

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dry Creek Joint Elementary School District

CDS Code: 31-66803

School Year: 2023-24

LEA contact information:

Roger Van Putten

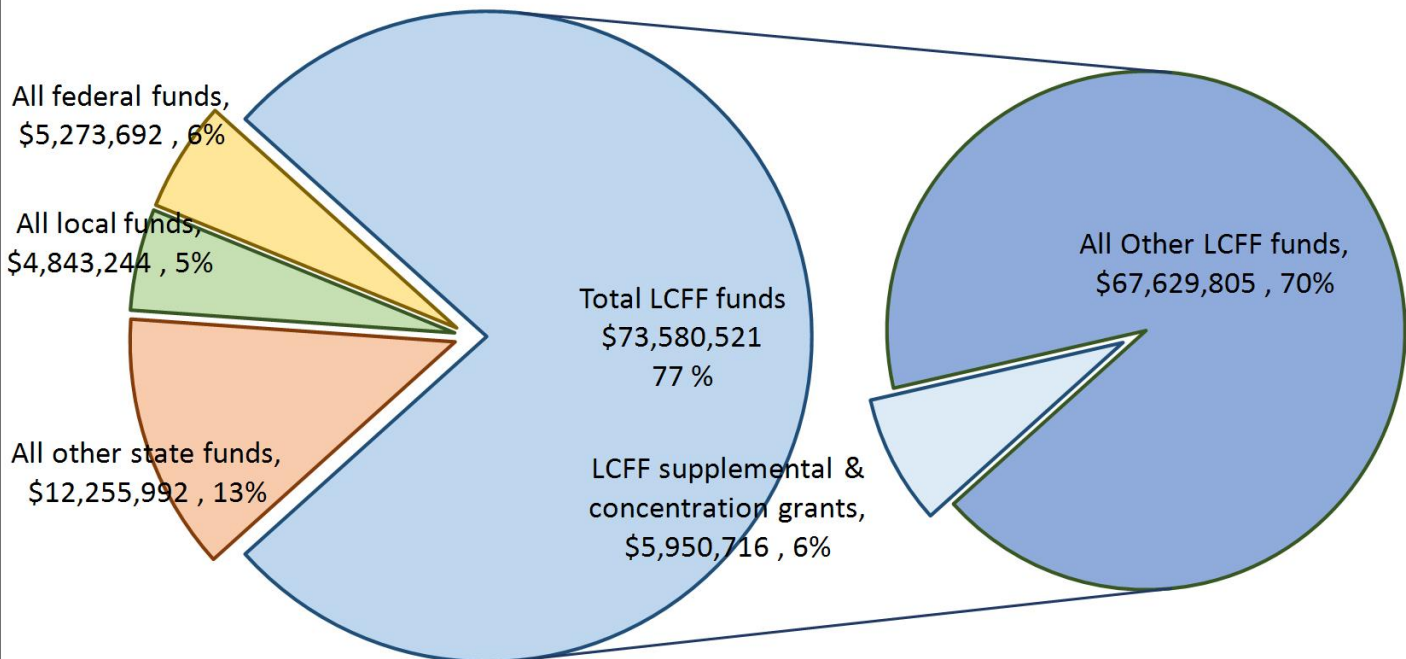
Chief Business Officer

916-770-8800

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 2023-24 School Year

Projected Revenue by Fund Source

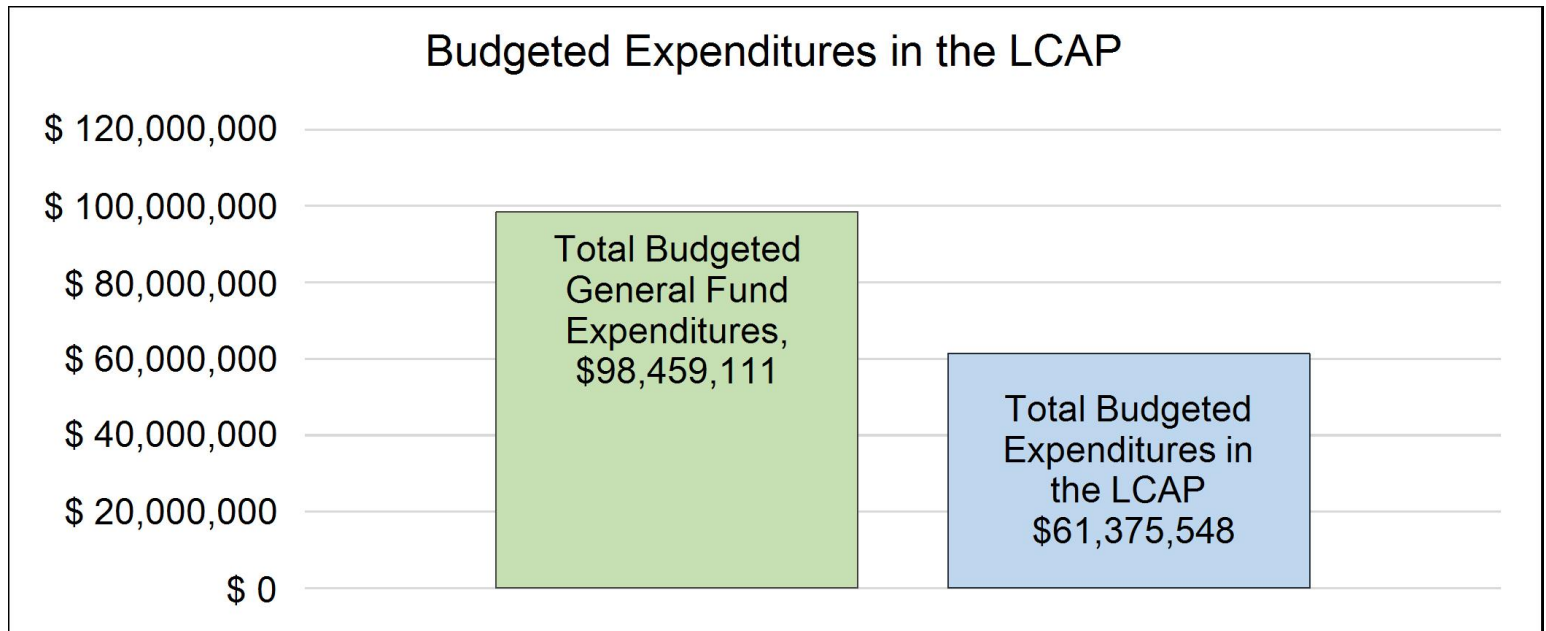


This chart shows the total general purpose revenue Dry Creek Joint Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dry Creek Joint Elementary School District is \$95,953,449, of which \$73,580,521 is Local Control Funding Formula (LCFF), \$12,255,992 is other state funds, \$4,843,244 is local funds, and \$5,273,692 is federal funds. Of the \$73,580,521 in LCFF Funds, \$5,950,716 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 Dry Creek Joint Elementary School District plans to spend for 2023-24. 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: Dry Creek Joint Elementary School District plans to spend \$98,459,111 for the 2023-24 school year. Of that amount, \$61,375,548 is tied to actions/services in the LCAP and \$37,083,563 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

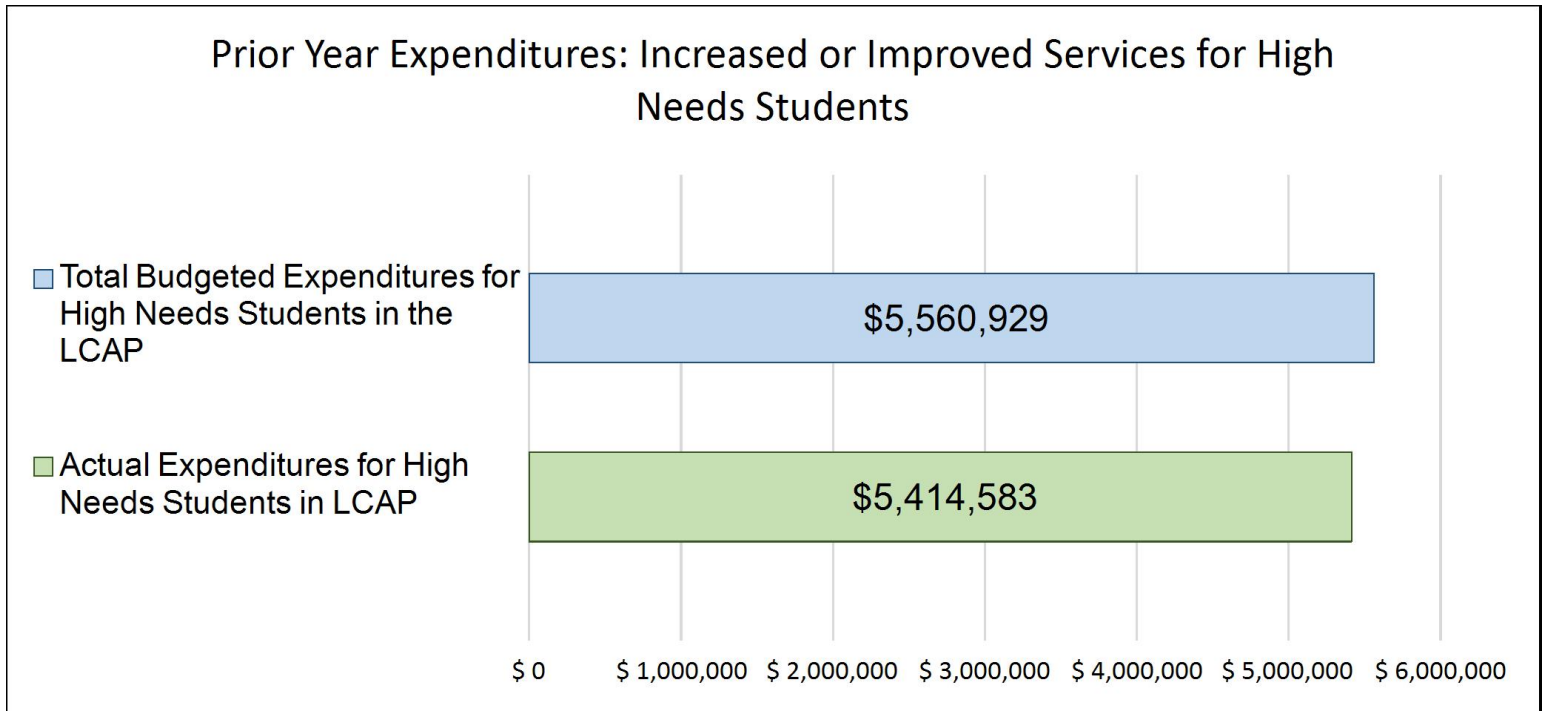
All students, including Special Education students, receive the basic instructional program which includes appropriately credentialed teachers, standards-aligned instructional materials, current technology and access to extra-curricular activities such as after-school sports and clubs. To support the educational program the budget includes pupil services and instructional related services. Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund includes expenditures for District and school site administration, technology services, and other select programs for the District and school sites which are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Dry Creek Joint Elementary School District is projecting it will receive \$5,950,716 based on the enrollment of foster youth, English learner, and low-income students. Dry Creek Joint Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dry Creek Joint Elementary School District plans to spend \$6,248,785 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 2022-23



This chart compares what Dry Creek Joint Elementary 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 Dry Creek Joint Elementary 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 2022-23, Dry Creek Joint Elementary School District's LCAP budgeted \$5,560,929 for planned actions to increase or improve services for high needs students. Dry Creek Joint Elementary School District actually spent \$5,414,583 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-146,346 had the following impact on Dry Creek Joint Elementary School District's ability to increase or improve services for high needs students:

Actions and Services were implemented as planned for most actions. Material differences for planned expenditures in the supplemental grant were mainly due to using other funds to accomplish the Action or Service rather than the supplemental grant. Unspent supplemental funds will be carryovered into 2023-24.

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
Dry Creek Joint Elementary School District	Roger Van Putten Chief Business Officer	rvanputten@dcjesd.us 916-770-8800

Plan Summary [2023-24]

General Information

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

Welcome to the Dry Creek Joint Elementary School District (DCJESD). Our District has a proud tradition of quality programs, excellent instruction, and superior support services. The District Motto, “Excellence in Education Since 1876,” is both a statement of our dedication and a testament to the active involvement of the communities we serve. DCJESD operates a safe and engaging educational program for all of our students so they can achieve high levels of learning. Our highly qualified staff provide a rigorous, standards-aligned program at all levels, TK-8. Through the infusion of technology to support student learning, we strive to promote a culture of innovation, creativity, and imagination that prepares our students for college, career, and a bright future.

DCJESD serves the communities of Antelope, Dry Creek, and Roseville. Given our unique geographic location, we are privileged to serve a diverse population of students and families. With a total of 6,674 students attending one of our six (6) TK-5 elementary schools, our TK-8 school, our two (2) 6-8 middle schools, students and families are supported and have options best fitting their educational needs.

Knowing a second language is a gift many of our students share. One thousand eight hundred nineteen (1,819) or 27% of students in DCJESD speak at least one language other than English. Currently, fifty-two (52) different languages are spoken throughout our District. Furthermore, DCJESD serves 2,796 students (42% of total population) receiving free or reduced meals, fifteen (15) Foster Youth and one hundred ninety seven (197) Homeless students. Three thousand one hundred fifty-five (3,155) students or 47% of our total population are identified as English learners (EL), Foster Youth (FY) or Socio-economically disadvantaged (SED), students receiving free or reduced meals.

Dry Creek LCAP goals are aligned with both the State and District priorities. Each year, in-depth analysis of student achievement data and parent feedback is conducted both at the District and site level. Educational partner groups help to identify areas of strength, areas of concern and programs to support our students both academically and social/emotionally. Goals for improvement are developed with input from staff, parent committees, and instructional leadership teams. Sites align their school plan goals and provide high level programs to support the actions and services set forth by the District. Having deep roots and a rich history in the community, DCJESD celebrates the

generations of families that continue to attend our schools. We appreciate their dedication to working collaboratively to refine, build, and implement the best educational programs possible for our students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Dry Creek is committed to providing high-level support to English learner (EL) students in a variety of ways, which has resulted in a significant number of students being reclassified each year. The Road to Reclassification program helps track EL students' progress. This school year, 12% of our EL students met the criteria to be reclassified as Fluent English Proficient (R-FEP). Once reclassified, these students show high levels of proficiency in both ELA and Math on the CAASPP tests. In fact, last spring our reclassified students scored 71.25% proficient in ELA and 55.79% proficient in math, earning considerably higher scores than all other student groups. To maintain high levels of instructional support in content areas for all learners, we use Guided Language Acquisition and Design (GLAD) strategies in TK-8. Furthermore, students are systematically monitored to identify specific areas of need, and standards-aligned instructional materials and professional development support the implementation of designated and integrated ELD lessons. As a result, the 2021-2022 Summative English Language Proficiency Assessment for California (ELPAC) showed that 27.58% of our students are "proficient," a higher percentage than the Placer County results (22.38%) and the State of California (13.98%). Additionally, Dry Creek's CA Dashboard ELPI score was "Very High" at 64.4%, indicating substantial growth in students reaching English language proficiency.

