leaders in Snowline, during the 2012-2013 school year to establish outcomes for 21st Century Learning. As such, the district’s work relative to LCAP will be to align the district’s Board goals and ongoing 21st Century Learning outcomes within the eight state priority areas.

In continuing the district’s efforts in support of 21st Century Learning, the utilization of the Professional Learning Community (PLC) process to support Positive Behavior Interventions and Supports (PBIS) and Response to Instruction and Intervention (RTI²), as well as to build a framework for the implementation of Common Core State Standards (CCSS) will ensure cohesive, district-wide outcomes. In order to ensure that the LCAP reflects the requisite transformative practices to support 21st Century Learning, the engagement of the school community has been initiated in the following manner:

1. Utilization of existing Program Improvement (P.I.) required processes—Academic Program Survey (APS), District Assistance Survey (DAS), Inventory of Student Supports and Services (ISS), and District and School Leadership Team (DSLTL) in establishing district-wide priorities relative to SJUSD Board goals and LCAP Components.

As invaluable input had been gained through the P.I. engagement processes, a deliberate decision was made to utilize the DSLTL outcomes as an entry point into the establishment of LCAP engagement processes. The DSLTL meeting on January 7, 2014 identified four specific criteria as overarching outcomes that had emerged from the various P.I. process meetings. As part of the DSLTL meeting, those outcomes were incorporated within the LCAP component areas as focal points in generating specific strategies. Those outcomes and the corresponding LCAP components under which they fall, are as follows:

- 1) Engagement:
 - a. The District uses an effective two-way communication system and provides timely and accurate information to all stakeholders, about student achievement, academic expectations and accountability requirements.
 - b. The District has implemented parent/family involvement policies and programs at all schools including community partnership programs that meet state and federal requirements
- 2) Conditions of Learning:
 - a. The District provides an ongoing support for teachers, especially those new to the profession and/or placed in underperforming schools, so that they can effectively implement the standards-aligned curriculum; deliver effective instruction; and monitor and support the achievement of all students.
- 3) Pupil Outcomes
 - a. The District requires and supports the regular collection and analysis of common formative and summative assessment data to establish instructional priorities, inform classroom

instruction, appropriately place and exit students from intervention programs, monitor student progress in core and intervention programs.

2. Data from the DSLT meeting was utilized in SJUSD Curriculum Council (district-wide leadership team and certificated representatives from each school site—approximately 30 teachers engaged in that process) on February 18, 2014 to translate eight priority areas into SMART (Specific, Measurable, Achievable, Realistic, Time-bound) goals to drive district and site-level strategies in LCAP that align with DSLT outcomes and SJUSD Board Goals.
 3. An overview of the Curriculum Council process and outcomes was made available as part of a presentation to all interested Snowline staff members on February 20, 2014, which provided
 4. SMART goals from February 18, 2014 Curriculum Council presented to parent advisory group (subsequently titled Community Cabinet) on February 24, 2014 for input into goal content.
 - a) Initiation of Community Cabinet (transition from DSLT) to review SMART goals and provide input into related strategies.
 5. LCAP Workshop presented to SJUSD Board of Trustees to provide overview of LCAP processes and alignment between board goals and LCAP SMART goals, February 25, 2014.
 6. Subsequent Curriculum Council meetings on March 11, March 24, April 7, and April 22, 2014 to align school site plan objectives with the actions and services identified within the LCAP.
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- o Engagement in district Program Improvement efforts established a parent advisory committee, January 7, 2014. That group was gleaned from the District and School Leadership Team (DSLST) that had generated the district-wide Program Improvement objectives. Subsequently, the DSLST was transformed into Snowline's Community Cabinet. Meetings were scheduled for February 24 and March 24, 2014 to monitor initial LCAP development initiated the Community Cabinet that will be maintained as a centralized progress monitoring entity relative to objectives established in each priority area identified in LCAP.

- In between the Community Cabinet meetings, SJUSD Curriculum Council built on parent advisory input to modify and align LCAP SMART goals and corresponding actions and services designed to achieve those goals.
 - Concurrent with the LCAP development, SJUSD school sites generated site-level strategies to meet LCAP SMART goals as well. School site principals have subsequently met in grade level aligned groups to collaborate on those strategies, which have further defined LCAP actions and services and integration of those actions and services into site-level action plans.
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

Specific student achievement information was presented to DSLT/Community Cabinet representatives specific to all Priority 4 Student Achievement outcomes. Specifically, focus on college and career readiness as reflected in A-G graduation percentages, graduation rates, and CTE sequence completion rates were utilized to establish K-12 areas of emphasis for Snowline, in that they must be viewed as not just high school measures, but as outcomes generated by a student's K-12 educational experience. Subsequently, site plans were generated around district-wide SMART goals, which were incorporated into "united level strategies" (district-wide K-5, 6-8, and 9-12 action plan areas of focus) from which site-specific action plans were developed.

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

The section 3 actions and strategies were initially informed by comments generated through involvement processes and then utilized in the development of specific actions and strategies at each of the school sites. The content of the comments generated through the involvement processes were utilized in the development of the yearly outcomes identified within section 3 of the LCAP template.

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

In addition to the Community Cabinet group, which was formed as a parent advisory group in support of LCAP stakeholder engagement, presentations were made to parents at district school sites as well. The Community Cabinet was generated from Snowline’s Program Improvement requirements, which were initiated in the district’s Title I schools and expanded to district-wide planning strategies.

Additionally, the LCAP was presented to Snowline’s District English Learner Advisory Committee on February 13, 2014 to solicit input from that group specific to English Learners. There is crossover representation from the DELAC to the Community Cabinet as well, which provides for an .

- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
1) Board of Trustees Workshop (September 24, 2013)	<i>Overview of Instructional Program alignment in support of student learning outcomes related to 21st Century Learning. Specific focus on integration of Professional Learning Communities, Response to Instruction and Intervention, Positive Behavior Interventions and Supports, and transformation to Common Core State Standards.</i>
2) Board of Trustees Workshop (October 22, 2013)	<i>Overview of Local Control Funding Formula (LCFF) and its implication to Instructional Program alignment efforts. Specific focus on student learning outcomes and relevant</i>