Moreover, Dry Creek places a significant emphasis on social-emotional learning and implementing systems of support for students, which has resulted in a low overall suspension rate of 1.5%. We attribute this achievement to the numerous systems and support levels we've implemented district-wide through our Multi-tiered System of Supports (MTSS) model. PBIS implementation at all school sites, alternative learning environments, mentoring programs, ToolBox, school-based therapy, restorative practices, and partnering with families are just a few examples of the support in place.

Other noted successes include:

- School Plans for Student Achievement all sites
- Schools awarded yearly for PBIS implementation
- School safety training for staff
- Comprehensive school site safety plans
- High levels of reclassification and achievement for our English Learner students
- Implementation of Expanded Learning Opportunities
- Tutoring for approximately 160 students
- Tier III academic support for approximately 900 students District-wide

High level of satisfaction and relevance with professional learning opportunities
Well developed and updated Facilities Master Plan
Strong Professional Learning Community (PLC) processes in place

Positive outcomes on the parent/staff survey:

Parents feel schools and the district value their participation and input in specific activities, as well as, in general. More than 90% of those who participated agree that the school and district valued their participation or input in parent-teacher conferences with their child's teacher (93%), school committees or councils (93%), or volunteering at their child's school (92%). Three-quarters of parents feel the school or district values their participation or input in engagement opportunities more generally. Most parents and staff report that students are engaged with school. Although parents are more likely to agree than staff, overall, most respondents in each group think students want to do well in school (Parents: 94%/Staff: 88%), come to class prepared (Parents: 94%/Staff: 70%), and care about their school (Parents: 92%/Staff: 82%). Staff are more likely (89%) than parents (84%) to think students like going to school. Overall, parents have positive experiences around communication with their child's school and teachers. Most respondents think schools effectively communicate with parents about their child's progress (84%), and agree the school keeps them well-informed about events and activities (89%) and that teachers keep them well-informed about their child's progress (81%). Similarly, 94% of parent respondents agree that they are able to communicate with teachers and staff when needed.

Positive outcomes on the student survey:

Most students agree that they can do most things if they try (84%) and know when they are feeling overwhelmed (81%). Most also agree that they can learn from their mistakes (85%). More than three-quarters of students say they know right from wrong, keep their promises, have goals and plans for the future and follow the rules. Responses indicate that many students feel they are responsible decision-makers; more than three-quarters agree that they often wait for their turn to talk in class (79%), pay attention in class (78%), and wait patiently in line (77%). Students report very high social awareness, year over year. More than 80% of students agree that it is important to treat others with respect, that they are happy for their friends when they do well, that they accept others for who they are, that they can tell when someone is upset, and that they try to help those who are sad. Many students indicate that adults at school offer them social support. For instance, more than three-quarters agree that they have at least one adult at school they can trust (76%) and that their teachers believe they will be successful (76%). Most students (94%) this year say that they do not feel pressure from other students to engage in substance use.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California Assessment of Student Performance and Progress - CAASPP
Distance From Standard - DFS

English Language Arts - ELA

Academics:

CAASPP ELA:

Overall - 56%

SWD - 20.76%

SED - 42.25%

EL - 28.31%

African American - 45.5%

Homeless - 37.33%

Foster Youth - ** not enough students

CA Dashboard ELA:

Overall: 10.5 above DFS (High)

SWD: -77.8 DFS (Very Low) ** Two or more levels below "all" students

SED: -14.5 DFS (Low) **Two levels below "all" students

EL: -10 DFS (Low) **Two levels below "all" students

African American: -16.7 DFS (Low) **Two levels below "all" students

Homeless: -35.4 DFS (Low) **Two levels below "all" students

Foster Youth: -87.6 DFS **not enough students

American Indian/Alaskan Native: -22 DFS (Low) **Two levels below "all" students

Native Hawaiian/Pacific Islander: -28.1 DFS (Low) **Two levels below "all" students

CAASPP Math:

Overall - 45%

SWD - 17.11%

SED - 33.29%

EL - 21.79%

African American - 25.28%

Homeless - 24%

Foster Youth - **not enough students

CA Dashboard Math:

Overall: -14.6 DFS (Medium)

SWD: -97.6 DFS (Very Low) ** Two levels below "all" students

SED: -40.7 DFS (Low)

EL: -62.5 DFS (Low)
African American: -65.8 DFS (Low)
Homeless: -62.9 DFS (Low)
Foster Youth: -102.6 DFS **not enough students

English Language Arts (ELA) scores show very little fluctuation in achievement from 3rd - 8th grade. Overall, 56% of students scored as met/exceeded standard District-wide on the CAASPP and are 10.5 points above DFS on the CA Dashboard. However, as noted above in the data section, many of our student groups have achievement gaps when compared to “all” student scores. In order to address standards mastery, all grade levels TK-8 will revisit Tier I instructional strategies, a non-negotiables pacing will be implemented, PLCs will adhere to consistent Tier II grouping for reteaching essential standards and District-wide K-2 students will be participating in systematic phonics and guided reading groups. Data will be collected at intervals throughout the school year to monitor progress TK-8.

Math continues to be an area of need in regard to academic progress. After having analyzed data (see above) and practices District-wide, we will implement a plan to address math instructional practices and student engagement. Over the next school year, both elementary and middle school teaching staff will engage in professional learning designed to enhance standards-based Tier I instruction. This will take place both onsite, in the classroom and at designated professional learning days. In addition, middle school math teachers will participate in the Building Thinking Classroom training. This will include over twelve hours of professional development and will include three sets of instructional rounds to observe and learn the strategies from their colleagues. Administrators will use a checklist to monitor the use and effectiveness in the math classrooms. Elementary and middle school staff will engage in collaboration and planning District-wide in regard to essential math standards, assessing and rubric alignment. Students at the middle school level will engage in daily math standards skill practice through the use of IXL online learning program. Reports of progress will be monitored by the teachers and administrators at the school site.

Each school site will continue to implement a Response to Intervention & Instruction (RTI) system under our MTSS umbrella, in which students participate in three Tiers of Learning: Tier I - classroom instruction, Tier II - targeted instruction based on essential standards, and Tier III - strategic, specialized instruction based on learning gaps. All sites will hold collaborative conferences, wherein they will monitor student progress. All school sites will ensure each grade level has designated time during the school day for intervention/extension to support all students.

School Climate & Engagement:

CA Dashboard Suspensions:

Overall - 1.5% (Low)
SWD - 3.2% (High) **Two levels below "all" students
SED - 2.0% (Medium)
EL - .6% (Low)
African American - 6.0% (High) **Two levels below "all" students
Homeless - 3.2% (High) **Two levels below "all" students

Foster Youth - 6.1%* (Very High) **Two levels below "all" students

After analyzing the data for Suspension rate: 1.5%, we know that we need to focus our efforts on our African American subgroup (6.0%) and the student groups that are considered two levels below "all" students. Though the District Suspension rate has been in decline for several years, our AA, Homeless, and SWD student groups have consistently been at a higher suspension rate. This is an overall report, however, some of the higher suspension rates are noted at specific schools for each of the student groups. Therefore, the schools will dig into the data to determine next steps to decrease suspensions within this student group. We will continue to provide supports and services through our MTSS model for social-emotional and behavior supports next school year in order to increase student engagement and school connectedness. Supports and services include implementation of other means of correction, first instruction in classrooms with ToolBox, our social-emotional curriculum, professional development in Trauma Informed Practices, professional development in Restorative Practices, increased school-based mental health services, bullying prevention, and Positive Behavioral Intervention Supports (PBIS) system at each school site.

CA Dashboard Chronic Absenteeism:

Overall - 27.7% (Very High)
SWD - 36.7% (Very High)
SED - 34.8% (Very High)
EL - 26.7% (Very High)
African American - 32.6% (Very High)
Homeless - 46.3% (Very High)
Foster Youth - 31.3% (Very High)

Traditionally, DCJESD has a low rate of chronic absenteeism. Before the COVID years of 2019-2020 and 2020-2021, DCJESD maintained a rate between 6-8% chronic absenteeism. Following COVID, the first reported Chronic Absence rate jumped about 21% to 27.7%. This calculation included all excused absences, including the mandatory quarantine for COVID illnesses. Thus, we do not feel this is an accurate depiction of our truly chronically absent students. However, given the information and the amount of school students have missed, we have created a plan at both the District and school site level to address increasing attendance which will then increase students' ability to access learning. The District level plan will consist of revisiting and tightening up structures and processes, addressing barriers for families, and increasing messaging and parent education regarding attendance and engagement. The school sites will be addressing this as well, to include but not limited to: whole class incentives, positive recognition of improvement, targeted messaging, addressing attendance with our youngest learners and families, and increasing level of engagement in the classroom. Metrics will be monitored throughout the school year.

Differentiated Assistance:

With the release of the 2022 CA School Dashboard, DCJESD was identified for Differentiated Assistance for students groups: Foster Youth (Chronic Absenteeism and Suspension) and Students with Disabilities (Chronic Absenteeism and Academics). Schools and Districts are traditionally identified for Differentiated Assistance using a two-year data comparison. However, for this school year, the determination was

made using only 2022 Dashboard data. Differentiated Assistance means that the student group received the “lowest status level” in all indicator areas or the “lowest status level” in all indicator areas but one indicator at another status level. We have been working with the Placer County Office of Education to create a solid plan to address the identified areas. For our Foster Youth students Chronic Absenteeism was 31.3% (Very High) and Suspension was 6.1% (Very High). We feel that the Suspension indicator was inaccurate and the suspension for one of our students should have been included in the overall District suspension indicator, however, we acknowledge the identification and will proceed with plans listed above accordingly. As stated above, Chronic Absenteeism was extraordinarily elevated State-wide. We will implement the plan as described above to increase attendance and decrease absenteeism for all student groups across our District. In addition, our District social worker will be closely monitoring these students and collaborating with County and foster youth services to ensure our FY students are attending school regularly. Our Students with Disabilities (SWD) student group was eligible under Chronic Absenteeism at 36.7% (Very High) and Academics, both ELA and math -77.8 (Very Low) and -97.6 (Very Low) respectively. As stated above, Chronic Absenteeism was extraordinarily elevated State-wide. We will implement the plan as described above to increase attendance and decrease absenteeism for all student groups across our District. In regard to the academic indicators, SWD students have been quite a bit behind in achievement than our “all” student group for several years. We plan to address this gap through a series of training and implementation of specific instructional practices. Middle school special education staff and general education co-teaching partners (ELA and math) will engage in training and instructional rounds for implementation of Universal Design for Learning, inclusion and co-teaching best practices in order to provide a higher level of service to our special education identified students at the middle school level. Elementary special education staff and learning center staff will be trained in early literacy instructional practices. Sites will ensure all learning center students attend in their general education classroom for all Tier 1 instruction in ELA and math. Special education and general education staff will meet to review special education needs and accommodations for the students they serve. Staff will identify students to create learning goals and measure progress throughout the year. Metrics will be collected and analyzed throughout the year to determine success of the instruction and how it is affecting student learning.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Dry Creek takes pride in our successful implementation of a comprehensive Multi-Tiered System of Supports (MTSS) that caters to the academic and social-emotional learning needs of all our students. Our MTSS model is structured in a tiered approach, ensuring that each student receives the necessary support. It's important to note that our MTSS tiers are reinforced by numerous actions and services, and the LCAP plays a significant role in augmenting these services and furthering the progress of our unduplicated students. The LCAP goals are grouped into four distinct areas: Academics, School Climate, Parent and Community Engagement, and Basic Needs.

To support all students, with a particular focus on Low-Income (LI), English learner (EL), students with disabilities (SWD), and Foster (FY) and Homeless Youth (HY), actions and services are aligned within each goal of the LCAP. The LCAP includes several actions and services based on feedback received and data collected on academic and social-emotional progress at each school site. These actions and services include ongoing professional learning, providing increased support staff for English learner (EL) and at-risk students (Goal/Action 1.7, 1.8), providing professional learning for support staff and teachers (Goal/Action 1.1), practices supporting educational equity (Goal/Action 1.12),

implementing targeted/focused summer programs and interventions during/before/after school to extend learning time for more students by school site (Goal/Action 1.3), increasing technology integration and access (Goal/Action 1.5), increasing mental health and social-emotional learning (Goal 2), and providing meaningful parent engagement and education opportunities (Goal/Action 3.1, 3.4).

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Dry Creek Joint Elementary School District (DCJESD) actively sought input from various groups to develop its Local Control and Accountability Plan (LCAP). The District engaged with parent advisory groups such as the District English Learner Advisory Committee (DELAC) and the LCAP Parent Advisory Committee (LCAP PAC), which represented Title I, Foster Youth, students with disabilities, and English learners. To ensure high levels of participation, DELAC committee meetings were held on December 1, 2022, January 26, 2023, and May 25, 2023, where the District Dashboard and achievement data were reviewed, the draft LCAP was presented, and staff requested input and feedback from the committee. The LCAP Parent Advisory Committee (LPAC PAC) Meetings were held on March 21, 2023, and May 25, 2023, where the budget overview was discussed, goal/actions were reviewed and the draft LCAP was presented. Differentiated Assistance Meetings were also held on March 7, 2023, April 13, 2023, and May 4, 2023, to address areas needing additional support. Throughout the school year, meetings were held at school sites as well, wherein parents, staff, and administrators reviewed the Dashboard data, achievement data and the LCAP goal/actions. All members had the opportunity to review goals, metrics, indicators, and outcomes, and provide specific input before the LCAP's development. The LEA engaged with all School Site Councils (SSC) and English Language Advisory Committees (ELAC) through workshops held in February, March, April, and May. SSCs included teachers, administrators, students, and parents, while ELACs included teachers, parents, and administration. Additionally, student focus groups from all school sites offered input on the LCAP goals.

DCJESD also sought engagement from the local bargaining units, district leadership team, and staff, parents, and the community. The District utilized a working group consisting of various District leaders to revisit each goal and update each action and service based on the school year's progress. An overview of the eight state priorities and the draft LCAP was shared in May with CSEA and DCTA.

In addition to the in-person meetings, DCJESD partnered with Hanover Research to conduct an annual student, parent, and staff survey to capture information needed to align continued efforts to support the district's unduplicated students. LCAP parent and staff surveys were administered from January 16 to January 27, 2023, and the student survey was administered from February 13 to March 3, 2023. The District met with Placer County Special Education Local Plan Area (SELPA), Continuous Improvement and Fiscal services departments for guidance and LCAP review before submitting to the Board.

The Superintendent notified the public of the opportunity to comment on the LCAP's actions and expenditures proposed by posting it on the District's website before a public hearing scheduled on June 1, 2023. At the hearing, the Board of Trustees heard public comments, and may approve the LCAP and the budget at a subsequent meeting on June 13, 2023.

A summary of the feedback provided by specific educational partners.

The District greatly values the feedback received from its educational partners as it helps to define its priorities. To ensure comprehensive engagement and consultation, parents and staff had multiple opportunities to provide feedback through various channels, including School Site Councils (SSC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC) the LCAP

Parent Advisory Committee, staff meetings, and District-wide surveys. The District carefully analyzed the patterns and trends among the responses received from these partners to determine the greatest needs for changes or additions to the action or services in each goal area. The feedback received from these meetings was thoroughly reviewed and incorporated into the development of the District's LCAP. It is worth noting that this year's feedback aligns with that of previous years.