<p>3) District School Leadership Team Program Improvement Meeting (January 7, 2014)</p> <p>4) SJUSD DELAC overview of LCAP process/timelines (February 13, 2014)</p> <p>5) Curriculum Council (February 18, 2014)</p> <p>6) Community Cabinet (February 24, 2014)</p> <p>7) Board of Trustees Workshop (February 25, 2014)</p> <p>8) Board of Trustees Workshop and Curriculum Council Planning Session (March 11, 2014)</p> <p>9) Curriculum Council Planning Session (March 24, 2014)</p> <p>10) Curriculum Council Planning Session (April 7, 2014)</p>	<p><i>data points to identify LCAP strategies and planning priorities.</i></p> <p><i>Identification of goal areas utilized to ensure cohesion of student learning outcomes in transition to LCAP; overview of LCAP process.</i></p> <p><i>Identification of goals areas and alignment to Program Improvement processes. Articulation of LCAP process and feedback opportunity for DELAC.</i></p> <p><i>Identification of SMART goals within each of the eight priority areas that align with district student learning outcomes; overview of LCAP development timelines.</i></p> <p><i>Alignment of SMART goals with each of the eight priority areas to LCAP process; opportunity for Community Cabinet to provide input relative to identification of strategies within each SMART goal.</i></p> <p><i>Overview of alignment of district Learning Program goals with LCAP development; provided overview of LCAP timelines</i></p> <p><i>Identification of SMART goals within each LCAP priority area and alignment of LCAP goals with site plan strategies</i></p> <p><i>Identification of specific site-level strategies with LCAP identified actions and services in order to ensure alignment of school plans with LCAP</i></p> <p><i>Grade-span (K-5, 6-8, and 9-12) articulation to establish district-wide priorities (horizontal articulation) in order to further expand LCAP support areas.</i></p>
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<p>11) Curriculum Council Planning Session (April 22, 2014)</p>	<p><i>Identification of United Level strategies (common areas of focus among elementary, middle and high schools) to leverage LCAP actions and services to meet needs of all students.</i></p>
<p>12) Presentation of 2014-2015 LCAP to Community Cabinet (April 28, 2014)</p>	<p><i>Overview of actions and services as well as description of processes implemented through Curriculum Council to ensure alignment of school planning processes and LCAP actions and services</i></p>
<p>13) Public comment period—LCAP posted to SJUSD website (May 9, 2014)</p>	
<p>14) LCAP Public Hearing before SJUSD Board of Trustees (May 27, 2014)</p>	
<p>15) Adoption 2014-2015 LCAP and Budget (June 24, 2014)</p>	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which

school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

Component 1 - Conditions of Learning

- Priority 1 - Basic Services
 - > 1.1: By June 30, 2017, 100% of all schools will meet the requirements of the three Williams Act mandates: (1) teacher assignments; (2) sufficiency of materials; and (3) sound facilities
- Priority 2 - Implementation of CCSS
 - > 2.1 By June 30, 2017, 100% of district teachers will receive professional development in the following CCSS areas: (1) GFI; (2) UDW; and (3) 21st Century Learning.
 - > 2.2 By June 30, 2017, 100% of district teachers will have the necessary resources to ensure CCSS implementation.
- Priority 7 - Course Access
 - > 7.1 By June 30, 2017, 100%* of district students grades K-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies as prescribed by the governing board.
 - > 7.2 By June 30, 2017, 100%* of district students grades 6-12 will be offered a course of study inclusive of the following areas: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed by the governing board.
 - > 7.3 By June 30, 2017, 100%* of district high school will be enrolled in and will complete a college and/or career

pathway.

- 7.4 By June 30, 2017, 50%* of district high school students will graduate having completed a-g requirements.
- 7.5 By June 30, 2017, 50%* of district high school students will graduate having completed a two-year CTE/ROP pathway.

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

By June 30, 2017, 100% of district schools will utilize the PLC process to develop and implement a comprehensive assessment system consisting of analysis of required state tests as well as common formative and summative assessments of local measures.

- Priority 4 - Student Achievement

- 4.1 By June 30, 2017, 100% of district schools will increase by 10%* all student achievement indicators:

- Standardized test scores
- API
- Percentage of students college and career ready
- EL proficiency and reclassification rates
- AP pass rates
- EAP results

- Priority 8 - Other Student Outcomes

- 8.1 By June 30, 2017, the district and all schools will collaboratively develop and implement a comprehensive assessment system consisting of common formative and summative assessments for use in the four core instructional areas (English, mathematics, social sciences, and science).
- 8.2 By June 30, 2017, 100% of district schools will develop and implement a comprehensive assessment system consisting of common formative and summative assessments (including surveys) for use in the non-core instructional areas.

3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?

- Priority 3 - Parental Involvement

- 3.1 By June 30, 2017, two-way communication systems will be implemented at the district and in 100% of all schools
- 3.2 By June 30, 2017, parent participation will increase by 25% (as measured by yearly surveys) at all schools

through the district supported implementation of the ATP process.

- Priority 5 - Student Engagement
 - 5.1 By June 30, 2017, increase district-wide attendance rates to 97% through the implementation of PBIS + connectivity with fidelity
 - 5.2 By June 30, 2017, reduce the middle and high school dropout rates by 50%* through the implementation of PBIS + connectivity with fidelity
 - 5.3 By June 30, 2017, the district-wide four-year high school graduation rates will increase by 3%* through the implementation of comprehensive RtI² programs at all schools
 - 5.4 By June 30, 2017, reduce the district-wide suspension and expulsion rate by 50%* (5% overall rate).
- Priority 6 - School Climate
 - 6.1 By June 30, 2017, 100% of district schools will implement PBIS with fidelity as measured by PBIS assessments.
 - 6.2 By June 30, 2017, reduce the district-wide suspension and expulsion rate by 50%* (5% overall rate).

4) What are the LEA's goal(s) to address locally-identified priorities?

SJUSD's continued focus on "ensuring endless possibilities for all students through high levels of learning" continues to revolve around identification, alignment, and support of 21st Century Learning, particularly in light of the transition to Common Core State Standards (CCSS). Relative to that focus, Snowline has identified two specific priorities that directly impact 21st Century Learning: Instructional Technology Planning and a Facilities Master Plan. Relative to Instructional Technology Planning, SJUSD has established a 21st Century Learning Committee comprised of representatives from each school site to provide a basis for identifying relevant learner outcomes from which a district-wide Instructional Technology Plan will emanate. Similarly, in regard to 21st Century Learning environments, the district has engaged in a district Facilities Master Plan process, which consists of analyzing current facilities against 21st Century Learning outcomes.

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

Concurrent with LCAP development, SJUSD Principals and Assistant Principals have been engaged in establishing site level strategies that will be included in school site planning processes. The strategies focus on the utilization of LCAP actions and services within the school action plans generated to achieve previously identified SMART goals on the school level. As a part of that planning, sites have worked collaboratively to establish grade-span (grades K-5 for elementary schools, 6-8 for middle schools, and 9-12 for secondary schools) “united level strategies”. These “united level strategies” provide a basis for ensuring consistent expectations for students as they matriculate through Snowline’s schools. This approach emanated from the LCAP engagement strategies, as vertical articulation of the instructional program was identified as a need to ensure that students were being provided with coherent expectations as they progressed through Snowline’s schools.

Each school site has utilized the “united level strategies” as the basis for the development and implementation of specific site action plans that will comprise the Single Plan for Student Achievement, applying the outcomes related to the “united level strategies” to specific school site needs.

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?

Within the LCAP, district-wide strategies will be applied directly to outcomes isolated specifically to the district’s unduplicated count of subgroups stipulated in Education Code section 42238.01 (students eligible for free and reduced meals, English learners, and foster youth) as related to the LCAP SMART goals. Consequently, identification efforts will be the year one priority in order to ensure that the district’s areas of focus (PLC, PBIS, and RTI²) are implemented with a specific focus on performance of unduplicated students. Progress monitoring of all students, and specifically for subgroups, will be incorporated into the district Curriculum Council meetings on a site-by-site and aggregate level.

- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

The SMART goals identified in section 2 delineate the specific outcomes with SJUSD's LCAP. Progress monitoring relative to each SMART goal will occur monthly in SJUSD Curriculum Council meetings on a site and district-wide level, as appropriate. In addition, data analysis of site and district-wide performance relative to each specific SMART goal will be reflected in the LCAP annual update.

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?

Results of Program Improvement required District and School Leadership Team data collection initiated identification of broad outcomes that were further delineated into SMART goals around the state priorities. Those broad outcomes identified focused on 1) two-way communication between schools and the school community, 2) parent engagement 3) implementation of an articulated, district-wide formative and summative assessment system, and 4) professional development for teachers in support of transition to CCSS.

As those outcomes align effectively with the LCAP components as identified in section 1, the utilization of the Professional Learning Community (PLC) design was implemented in reference to each of the priority areas, utilizing the PLC analysis process (guiding questions) to generate the specific goals.

- 9) What information was considered/reviewed for individual school sites?

School sites have utilized the SMART goals in identifying Universal Level (K-5, 6-8, and 9-12) Strategies that will align school site plans to LCAP. Individual school plans are being generated to incorporate the LCAP actions and services identified in section 3, while concurrently defining the implementation of the actions and services to support student learning across Snowline's school sites.

- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

Student achievement data, holistically as well as by subgroup, was utilized in determining district-wide areas of focus in the development of SMART goals. Specifically relevant to this effort was the analysis of enrollment

cohorts in the district's high schools over the past several years. The attrition of student cohorts in relation to the four-year graduation rate as stipulated in Education Code section 52052(a)(3)(C). The overall analysis of those results, when applied to all students, provided the basis for establishing district-wide goals across all grade levels relative to ensure that all students are college and/or career prepared. As the same analysis was provided to subgroups, a need to progress monitor subgroups as part of our PLC processes became patently clear. Additionally, that subgroup information has provided a perspective on ensuring consistency with PBIS efforts across the district and continuing to enhance parent engagement around college and career readiness, beginning in the elementary grades.

- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
<ul style="list-style-type: none"> 100% Highly qualified teachers Every student, including English learners, has current textbooks and quality instructional materials, compliant with state standards; Board Public Hearing and Resolution certifying the district has sufficient textbooks and instructional materials, that are aligned to the content standards in each of the following subjects that are 	Goal 1.1: By June 30, 2017, 100% of all schools will meet the requirements of the three Williams Act mandates: D1. teacher assignments; D2. sufficiency of materials; and D3. sound facilities.	All	All	D1. 100% compliance D2. 100% compliance D3. All school facilities are safe, clean, and in good repair	D1. 100% compliance D2. 100% compliance D3. All school facilities are safe, clean, and in good repair	D1. 100% compliance D2. 100% compliance D3. All school facilities are safe, clean, and in good repair	Priority 1: Basic Services	

<p><i>consistent with the content and cycles of the curriculum framework adopted by the state board:</i></p> <ol style="list-style-type: none"> 1. <i>Mathematics.</i> 2. <i>Science.</i> 3. <i>History-social science.</i> 4. <i>English/language arts</i> <ul style="list-style-type: none"> • <i>Scheduled site facilities reviews conducted by Risk Management and Maintenance and Operations departments</i> 								
<ul style="list-style-type: none"> • <i>Implementation of the Academic Content and Progress Standards Adopted by the State Board. Using the Understanding by Design Framework as the standard, each teacher within Snowline will create one instructional unit and teach two units, accessing minimally one additional unit (created by a colleague, or from another resource) that has been evaluated through the Understanding by Design framework.</i> • <i>Creation of instructional units within EduTect software platform.</i> 	<p>Goal 2.1: By June 30, 2017, 100% of district teachers will receive professional development in the following CCSS areas: (1) Good First Instruction; (2) Unit Design Work; and (3) 21st Century Learning.</p>	<p>All</p>	<p>All</p>		<p>D1. Students will be provided with Common Core State Standards-aligned instructional lessons developed through Snowline instructional teams.</p>	<p>D1. Students will be provided with Common Core State Standards-aligned instructional lessons developed through Snowline instructional teams.</p>	<p>D1. Students will be provided with Common Core State Standards-aligned instructional lessons developed through Snowline instructional teams.</p>	<p>Priority 2: Implementation of State Standards</p>

<ul style="list-style-type: none"> Implementation of the Academic Content and Progress Standards Adopted by the State Board. Using the Understanding by Design Framework as the standard, each teacher within Snowline will create one instructional unit and teach two units, accessing minimally one additional unit (created by a colleague, or from another resource) that has been evaluated through the Understanding by Design framework. Creation of instructional units within EduTect software platform and provision of necessary resources for implementation. 	<p>Goal 2.2: By June 30, 2017, 100% of district teachers will have the necessary resources to ensure CCSS implementation.</p>	<p>All</p>	<p>All</p>		<p>D1. Students will be provided with Common Core State Standards-aligned instructional lessons developed through Snowline instructional teams.</p>	<p>D1. Students will be provided with Common Core State Standards-aligned instructional lessons developed through Snowline instructional teams.</p>	<p>D1. Students will be provided with Common Core State Standards-aligned instructional lessons developed through Snowline instructional teams.</p>	<p>Priority 2: Implement- ation of State Standards</p> <p>Board Goal 1</p>
<ul style="list-style-type: none"> Enhance parent and school community engagement in support of student achievement through Community Cabinet Response to Surveys Participation in parent engagement events 	<p>Goal 3.1: By June 30, 2017, two-way communication systems will be implemented at the district and in 100% of schools.</p>	<p>All</p>	<p>All</p>		<p>D1. Students' families will be engaged in opportunities to build a broader understanding of 21st Century Learning and its implication</p>	<p>D1. Students' families will be engaged in opportunities to build a broader understanding of 21st Century Learning and its implication</p>	<p>D1. Students' families will be engaged in opportunities to build a broader understanding of 21st Century Learning and its implication</p>	<p>Priority 3: Parental Involvement</p> <p>Board Goal 2</p>