The main topics discussed among the educational partner groups are summarized below.

Site Council/ELAC/DELAC/LCAP Committee:

Continue summer program supports

Increase mental health services

Increase counselor supports

Continue or increase EL support and staff

Language supports/services for families

Offer parent education and engagement opportunities and in a variety of ways

SEL supports

Hire staff that reflect the diversity of our school communities and the languages spoken

Staff:

Targeted and increase summer program supports

Reduce class size

No combo classes at any grade level

Increase mental health services

Increase counseling services

Increase SEL supports

Increase instructional support staff and training

More planning time

Professional learning for SEL programs and supports, EL, serving diverse students and general content areas

Continue with and increase EL staff

Offer more parent education and engagement opportunities

Students:

Increase engagement activities

Continue SEL supports like circles and checking in

Invite parents on campus more

More training for staff on implementation of procedures

More cross grade level or buddy type activities to help students

Themes throughout the feedback were: reduce/maintain low class size ratios, increase/maintain planning time, maintaining reduction of combo classes, increased mental health and social-emotional learning services and professional learning, increased staffing and professional learning to provide support for English learner (EL) and at-risk students, recruiting and hiring staff that represent our diverse school communities and languages spoken, professional learning in regard to the cultural diversity of the students and families we serve and professional learning in the content areas, targeted/focused interventions to extend learning time, increased technology integration and access, and meaningful parent engagement and education opportunities.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on the feedback described above, increased mental health and social-emotional learning (services, professional development, school-wide implementation) (Goal/Action 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.9), support staff and professional learning to support English learner (EL) and at-risk students (Goal/Action 1.1, 1.7, 1.9, 3.3), training in regard to serving our students and families better by learning about cultures and languages and communicating and partnering with families (Goal/Action 1.12), targeted/focused programs to extend learning time for more students (Goal/Action 1.3), and focused parent engagement and education opportunities (Goal/Action 3.1, 3.4), are the priorities for the coming year.

Goals and Actions

Goal

Goal #	Description
1	Academic: Student achievement will improve as measured by increased proficiency levels on classroom, District and state assessments, with the intent that all students will demonstrate at least one year’s growth.

An explanation of why the LEA has developed this goal.

It is the goal of the District to see all students make adequate progress each school year in order to meet grade level proficiency. Therefore, this goal has been developed to provide our students, specifically, English Learner, Foster Youth/Homeless, Low Income and students with unique needs, with increased supports and services for them to reach equitable outcomes.

Educational partners provided feedback through the LCAP development process indicating a desire to continue to provide supports and services to improve student outcomes and close proficiency gaps among our subgroups. Regular analysis of multiple data sources, including State, District, and classroom assessments, universal screeners and Response to Intervention assessments, helps sites to identify students requiring extra support and enables teams to make purposeful, targeted action plans to address the needs. Through regular monitoring and meeting in collaborative conferences, grade level teams at each school site continually adjust interventions and student tiered support as needed on an individualized basis. In addition, at the District level, supports and services are monitored and assigned to the school sites in response to the student needs. Ongoing professional learning is essential in supporting staff with the most effective and efficient teaching strategies to meet student needs. Professional learning is offered throughout the school year in a variety of settings and mediums in order to best serve our staff. Students have been invited to attend our summer Academic Bridge program based on their specific need growth areas. This program is offered yearly in order to provide additional services to students beyond the school year. We plan to improve student achievement through the actions and services below and will measure progress toward our goal using the identified metrics. Dry Creek will continue to implement a robust Multi-tiered System of Supports (MTSS) at each school site, to ensure students are identified for learning needs and given the specific supports needed to make growth and achieve at high levels.

MTSS is an integrated, multi-tiered prevention and intervention comprehensive framework that focuses on Common Core State Standards, effective first instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. At the base of this framework are universal Tier I supports—efforts aimed at preventing the emergence of future problems. When these strategies are insufficient, Tier II supports are indicated. Tier II supports are designed to reduce the intensity of and/or eliminate emerging problems. These interventions are often continuously available and are often provided in a small group or targeted setting. For students that are in need of more intensive services, Tier III strategies and programs are utilized. Within Tier III, individualized supports include highly individualized and intensive interventions. To address these more intensive needs, these interventions often include a greater emphasis on assessment and a team-based approach.

Priority 1 - Basic (Conditions of Learning)

Priority 2 - Implementation of State Academic Standards (Conditions of Learning)
 Priority 4 - Pupil Achievement (Pupil Outcomes)
 Priority 7- Course Access (Conditions of Learning)
 Priority 8- Student Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District ELA End of Year Assessments % of students proficient	2020-2021 - Proficiency Levels Kinder - ELA Uppercase Letter ID 98% Lowercase Letter ID 97% Consonant Sounds 90% High Frequency Words 79% 1st Grade - ELA Comprehension Fiction 82% Comprehension Informational 71% DC Early Literacy Screener 69% Running Record 93% 2nd Grade - ELA Comprehension Fiction 82% Comprehension Informational 39%	2021-2022 Proficiency Levels Kinder - ELA Uppercase Letter ID 96% Lowercase Letter ID 94% Consonant Sounds 88% High Frequency Words 72% 1st Grade - ELA Comprehension Fiction 68% Comprehension Informational 73% DC Early Literacy Screener 79% Running Record 75% 2nd Grade - ELA Comprehension Fiction 81% Comprehension Informational 31%	2022-2023 Proficiency Levels Kinder - ELA Uppercase Letter ID 98% Lowercase Letter ID 97 Consonant Sounds 93 High Frequency Words 73% 1st Grade _ ELA Comprehension Fiction 83 Comprehension Informational 65% DC Early Literacy Screener 65% Running Record 58% 2nd Grade ELA Comprehension Fiction 82% Comprehension Informational 47%		85% of students score Proficient or Higher for all grade levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd Grade - ELA Comprehension Summative 42% 4th Grade - ELA Comprehension Summative 24% 5th Grade - ELA Comprehension Summative 52% 6th Grade - ELA Comprehension Summative 12% 7th Grade - ELA Comprehension Summative 21% 8th Grade - ELA Comprehension Summative 52%	3rd Grade - ELA Comprehension Summative 43% 4th Grade - ELA Comprehension Summative 39% 5th Grade - ELA Comprehension Summative 66% 6th Grade - ELA Comprehension Summative 18% 7th Grade - ELA Comprehension Summative 22% 8th Grade - ELA Comprehension Summative 70%	3rd Grade - ELA Comprehension Summative 38% 4th Grade - ELA Comprehension Summative 47% 5th Grade - ELA Comprehension Summative 51% 6th Grade - ELA Comprehension Summative 33% 7th Grade - ELA Comprehension Summative 26% 8th Grade - ELA Comprehension Summative 76%		
District Math End of Year Assessments % of students proficient	2020-2021 - Proficiency Levels Kinder - Math Number ID 97% Addition Facts 97% Subtraction Facts 96%	2021-2022 Proficiency Levels Kinder - Math Number ID 92% Addition Facts 96% Subtraction Facts 93%	2022-2023 Proficiency Levels Kinder - Math Number ID 94% Addition Facts 97% Subtraction Facts 96%		85% of students score Proficient or Higher for all grade levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1st Grade - Math End of Year Summative 78%	1st Grade - Math End of Year Summative 75%	1st Grade - Math End of Year Summative 66%		
	2nd Grade - Math End of Year Summative 63%	2nd Grade - Math End of Year Summative 65%	2nd Grade - Math End of Year Summative 72%		
	3rd Grade - Math End of Year Summative 38%	3rd Grade - Math End of Year Summative 70%	3rd Grade - Math End of Year Summative 73%		
	4th Grade - Math End of Year Summative 28%	4th Grade - Math End of Year Summative 67%	4th Grade -Math End of Year Summative 72%		
	5th Grade - Math End of Year Summative 20%	5th Grade - Math End of Year Summative 55%	5th Grade - Math End of Year Summative 48%		
	6th Grade - Math End of Year Summative 3%	6th Grade - Math End of Year Summative 19%	6th Grade - Math End of Year Summative 43%		
	7th Grade - Math End of Year Summative 18%	7th Grade - Math End of Year Summative 24%	7th Grade - Math End of Year Summative 27%		
	8th Grade - Math End of Year Summative 10%	8th Grade - Math End of Year Summative 44%	8th Grade - Math End of Year Summative 42%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard by Subgroup ELA, Math, Science	<p>December 2019 Dashboard (points above or below Level 3/current Status)</p> <p>ELA: ALL Students 17.3 / High EL Students -2.7 / Medium SED Students -8.1 / Low SWD Students -67.4 / Low African American Students -19.3 / Low</p> <p>Math: ALL Students -2.1 / Medium EL Students -18.8 / Medium SED Students -26.2 / Low SWD Students -92.7 / Low African American Students -51.5 / Low</p> <p>Science: N/A ALL Students EL Students SED Students SWD Students</p>	<p>Spring 2021 Data Directly From CAASPP - Dashboard was suspended due to COVID</p> <p>ELA: ALL Students - 57% EL Students - 25% SED Students - 45% SWD Students - 19% African American Students - 42%</p> <p>Math: ALL Students - 44% EL Students - 25% SED Students - 33% SWD Students - 13% African American Students - 23%</p>	<p>December 2022 Dashboard Data (New Baseline)</p> <p>ELA: ALL Students +10.5/High EL Students -10/ Low SED Students -14.5/ Low SWD Students -77.8/ Very Low African American Students -16.7/ Low Homeless Students - 35.4/ Low</p> <p>Math: ALL Students -14.6/ Medium EL Students -34.4/ Low SED Students - 40.7/Low SWD Students - 97.6/Very Low African American Students -65.8/Low Homeless Students - 62.9/Low</p>	<p>December 2023 Dashboard Data</p> <p>ELA: ALL Students +8/Medium EL Students -10.9/Low SED Students -16.6/Low SWD Students -74.5/Low African American Students -23.5/Low</p> <p>Math: ALL Students -16.3/Medium EL Students -38/Low SED Students -39.2/Low SWD Students -93.8/Medium African American Students -57.6/Medium</p>	<p>Increase proficiency and status yearly for all groups. Close proficiency gap between "ALL" students and subgroups with significant yearly increase</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American Students				
CA Dashboard English Learner Progress Indicator (ELPI) Indicator	December 2019 Dashboard ELPI: 58.4% making progress toward English Language proficiency Performance Level: High	2020-2021 ELPI - We do not have ELPI as the State did not calculate due to COVID and testing irregularities across the State.	2021-2022 ELPI 64.4% Performance Level: High	2022-2023 ELPI 58.8% Performance Level: Medium	ELPI: 65% making progress toward English Language proficiency Performance Level: High
Reclassification Rate for EL students	2020-2021 RFEP - 93 Students which was 10% of our EL student population	2021-2022 RFEP - 151 Students which is 17% of our EL student population	2022-2023 RFEP 116 students which is 12% of our EL student population		Maintain reclassification of 10% or more per year
TK Student Kindergarten Readiness Score Average of \geq 60 points	TK students Spring 2021 Average 67 points	TK students Spring 2022 Average 68 points	TK Students Spring 2023 Average 73 Points		Maintain \geq average of 60 pts.
Professional Development Survey	2020-2021 Survey	2021-2022 Survey Were you able to improve your	2022-2023 Survey Were you able to improve your		95% or higher approval rating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		instructional strategies from what you learned during site and district professional development this year? 80% - YES Were your instructional strategies effective in meeting the needs of your students? 96% - YES	instructional strategies from what you learned during site and district professional development this year? 92% - YES Were your instructional strategies effective in meeting the needs of your students? 95% - YES		
Academic Bridge Growth Measure	Percentage of students making growth on post assessment - baseline to be established Summer 2022 432 students were served through a small group instruction model due to COVID. Academic Bridge will continue in the Summer of 2022.	Percentage of students making growth on post assessments - Summer 2022 80%	Percentage of students making growth on post assessments - Summer 2023 80%		100% of students made growth on post assessment
Kindergarten Bootcamp Growth	Increase Kindergarten Readiness Assessment Score by 10%	Summer 2022 Growth as measured by the Bootcamp Assessment Score - 78 students attended	Growth as measured by the Bootcamp Assessment Score - Summer 2023 82 students attended		Maintain a 10% or higher increase on the Bootcamp Skills Assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		74% of the students scored at least 9/10 on the Assessment	76% of the students scored at least 9/10 on the assessment		
GLAD Trained Staff	Baseline 2020-2021 # of Teachers GLAD Trained: 213	2021-2022 231 Teachers GLAD Trained	2022-2023 241 Teachers GLAD Trained Increase of 10		All certificated content area staff are GLAD trained.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning	Provide professional learning for both certificated and classified staff to support teaching practices and student outcomes for our diverse learners. Professional learning will be provided through a variety of learning opportunities, including during designated professional development days, Professional Learning Institutes (PLI), on site staff meetings, onsite release time and during the school day. Professional development will focus on supporting our students TK-8 and will be aligned with both District academic and social-emotional goals. Professional learning will include effective instructional strategies in each content area to address needs and goals District wide. Instructional Coaches will support staff at specific school sites with the implementation of best practices, supporting the implementation of our instructional materials, Guided Language Acquisition Design (GLAD), Response To Intervention (RTI) system implementation and grade level/content specific needs and District focus areas as noted above.	\$344,405.00	Yes
1.2	Curriculum and Assessment Teams	Convene curriculum and assessment teams as needed. Teams may review instructional materials, create standards-based lessons, review/create standards-based assessments and/or identify needs	\$27,663.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and actions for progress monitoring, grading and reporting student progress. During each process teams will take into consideration the learning and support needs of both our students with unique needs and our unduplicated students.		
1.3	Increased Time to Learn	Increase time to learn and meet proficiency with expanded learning opportunities and supports. Expanded learning opportunities have priority enrollment for students experiencing Foster care, homelessness, English learners, Low Income and students with unique needs. These programs are designed to support students who are at greater risk of academic learning. Increased time to learn includes but is not limited to: individual or group tutoring, Extended Day Kindergarten, summer Academic Bridge, Kindergarten Bootcamp, Extended School Year and community based program partnerships.	\$117,128.00	Yes
1.4	Transitional Kindergarten	Having students enter our District early in our Transitional Kindergarten (TK) program is essential to their overall success. We will focus our efforts on increasing the number of students attending TK at each school site. Efforts to provide timely information and assistance with enrolling is a priority. We will focus on outreach to our English learner, Low Income, Foster Youth/Homeless families.		No
1.5	Technology Access and Integration	Provide teachers and students with technology tools, programs, and access to enhance and support appropriate curriculum TK-8. Provide unduplicated and students with unique needs and families with technology equipment and connectivity as needed to access their education. Provide professional learning for staff focused on integrating technology to best support teaching practices and learning for our diverse learners. Provide parent education to best support and engage in their student's education. Library Media Technicians will support the implementation of technology tools and programs at each school site.	\$315,789.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	College and Career Readiness	Provide learning opportunities for our students that align with college and career readiness. Provide our middle school students career technical education (CTE) aligned courses through Project Lead the Way (Design and Modeling, Automation and Robotics, Medical Detectives and Computer Science), in preparation for the CTE pathways at the feeder high schools.	\$13,828.00	Yes
1.7	English Learner Supports and Services	Provide services to support our English learner (EL) students academically in order to meet academic standards and English language proficiency. Increase or maintain EL/Reading Resource staff, provide ongoing GLAD certification and refresher training, send a team to GLAD Trainer Certification. Continue to regularly review and implement our reclassification process and Pathway to Biliteracy. Provide professional learning to both EL/RR staff, special education and general education staff to support designated and integrated instruction practices. Purchase materials and supplies to support EL program needs for the District and school sites. Review and update our EL Master Plan as needed based on student need and feedback from EL stakeholders.	\$1,050,667.00	Yes
1.8	Foster Youth & Homeless Supports and Services	Foster Youth & Homeless Liaison (FYHL) will guide the District in regard to Foster Youth & Homeless services and supports. Implement practices for following policies and procedures outlining enrollment practices and transfer of records. Train administration and appropriate staff on Foster Youth and Homeless laws, resources and supports in order to support students at high levels. Our FYHL will work directly with supporting community agencies and caregivers to ensure all Foster Youth and Homeless are given rights to transportation, school of origin and timely transfer of records. Provide school supplies, transportation, clothing, food provisions and hygiene kits as needed.	\$176,640.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Multi-tiered System of Supports - Academic	Universal screening in ELA and Math for all students K-8 via STAR Reading and Math assessments. Screener will be administered a minimum of 3 times per year and will be used in conjunction with site data to identify students needing additional services. Teams will meet for Collaborative Conferences, wherein they will identify students for Tier III supports. Funding allocated to school sites to provide increased and improved services to support EL, SED, Foster Youth, Homeless, at-risk and students with unique needs. Professional Learning Communities (PLC) by grade level/subject will meet regularly on early release Mondays to analyze student outcomes, share lessons and plan for Tier I and Tier II instruction and supports.	\$212,131.00	Yes
1.10	Highly Qualified Staff	Attract, recruit and retain highly qualified staff. Work with participating universities to host student teachers at our school sites. Participate in job fairs throughout the school year at various locations throughout the state. Support first and second year teaching staff with an Induction Coach. Coaches meet regularly with staff to plan lessons, model lessons, work on job specific individual needs, and guide them through the induction process. Provide professional learning to all staff, specific to their duties.	\$17,852.00	Yes
1.11	Instructional Planning	Provide general education teaching staff teaching 1st, 2nd, and 3rd grade with instructional planning time to ensure high quality, standards-aligned lessons, strategies and interventions used to support a variety of learners, including EL, FY, SED and students with unique needs.	\$407,698.00	Yes
1.12	Educational Equity	Provide professional learning for staff in regard to cultural diversity, culturally responsive teaching and educational equity. Address practices, policies, and barriers that perpetuate inequities which lead to opportunity and achievement gaps. Develop processes in which staff desegregate and analyze data and student progress with an	\$2,093.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educational equity lens and develop actions to mitigate barriers for our subgroups and eliminate disparities in educational outcomes.		
1.13	Items from Goal 1, Actions 1-12 that are "not contributing"	This action identifies the services that are identified in aforementioned actions and help to increase and improve services, however, the funding identified here is non-LCFF Supplemental and is therefore considered "not contributing" and needs to be captured separately.	\$6,045,614.00	No