					on college and career readiness for all students	on college and career readiness for all students	on college and career readiness for all students	
<ul style="list-style-type: none"> Enhance parent and school community engagement in support of student achievement Yearly surveys at all schools through the district supported implementation of the ATP process. 	<p>Goal 3.2: By June 30, 2017, parent participation will increase by 25%.</p>	All	All		D1. Students' families will be provided with support in understanding and applying the six types of family involvement to student learning	D1. Students' families will be provided with support in understanding and applying the six types of family involvement to student learning	D1. Students' families will be provided with support in understanding and applying the six types of family involvement to student learning	<p>Priority 3: Parental Involvement</p> <p>Board Goal 2</p>
<ul style="list-style-type: none"> Increase performance on all external student achievement indicators Standardized test scores API Percentage of students college and career ready EL proficiency and reclassification rate AP pass rates EAP results 	<p>Goal 4.1: By June 30, 2017, 100% of district schools will increase by 10%* all pupil achievement indicators.</p>	All	All		D1. Students will be provided with Common Core State Standards-aligned instructional lessons developed through Snowline instruction-	D1. Students will be provided with Common Core State Standards-aligned instructional lessons developed through Snowline instruction-	D1. Students will be provided with Common Core State Standards-aligned instructional lessons developed through Snowline instruction-	<p>Priority 4: Student Achievement</p> <p>Board Goal 1</p>

					al teams.	al teams.	al teams.	
<ul style="list-style-type: none"> Enhance student engagement through targeted connectivity efforts Implementation of PBIS with fidelity 	Goal 5.1: By June 30, 2017, increase district-wide attendance rates to 97%.	All	All		D1. Student attendance will be promoted as a critical component of college and career readiness and student success	D1. Student attendance will be promoted as a critical component of college and career readiness and student success	D1. Student attendance will be promoted as a critical component of college and career readiness and student success	Priority 5: Pupil Engagement Board Goal 1
<ul style="list-style-type: none"> Enhance student engagement through targeted connectivity efforts Implementation of PBIS with fidelity as measured by SET evaluations Dropout Rates 	Goal 5.2: By June 30, 2017, reduce the middle and high school dropout rates by 50%	All	All		D1. Student engagement through PBIS efforts will increase connectivity.	D1. Student engagement through PBIS efforts will increase connectivity.	D1. Student engagement through PBIS efforts will increase connectivity.	Priority 5: Pupil Engagement Priority 8: Other Pupil Outcomes Board Goal 1
<ul style="list-style-type: none"> Enhance student academic achievement through targeted instruction Implementation of comprehensive RtI² programs at all schools Graduation Rates 	Goal 5.3: By June 30, 2017, the district-wide four-year high school graduation rates will increase by 3%*	All	All		D1. Student academic progress will be monitored and appropriate program modifications will	D1. Student academic progress will be monitored and appropriate program modifications will	D1. Student academic progress will be monitored and appropriate program modifications will	Priority 5: Pupil Engagement Priority 8: Other Pupil Outcomes Board Goal 1

					be made to enhance student academic performance	be made to enhance student academic performance	be made to enhance student academic performance	
<ul style="list-style-type: none"> • <i>School climate surveys</i> • <i>SET evaluations</i> 	<p>Goal 6.1: By June 30, 2017, 100% of district schools will implement PBIS with fidelity.</p>	All	All		D1. Student engagement through PBIS efforts will increase connectivity, resulting in fewer incidents of suspension and expulsion.	D1. Student engagement through PBIS efforts will increase connectivity, resulting in fewer incidents of suspension and expulsion.	D1. Student engagement through PBIS efforts will increase connectivity, resulting in fewer incidents of suspension and expulsion.	<p>Priority 6: School Climate</p> <p>Board Goal 1</p>
<ul style="list-style-type: none"> • <i>Suspension Rates</i> • <i>Expulsion Rates</i> 	<p>Goal 6.2: By June 30, 2017, reduce the district-wide suspension and expulsion rate by 50%* (5% overall rate).</p>	All	All		D1. Student engagement through PBIS efforts will increase connectivity, resulting in fewer incidents of	D1. Student engagement through PBIS efforts will increase connectivity, resulting in fewer incidents of	D1. Student engagement through PBIS efforts will increase connectivity, resulting in fewer incidents of	<p>Priority 6: School Climate</p> <p>Board Goal 1</p>

					suspension and expulsion.	suspension and expulsion.	suspension and expulsion.	
<ul style="list-style-type: none"> <i>Elementary:</i> All students have access to broad course of study. <i>Daily schedules</i> 	<p>Goal 7.1 By June 30, 2017, 100%* of district students grades K-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies as prescribed by the governing board.</p>	All,	Elementary		D1. Students will be provided access to course of study prescribed in Education Code.	D1. Students will be provided access to course of study prescribed in Education Code.	D1. Students will be provided access to course of study prescribed in Education Code.	<p>Priority 7: Course Access</p> <p>Board Goal 1</p>
<ul style="list-style-type: none"> <i>Secondary:</i> All students have access to a broad course of study <i>Master Schedules</i> 	<p>Goal 7.2: By June 30, 2017, 100%* of district students grades 6-12 will be offered a course of study inclusive of the following areas: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed</p>	All,	Middle School/High School		D1. Students will be provided access to course of study prescribed in Education Code.	D1. Students will be provided access to course of study prescribed in Education Code.	D1. Students will be provided access to course of study prescribed in Education Code.	<p>Priority 7: Course Access</p> <p>Board Goal 1</p>

	by the governing board.							
<ul style="list-style-type: none"> All students have access to a broad course of study that prepares them for college admission or career technical education aligned with state standards Graduation Rates Master Schedules 	Goal 7.3: By June 30, 2017, 100%* of district high school students will be enrolled in and will complete a college or career pathway.	All	High School		D1. Students will be provided opportunity to enroll into pathway programs in all secondary schools.	D1. Students will be provided opportunity to enroll into pathway programs in all secondary schools.	D1. Students will be provided opportunity to enroll into pathway programs in all secondary schools.	Priority 7: Course Access Board Goal 1
<ul style="list-style-type: none"> All students have access to a broad course of study that prepares them for college admission Graduation Rates 	Goal 7.4 By June 30, 2017, 50%* of district high school students will graduate having completed a-g requirements.	All	High School		D1. Students will be provided access to course sequences in that meet a-g requirements	D1. Students will be provided access to course sequences in that meet a-g requirements	D1. Students will be provided access to course sequences in that meet a-g requirements	Priority 7: Course Access Board Goal 1
<ul style="list-style-type: none"> All students have access to a broad course of study that prepares them for college admission or career technical education aligned with state standards 	Goal 7.5: By June 30, 2017, 50%* of district high school students will graduate having completed a two-year CTE/ROP pathway	All	High School		D1. Students in all secondary programs will be provided opportunities to enter	D1. Students in all secondary programs will be provided opportunities to enter	D1. Students in all secondary programs will be provided opportunities to enter	Priority 7: Course Access Board Goal 1

<ul style="list-style-type: none"> • <i>Graduation Rates</i> 					into articulated CTE/ROP pathway programs	into articulated CTE/ROP pathway programs	into articulated CTE/ROP pathway programs	
<ul style="list-style-type: none"> • <i>Monitor student achievement in all academic core areas</i> • <i>Development of common formative and summative assessments for use in the four core instructional areas (English, mathematics, social sciences, and science).</i> 	<p>Goal 8.1: By June 30, 2017, the district and all schools will collaboratively develop and implement a comprehensive assessment system in core areas.</p>	All	All		D1. Student progress will be monitored in core areas through common formative and summative assessments	D1. Student progress will be monitored in core areas through common formative and summative assessments	D1. Student progress will be monitored in core areas through common formative and summative assessments	<p>Priority 8: Other Pupil Outcomes</p> <p>Board Goal 1</p>
<ul style="list-style-type: none"> • <i>Monitor student achievement in all academic core areas</i> • <i>Development of common formative and summative assessments (including surveys) ,for use in the non-core instructional areas.</i> 	<p>Goal 8.2 By June 30, 2017, 100% of district schools will develop and implement a comprehensive assessment system in non-core areas.</p>	All	All		D1. Student progress in non-core academic areas will be monitored through the use of common formative and summative assessments, including surveys, as	D1. Student progress in non-core academic areas will be monitored through the use of common formative and summative assessments, including surveys, as	D1. Student progress in non-core academic areas will be monitored through the use of common formative and summative assessments, including surveys, as	<p>Priority 8: Other Pupil Outcomes</p> <p>Board Goal 1</p>

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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

All specified actions and services will be provided in support of all students at all Snowline school sites as articulated in section 3. Additionally, each school site’s single plan for student achievement will contain the site’s specific strategies and actions relative to each of the actions and services described in section 3.

- 2) How do these actions/services link to identified goals and performance indicators?

Specific goals and performance indicators described in section 2 are cross-referenced with each of the actions/services identified in section 3.

- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Expenditures associated with each of the identified actions and services are described in the table section 3.

- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
2.1: By June 30, 2017, 100% of district teachers will receive	2	Implement district-wide cohort of ten Instructional Coaches to support teaching and learning in all academic areas.	LEA-wide		<p>Salaries/benefits for Instructional Coach Cohort: \$750,000 (obj. 1XXX)</p> <p><i>D1. Support for UDW work through creation of CCSS instructional units and implementation of designed/vetted units</i></p> <p><i>D2. Support for</i></p>	<p>Salaries/benefits for Instructional Coach Cohort: \$750,000 (obj. 1XXX)</p> <p><i>D1. Support teaching staff in implementation of CCSS units developed by instructional staff and vetted through UDW process</i></p> <p><i>D2. Monitor and</i></p>	<p>Salaries/benefits for Instructional Coach Cohort: \$750,000 (obj. 1XXX)</p> <p><i>D1. Evaluate effect of implemented CCSS units, facilitating analysis of student assessment results, teacher feedback surveys</i></p> <p><i>D2. Collect</i></p>

<p>professional development in the following CCSS areas: (1) Good First Instruction; (2) Unit Design Work; and (3) 21st Century Learning. 2.2: By June 30, 2017, 100% of district teachers will have the necessary resources to ensure CCSS implementation. 8.1: By June 30, 2017, the district and all schools will collaboratively develop and implement a</p>	<p>2</p> <p>8</p>				<p><i>Good First Instruction training for all district teachers</i></p> <p><i>D3. Identification of other 21st Century Learning support topics for ensuing years' support</i></p> <p><i>D4. Facilitate generation of common formative and summative assessments in support of CCSS implementation as well as in "non-core" course areas</i></p> <p>Professional Development: \$100,000 (obj. 1XXX,5XXX)</p>	<p><i>support implementation of Good First Instruction strategies.</i></p> <p><i>D3. Facilitate innovations and implementation of emergent 21st Century Learning practices</i></p> <p><i>D4. Implement common formative and summative assessments in support of CCSS implementation as well as in "non-core" course areas</i></p> <p>Professional Development: \$75,000 (obj.1XXX,</p>	<p><i>feedback via teacher surveys and student assessment data in reference to impact of Good First Instruction strategies.</i></p> <p><i>D3. Collect feedback via teacher surveys and student assessment data relative to impact of 21st Century Learning practices</i></p> <p><i>D4. Evaluate common formative and summative assessment results in relation to external assessment results</i></p> <p>Professional Development: \$75,000 (obj. 1XXX,</p>
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<p>comprehensive assessment system consisting of common formative and summative assessments for use in the four core instructional areas (English, mathematics, social sciences, and science). 8.2: By June 30, 2017, 100% of district schools will develop and implement a comprehensive assessment system, consisting of common formative and</p>	<p>8</p>				<ul style="list-style-type: none"> • <i>Understanding by Design training for all teachers</i> • <i>Specific professional development for Instructional Coaches (UDW, specific coaching/facilitation training)</i> • <i>Release time for teachers (substitute costs and hourly rate @ 25/hour)</i> <p>Instructional Resources: \$500,000 (obj. 4XXX,5XXX)</p> <ul style="list-style-type: none"> • <i>Purchase of instructional resources in support of CCSS units developed</i> 	<p>5XXX)</p> <ul style="list-style-type: none"> • <i>Ongoing training for Instructional Coach cohort</i> • <i>Release time for teachers (substitute costs and hourly rate @ 25/hour)</i> <p>Instructional Resources: \$500,000 (obj. 4XXX,5XXX)</p> <ul style="list-style-type: none"> • <i>Purchase of instructional resources in support of CCSS units developed</i> 	<p>5XXX)</p> <ul style="list-style-type: none"> • <i>Ongoing training for Instructional Coach cohort</i> • <i>Release time for teachers (substitute costs and hourly rate @ 25/hour)</i> <p>Instructional Resources: \$500,000 (obj. 4XXX,5XXX)</p> <ul style="list-style-type: none"> • <i>Purchase of instructional resources in support of CCSS units developed</i>
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<p>summative assessments (including surveys) for use in the non-core instructional areas.</p>					<ul style="list-style-type: none"> • <i>Reprographics costs</i> <p>Technology Resources: \$100,000 (obj. 6XXX)</p> <ul style="list-style-type: none"> • <i>Computers and peripherals for Instructional Coach cohort</i> • <i>Software for cataloging CCSS units generated through UDW efforts</i> 	<ul style="list-style-type: none"> • <i>Reprographics costs</i> <p>Technology Resources: \$100,000 (obj. 6XXX)</p> <ul style="list-style-type: none"> • <i>Computers and peripherals for Instructional Coach cohort</i> • <i>Software for cataloging CCSS units generated through UDW efforts</i> 	<ul style="list-style-type: none"> • <i>Reprographics costs</i> <p>Technology Resources: \$100,000 (obj. 6XXX)</p> <ul style="list-style-type: none"> • <i>Computers and peripherals for Instructional Coach cohort</i> • <i>Software for cataloging CCSS units generated through UDW efforts</i>
		<p>Coordinate ongoing district-wide Professional Learning Community (PLC), utilizing Curriculum Council and</p>					