Goal Analysis [2022-23]

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

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

All actions were implemented as planned.

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.

1.04 Transitional Kindergarten (TK): Significant amount of TK materials and supplies were purchased from the Universal Prekindergarten Planning and Implementation Grant to improve and expand the TK program.

An explanation of how effective the specific actions were in making progress toward the goal.

Professional learning plays an important part in staff and student learning and success (Goal/Action 1.1). Yearly, the District plans thorough and relevant learning plans for our staff. Professional learning opportunities were provided through three (3) dedicated non-student days, Professional Learning Institute (PLI) model, site staff meetings and through onsite coaching by our Instructional Coaches. Professional learning in Dry Creek is a combination of District-wide need and teacher requested topics and instructional strategies. It is offered through pre-designed schedules and choice model events. Ninety-Five percent (95%) of certificated staff participated in the three (3) calendared professional learning days and 255 staff members attended the 22 offered Professional Learning Institute (PLI) sessions. During our three (3) dedicated days, certificated and classified staff supporting students receive job specific learning opportunities. Many instructional topics were covered this school year including: Building Thinking Classrooms (math), Aeries grading and reporting, grade level collaboration and

planning, social-emotional learning, Eduprotocols, EL and newcomer strategies, Universal Design for Learning (UDL), IXL for ELA and math, making data useful, GLAD, Modern Classroom project, absenteeism supports/plans, Unique Learning Systems, and content specific. 92% of staff reported that they were able to improve their instructional practices due to their learning and 95% report that the strategies were effective in meeting the needs of the students.

Attracting, recruiting and retaining highly qualified staff is a top priority for Dry Creek (Goal/Action 1.10). During this school year, Dry Creek continued to recruit high quality individuals to fill positions and meet the needs of the students throughout the District. We not only hosted our own job fairs to recruit staff but we also attended the Placer County Job Fair and Chico State Job Fair in March of 2023 to recruit and attract new employees and teacher candidates to join our District for the 2023-2024 school year. DCJESD continues to partner with many universities to host student teachers, psychologists and counselors. Our current partnerships include Sacramento State University, National University, Brandman University, William Jessup, Western Governors University, University of Reno Nevada, and Chico State. Twenty-one (21) first and second year teachers were supported by our Instructional Coaches and certificated staff members through the induction program. The induction coaches met with the new teachers on a regular basis, modeled lessons, planned with them and guided them through their induction process.

Our curriculum and assessment teams met throughout the year to work on rubrics for assessing skills reported on the report card (Goal/Action 1.2). The K-5 staff were initially trained at our March 2022 professional learning day and then participated in development of site based grade level planning and training on how to implement their rubrics and align with their report card. Monthly, our Grading and Reporting team (which included representatives from school sites and grade levels), met to discuss implementation and solve any challenges that had been reported. Instructional coaches assisted at the site level to ensure implementation was complete. Our EL teachers reviewed to ensure our reporting practices were aligned with our reclassification process. Professional learning on how to align instruction and assessment of learning will continue throughout next year.

This school year and into summer, our students received increased time to learn (Goal/Action 1.3) through a variety of supportive measures. Additional learning time was made available through tutoring, provided by both Dry Creek staff and a community partner, benefiting a total of 160 students. To extend learning opportunities for students struggling to meet standards, we organized Academic Bridge during the summer, with priority given to unduplicated students performing below grade level. Last summer, 283 students participated in Academic Bridge. To measure student progress and success in achieving grade-level standards and growth, we implemented standardized grade level curriculum and pre/post assessments. 80% of the students made growth on mastery of standards. Kindergarten Bootcamp was also conducted, preparing up to 20 students at each elementary site for the upcoming school year. An assessment aligned with the curriculum provided data on student skills, ensuring they were ready for the regular school year. The results of these assessments will be shared with the students' teachers and evaluated to determine the program's effectiveness. In our commitment to meeting the goals of qualifying students, our Special Education Department provided Extended School Year (ESY), offering continuous services and monitoring student progress through IEP teams. All of these programs will be offered again in summer 2023 to provide ongoing support for students with academic needs. Additionally, Extended Day Kindergarten has been maintained at each elementary site, allowing for increased direct instruction time and additional support and services. Over the past few years, Transitional Kindergarten (TK) has expanded across the District and is now offered at all six elementary sites, Connections Academy, and our TK-8 grade site (Goal/Action 1.4). The current enrollment for TK in the 2022-2023 academic year is 216 students.

In addition, each school site provides tiered instruction and supports through the MTSS model (Goal/Action 1.9). Funding allocated to school sites provided increased and improved services to support EL, low-income, Foster Youth, Homeless, and students with unique needs. The MTSS model supports these practices with universal screening in ELA and math for all students K-8 via STAR reading and math (elementary) and IXL ELA and math assessments (middle school). The ELA and math screeners were administered a minimum of three times throughout the year and were used in conjunction with site data to identify students needing additional services. Teams met for collaborative conferences, wherein they identified students for Tier III supports. Professional Learning Communities (PLC) by grade level/subject met regularly on early release Mondays to analyze student outcomes, share lessons and plan for Tier I and Tier II instruction and support. One hundred sixty (160) students were identified throughout the District for additional support and received before or after school tutoring. Additionally, 900 students received Tier III services to address academic deficits TK-8.

Educational equity (Goal/Action 1.12) is essential for all students. We have focused on-site and District programs to ensure equitable programs and services are available throughout the District. In addition, sites have been using multiple data points (academic, SEL, support groups, intervention, tutoring) for analysis to determine whether there are barriers to achieving success for our lowest achieving subgroups. The site teams then identify supports needed to eliminate the barriers and increase the academic and social-emotional progress for the identified students. For students who needed intervention within the classroom, general education staff in grades 1-3 had planning time (Goal/Action 1.11) to allow for teachers to develop instructional plans to support learning at all levels including, English language development, Tier I and Tier II supports. Per feedback from staff, Principals will be following up at the site level with their staff to identify exactly what the staff members feel the type of professional learning is needed to better serve our students and families in the area of cultures and languages and communicating and partnering with families.

Technology Access and Integration (Goal/Action 1.5) provides teachers and students with technology tools and programs to enhance and increase access to our curriculum and instruction TK-8. Our Technology Advancing Curriculum (TAC) team is responsible for supporting their peers on campus in regards to technology issues. They also lead Professional Learning Institutes (PLI) that can be attended by any of the teachers. The topics covered this school year in PLI were basic use of online curriculum applications, Aeries gradebook and Eduprotocols. The last two years our instructional staff has incorporated the use of several technology platforms into their everyday teaching, including but not limited to: SeeSaw, Pear Deck, Kami, Google Classroom, Screencastify, and Newsela. Furthermore, our EL students are supported with Lexia ELD. We have also increased our technology access with our middle school students and 4th and 5th grade students at a 1:1 ratio with Chromebooks. Middle school students take home their Chromebooks nightly. First through third grade students have access to chromebooks and utilize them as directed within the classroom for learning. TK and K students utilize iPads within the classroom to practice skills. Additional chromebooks are available in our school libraries for check out to students for use at home. Qualifying families also have received internet access through District supplied hot spots in order to increase access to school. We have distributed 20 so far this school year.

Middle school students 6th-8th grade participate in CTE aligned courses through Project Lead the Way (Design and Modeling, Automation and Robotics, Medical Detectives and Computer Science), in preparation for the CTE pathways at the feeder high schools (Goal/Action 1.6). We will be adding Green Architecture and Flight & Space at Antelope Crossing Middle School in the fall. It is important for our unduplicated

students to participate in these courses and enrollment is monitored closely. This school year, 527 SED/FY and 353 EL/RFEP students were enrolled in our middle school CTE aligned courses.

To meet the needs of our English learner (EL) students, we have dedicated eight EL/RR teachers who serve all elementary and middle schools (Goal/Action 1.7). The feedback we received from our educational partners emphasizes the value and necessity of these positions at every school site. Taking this feedback into account, and considering the growing EL student population, we will continue to provide additional support through our EL teachers. These teachers play a vital role in delivering daily instruction to EL students and facilitating the reclassification process. They also serve as liaisons between parents and the school, actively promoting parent engagement. Furthermore, our EL staff provides invaluable support to general education teachers by modeling effective teaching strategies and assisting in the development of of GLAD practices, and integrated and designated instruction.

This year, our EL teachers have been instrumental in supporting general education staff in providing resources and assistance to the 282 newcomer students who enrolled. Given that we have over 1800 EL students, it is crucial that our staff receive Guided Language Acquisition and Design (GLAD) training to ensure the use of effective teaching strategies. Our goal is to train all content areas, multiple subject, and special education staff members, as these strategies are designed to facilitate access to content standards. Despite the substitute shortage this year, we were able to conduct two GLAD training sessions, resulting in an additional 10 trained staff members. Currently, a total of 241 staff members have been trained, and GLAD training sessions are scheduled for the upcoming year. To ensure the effectiveness and fidelity of strategy implementation, instructional coaches will provide ongoing support and follow-up with trained staff. Our English Language Proficiency Level score on the CA Dashboard was “high” at 64.4% of our students moving up in proficiency. In addition, our reclassified students achieve at high levels on the CAASPP tests, with proficiency levels at 71.25% (ELA) and 55.79% (math). Both are evidence that our EL program is working for our students.

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

There are no changes to any of the actions, metrics or desired outcomes for Goal 1.

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

Goals and Actions

Goal

Goal #	Description
2	Maintain safe and orderly schools with a positive, engaging, and supportive climate.

An explanation of why the LEA has developed this goal.

As stated in California's Social and Emotional Learning Guiding Principles, "To achieve the California Department of Education's mission and vision, our schools must support every child's unique journey to fulfill their potential by providing:

- an equitable, culturally responsive education,
- academic, social, and emotional learning, and
- safe, engaging, inclusive environment.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” Importantly, all learning is contextual and relationship driven and SEL can serve as a lever to enhance equity, build positive climate and culture, and foster a sense of belonging among all community members.

Over the last several years, Dry Creek has worked to expand our Multi-tiered System of Support (MTSS) to include robust supports and strategies for social-emotional learning, mental and physical health, positive behavior and attendance/engagement. MTSS is an integrated, multi-tiered prevention and intervention comprehensive framework that focuses on Common Core State Standards, effective first instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. At the base of this framework are universal Tier I supports—efforts aimed at preventing the emergence of future problems. When these strategies are insufficient, Tier II supports are indicated. Tier II supports are designed to reduce the intensity of and/or eliminate emerging problems. These interventions are often continuously available and are often provided in a small group or targeted setting. For students that are in need of more intensive services, Tier III strategies and programs are utilized. Within Tier III, individualized supports include highly individualized and intensive interventions. To address these more intensive needs, these interventions often include a greater emphasis on assessment and a team-based approach.

Our MTSS model includes programs and services such as, Positive Behavior Intervention and Supports (PBIS). PBIS has been implemented over the last several years and all sites now have systems in place at all Tier levels to support a variety of student needs. PBIS has been highly successful at our school sites and several sites have received state recognition for the comprehensive, consistent system of supports and implementation. In addition, to complement our PBIS system, the use of the ToolBox curriculum was introduced and implemented with success. Most recently, we have added professional learning and initial implementation of Restorative Practices, fostering healthy

relationships and promoting positive discipline. In schools, Restorative Practices are multifaceted in nature. Restorative Practices include interventions when harm has happened, as well as practices that help to prevent harm and conflict by helping to build a sense of belonging, safety, and social responsibility in the school community. The initial implementation included community building, restorative circles, restorative conferences and other means of correction. School-based counseling and mental health services have also been increased, providing additional services to more students than ever.

Having reviewed multiple forms of data, including our student and parent surveys, educational partner feedback from numerous meetings, as well as school site data (referral numbers, SWIS (School-wide Information System) data, intervention team data), and the model practices resources for the state priorities, we will move forward with providing supports on various levels. It is important to continue this work to support high levels of students engagement and both mental and physical well-being. Having found success with our MTSS supports the last several years, we will work to enhance, refine and improve as we move forward. The continued actions and services listed below, as well as our SEL screener, will provide the vehicle in which we can continue to serve students at high levels. The selected metrics below will give information in regard to how the supports and services are effecting our students and their outcomes.