<p>4.1: By June 30, 2017, 100% of district schools will increase by 10%* all student achievement indicators: --Standardized test scores --API --Percentage of students college and career ready --EL proficiency and reclassification rates --AP pass rates --EAP results</p>	<p>4</p>	<p>Instructional Coaches to facilitate specific strategies related to identified goals</p>	<p>LEA-wide</p>		<p><i>D1. SJUSD Curriculum Council will be organized and function as a district-wide PLC in order to maintain cohesion and consistency in transition to CCSS, meeting monthly to align implementation work between school sites.</i></p> <p><i>D2. SJUSD Instructional Coaches will facilitate PLC processes at school sites to support implementation of CCSS UDW work in support of student achievement by generating unit</i></p>	<p><i>D1. SJUSD Curriculum Council will be organized and function as a district-wide PLC in order to maintain cohesion and consistency in transition to CCSS, meeting monthly to align implementation work between school sites.</i></p> <p><i>D2. SJUSD Instructional Coaches will facilitate PLC processes at school sites to support implementation of CCSS UDW work in support of student</i></p>	<p><i>D1. SJUSD Curriculum Council will be organized and function as a district-wide PLC in order to maintain cohesion and consistency in transition to CCSS, meeting monthly to align implementation work between school sites.</i></p> <p><i>D2. SJUSD Instructional Coaches will facilitate PLC processes at school sites to support implementation of CCSS UDW work in support of student</i></p>
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<p>7.1: By June 30, 2017, 100%* of district students grades K-5 will receive a course of study inclusive of the following areas: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies as prescribed by the governing board.</p> <p>7.2: By June 30, 2017, 100%* of district students grades 6-</p>	<p>7</p> <p>7</p>				<p>assessments.</p> <p><i>D3. School site PLC processes, in transition to CCSS, will align course access and student outcomes relative to college and career readiness to ensure relevance.</i></p> <p>Professional Development: \$100,000 (obj. 1XXX, 5XXX)</p> <ul style="list-style-type: none"> • Ongoing training support costs for PLC guiding coalition work for sites/departments • Coaching support for instructional leaders • Release time for teachers 	<p>achievement by generating unit assessments.</p> <p><i>D3. School site PLC processes, in transition to CCSS, will align course access and student outcomes relative to college and career readiness to ensure relevance.</i></p> <p>Professional Development: \$100,000 (obj. 1XXX, 5XXX)</p> <ul style="list-style-type: none"> • Ongoing training support costs for PLC guiding coalition work for sites/departments • Coaching support for instructional 	<p>achievement by generating unit assessments.</p> <p><i>D3. School site PLC processes, in transition to CCSS, will align course access and student outcomes relative to college and career readiness to ensure relevance.</i></p> <p>Professional Development: \$100,000 (obj. 1XXX, 5XXX)</p> <ul style="list-style-type: none"> • Ongoing training support costs for PLC guiding coalition work for sites/departments • Coaching support for
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<p>12 will be offered a course of study inclusive of the following areas: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed by the governing board. 7.3: By June 30, 2017, 100%* of district high</p>	<p>7</p>				<p><i>(substitute costs and hourly rate @ 25/hour)</i></p>	<p><i>leaders</i> <ul style="list-style-type: none"> • <i>Release time for teachers (substitute costs and hourly rate @ 25/hour)</i> </p>	<p><i>instructional leaders</i> <ul style="list-style-type: none"> • <i>Release time for teachers (substitute costs and hourly rate @ 25/hour)</i> </p>
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<p>school students will be enrolled in and will complete a college or career pathway. 7.4: By June 30, 2017, 50%* of district high school students will graduate having completed a-g requirements. 7.5: By June 30, 2017, 50%* of district high school students will graduate having completed a two-year CTE/ROP pathway 8.1: By June 30, 2017, the district and</p>	<p>7</p>						
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<p>all schools will collaboratively develop and implement a comprehensive assessment system in core areas. 8. 2: By June 30, 2017, 100% of district schools will develop and implement a comprehensive assessment system in non-core areas.</p>	<p>8</p>						
		<p>Establish Community Cabinet in support of enhancing</p>					

<p>3.1: By June 30, 2017, two-way communication systems will be implemented at the district and in 100% of schools.</p> <p>3.2: By June 30, 2017, parent participation will increase by 25% (as measured by yearly surveys) at all schools</p>	<p>3</p> <p>3</p>	<p>community-wide awareness and support of student achievement</p>	<p><i>LEA-wide</i></p>		<p><i>D1. In conjunction with San Bernardino County “Cradle to Career” initiative, SJUSD will maintain a Community Cabinet as a means of establishing quarterly community forums to provide updates on school district progress and receive community input on district direction.</i></p> <p><i>D2. SJUSD will maintain a Community Cabinet steering committee which will meet</i></p>	<p><i>D1. In conjunction with San Bernardino County “Cradle to Career” initiative, SJUSD will maintain a Community Cabinet as a means of establishing quarterly community forums to provide updates on school district progress and receive community input on district direction.</i></p> <p><i>D2. SJUSD will maintain a Community Cabinet steering committee which will meet monthly to monitor district progress relative to SMART goals and, in addition,</i></p>	<p><i>D1. In conjunction with San Bernardino County “Cradle to Career” initiative, SJUSD will maintain a Community Cabinet as a means of establishing quarterly community forums to provide updates on school district progress and receive community input on district direction.</i></p> <p><i>D2. SJUSD will maintain a Community Cabinet steering committee which will meet monthly to monitor district progress relative to SMART goals and, in addition,</i></p>
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					<i>monthly to monitor district progress relative to SMART goals and, in addition, serve as advisory to Superintendent in development of Community Cabinet quarterly forums.</i>	<i>serve as advisory to Superintendent in development of Community Cabinet quarterly forums.</i>	<i>serve as advisory to Superintendent in development of Community Cabinet quarterly forums.</i>
5.1: By June 30, 2017, increase district-wide attendance rates to 97% through the implementation of PBIS + connectivity with	5	Coordinate district-wide support for implementation of Positive Behavior Interventions and Supports (PBIS) in all schools	<i>LEA-wide</i>		<p><i>D1. Maintain support for site-level PBIS coaches through district-wide coach meetings.</i></p> <p><i>D2. Provide site-level "PBIS in the Classroom" training to all district sites</i></p>	<p><i>D1. Maintain support for site-level PBIS coaches through district-wide coach meetings.</i></p> <p><i>D2. Provide site-level "PBIS in the Classroom" training to all district sites</i></p>	<p><i>D1. Maintain support for site-level PBIS coaches through district-wide coach meetings.</i></p> <p><i>D2. Provide site-level "PBIS in the Classroom" training to all district sites</i></p>