State Priority 5 - Pupil Engagement (Engagement)

State Priority 6 - School Climate (Engagement)

**See attached MTSS pyramid for additional information.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Chronic Absenteeism Indicator	2019-2020 Data Quest All 6.60% SWD 10.60% SED 10.60% EL 5.80% African American 10.50% Homeless 27.60% Foster Youth 0.00%	2020-2021 Data Quest Overall (523) 7.9% SWD 13.4% SED 12.4% EL 6.1% African American 19.1% Homeless 25% Foster Youth 26.1%	2021-2022 Chronic Absenteeism 2022 Dashboard Data Overall 27.7% / Very High SWD 36.7 %/ Very High SED 34.8%/ Very High EL 26.7%/ Very High African American 32.6%/ Very High	2022-2023 Chronic Absenteeism 2023 Dashboard Data Overall 19.4%/Medium SWD 25.3%/Medium SED 25.2%/Medium EL 20.5%/Medium Homeless 34.1%/ Medium Foster Youth 48%/ Very High	Decrease Chronic Absenteeism proportionally for all subgroups. Decrease significantly the subgroups with greatest with highest percentages to less than 5%. Overall District SWD SED EL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	**No Dashboard Available	**No Dashboard Available	Homeless 46.3%/ Very High Foster Youth 31.3%/ Very High	African American 25.8%/Medium	African American Homeless Foster Youth
CA Dashboard Suspension Rate Indicator	2019-2020 Data Quest Overall 1.90% SWD 3.70% SED 3.00% EL 0.80% African American 7.40% Homeless 5.40% Foster Youth 0.00% **No Dashboard Available	2020-2021 Suspension Data from Data Quest Overall (29) .4% SWD .9% SED 1.5% EL .5% African American 1.2% Homeless .8% Foster Youth 0% **No Dashboard Available	2021-2022 Suspension Data 2022 Dashboard Data Overall 1.5% /Low SWD 3.2% / High SED 2.0% / Medium EL .6% / Low African American 6.0% /High Homeless 3.2% /High Foster Youth 6.1%** /Very High	2022-2023 Suspension Data 2023 Dashboard Data Overall 2.2%/High SWD 4.7%/High SED 2.8%/High EL 2.4%/High African American 6.1%/Very High Homeless 3.9%/High Foster Youth 3.6%/Medium	Decrease the suspension rates proportionally for all subgroups to less than 2%. Overall District SWD SED EL African American Homeless Foster Youth Significant decreases for subgroups experiencing disproportionality to less than 2%.
Number of CalPads Reported Behavior Incidents	2019-2020: 298 total incidents 241 unduplicated incidents	2021-2022 196 total incidents (more than one student) 173 unduplicated incidents (only one student)	2022-2023 210 total incidents (more than one student) 166 unduplicated incidents (only one student)		Less than 200 CalPads reported incidents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance Rate	2020-2021 ALL - 96.8%	2021-2022 (August 2021 - May 2022) ALL - 92.52% SED - 91.33% EL - 89.51% Homeless - 89.51% Foster Youth - 93.05%	2022-2023 (August 2022 - May 2023) ALL - 93.71% SED - EL - Homeless - Foster Youth -		Maintain ADA rate of 97% or higher.
Middle School Drop Out Rate	2020-2021 - 0	2021-2022 - 0	2022-2023 -0		Maintain 0 middle school drop outs
Parent Survey	2020-2021 Data 1. 23% of parents feel bullying is a problem at school. 2. 88% of parents feel that their student(s) feel safe at school. 3. 79% of parents feel that their student(s) get along with each other and respect their differences 4. 73% of parents understand what types of social-emotional supports	2021-2022 Data 1. 29% of parents feel that bullying is a problem at school. (6% increase) 2. 84% of parents feel that their student(s) feel safe at school. (4% decrease) 3. 71% of parents feel that their student(s) get along with each other and respect their differences. (8% decrease) 4. 68% of parents understand what types of social-emotional supports	2022-2023 1. 33% of parents feel that bullying is a problem at school. 2. 83% of parents feel that their student(s) feel safe at school. 3. 74% of parents feel that their student(s) get along with each other and respect their differences. 4. 70% of parents understand what types of social-emotional supports are available to students.		Increase to or maintain a 90% or higher agreement #2-5 Decrease #1 by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	are available to students 5. 81% of parents feel students receive the supports they need.	are available to students. (5% decrease) 5. 74% of parents feel students receive the supports they need. (7% decrease)	5. 79% of parents feel students receive the supports they need.		
Student Survey	2020-2021 Data 1. 63% of students feel like they belong at school. 2. 49% of students feel they know how to handle stress. 3. 39% of students feel they can explain their feelings to others. 4. 23% of student feel that they have been verbally bullied by students at school.	2021-2022 Data 1. 63% of students feel like they belong at school. (maintained) 2. 47% of students feel they know how to handle stress. (2% decrease) 3. 38% of students feel they can explain their feelings to others. (1% decrease) 4. 31% of student feel that they have been verbally bullied by students at school. (8% increase)	2022-2023 1. 69% of students feel like they belong at school. 2. 48% of students feel they know how to handle stress. 3. 38% of students feel they can explain their feelings to others. 4. 40% of students feel that they have been verbally bullied by students at school at least one time.		Increase to 90% or higher: 1. I feel like I belong at school. 2. I know how to handle stress. 3. I can explain my feelings to others. Reduce to less than 5%: 4. I have been verbally bullied by students at school.
SEL Screener % of students qualifying for services	Baseline to be established August 2021 Number of students scoring in the At-Risk level District-wide	2021-2022 Data 6% of students qualified for instruction to address their needs. The national average is 16% or	2022-2023 4% of students qualified for instruction to address their needs. The national average is 16% or		Number of students scoring in the At-Risk level will remain under 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		higher. Dry Creek is doing a great job of supporting our students through multiple layers of site and District wide systems.	higher. Dry Creek is doing a great job of supporting our students through multiple layers of site and District wide systems.		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Intervention & Supports (PBIS)	Full implementation of researched-based PBIS District-wide. Provide funding to support sites with training days and supplies for implementation. Training provided for both certificated and classified staff.	\$29,040.00	Yes
2.2	Restorative Practices	As part of our Multi-tiered System of Supports within PBIS, implement Restorative Practices at each school site. Community circles, alternative means of correction, and crisis intervention will be implemented in order to support students with increased instructional time, peer relationships and sense of connection to their school community. Restorative Practices offers ways to enhance the school environment to prevent conflict and restore relationships after conflict arises. Professional learning for implementing Restorative Practices will be offered throughout the school year to both certificated and classified staff.	\$5,233.00	Yes
2.3	Attendance Supports and Services	Regularly monitor daily attendance in order to provide supports and services proactively, mitigating chronic absenteeism and loss of instruction. Communicate regularly with parents, meeting as often as necessary to support positive school attendance and identify solutions	\$3,140.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>to barriers they may face. Use the District Attendance Success Plan process to best support students and families at the school and District level. Process truancies and provide community or legal resources. Refer students to SARB, and Director of Student Services will collaborate with the SARB panel to ensure referrals to community agencies for counseling, housing supports, probation support or family collaborative meetings.</p> <p>**See attached Attendance Success Plan.</p>		
2.4	Social-Emotional Learning (SEL) Professional Learning	Provide staff with a variety of professional learning opportunities, equipping them with best practices for implementing SEL supports and strategies at the classroom level and as a part of the school-wide MTSS. Learning opportunities may include but are not limited to: self-regulation strategies, de-escalation, behavior support strategies, trauma informed practices, suicide prevention, ToolBox, school and county level supports available for students, and how to refer students for school-wide supports. Professional learning opportunities provided for staff.	\$4,933.00	Yes
2.5	School-Based Mental Health	<p>Provide increased school-based mental health therapy as part of our MTSS services. Contract with Wellness Together and determine amount of service needed based on needs of the school sites. This service is provided to general education students and families requiring Tier III supports. Services to be provided during the school year and into the summer Academic Bridge program. We continue to employ two mental health clinicians to serve students with unique needs with mental health services.</p> <p>Yearly review and update as needed the Mental Health and Social-Emotional Well Being Plan. Maintain actions within the plan and monitor implementation at each school site.</p>	\$9,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
		**See attached Mental Health and Social-Emotional Well Being Plan.		
2.6	School Counseling	Maintain (7 FTE) or increase school counselors to support students with additional academic, social-emotional and behavioral needs. Increase the capacity of our school counselors by providing professional learning opportunities on a regular basis. Provide funding to obtain appropriate materials and supplies needed to support counseling services. Partner with universities to host counseling interns.	\$514,136.00	Yes
2.7	Increased Support Services and Staffing	Provide additional support staff and services for our students with priority to our Foster, Homeless, English learner and students with unique needs. Provide supports through additional health services staffing and school psychologists. Maintain Social Worker to provide support services, act as a liaison between families and school site, family support, and coordinate with appropriate community/county supports and services. Provide school supplies, transportation, clothing, food provisions and hygiene kits as needed.	\$520,045.00	Yes
2.8	School Climate Student Survey	Partner with Hanover Research to survey fourth through eighth grade students in the areas of self awareness, growth mindset, self management, social awareness, relationship skills, civic mindset and social support. Analyze data at the site and District level to determine areas of strength and need. Devise action plans to support growth in priority areas.	\$14,760.00	Yes
2.9	Social-Emotional Learning Student Screener	The District will continue a system of social-emotional support utilizing a widely used, scientifically validated and practical tool to measure and improve students' social-emotional competence. The system will screen, assess and provide educational practices and intervention	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		strategies for strengthening students' social skills both in school and in out-of-school-time settings.		
2.10	Items from Goal 2, Actions 1-9 that are "not contributing"	This action identifies the services that are identified in aforementioned actions and help to increase and improve services, however, the funding identified here is non-LCFF Supplemental and is therefore considered "not contributing" and needs to be captured separately.	\$4,332,645.00	No

Goal Analysis [2022-23]

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

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

All actions were implemented.

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.

2.01 Positive Behavior Intervention & Supports (PBIS): Additional PBIS staff trainings were held.

2.05 School-Based Mental Health: Mental health services and supports were paid from non-supplmental grant funds and the expenses are included in Goal/Action 2.10.

An explanation of how effective the specific actions were in making progress toward the goal.

Supporting Social-Emotional Learning (SEL) of our students through our MTSS model has been a priority for several years. In order to better identify students in need and specific areas of concern, this year the District implemented an SEL student screener (Goal/Action 2.9). The screening tool is filled out by teaching staff and results are analyzed through an electronic system. Students in need of support are then identified and the SEL teams at the sites connect them with specific resources and people to provide support. Four percent (4%) of Dry Creek students scored in the "needing instruction" category. This is far below the national average and 2% lower than last year. This decrease and low identification is evidence that strategies and supports implemented at the District, school, and classroom level are proving successful. SEL site teams collect data and help to address student needs and work with the students' teachers and families to ensure support and strategies can be implemented. Given the feedback from parents and staff in the last several years we have increased the number of counselors (Goal/Action 2.6) serving our students. The counselors provide one-on-one and group support services, serve on the

SEL team and help to implement the MTSS support and services. When a child is in need of more extensive services, Wellness Together provides mental health therapy at each school site to identified students. This school year 173 students and families received this Tier III support. In addition, our District mental health clinicians and psychologists (Goal/Action 2.7) provide mental health services to our students with unique needs through the IEP process. Over the course of this school year, approximately 904 one-on-one and/or group counseling sessions were held by school counselors and our psychologists and mental health clinicians served 119 students through mental health services. Furthermore, based on feedback received from our educational partners and staff, professional learning in the area of social-emotional learning has been and continues to be needed (Goal/Action 2.4). School counselors (Goal/Action 2.6), Wellness Together (Goal/Action 2.5) staff, Special Education staff (Goal/Action 2.5) and District social worker (Goal/Action 2.7) have led professional learning for de-escalation, trauma informed practices, behavioral and suicide threat assessments, ToolBox curriculum and suicide prevention. Additionally, this school year, 19 staff members participated in training with SELebrate, learning how to implement specific SEL strategies in the TK-5 classroom. These SEL ambassadors report a huge growth in student ability to engage, increased executive functioning, empathy of others, class community building and overall productivity of instructional time. Feedback from staff indicates the need to continue and expand professional learning (Goal/Action 2.4) through site-based professional learning, calendared professional learning days, and our PLI models.

District-wide implementation of Positive Behavioral Interventions and Supports (PBIS) (Goal/Action 2.1) has been highly successful, providing our school sites with a shared language for behavioral expectations and systematic intervention strategies when necessary. Each year, individual sites assess their training needs, whether it's a refresher, advanced training, or specific-year implementation training. With established practices at each school site, teams are actively planning to continue implementation in the upcoming school year. Notably, our schools have consistently received recognition and awards from the Placer County Office of Education for their exemplary PBIS implementation. This year, Antelope Meadows received the Platinum award for their outstanding practices.

Within the PBIS framework, our schools utilize the School-wide Information System (SWIS) data collection system. PBIS and intervention teams analyze SWIS data to identify incident patterns and determine the appropriate interventions and follow-up actions for specific students, grade levels, and areas within the school. As part of the tiered PBIS process, Restorative Practices (Goal/Action 2.2) are implemented to address student behavior needs and reduce referral rates. These practices equip students with conflict resolution skills, encourage repairing harm, and foster the healing of relationships. They contribute to cultivating a positive and safe school climate, preventing bullying, and minimizing disciplinary incidents. Community building circles, conflict resolution techniques, and alternative correction approaches have been emphasized district-wide. Due to these programs and procedures, our overall suspension rates have remained consistently low, as indicated by the 1.5% report on the 2022 CA Dashboard. Though our overall suspension rate was low, we know that there is still work to do in order to address the very high rate for Foster Youth and the higher rate of suspension for our students with disabilities, African American and homeless students. To maximize students' access to their education, we will continue utilizing the existing supports to assist students in achieving positive behavior changes and work with individual school sites where students are experiencing a higher rate of suspension.

The school climate survey was conducted among 4th to 8th-grade students in February (Goal/Action 2.8). District-wide data reveals encouraging responses from students, with over three-quarters reporting that they have never or only once experienced electronic bullying (88%) or physical bullying (88%). Additionally, 92% of students report having friends at school, 93% believe in treating others with respect, 90% accept others' differences, 83% demonstrate understanding of right from wrong, and 85% acknowledge the opportunity to learn from their mistakes. These positive outcomes indicate that students are responding well to the implemented structures and supports. School sites

will thoroughly analyze their individual school-level data alongside the School Site Council and staff to identify areas of strength and areas requiring improvement. Plans to address specific needs will be included in each school's School Plan for Student Achievement, integrated within the PBIS and Social-Emotional Learning (SEL) frameworks.

Over the course of this year, we have added additional support staff and services for our students with priority to our Foster, Homeless, English learner and students with unique needs. Staffing in health services increased last year with an additional LVN and increased hours for current LVNs to provide a greater scope of services (Goal/Action 2.7). This has proven effective as we have had an increase in student health needs, need for direct services, and assistance with meeting enrollment requirements.

The need for Foster Youth and Homeless supports and services has increased tremendously this school year. With the addition of our social worker (Goal/Action 1.8) we have been able to offer a high level of services to our students. This school year our social worker has supported 23 Foster Youth students with indirect and direct services including: monthly communication with the County social worker regarding grades, attendance and behavior, updates and tracking for school sites, data tracking for tiered levels of support for academics, attendance, behavior, school placements, and Aperture scores. She assisted with student enrollment, outreach and communication with prior school districts and other County social workers, collaboration with school psychologists and IEP teams, after school care, medical services and working with legal staff. Similarly, our social worker served 201 Homeless Youth with indirect and direct services including: weekly data updates and tracking for sites, providing resources (transportation, vouchers for shelter, clothing, etc.), wellness checks, enrollment assistance, assistance with medical services, coordination with County liaison, and attended school site meetings to assist.

Attendance is monitored closely by our site administrators, Director of Student Services, and our District social worker who provides indirect and direct services (Goal/Action 2.3). This school year, overall daily attendance rate as calculated through April 2023, is 93.64% which is down approximately 3% from the 2019/2020 school year, however, is about 1.0% higher than last year. This is not surprising given the inclusion of excused illness absences in the calculation. Overall, as noted in the needs section, we had a very high rate of Chronic Absenteeism as reported at 27.7% on the 2022 CA Dashboard. Students are monitored for chronic absenteeism and many supports and services are put in place to ensure students have access to their education. Home visits, re-engagement plans, incentive systems, school site team meetings, connection to social services and community support as well as the Attendance Support Plan are some of the ways students and families are supported. On a regular basis the principal, clerk and teachers at each school site monitor daily attendance and meet informally with students and parents to problem-solve and eliminate barriers to attending school. If needed, staff forward student cases to our County School Attendance Review Board (SARB). Thus far, 10 families have been referred to SARB. This included school-based therapy, home visits, wellness checks, multiple student/parent meetings to address barriers, coordination with SARB and Children's System of Care, and providing supplies. We will continue to provide support and to mitigate barriers for families and students in order to increase attendance rate and decrease chronic absenteeism. School sites have introduced a variety of attendance incentives and celebrations as well as, increased communication and education on the importance of attending school daily.

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

There are no changes to any of the actions, metrics or desired outcomes for Goal 2.

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

Goals and Actions

Goal

Goal #	Description
3	Foster meaningful Parent and Community Engagement

An explanation of why the LEA has developed this goal.

To support student success, it's crucial to engage parents as partners through regular outreach efforts. After reviewing data from various sources, including the parent survey, LCAP review charts, and the local indicator 3 - Parent Engagement rubric review, we've gained insight into how we can foster meaningful parent participation. We've received representation from each school site, and this feedback has informed our planning efforts. Moving forward, we'll be increasing parent/family education, with a focus on supporting learning at home and helping parents understand how they can participate in their child's educational journey.

At the same time, we'll be working to create a culture of respect and care that supports positive relationships among all educational partners. This will enable us to continue providing culturally appropriate and linguistically accessible supports and resources to families. With these measures in place, we'll be better equipped to gather input from parents and encourage their participation in school site strategies aimed at improving academic achievement and promoting the social-emotional and physical well-being of students.

State Priority 3 - Parental Involvement (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	2020-2021 Data 1. 90% of parents feel that the school keeps them well informed about events and activities. 2. 77% of parents feel that District schools encourage parent	2021-2022 Data 1. 88% of parents feel that the school keeps them well informed about events and activities. (2% decrease) 2. 75% of parents feel that District schools	2022-2023 Data 1. 89% of parents feel that the school keeps them well informed about events and activities. (1% increase) 2. 83% of parents feel that District schools		Maintain or increase agreement on all items to 90% or higher ratings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>involvement.</p> <p>3. 94% of parents feel they are able to communicate with teachers/staff when needed.</p> <p>4. 94% of parents prefer their child's school to provide information through email.</p> <p>5. 84% of parents feel that District schools effectively communicate with parents regarding their child's progress.</p> <p>6. 77% of parents understand what types of academic support are available to students.</p> <p>7. 71% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities.</p>	<p>encourage parent involvement. (2% decrease)</p> <p>3. 93% of parents feel they are able to communicate with teachers/staff when needed. (1% decrease)</p> <p>4. 94% of parents prefer their child's school to provide information through email. (Maintained)</p> <p>5. 84% of parents feel that District schools effectively communicate with parents regarding their child's progress.</p> <p>6. 72% of parents understand what types of academic support are available to students. (5% decrease)</p> <p>7. 68% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities. (3% decrease)</p>	<p>encourage parent involvement. (8% increase)</p> <p>3. 94% of parents feel they are able to communicate with teachers/staff when needed. (1% increase)</p> <p>4. 92% of parents prefer their child's school to provide information through email. (2% decrease)</p> <p>5. 84% of parents feel that District schools effectively communicate with parents regarding their child's progress. (maintain)</p> <p>6. 73% of parents understand what types of academic support are available to students. (1% increase)</p> <p>7. 75% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities. (7% increase)</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in Parent/Family Education	2021-2022 School Year will be baseline. Due to COVID opportunities were limited.	<p>Love & Logic Parent courses have been offered. Two six week session with 32 families participating.</p> <p>Adult English Courses were held and 24 parent/guardians from Dry Creek participated.</p> <p>Sites have been holding events as COVID allows.</p>	<p>Love & Logic Parent courses were offered through vouchers this year.</p> <p>One Zones of Regulation class was held and 8 parents attended.</p> <p>Adult English Courses were held and 92 parent/guardians from Dry Creek participated.</p> <p>Family Literacy was held at Barrett Ranch with 26 participating families.</p> <p>Over 30 site family engagement and parent education events were held this school year.</p>		Increase by 10% each school year
Local Indicator #3 - Parent Engagement Rubric Scores 1 - Exploration Phase 2 - Beginning Development	2020-2021 Data Building Relationships:	2021-2022 Data Building Relationships:	2022-2023 Data Building Relationships:		<p>All 12 areas of practice are rated:</p> <p>5 - Full Implementation and Sustainability</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	<p>1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 4</p> <p>2. Rate the LEA's progress in creating welcoming environments for all families in the community. 4.5</p> <p>3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. 3.5</p> <p>4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and</p>	<p>1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 4 (Maintain)</p> <p>2. Rate the LEA's progress in creating welcoming environments for all families in the community. 4 (decrease by .5)</p> <p>3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. 3 (decrease by .5)</p> <p>4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way</p>	<p>1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 4 (Maintain)</p> <p>2. Rate the LEA's progress in creating welcoming environments for all families in the community. 4 (Maintain)</p> <p>3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. 4 (Increase)</p> <p>4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>educators using language that is understandable and accessible to families. 4</p> <p>Building Partnerships for Student Outcomes:</p> <p>5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. 3.5</p> <p>6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. 4</p> <p>7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student</p>	<p>communication between families and educators using language that is understandable and accessible to families. 4 (Maintain)</p> <p>Building Partnerships for Student Outcomes:</p> <p>5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. 3 (decrease by .5)</p> <p>6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. 4 (Maintain)</p> <p>7. Rate the LEA's progress in implementing policies or programs for teachers to meet with</p>	<p>communication between families and educators using language that is understandable and accessible to families. 4 (Maintain)</p> <p>Building Partnerships for Student Outcomes:</p> <p>5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. 3 (Maintain)</p> <p>6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. 4 (Maintain)</p> <p>7. Rate the LEA's progress in implementing policies or programs for</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>progress and ways to work together to support improved student outcomes. 4</p> <p>8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. 4</p> <p>Seeking Input for Decision Making:</p> <p>9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 4</p> <p>10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 4</p>	<p>families and students to discuss student progress and ways to work together to support improved student outcomes. 4 (Maintain)</p> <p>8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. 4 (Maintain)</p> <p>Seeking Input for Decision Making:</p> <p>9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 4 (Maintain)</p> <p>10. Rate the LEA's progress in building the capacity of and supporting family members to effectively</p>	<p>teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 4 (Maintain)</p> <p>8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. 4 (Maintain)</p> <p>Seeking Input for Decision Making:</p> <p>9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 4 (Maintain)</p> <p>10. Rate the LEA's progress in building the capacity of and</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4</p> <p>12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and District administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 4</p>	<p>engage in advisory groups and decision-making. 4 (Maintain)</p> <p>11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4 (Maintain)</p> <p>12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and District administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 4 (Maintain)</p>	<p>supporting family members to effectively engage in advisory groups and decision-making. 4 (Maintain)</p> <p>11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4 (Maintain)</p> <p>12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and District administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 4 (Maintain)</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Engagement Opportunities	Provide school and District-wide engagement opportunities for parents and guardians. Engagement opportunities may include but are not limited to: Back-to-School Night, Parent Conferences, At-Risk and SST meetings, Individual Education Plan meetings, 504 meetings, School Site Council, English Language Advisory Committee, District Advisory Committee, District English Language Advisory Committee, PBIS parent member, Community Advisory Committee, and various family engagement events across the ten school sites.	\$478.00	Yes
3.2	Communication and Input	Use a variety of ways to communicate with our parents and community both formally and informally. Use the preferred methods of communication as identified by stakeholder input. We seek to communicate through a variety of mediums including but not limited to: District and site newsletters, District and site websites, emails, School Messenger (text, call and email features), Twitter, Facebook, phone calls, meetings, and various flyers. Input from educational partners is sought throughout the school year. We partner with Hanover Research to conduct the LCAP survey. Survey data is analyzed at the District and site level and used to develop plans and actions. In addition, District and site advisory groups provide input and feedback throughout the school year on such things as School Site Plans, School Safety Plans, LCAP, Parent Engagement Indicator progress and parent/family education events. Additional input/feedback is solicited District-wide through various surveys sent throughout the school year for specific topics. Translation services are utilized to ensure language barriers do not impede communication or input capabilities with our families.	\$52,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	English Learner Family Supports and Services	Provide supports and services to English learner families in order to maximize meaningful participation and engagement in our EL student's education. Supports and services to include but not limited to: using linguistically accessible communication methods, providing translators through live and online interpreting services, providing translated materials and resources as required by law, regularly convene both District English Language Advisory Committee (DELAC) and school level English Language Advisory Committee (ELAC). Provide opportunities such as Family Literacy classes and adult English classes.	\$23,354.00	Yes
3.4	Parent Education	Provide parent education opportunities to increase capacity to engage in and participate in their child(ren)'s education and work in partnership with school staff. Parent education opportunities may include but are not limited to: Zones of Regulation and behavior strategies, Technology and Accessing programs such as Google Classroom, SeeSaw, Aeries at home, Love and Logic parent courses, student Mental Health and Wellness, how to meaningfully participate in IEPs, SSTs and 504 meetings and what to expect when attending a parent conference. Per feedback from educational partners, provide parent education opportunities via electronic means, Zoom type platform and/or in-person, or through pre-recorded webinar format, for greater ability to participate.	\$12,449.00	Yes
3.5	Items from Goal 3, Actions 1-4 that are "not contributing"	This action identifies the services that are identified in aforementioned actions and help to increase and improve services, however, the funding identified here is non-LCFF Supplemental and is therefore considered "not contributing" and needs to be captured separately.	\$4,500.00	No

Goal Analysis [2022-23]

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

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

All actions were implemented, however, we will continue to build upon our Parent Education resources, such as, videos and/or publications to ensure our parents have the supports they need to fully engage in their child(ren)'s educational journey.

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.

3.02 Communication & Input: Additional projects and services were purchased.

3.04 Parent Education: Parent Education activities were paid from non-supplemental grant sources.

An explanation of how effective the specific actions were in making progress toward the goal.

During the 2022-2023 school year, an effort was made to increase our parent engagement and parent education opportunities (Goal/Action 3.1, 3.4) District wide. At the school sites and District level, parents had the opportunity to participate in many educationally related activities and committees, including but not limited to: Back-to-School Night, Parent Conferences, at-risk and SST meetings, Individual Education Plan meetings, 504 meetings, School Site Council, English Language Advisory Committee, LCAP PAC Committee, District English Language Advisory Committee, PBIS parent member, Community Advisory Committee, and various family engagement events across the ten school sites. Seventy-five percent (75%) of our parents feel that the schools encourage parent involvement and eighty-nine percent (89%) feel that the school keeps them well informed about events and activities. We will continue to work on increasing this engagement and helping our parents feel welcome and valued, seventy-five (75%) of families feel that the school and/or District value(s) their participation or input in engagement opportunities. Building resources to support our families is essential for parents to engage and feel comfortable with participating in their child(ren)'s education. Based on input from our educational partners we continue to build a Parent Academy web page, wherein, parents have access to a variety of publications and educational videos on various topics in relation to student achievement, curriculum access, mental health resources, educational meetings and procedures, instructional practices, and technology platforms. As noted, we were not able to complete all planned videos and publications this school year, however, we will continue work on this for the coming school year as we feel it is important.

Communication and input is important as we strive to build our partnerships with parents and our community (Goal/Action 3.2). Communicating with our families in a variety of ways has been a priority. We know that two way communication is essential and strive to create opportunities for this to happen. Yearly, parent(s)/community members are surveyed through our partnership with Hanover Research. The survey is used to gather information about the needs of our families and how we are serving our families through the increased and improved services within the LCAP. The survey link is sent via our SchoolMessenger system and hard copy printouts are available in the school office for those that do not have access to the electronic version. The information gathered is compared to the year before and helps

with our planning on both a District and site level. Based on feedback from our parent survey, main lines of communication include email (94%) and text features through our sites and SchoolMessenger. Overall, parents feel they are able to communicate with teachers/staff when needed (94%) and that the schools effectively communicate with parents regarding their child's progress (84%). However, an area we will focus on is helping parents understand what types of academic support are available to students (73%). Sites will work on messaging and various delivery models for communicating this information to families. In addition, each school site and our DELAC go through a process of reviewing the LCAP with Site Council and ELAC to gather direct feedback on actions and services, recommendations, and identified needs. This information is collected District wide in order to identify themes and actions that can be taken to serve our students.

Similarly, the staff at each site, all Site Councils and ELACs at school sites and DELAC review the Local Indicator 3, parent engagement rubric to identify areas of strength and areas of growth as we develop partnerships with families. This feedback is critical for both the District and school sites. District wide, the ratings on the rubrics have maintained in the "4 - Full Implementation" or higher rating for the last two years on 11/12 rated areas. A rating of "3 - Initial Implementation" maintained in the area of Partnerships for Student Outcomes. While we did address this at staff meetings this school year via the EL teacher providing information and resources, Principals will be following up at the site level with their staff to identify exactly what the staff members feel they need in this area and will then provide additional professional learning for staff in the area of cultures and languages and partnering with families.

English Learner family supports and services (Goal/Action 3.3) are provided District wide and at each school site. Our English learner staff serve as a liaison between the schools and our EL parents. They are there to provide extra support for students, however, they also provide support for parents through meetings, help with paperwork, resources and community services. In addition, we ensure translations and interpreters are readily available and utilized for school and District meetings, parent conferences and school events/activities. Family Literacy classes were held at Barrett Ranch this school year with twenty-six (26) participating families. Adult English classes were offered District wide and held at Coyote Ridge and Barrett Ranch. Ninety-two (92) parents participated. Both classes showed an increase in participation. Sites will seek input from families at their first ELAC meeting at the beginning of next school year to determine what type of family supports they need and will plan accordingly, as our goal is to increase participation in parent education classes in the coming year.