<p>5.2: By June 30, 2017, reduce the middle and high school dropout rates by 50%* through the implementation of PBIS + connectivity with fidelity</p> <p>5.3: By June 30, 2017, the district-wide four-year high school graduation rates will increase by 3%* through the implementation of comprehensive RtI² programs at all schools</p> <p>6.1: By June 30,</p>	<p>5</p> <p>5</p> <p>6</p>				<p><i>D3. Ensure SJUSD representation on regional School Wide Advisory Committee (SWAC) to engage in planning/involvement in annual 3 Keys Conference.</i></p> <p><i>D4. Maintain data collection system (SWIS) to progress monitor efficacy of PBIS efforts.</i></p> <p>Professional Development: \$50,000 (obj. 1XXX, 5XXX)</p> <ul style="list-style-type: none"> • <i>Maintain ongoing support for training in PBIS for site leaders and support staff</i> • <i>Provide</i> 	<p><i>D3. Ensure SJUSD representation on regional School Wide Advisory Committee (SWAC) to engage in planning/involvement in annual 3 Keys Conference.</i></p> <p><i>D4. Maintain data collection system (SWIS) to progress monitor efficacy of PBIS efforts.</i></p> <p>Professional Development: \$50,000 (obj. 1XXX, 5XXX)</p> <ul style="list-style-type: none"> • <i>Maintain ongoing support for training in PBIS for site leaders and support staff</i> 	<p><i>D3. Ensure SJUSD representation on regional School Wide Advisory Committee (SWAC) to engage in planning/involvement in annual 3 Keys Conference.</i></p> <p><i>D4. Maintain data collection system (SWIS) to progress monitor efficacy of PBIS efforts.</i></p> <p>Professional Development: \$50,000 (obj. 1XXX, 5XXX)</p> <ul style="list-style-type: none"> • <i>Maintain ongoing support for training in PBIS for site leaders and support staff</i>
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<p>2017, 100% of district schools will implement PBIS with fidelity as measured by PBIS assessments. 6.2: By June 30, 2017, reduce the district-wide suspension and expulsion rate by 50%.</p>	<p>6</p>				<p><i>resources for participation in annual 3 Keys professional development conference</i></p> <ul style="list-style-type: none"> <i>Release time for teachers (substitute costs and hourly rate @ 25/hour)</i> <p>Materials/Support: \$10,000 (obj. 4XXX, 5XXX)</p> <ul style="list-style-type: none"> Provide ongoing access to SWIS database system 	<ul style="list-style-type: none"> <i>Provide resources for participation in annual 3 Keys professional development conference</i> <i>Release time for teachers (substitute costs and hourly rate @ 25/hour)</i> <p>Materials/Support \$10,000 (obj. 4XXX, 5XXX)</p> <ul style="list-style-type: none"> Provide ongoing access to SWIS database system 	<ul style="list-style-type: none"> <i>Provide resources for participation in annual 3 Keys professional development conference</i> <i>Release time for teachers (substitute costs and hourly rate @ 25/hour)</i> <p>Materials/Support \$10,000 (obj. 4XXX, 5XXX)</p> <ul style="list-style-type: none"> Provide ongoing access to SWIS database system
		<p>Ensure that certificated staff meets</p>					

<p>1.1: By June 30, 2017, 100% of all schools will meet the requirements of the three Williams Act mandates: (1) teacher assignments; (2) sufficiency of materials; and (3) sound facilities</p>	<p>1</p>	<p>credentialing requirements, adequate instructional materials, and facilities to support 21st Century Learning.</p>	<p>LEA-wide</p>		<p><i>D1. Human Resources Department will undergo credentialing Assignment, Monitor, and Review (AMR) process at all school sites for all teachers to ensure credentials are appropriate to assignment, including English Language authorization</i></p> <p><i>D2. Student Learning Services Department will ensure compliance with Education Code Section 60119 and present requisite</i></p>	<p><i>D1. Human Resources Department will monitor teacher assignment changes for continuing staff, as well as new hires to ensure credentials are appropriate to assignment, including English Language authorization.</i></p> <p><i>D2. Student Learning Services Department will ensure compliance with Education Code Section 60119 and present requisite resolution to the</i></p>	<p><i>D1. Human Resources Department will monitor teacher assignment changes for continuing staff, as well as new hires to ensure credentials are appropriate to assignment, including English Language authorization.</i></p> <p><i>D2. Student Learning Services Department will ensure compliance with Education Code Section 60119 and present requisite resolution to the</i></p>
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					<p><i>resolution to the Snowline Joint Unified Board of Trustees.</i></p> <p><i>D3. Snowline Joint Unified School District will implement Facilities Master Plan priorities in alignment with 21st Century Learning expectations.</i></p>	<p><i>Snowline Joint Unified Board of Trustees.</i></p> <p><i>D3. Snowline Joint Unified School District will implement Facilities Master Plan priorities in alignment with 21st Century Learning expectations.</i></p>	<p><i>Snowline Joint Unified Board of Trustees.</i></p> <p><i>D3. Snowline Joint Unified School District will implement Facilities Master Plan priorities in alignment with 21st Century Learning expectations.</i></p>
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2 3.1, 3.2	4,7,8, Board Goal 1 3, Board Goal 2	For low income pupils: Student performance levels (grades, attendance, citizenship) will be tracked and utilized within RTI₂ progress monitoring processes.	LEA-wide		<p>Certificated Salaries/Benefits for addition of 2 full-time counselors: \$130,000 (obj. 1XXX)</p> <p><i>D1. Progress Monitoring of low income subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals</i></p> <p><i>D2. Identification and engagement of parent/guardian group for purpose of providing information</i></p>	<p>Certificated Salaries/Benefits for addition of 2 full-time counselors: \$130,000 (obj. 1XXX)</p> <p><i>D1. Progress Monitoring of low income subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals</i></p> <p><i>D2. Identification and engagement of parent/guardian group for purpose of providing</i></p>	<p>Certificated Salaries/Benefits for addition of 2 full-time counselors: \$130,000 (obj. 1XXX)</p> <p><i>D1. Progress Monitoring of low income subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals</i></p> <p><i>D2. Identification and engagement of parent/guardian group for purpose of providing</i></p>