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

There are no changes to any of the Goal/actions, metrics or desired outcomes for Goal 3.

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

Goals and Actions

Goal

Goal #	Description
4	Ensure compliance, programs, services and facilities are maintained at high levels.

An explanation of why the LEA has developed this goal.

The actions described below were selected as they have been effective in maintaining outcomes within the areas and align with the feedback to continue these actions. Monitoring the metrics below will ensure that we continue to meet compliance for programs and services and maintain safety measures and maintenance of facilities at high levels. Three of the actions below directly align with State Priority 1 - Basic Needs: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities.

State Priority 1 - Basic (Conditions of Learning)
State Priority 6 - School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Audit & Resolution - Instructional Materials	100% Compliance	100% Compliance	100% Compliance		100% Compliance
Williams Audit - Highly Qualified Staff	100% Compliance	100% Compliance	99.4% Compliance 2.6 FTE Vacancies		100% Compliance
Class Size Ratios	TK-3 24:1 4-5 30:1 6-8 32:1	TK-3 24:1 4-5 28:1 6-8 28:1	TK-3 24:1 4-5 28:1 6-8 28:1		TK-3 24:1 4-5 30:1 6-8 32:1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	Maintain Good Or Exemplary Standings on the FIT ACMS 95.93% Good AM 95.98% Good BR 100% Exemplary CR 97.92% Good CVR 98.69% Good HO 97.91 Good OL 95.57% Good QG 94.53% Good SMS 93.3% Good	2021-2022 ACMS 98.3% AM 98.0% BR 97.92% CR 90.77% CVR 96.96% HO 97.64% OL 98.44% QG 95.31% SMS 98.36% All sites are in GOOD standing. Items found needing attention during the FIT inspection are addressed through work orders in our facilities department.	2022-2023 ACMS 91.48% AM 92.26% BR 90% CR 95.83% CVR 99.17% HO 92.93% OL 95.14% QG 93.01% SMS 94.27% All sites are in GOOD or higher standing. Items found needing attention during the FIT inspection are addressed through work orders in our facilities department.		All sites will score Good or Exemplary on the FIT tool
K/1 Combination Classes	0	There are no K/1 combination classes at our elementary sites.	There are no K/1 combination classes at our elementary sites.		0 - K/1 combination classes at our elementary sites.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Instructional Materials	Ensure all students have access to hard copy and electronic instructional materials through regular inventory and audit at the beginning of the school year and ongoing as enrollment fluctuates.	\$292,810.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Class Size Target Ratios	Maintain or decrease target ratios for class size TK-8 to maximize instructional and learning time. TK-3 24:1 4-5 30:1 6-8 32:1	\$2,040,032.00	Yes
4.3	Minimize Kindergarten/First Grade Combination Classes	Minimize the number of Kindergarten/First grade combination classes District-wide.	\$329,878.00	Yes
4.4	Safe and Orderly Facilities	Our Facilities Maintenance Plan is proactive and responsive. All school sites, lead custodians, and maintenance personnel have access to the online system "School Dude" which houses our work order cache. Continue to input preventative maintenance, planned maintenance and safety needs directly. The team tracks this closely and conducts full site reviews as necessary. Yearly our FIT inspection provides a list of items to prioritize as we strive to be efficient, effective, and keep our school safe and in good working order. Yearly, each site to update and get Board approval of School Site Safety Plan.	\$8,046,282.00	No
4.5	Appropriately Assigned Staff	Ensure teachers are appropriately assigned to courses through regular monitoring and assignment processes.	\$3,091.00	Yes
4.6	Items from Goal 4, Actions 1 - 6 that are "not contributing	This action identifies the services that are identified in aforementioned actions and help to increase and improve services, however, the funding identified here is non-LCFF Supplemental and therefore considered "not contributing" and needs to be captured separately. Action 2 - Class Size	\$36,404,912.00	No

Action #	Title	Description	Total Funds	Contributing
4.7				

Goal Analysis [2022-23]

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

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

All actions were implemented and monitored as planned.

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.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

Instructional materials (Goal/Action 4.1) were distributed to all school sites for all students. The resolution of sufficient instructional materials was approved by the Board of Trustees on September 15, 2022. We have maintained zero (0) Williams complaints over the last 2 years. This shows the success with monitoring our student enrollment and instructional materials inventory year to year.

Monitoring class size (Goal/Action 4.2) and minimizing combination classes in the early years (4.3) are a priority. Class size target ratios were met. Kindergarten/First Grade combination classes were eliminated with the implementation of the LCAP over 7 years ago.

All schools in the Dry Creek Joint Elementary School District are in either Good or Exemplary status as rated by our annual Facility Inspection Tool (FIT). As part of our annual FIT inspections, every building on every school site is inspected from top to bottom. These inspections generate dozens of work orders that are then prioritized based on many different factors (safety, health, structural). Besides the FIT inspections, our maintenance workers, custodians and office staff all have the ability to input work orders into our online tracking system. These work orders are given to our maintenance department for completion. This process helps keep all of our schools safe and in good working order. (Goal/Action 4.4)

Human Resources regularly reviews placement and has multiple processes in place to ensure appropriate assignments (Goal/Action 4.5). Because of these processes and systems, again this year, students were taught by teachers that were assigned appropriately to courses based on their credentialing. Due to the nature of the positions available, 2.6 FTE positions were not filled. These vacancies consisted of two 1.0 FTE special education and one .6FTE science positions. Long term subs were hired to fill the vacancies.

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

There were no changes to any of the goals/actions, metrics or 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
5,950,716	0

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
9.08%	0.26%	\$158,393.00	9.34%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Supporting the whole child is a priority in DCJESD and we pride ourselves on the well-developed systems in place to do so. We have worked very hard the last several years to develop and fully implement a robust Multi-tiered System of Supports (MTSS) model at each school site and at the District level. As defined by CDE, "MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.”

As provided in the Engaging Educational Partners and the metrics section of the Goal areas, the CAASPP results, suspension data, and chronic absenteeism data show that there are both academic and social-emotional/behavioral gaps that exist between “all” students and our “unduplicated” student populations and specific subgroups.

We believe the identified actions provide the greatest impact towards reaching these goals for our students and are the most effective use of supplemental funds. All of our schools serve unduplicated students. Using funds District-wide will ensure we directly reach all of these students and provide staff with the best strategies and practices to develop effective and efficient programs.

Goal 1: Student achievement will improve as measured by increased proficiency levels on classroom, District, and State assessments, with the intent that all students will demonstrate at least one year's growth.

Goal 2: Maintain safe and orderly schools with a positive, engaging and supportive climate.

Goal 3: Foster meaningful Parent and Community engagement.

Goal 4: Ensure compliance, programs, services and facilities are maintained at high levels.

As discussed earlier, CAASPP data for 2021-2022 and 2022 Dashboard Data show achievement gaps for our unduplicated students as compared to "all" students. Below is a summary of the CAASPP and Dashboard data:

CAASPP ELA:

Overall: 56%

SWD: 20.76%

SED: 42.25%

EL: 28.31%

African American: 45.5%

Homeless: 37.33%

Foster Youth - ** not enough students

Dashboard ELA:

Overall: 10.5 above DFS

SWD: -77.8 below DFS

SED: -14.5 below DFS

EL: -10 below DFS

African American: -16.7below DFS

Homeless: -35.4 below DFS

Foster Youth: -87.6 below DFS

CAASPP Math:

Overall: 45%

SWD: 17.11%

SED: 33.29%

EL: 21.79%

African American: 25.28%

Homeless: 24%

Foster Youth: **not enough students

Dashboard Math:

Overall: -14.6 below DFS

SWD: -97.6 below DFS

SED: -40.7 below DFS

EL: -62.5 below DFS

African American: -65.8 below DFS

Homeless: -62.9 below DFS

Foster Youth: -102.6 below DFS

Ensuring every unduplicated student has the most highly qualified and appropriately assigned teacher provides them with a distinct advantage during their school years. We anticipate growth in each of these groups as we have provided intensive and focused professional development intended to serve these students. In order to implement the high level instructional practices and technology, planning time has been provided to maximize lesson design. By targeting direct support to classroom teachers through professional development,

demonstration lessons, instructional rounds, and coaching, emphasizing closing the achievement gap and serving those students who need a more differentiated program, we will see greater teacher effectiveness and our unduplicated students will achieve at higher levels. Teachers will continue to enhance lessons, curriculum and assessments in appropriate ways to include the use of technology to meet the specific learning needs of students, while providing classroom supports to help these students achieve greater success. While our actions are intended to bridge the gap for our unduplicated students, given the effectiveness, we know all students will benefit and therefore they are implemented on an LEA wide basis. (Goal/Action 1.1, 1.2, 1.10, 1.11, 2.4, 4.5)

College and Career Readiness is important to DCJESD. We have increased Project Lead the Way (PLTW) courses at our middle schools over the course of 4 years. We have collaborated with the high school district in order to set up alignment and pathways to college and career courses that are offered at their school sites. We have gathered their input as a basis for the action. We have found that when enrollment in these courses is monitored and data is collected more of our unduplicated students have access and participate in these courses. The expectation is that having these aligned courses and experience will set our unduplicated students up for success as they enter high school. Currently, we have 880 unduplicated students enrolled in PLTW courses. However, because having access to college and career readiness is essential to academic success, the courses are offered on a school wide basis to all middle school students. (Goal/Action 1.6)

DCJESD is committed to providing the most effective program for English learners (EL), including an EL teacher at our sites with our highest EL populations. The EL teachers serve as an expert to help guide school staff in best practices and strategies to help our EL students meet proficiency. The EL teachers provide modeling, guidance and also co-teach with our general education staff to meet all EL student needs. GLAD training, recognized as a model reform program by the CDE, is part of our onboarding process in Dry Creek and provides content area instructional strategies to help our EL learners access their curriculum at higher levels. Parent and family classes are also offered throughout the district in order to establish bridges between school and home and to help our EL families participate in their child(ren)'s educational experience. As noted in the Engaging Educational Partners section, both parents and staff expressed the desire and importance of having these specific EL supports at all of our schools. The effectiveness of our approach shows in our data. This school year we were able to reclassify 12% (116) of EL students as “fluent English proficient”. Looking at data over time, reclassified EL students exceed “all” students in meeting or exceeding standard on the CAASPP tests. While our expectation is that our EL students grow and progress to close achievement gaps, other struggling students and families will benefit from these actions and therefore, we will implement on an LEA wide basis. (Goal/Action 1.7, 1.8)

Over the last several years, we have focused efforts on integrating technology into our teaching and learning, while increasing access for students. With an increase to Library Media Techs, technology support services staff, and students have additional support on each campus, helping to eliminate barriers to access and learning that impact many of our unduplicated students. Over the last several years, our Technology Director has worked with an integration team to develop a grade level technology plan, and with the Educational Services Department to identify, purchase and train staff and students on the most effective technology platforms for teaching and learning. These platforms are evaluated by our TAC teachers and our certificated staff. Feedback is gathered and the most effective platforms are

implemented. Chromebooks and digital access devices have also been purchased for students that require access outside of the school setting in response to feedback from our educational partners. We will continue to provide technology tools, resources, and access to our unduplicated students for use both in and out of the classroom, and we will implement on an LEA wide basis to support the access of all students. (Goal/Action 1.5)

Staff shared the need to continue to provide professional learning for staff in regard to cultural diversity, culturally responsive teaching and educational equity. In alignment with the Quality Professional Learning Standards, staff will continue to address practices, policies, and barriers that perpetuate inequities which lead to opportunity and achievement gaps for our unduplicated students. Processes will be developed in which staff desegregate and analyze data and evaluate student progress with an educational equity lens and develop actions to mitigate barriers for our subgroups and eliminate disparities in educational outcomes. It is expected that the result of this work will help to maximize learning time, access, and opportunities for our unduplicated students. These actions can be positive for all students that are underachieving or experiencing barriers, therefore, this work will be done on an LEA wide basis. (Goal/Action 1.12)

Suspension data for 2021-2022 school year, “all” students vs. unduplicated students show minimal differences. However, in years past the discrepancy was much larger and we will continue to address it as such. We continue to see a higher rate of suspension for our African American (AA) students. This is an overall report, however, the suspensions are concentrated in specific schools, therefore, we will help the school create change practices to implement in the coming year addressing the disparities.

Overall - 1.5%

SWD - 3.2%

SED - 2.0%

EL - .6%

African American - 6.0%

Homeless - 3.2%

Foster Youth - 6.1%*

Absenteeism among our unduplicated students is high, as it is across the State. Below is a summary of the 2022 CA Dashboard results. Absenteeism for "all" students went up about 21%. Historically, DCJESD has a relatively low chronic absenteeism rate. We focus very heavily on absenteeism both daily and chronically. Our District has many supports and services in place to help our families and students engage in school and maximize learning time.

Chronic Absenteeism

Overall - 27.7%

SWD - 36.7%

SED - 34.8%

EL - 26.7%

African American - 32.6%

Homeless - 46.3%

Foster Youth - 31.3%

MTSS, is an evidence based approach and encompasses both Response to Intervention (RtI) and Positive Behavioral Intervention and Supports (PBIS), and systematically addresses support for all students. Because of the tiered level of support staff have the ability to meet the needs of our unduplicated students, as many require interconnected supports to be successful. Given MTSS is a framework that brings together research and practices of RtI and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system. Within this system lies extended learning time for students, including during the school day, tiered interventions, before/after school groups, individual and group tutoring and summer session. These research-based systems are essential for the success of our students and focus heavily on our unduplicated students, however, given the effectiveness, they are offered LEA wide. (Goal/Action 1.3, 1.9, all of Goal 2)

We have found that many of our unduplicated students need additional social-emotional support to fully engage at school. As a District, we will focus on building a positive school climate in order to engage students, increase attendance, and maximize learning time by reducing suspension rates. Screening for SEL services is done yearly and identified students are supported by multiple school specialists. In addition, evidence-based Positive Behavioral Intervention and Supports (PBIS) and a focus on Restorative Practices have been implemented at all school sites. Additionally, we have increased counseling services and mental health therapy, giving our most at-risk students access to the much needed social-emotional and behavioral supports. Providing increased health services directly supports our unduplicated students who may have experienced the lack of medical care and follow up. Increasing health and psychology services to support the social, physical, and mental health needs of our at-risk students will better enable these students to access learning and experience success in school. We expect that the attendance rate for our unduplicated student groups will increase significantly more than the attendance rate of all other students as our programs are designed to meet the needs of students most associated with the barriers to attendance. Furthermore, we anticipate our unduplicated students will experience more learning time and have higher engagement, as a direct result of lower suspension rates. While our intent is to provide these services specific to the needs of our unduplicated students, we know the systems in place benefit all students and will provide them on an LEA wide basis. (Goal/Action 2.1, 2.2, 2.3, 2.5, 2.6, 2.7)

Reaching out to our parents and community, particularly our unduplicated families, will better enhance our programs and provide consistent parent participation rates. Feedback gathered from our educational partners supports the continuance of our parent engagement and education initiatives. As discussed above, increased parent engagement directly correlates with increased student engagement and achievement. It is expected that our unduplicated students will benefit both academically and social-emotionally and we choose to offer this on an LEA wide basis as it will benefit all families and students. (Goal 3)

Some of our children come to us speaking little to no English, while others come to us speaking English, however, with limited exposure to schooling or academic support. Given the number of unduplicated students we serve, it is important to maximize instructional time and support. Research shows positive effects of small class sizes are strongest for elementary school students, and they become more powerful and enduring the longer students are in smaller classes. Specifically, staff assert that maintaining smaller class sizes and eliminating combination classes, increases their ability to identify and track student learning and differentiate instruction in response to student needs in a more effective manner. The class targets and elimination of K/1 combination classes will be implemented LEA wide. (Goal/Action 4.2, 4.3)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The District plans to meet the increases by serving our unduplicated populations which includes, Low Income, English Learners, and Foster Youth. The overall goals are carried over to meet the needs of these students with additional actions and services listed in each Goal section of this LCAP. The District will meet the proportionality requirement by spending in accordance with the listed actions and services listed in Goal sections. The District does not receive Concentration Grant funds as it does not meet the targeted percentage.