					<i>related to college and career readiness and related curricular pathways at all levels</i>	<i>information related to college and career readiness and related curricular pathways at all levels</i>	<i>information related to college and career readiness and related curricular pathways at all levels</i>
4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2	4,7,8, Board Goal 1	For English learners:	LEA-wide		Certificated Stipends for EL Coaches at each district school site: \$25,000 (obj. 1XXX)	Certificated Stipends for EL Coaches at each district school site: \$25,000 (obj. 1XXX)	Certificated Stipends for EL Coaches at each district school site: \$25,000 (obj. 1XXX)
3.1, 3.2	3, Board Goal 2	Student performance levels (grades, attendance, citizenship, language fluency) will be tracked and utilized within RTI₂ (including ELD instruction) progress monitoring processes.			D1. Progress Monitoring of English Learner subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals D2. Identification and engagement of parent/guardian group for purpose of	D1. Progress Monitoring of English Learner subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals D2. Identification and engagement of parent/guardian group for purpose	D1. Progress Monitoring of English Learner subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals D2. Identification and engagement of parent/guardian group for purpose

					<p><i>providing information related to college and career readiness and related curricular pathways at all levels</i></p> <p>District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners: 30,000 (obj. 4XXX,5XXX)</p>	<p><i>of providing information related to college and career readiness and related curricular pathways at all levels</i></p> <p>District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners: 30,000 (obj. 4XXX,5XXX)</p>	<p><i>of providing information related to college and career readiness and related curricular pathways at all levels</i></p> <p>District software license for Rosetta Stone Language Learning K-12 to provide supplemental support for English Learners: 30,000 (obj. 4XXX,5XXX)</p>
<p>4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2</p>	<p>4,7,8, Board Goal 1</p>	<p>For foster youth: Student performance levels (grades, attendance, citizenship) will</p>	<p>LEA-wide</p>		<p>Certificated Salaries/Benefits for addition of 2 full-time counselors:</p>	<p>Certificated Salaries/Benefits for addition of 2 full-time counselors:</p>	<p>Certificated Salaries/Benefit s for addition of 2 full-time counselors:</p>

3.1, 3.2	3, Board Goal 2	be tracked and utilized within RTI ₂ progress monitoring processes.			<p>\$130,000 (obj. 1XXX)</p> <p><i>D1. Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals</i></p> <p><i>D2. Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels</i></p>	<p>\$130,000 (obj. 1XXX)</p> <p><i>D1. Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals</i></p> <p><i>D2. Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels</i></p>	<p>\$130,000 (obj. 1XXX)</p> <p><i>D1. Progress Monitoring of foster youth subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals</i></p> <p><i>D2. Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels</i></p>
4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2	4,7,8, Board Goal 1	<p>For redesignated fluent English proficient pupils:</p> <p>Student performance levels (grades,</p>	LEA-wide		<p>Certificated Stipends for EL Coaches at each district school site: \$25,000 (obj. 1XXX)</p>	<p>Certificated Stipends for EL Coaches at each district school site: \$25,000</p>	<p>Certificated Stipends for EL Coaches at each district school site: \$25,000</p>

<p>3.1, 3.2</p>	<p>3, Board Goal 2</p>	<p>attendance, citizenship, language fluency) will be tracked and utilized within RTI₂ progress monitoring processes.</p>			<p><i>D1. Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals</i></p> <p><i>D2. District-wide implementation of State of California Seal of Biliteracy Program</i></p> <p><i>D3. Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels</i></p>	<p>(obj. 1XXX)</p> <p><i>D1. Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals</i></p> <p><i>D2. District-wide implementation of State of California Seal of Biliteracy Program</i></p> <p><i>D3. Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels</i></p>	<p>(obj. 1XXX)</p> <p><i>D1. Progress Monitoring of RFEP subgroup through Curriculum Council/PLC process with focus on related data reflected in identified goals</i></p> <p><i>D2. District-wide implementation of State of California Seal of Biliteracy Program</i></p> <p><i>D3. Identification of parent/guardian group for purpose of providing information related to college and career readiness and related curricular pathways at all levels</i></p>
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- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The LCAP funding for Supplemental and Concentration grant is estimated at \$2,464,783. The funding will support SJUSD's LCAP goals for all students, including English Learners, Low Income Students and Foster Youth, through the actions and services identified in the LCAP.

Additionally, school site plans have been developed to ensure that actions and services described in the LCAP are utilized to enhance learning supports and opportunities for all students, including English Learners, Low Income Students and Foster Youth. School site plans have been written specifically toward outcomes identified in district-wide LCAP goals, incorporating district-wide actions and services. Establishing district-wide progress-monitoring practices through PLC (incorporating CCSS implementation through common formative assessments, which in turn will refine RTI² structures at each site) and PBIS processes will enhance student achievement. Applying those processes with specific focus on all students, and specifically to identified targeted populations will serve to strengthen the core academic program. In order to enhance fidelity of PLC processes, the implementation of Instructional Coaches to monitor that work will strengthen the process across all district sites. Additionally, the addition of two additional credentialed counselors will enhance the effectiveness of the districts Coordination of Services Team (COST) model in progress monitoring low income and foster youth. Relative to English Learners, the identification of EL Coach roles at each school site will provide additional progress monitoring for English Learners within the PLC process.

The PLC process is established around four guiding questions: 1) what should students know?(instructional focus), 2) how will we know that they know? (assessment), 3) how will we respond when they do not know? (intervention) and 4) how will we respond when they do know? (extension/enrichment). This construct is particularly important as it applies to the identified populations in ensuring that the needs of students are identified and addressed. School counseling support staff will be assume primary responsibility for identifying and progress monitoring foster youth and low income students, and EL Coaches will assume the responsibility for identifying and progress monitoring English Learner pupils.

Additionally, SJUSD has implemented a technology plan that includes access and instruction to support student achievement and Common Core State Standards-aligned instruction.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

For Snowline Joint Unified School District, the minimum proportionality percentage for English Learners, Low Income Students and Foster Youth is 4.92% in the 2014-2015 year. In order to ensure equity, SJUSD recognizes the need to improve and expand services for students within the targeted population groups.

The actions and services identified in the LCAP, while designed to enhance learning for all students, are especially critical to the academic success of the targeted populations. Each school site's Single Plan for Student Achievement contains action plans that describe the specific program components designed for students within the targeted populations that are designed to ensure that all students meet the LCAP goals.

While the district-wide actions and services provided through the PLC and PBIS process are designed to monitor the progress of all students and respond appropriately, the application of those processes to the targeted populations will be administered at a much more granular level. The inclusion of additional certificated counseling staff and EL Coaches will serve to provide an additional "layer" to the processes implemented across all sites through PLC and PBIS.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

1-03-14 [California Department of Education]

06/24/2014