The below are some examples by Goal.Action of how the District has increased or improved services and supports to our unduplicated students:

1.1 The district has employed Instructional Coaches to support staff at specific school sites with the implementation of best practices, supporting the implementation of our instructional materials, English Learner instructional strategies, Guided Language Acquisition Design (GLAD), Response To Intervention (RTI) system implementation, Restorative Practices, and grade level/content specific needs and District focus areas. For 23-24 a portion of two positions are funded from the supplemental grant.

1.3 The district has extended the time of specific Instructional Assistants.

1.5 The district has hired an additional Technology Specialist to increase the service to unduplicated student technology devices. Library Media Technician time was extended to provide increased access to library and technology resources.

1.7 In 2023-24 the district employs 6.75 FTE English Language Learner and Reading Resource Teachers funded from the supplemental grant to support English Language Learners.

1.8 To support the unduplicated students, especially English Learners, Foster youth, and homeless youth, an additional position of Director of Student Services and Community Engagement employee was hired with 75% being funded from the supplemental grant.

1.11 The district funds approximately 2.7 FTE teachers from the supplemental grant to provide instructional planning which allows teachers to Provide general education teaching staff teaching 1st, 2nd, and 3rd grade with instructional planning time to ensure high quality, standards-aligned lessons, strategies and interventions EL, FY, SED and students with unique needs.

2.7 Additional support student services were increased including; 3.80 FTE additional counselors have been employed and funded from the supplemental grant. All psychologist's work years were extended and additional 3.7 FTE health services staff have been added.

4.2 To provide additional individual support and services to students class size has been decreased resulting in 13.64 FTE teacher positions.

4.3 To minimize K/1 combination classes 2.0 FTE teachers have been funded from the supplemental grant.

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.

Dry Creek JESD does not qualify for the additional Concentration Grant add-on funding.

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		

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 certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$49,203,867.00	\$8,786,622.00	\$2,343,740.00	\$1,041,319.00	\$61,375,548.00	\$51,484,027.00	\$9,891,521.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Learning	English Learners Foster Youth Low Income	\$344,405.00				\$344,405.00
1	1.2	Curriculum and Assessment Teams	English Learners Foster Youth Low Income	\$27,663.00				\$27,663.00
1	1.3	Increased Time to Learn	English Learners Foster Youth Low Income	\$117,128.00				\$117,128.00
1	1.4	Transitional Kindergarten	All					
1	1.5	Technology Access and Integration	English Learners Foster Youth Low Income	\$315,789.00				\$315,789.00
1	1.6	College and Career Readiness	English Learners Foster Youth Low Income	\$13,828.00				\$13,828.00
1	1.7	English Learner Supports and Services	English Learners	\$1,050,667.00				\$1,050,667.00
1	1.8	Foster Youth & Homeless Supports and Services	Foster Youth	\$176,640.00				\$176,640.00
1	1.9	Multi-tiered System of Supports - Academic	English Learners Foster Youth Low Income	\$212,131.00				\$212,131.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Highly Qualified Staff	English Learners Foster Youth Low Income	\$17,852.00				\$17,852.00
1	1.11	Instructional Planning	English Learners Foster Youth Low Income	\$407,698.00				\$407,698.00
1	1.12	Educational Equity	English Learners Foster Youth Low Income	\$2,093.00				\$2,093.00
1	1.13	Items from Goal 1, Actions 1-12 that are "not contributing"	All	\$756,345.00	\$5,057,421.00		\$231,848.00	\$6,045,614.00
2	2.1	Positive Behavior Intervention & Supports (PBIS)	English Learners Foster Youth Low Income	\$29,040.00				\$29,040.00
2	2.2	Restorative Practices	English Learners Foster Youth Low Income	\$5,233.00				\$5,233.00
2	2.3	Attendance Supports and Services	English Learners Foster Youth Low Income	\$3,140.00				\$3,140.00
2	2.4	Social-Emotional Learning (SEL) Professional Learning	English Learners Foster Youth Low Income	\$4,933.00				\$4,933.00
2	2.5	School-Based Mental Health	English Learners Foster Youth Low Income	\$9,402.00				\$9,402.00
2	2.6	School Counseling	English Learners Foster Youth Low Income	\$514,136.00				\$514,136.00
2	2.7	Increased Support Services and Staffing	English Learners Foster Youth Low Income	\$520,045.00				\$520,045.00
2	2.8	School Climate Student Survey	English Learners Foster Youth Low Income	\$14,760.00				\$14,760.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.9	Social-Emotional Learning Student Screener	All	\$0.00				\$0.00
2	2.10	Items from Goal 2, Actions 1-9 that are "not contributing"	All	\$1,017,299.00	\$2,390,113.00	\$115,762.00	\$809,471.00	\$4,332,645.00
3	3.1	Engagement Opportunities	English Learners Foster Youth Low Income	\$478.00				\$478.00
3	3.2	Communication and Input	English Learners Foster Youth Low Income	\$52,920.00				\$52,920.00
3	3.3	English Learner Family Supports and Services	English Learners	\$23,354.00				\$23,354.00
3	3.4	Parent Education	English Learners Foster Youth Low Income	\$12,449.00				\$12,449.00
3	3.5	Items from Goal 3, Actions 1-4 that are "not contributing"	All	\$4,500.00				\$4,500.00
4	4.1	Instructional Materials	All	\$12,090.00	\$280,720.00			\$292,810.00
4	4.2	Class Size Target Ratios	English Learners Foster Youth Low Income	\$2,040,032.00				\$2,040,032.00
4	4.3	Minimize Kindergarten/First Grade Combination Classes	English Learners Foster Youth Low Income	\$329,878.00				\$329,878.00
4	4.4	Safe and Orderly Facilities	All	\$4,759,936.00	\$1,058,368.00	\$2,227,978.00		\$8,046,282.00
4	4.5	Appropriately Assigned Staff	English Learners Foster Youth Low Income	\$3,091.00				\$3,091.00
4	4.6	Items from Goal 4, Actions 1 - 6 that are "not contributing"	All	\$36,404,912.00				\$36,404,912.00

2023-24 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
65,536,529	5,950,716	9.08%	0.26%	9.34%	\$6,248,785.00	0.00%	9.53 %	Total:	\$6,248,785.00
								LEA-wide Total:	\$5,905,079.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$343,706.00

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	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$344,405.00	
1	1.2	Curriculum and Assessment Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,663.00	
1	1.3	Increased Time to Learn	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$117,128.00	
1	1.5	Technology Access and Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$315,789.00	
1	1.6	College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Antelope Crossing, Silverado, Creekview Ranch, Connections 6-8	\$13,828.00	

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	English Learner Supports and Services	Yes	LEA-wide	English Learners	All Schools	\$1,050,667.00	
1	1.8	Foster Youth & Homeless Supports and Services	Yes	LEA-wide	Foster Youth	All Schools	\$176,640.00	
1	1.9	Multi-tiered System of Supports - Academic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$212,131.00	
1	1.10	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,852.00	
1	1.11	Instructional Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Heritage Oak, Antelope Meadows, Quail Glen, Olive Gove, Coyote Ridge, Barrett Ranch, Creekview Ranch 1-3	\$407,698.00	
1	1.12	Educational Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,093.00	
2	2.1	Positive Behavior Intervention & Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,040.00	
2	2.2	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,233.00	
2	2.3	Attendance Supports and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,140.00	
2	2.4	Social-Emotional Learning (SEL) Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,933.00	
2	2.5	School-Based Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,402.00	

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 (%)
2	2.6	School Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$514,136.00	
2	2.7	Increased Support Services and Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$520,045.00	
2	2.8	School Climate Student Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,760.00	
3	3.1	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$478.00	
3	3.2	Communication and Input	Yes	LEA-wide	English Learners Foster Youth Low Income		\$52,920.00	
3	3.3	English Learner Family Supports and Services	Yes	LEA-wide	English Learners	All Schools	\$23,354.00	
3	3.4	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,449.00	
4	4.2	Class Size Target Ratios	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,040,032.00	
4	4.3	Minimize Kindergarten/First Grade Combination Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Heritage Oak, Antelope Meadows, Quail Glen, Olive Grove, Coyote Ridge, Barrett Ranch, Creekview Ranch, Connections	\$329,878.00	
4	4.5	Appropriately Assigned Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,091.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$55,745,601.00	\$55,641,263.00

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	Yes	\$234,161.00	\$209,290
1	1.2	Curriculum and Assessment Teams	Yes	\$25,623.00	\$25,679
1	1.3	Increased Time to Learn	Yes	\$114,015.00	\$91,460
1	1.4	Transitional Kindergarten	No	\$6,000.00	\$0
1	1.5	Technology Access and Integration	Yes	\$308,010.00	\$309,462
1	1.6	College and Career Readiness	Yes	\$3,053.00	\$6,898
1	1.7	English Learner Supports and Services	Yes	\$1,040,640.00	\$1,041,310
1	1.8	Foster Youth & Homeless Supports and Services	Yes	\$81,852.00	\$83,512
1	1.9	Multi-tiered System of Supports - Academic	Yes	\$142,336.00	\$156,293
1	1.10	Highly Qualified Staff	Yes	\$17,809.00	\$18,593

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	Instructional Planning	Yes	\$372,271.00	\$380,928
1	1.12	Educational Equity	Yes	\$2,088.00	\$0
1	1.13	Items from Goal 1, Actions 1-12 that are "not contributing"	No	\$4,632,968.00	\$4,455,634
2	2.1	Positive Behavior Intervention & Supports (PBIS)	Yes	\$14,616.00	\$22,275
2	2.2	Restorative Practices	Yes	\$2,500.00	\$4,698
2	2.3	Attendance Supports and Services	Yes	\$3,132.00	\$1,015
2	2.4	Social-Emotional Learning (SEL) Professional Learning	Yes	\$4,975.00	\$3,518
2	2.5	School-Based Mental Health	Yes	\$23,734.00	\$0
2	2.6	School Counseling	Yes	\$488,919.00	\$466,364
2	2.7	Increased Support Services and Staffing	Yes	\$380,419.00	\$383,992
2	2.8	School Climate Student Survey	Yes	\$14,724.00	\$16,422
2	2.9	Social-Emotional Learning Student Screener	No	\$1,000.00	\$0

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)
2	2.10	Items from Goal 2, Actions 1-9 that are "not contributing"	No	\$2,966,341.00	\$3,094,076
3	3.1	Engagement Opportunities	Yes	\$3,477.00	\$94
3	3.2	Communication and Input	Yes	\$32,767.00	\$40,116
3	3.3	English Learner Family Supports and Services	Yes	\$26,395.00	\$25,677
3	3.4	Parent Education	Yes	\$9,919.00	\$4,696
3	3.5	Items from Goal 3, Actions 1-4 that are "not contributing"	No	\$2,760.00	\$0
4	4.1	Instructional Materials	No	\$266,843.00	\$300,191
4	4.2	Class Size Target Ratios	Yes	\$1,898,320.00	\$1,807,345
4	4.3	Minimize Kindergarten/First Grade Combination Classes	Yes	\$312,090.00	\$312,160
4	4.4	Safe and Orderly Facilities	No	\$7,885,664.00	\$8,286,190
4	4.5	Appropriately Assigned Staff	Yes	\$3,084.00	\$2,786
4	4.6	Items from Goal 4, Actions 1 - 6 that are "not contributing"	No	\$34,423,096.00	\$34,090,589

2022-23 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)
5,572,976	\$5,560,929.00	\$5,414,583.00	\$146,346.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning	Yes	\$234,161.00	\$209,290		
1	1.2	Curriculum and Assessment Teams	Yes	\$25,623.00	\$25,679		
1	1.3	Increased Time to Learn	Yes	\$114,015.00	\$91,460		
1	1.5	Technology Access and Integration	Yes	\$308,010.00	\$309,462		
1	1.6	College and Career Readiness	Yes	\$3,053.00	\$6,898		
1	1.7	English Learner Supports and Services	Yes	\$1,040,640.00	\$1,041,310		
1	1.8	Foster Youth & Homeless Supports and Services	Yes	\$81,852.00	\$83,512		
1	1.9	Multi-tiered System of Supports - Academic	Yes	\$142,336.00	\$156,293		
1	1.10	Highly Qualified Staff	Yes	\$17,809.00	\$18,593		
1	1.11	Instructional Planning	Yes	\$372,271.00	\$380,928		
1	1.12	Educational Equity	Yes	\$2,088.00	\$0		
2	2.1	Positive Behavior Intervention & Supports (PBIS)	Yes	\$14,616.00	\$22,275		

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	2.2	Restorative Practices	Yes	\$2,500.00	\$4,698		
2	2.3	Attendance Supports and Services	Yes	\$3,132.00	\$1,015		
2	2.4	Social-Emotional Learning (SEL) Professional Learning	Yes	\$4,975.00	\$3,518		
2	2.5	School-Based Mental Health	Yes	\$23,734.00	\$0		
2	2.6	School Counseling	Yes	\$488,919.00	\$466,364		
2	2.7	Increased Support Services and Staffing	Yes	\$380,419.00	\$383,992		
2	2.8	School Climate Student Survey	Yes	\$14,724.00	\$16,422		
3	3.1	Engagement Opportunities	Yes	\$3,477.00	\$94		
3	3.2	Communication and Input	Yes	\$32,767.00	\$40,116		
3	3.3	English Learner Family Supports and Services	Yes	\$26,395.00	\$25,677		
3	3.4	Parent Education	Yes	\$9,919.00	\$4,696		
4	4.2	Class Size Target Ratios	Yes	\$1,898,320.00	\$1,807,345		
4	4.3	Minimize Kindergarten/First Grade Combination Classes	Yes	\$312,090.00	\$312,160		
4	4.5	Appropriately Assigned Staff	Yes	\$3,084.00	\$2,786		

2022-23 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)
61,675,264	5,572,976	0	9.04%	\$5,414,583.00	0.00%	8.78%	\$158,393.00	0.26%

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

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

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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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